UNDERSTANDING CHANGE IN CHINESE UNDERGRADUATE STUDENTS’ LANGUAGE LEARNING MOTIVATION: DURING THE TRANSITION TO UK HIGHER EDUCATION

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UNDERSTANDING CHANGE IN CHINESE
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TRANSITION TO UK HIGHER EDUCATION

by

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Abstract

This thesis investigates changes in Chinese undergraduate students’ language learning motivation during the transition from their home cultural setting to the host cultural setting, while studying on a China-UK 2+1 collaborative programme at the University of Bedfordshire.

Since the 1990s, there has been growing attention to research on L2 motivation in classroom or other educational settings. To bridge the gap between general and L2 motivational theories, a number of theoretical frameworks have been developed. The most comprehensive of these is Dörnyei’s (1994a) three-level motivational framework. However, there is as yet little empirical evidence to verify this.

The study employed mixed methods. Firstly, in order to identify whether these students’ language learning motivation changed over time, a two stage questionnaire survey was carried out with 158 students. Questionnaires were first administered in October shortly after students arrived in the UK to begin their courses and again in May when they were close to completing their degrees. Factor analysis was used to verify the structure of the questionnaire. Paired t-tests were used to evaluate whether significant changes had occurred in each of the motivational dimensions addressed.

Secondly, in-depth face-to-face interviews were conducted with 14 of the questionnaire respondents. The interviews explored motivational change in more open-ended fashion and in greater depth. Students’ comments were transcribed, translated and categorised on the basis of Dörnyei’s (1994a) framework. The conclusions, triangulated by both the key findings and the interview results, indicate that Chinese students have strong instrumental orientations and that their language learning motivation changes significantly at the Learner Level and Language Learning Situation Level of the framework. Some patterns underlying these changes were also discovered. The research findings additionally served to support the applicability of the Dörnyei (1994a) framework.

Based on the empirical research findings, some practical recommendations are offered respectively for Chinese students and academic staff. These include:

1) The university should provide more information, or relevant training, about the British academic system and culture.
2) Academic staff need to understand Chinese students more fully and might adjust their teaching style to accommodate them.
3) There is a need for the university to redesign the academic English module to help students efficiently cope with their studies in the UK.
Publications and Conference Presentations from This Research

The following publications and conference presentations are based, in whole or part, on the research reported in this thesis.

18 June, 2008 – Paper was presented in ‘The 11th Warwick Postgraduate Conference in Applied Linguistics’ at the University of Warwick.


15-16 July, 2006 – Paper was presented in ‘Responding to the Needs of the Chinese Learner in Higher Education: Internationalizing the University. 2nd Biennial International Conference’ at the University of Portsmouth.

15-17 September, 2005 – Paper was presented in ‘The Chinese and South East Asian Learner: The Transition to UK Higher Education’ at Southampton Solent University.

17 June, 2005 – 6th Teaching and Learning Conference, University of Bedfordshire. Paper ‘Chinese Undergraduates’ English Learning Motivation change in a host cultural setting’ was presented.
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Chapter 1 Introduction

1.1 Background

Chinese students are increasingly important in the UK higher education sector and make a significant contribution to the UK economy and universities. According to a survey carried out by Chatham House of 100 top UK universities (Nania & Green, 2004), Chinese students contributed £223 million in 2002-2003 and £300 million in 2003-2004. In first place on the list of top non-EU sending countries, there were 52,675 and 50,755 Chinese students in the academic years of 2004/2005 and 2005/2006 respectively (Higher education statistics, UKCOSA, 2008). In the academic year of 2006/2007, there are 49,595 Chinese students studied in the UK. Although the number of Chinese students applying to study in the UK is falling, China is still one of the major student recruitment markets for UK higher education.

In 1999-2000, the UK Quality Assurance Agency for Higher Education (QAA) conducted a scoping exercise on UK collaborative activity with China. The purposes of the exercise were to provide an opportunity for QAA to engage with Chinese higher education authorities, to gain a better understanding of China’s interest in collaborating with UK higher education, to establish a strategy of
cooperation between QAA and the Chinese agencies to maintain the quality and standards of provision, and to provide guidance to UK institutions who were developing or considering the development of similar links with partners in China. In 2006, the Quality Assurance Agency for Higher Education (QAA) undertook a review of how the academic standards of UK higher education awards delivered in China are being maintained. The results showed that nearly 11,000 Chinese students were studying for UK higher education programmes in China; about 3,000 of these students would go on to complete their studies in the UK; and 82 UK higher education institutions had established or were in the process of establishing partnership links with Chinese institutions (The Quality Assurance Agency for Higher Education, 2000). This kind of collaborative programme attracted some UK higher education institutions’ attention and became increasingly popular after 1999/2000. The programmes are usually delivered in the following ways:

- travelling teachers - UK staff travel to the Chinese partner to deliver intensive courses;
- variant of travelling teachers, with delivery in English, but assessment in the Chinese language;
- 2+2 years (the first 2 years in China with articulation to the UK institution at level 2);
• 1+3 years (foundation course in English prior to joining the UK institution at level 1);

• 1+3 years (foundation course in a specific subject prior to joining the UK institution at level 1);

• 2+1 years undergraduate programme (the first 2 years in China with articulation to the UK institution at level 3);

• distance learning with local tutor support;

• programme designed and quality assured by UK institution, but the award is that of the Chinese partner

With the increasing number of Chinese students coming to study in the UK, it was inevitable that problems concerning social life, academic study and cultural adjustment would arise. Low proficiency in English has been one of the biggest problems. In an extensive review of unpublished work on the learning experiences of international students in UK higher education (Leonard, Pelletier and Morley, 2003), among a total of 45 studies there were 11 related to Chinese students (including students from Taiwan and Hong Kong). None of these studies focused on students’ language learning motivation. Li’s (2001) unpublished PhD thesis is the only one found to focus on mainland Chinese research students and their motivation, learner strategies and social network in second language acquisition.
No research has been carried out to investigate language learning motivation change in Chinese undergraduate students on collaborative programmes.

One of the main goals for Chinese students studying in the UK is to complete their courses successfully and so increase their experience of learning overseas. The biggest challenge they face when they are in the UK is the language problem. Some students are successful in language learning and improve their English significantly, but others are not.

Many research results show that motivation plays a crucial role in language learning. It directly influences how much effort students make to interact with target language speakers, what strategies they use to improve their target language and how often they use these strategies and, ultimately, how high their language proficiency becomes. Moving from the familiar Chinese background to the less familiar UK background, Chinese students’ L2 learning motivation may be influenced by different factors. A comprehensive understanding of the nature and role of motivation in L2 learning is crucial.

In short, the Chinese students who study on collaborative programmes are important to the UK economy and to UK higher education. However, little attention has been given to this group of students in the literature on Chinese students in the West, mainly because the collaborative programme is a recent phenomenon. It is hoped that this study can fill in this gap in the literature concerning Chinese students and L2 learning motivation.
1.2 Research rationale

The impetus for carrying out this PhD research comes from both theoretical and practical perspectives. There is an increasing number of Chinese students on the 2+1 undergraduate degree course at the University of Bedfordshire, especially in the Business School. Following the syllabus agreed by both the University of Bedfordshire and the International College of Beijing in China, students on these programmes study their first year or first two years in China and come to continue their last two years or final year in the UK. They will be awarded a UK qualification after they pass all the assessments. These students come to the UK together as a group and enrol in the same course (e.g. Business Administration, Marketing, Advertising and Marketing Communication, Accounting).

Firstly, the increase in the number of Chinese students has raised concerns among both students and staff. Some staff members have complained about problems experienced with Chinese students including plagiarism, poor academic performance, and low English proficiency and being less willing to get involved in class interaction. Some students also reported problems in their studies, covering social life, academic study, teacher-student relationships, and such problems as, for example, racial discrimination, unfair marking and limited communication with teachers.

On the one hand, these problems have resulted in misunderstandings between students and staff. Consequently, students may become disillusioned and the
university’s international reputation may be affected. On the other hand, to a certain extent, these problems can affect students’ learning motivation and learning performance. From a practical point of view, there is a strong need to carry out research and to explore issues related to the Chinese undergraduates who study on 2+1 and 1+2 collaborative programmes. Hopefully the results of the research can help to improve both teaching and learning.

Secondly, the special structure of this programme, which includes a large number of Chinese students studying the same course, coming from similar backgrounds and wanting to improve their English, offers a good opportunity to investigate one of the most important factors in language learning – motivation. In the collaborative programme course, there is usually a high proportion of Chinese students in the classes. For the Chinese students, regardless of the module, everything is new to them including the other students in the classes and the teaching and learning styles. They have to keep up with their academic studies and improve their English. At the same time, they have to try to adjust to the new environment quickly. Before coming to the UK, most of the students were seen to be highly motivated, expected to achieve their academic goals and to improve their English quickly. However, their motivation may start to change after they have been in the UK for a period of time.

Most of the previous research on language learning motivation has either focused on distinguishing motivational dimensions or on international student cross-
cultural adaptation. Students on collaborative programmes have their own characteristics and also are new to UK higher education. Perhaps for these reasons, no research has been carried out to investigate the dynamics of Chinese undergraduate students’ language learning motivation. It is hoped that the results of this research can provide rich information for the university and for staff to understand Chinese students better from the motivational perspective. At the same time, it is hoped that the results can stimulate the University of Bedfordshire and other UK universities to seek out effective strategies to motivate such students and enhance their learning.

Dörnyei’s (1994a) three-level language learning motivation framework will be used in this research in order to explore the issue of language learning motivation among these learners. The research will also provide an opportunity to evaluate the framework and its value for studies of this nature.

1.3 The researcher’s personal motivation

Chinese students have various reasons for pursuing their studies outside China. Personally, my initial motivations included pursuing my postgraduate studies, improving my English and broadening my outlook. Since I was a little girl, I always wanted to be a teacher. In 1999, after gaining my degree in English Education, I realised my ambition by becoming a university lecturer in English and I was passionate about teaching. To keep a permanent position in a public
university and survive in a competitive working environment, everyone has to work very hard and pursue higher qualifications. A Masters degree is essential for a university lecturer. Therefore, my next plan was to pursue my Masters degree. To gain a Masters degree, in China a student needs to pass the national postgraduate entry exam, then an interview, and finally pass all the taught modules, submit a successful dissertation and pass a viva voce examination. It takes two and half or three years to finish the whole course. In 2000, only 16.6% of the applicants successfully entered Masters level degree courses. This was the year that I was going to take the national postgraduate entry exam (Eco Education, 2005). By chance, I received some information about the University of Luton (now the University of Bedfordshire). The university offered me a place on the MA Applied Linguistics (TEFL), which was the course I wanted to take.

Compared with China, there are a number of benefits to studying in the UK. First, the UK is an English speaking country and is recognised as having a high quality of education. For most Chinese students, English is a compulsory subject in secondary school, high school and university. Many Chinese students choose their destination countries based on the language they have learnt in school and English is the most popular foreign language learnt. Therefore, English-speaking countries have an advantage in attracting Chinese overseas students. In addition,
the educational standards are said to be high at all levels in teaching and researching. A UK qualification is recognized worldwide.

Second, the period of study is one year for a full-time postgraduate course, unlike two and half or three years in China. This can reduce the cost and save a lot time.

Thirdly, it would benefit me as an English teacher. An English teacher should be equipped with not only knowledge of linguistics and of language acquisition but of history, customs, culture and cross-cultural communication issues; together with teaching skills and techniques. Studying in an English speaking country could, I believed, provide me with an authentic language learning environment.

Fourth, the procedures of university admissions and immigration were comparatively straightforward. All a student needed to do was to fill in an application form and attach supporting documents. Within a month, the student could get a response to his/her application, accepting or rejecting him/her. Success depends on a person’s qualifications and experience rather than on tests and interviews. Finally, the UK is said to be a safe and multicultural society with beautiful scenery and a good natural environment. The country has a well-established reputation for supporting international students.

After I received my unconditional offer from the University of Luton to study on the MA Applied Linguistics (TEFL), I started to prepare my visa application documents. Although it was not easy to prepare all the paperwork for the visa, I
finally received it. On Oct 1, 2000 I arrived in Luton. I found it to be a strange new place. It was not only exciting but also rather frightening.

I went to the classes the next day and I met my classmates. I did not have any problems understanding the lecturers, but I could not understand my classmates and my classmates’ fluent English also impressed me. At some point, I became very disappointed with myself. Even though I had been studying English for so many years and I also had a degree in English, I could not fully understand people, especially people outside the university. It was from that time that I set up my first learning goal – to improve my listening and speaking.

The first three months were very difficult. I needed to enrol, learn how to use the learning resources, register at the local police station and at the university health centre and so on. I also managed to find a weekend cleaning job in a local pub. I tried to find as many opportunities as I could to learn and to improve my English. I knew I had to make the most of my time in the UK.

In the university, I attended every single lecture and finished all my assignments on time. In addition, I also attended different workshops to broaden my outlook. I spent a good deal of time in the language centre listening to tapes, watching videos, and discussing questions with students from different cultural backgrounds. Outside the university, I attended Christmas carols in the local church, went to a Greek students’ party and talked to the people in the pub. I
learned about my academic subject inside the university and gained social and cultural knowledge outside the university. The latter felt more difficult to acquire. Gradually I built up my confidence. My learning goals had changed since coming to the UK. During the course, my understanding of and beliefs about motivation altered over time in line with my changing understanding of ability, effort, interest, expectation and attitude towards the host culture and community. I feel that I did manage to maintain my motivation to learn throughout that time.

After finishing my Masters course, I decided to continue my studies by undertaking a PhD on overseas students’ learning experiences, especially in the area of motivation. This decision reflected my motivational development. I hope that my own experiences as an English language learner and as a university student are of benefit to this study.

### 1.4 Aims and research design

The main aim of this research is to gain new insights into motivation for L2 learning by investigating whether motivation changes during the transition from the home culture to the host culture setting. Dörnyei’s (1994a) three-level motivation framework was used in this study. By resolving the issues identified in the literature concerning language learning motivation, this study can contribute to this literature in the following respects:
Clarifying selected issues and evaluating Dörnyei’s three-level motivation framework

Employing a combination of qualitative and quantitative research methods to get an all-round picture of mainland Chinese students’ language learning motivation change during the transition from their home culture to the host culture setting

Gaining a better understanding of a large, but under-researched group of students.

This study employs a mixed method involving both quantitative and qualitative research approaches. Firstly, it obtains quantitative results from a sample of Chinese undergraduate students who study a 2+1 collaborative programme. A survey was administered to the students at two points in time (at the beginning of their course and shortly before they finished the course). The purpose was to gain a general picture of students’ motivation constructs and whether students’ language learning motivation changed over time and, if so, at which level it changed. Secondly, qualitative data were obtained by following up a few students on the course in greater depth through face-to-face interviews. Semi-structured in-depth interviews were conducted with the students. The purpose was to understand how students’ language learning motivation changed and to discover whether there were any motivational patterns emerging over time. The use of a
combination of quantitative and qualitative research methods was intended to neutralise the weaknesses of both approaches and to provide new insights into the dynamic nature of language learning motivation.

1.5 Overview of the dissertation structure

There are eight chapters in the dissertation. Chapter two introduces the background of the Chinese education system (including the so-called Confucian-heritage Culture and its influence), studies on Chinese mainland students abroad, cultural differences between China and the UK, and previous research on Chinese students in the West. Chapter three reviews the literature on different definitions of motivation and language learning motivation, the components of L2 motivation, the most influential L2 language learning motivation models and frameworks and previous research on L2 language learning motivation. Chapter four describes the methodology of this study, including the research design, procedures for sample selection, procedures used to collect and analyse the data, the pilot study and the implications of this for the main study. Chapter five and six describes the main study in detail, including questionnaire and interview. Chapter seven compares the questionnaire findings with the interview findings and has revealed how the two research methods can support each other. Chapter eight presents the main findings of this study, the ways in which this research has contributed to knowledge with
practical recommendations. Finally, limitation of the research and areas for further study are identified.
Chapter 2 Characteristics of Mainland Chinese students

2.1 Introduction

In this chapter a comprehensive picture of Chinese mainland students is provided. In order to understand the changes that Chinese students may experience when travelling overseas to study in countries like the UK, it is first important to gain some understanding of Chinese social and educational norms and values.

Following the economic reform from 1978, China has promulgated different policies on studying abroad. Before the 1990s, most Chinese overseas students and scholars were supported by the government and other organizations and the majority of the students who went abroad were pursuing a Higher Degree at PhD level. It was not until 1993 that the Chinese government adopted a clear policy of supporting students studying abroad and encouraged them to come back to China (www.liuxue86.com). After 1993, more and more self-funded students started going abroad. They either pursue undergraduate degrees or postgraduate degrees. A record 134,000 Chinese students studied in overseas universities in 2006 (www.china.org.cn). The number of mainland Chinese studying in UK higher education has increased dramatically since 2002. The number increased from

2.2 Similarities

Most mainland Chinese students share similar educational backgrounds. Traditionally Chinese culture laid the emphasis on enhancing a person’s value and career through the means of education. In 1986, the ‘Nine-year compulsory schooling system’ was formally approved by China as an educational policy. This means that all children are required to attend school for at least nine years. Normally students start school at the age of seven and in nine years complete both the primary and junior school programmes. Then students have to pass an entrance examination to progress to three-year high/senior school education or technical schools. After three years, they will take the National Colleges and Universities Entrance Examination for higher education.

In China, children start learning English as young as 3 or 4 years old from nursery school. English is not only a compulsory subject in the primary, senior and junior high school syllabuses, but also a compulsory subject in college and university teaching syllabuses. Hence, most Chinese students are compelled to learn English. For some universities, students are required to pass the National College English Test (CET) in order to graduate or get their first degree. English proficiency has
also become a criterion for job promotion and recruitment. In short, high English proficiency can give people great prestige in modern China.

2.3 Confucian-heritage culture and its influence

People from different cultural backgrounds have different learning styles and preferences (Smith & Smith, 1999; Volet & Renshaw, 1996). Different pedagogical theories, cultural values and educational approaches can shape and affect people’s ways of thinking and habits of learning. And these educational approaches are determined by local social and political expediencies and historical developments (McVeigh, 1995, p.3).

Confucian-heritage learners, who are mainly from East Asia, are commonly viewed in Western educational settings as passive, respectful of and expecting structure and hierarchy from the classroom environment, teacher-centred rather than self-directed in learning and seemingly lacking in critical analytic skills (Ramsay, G. 2005). A considerable amount of research on learners from Confucian-Heritage backgrounds has been carried out in the last two decades (Biggs, 1996; Chan 1999; Dahlin, B & Watkins, 2000; Jin & Cortazzi, 1998b; Lee, 1996; Watkins & Biggs, 1996; Woodrow and Sham, 2001). The most common conclusions are that these learners tend to be rote learners, are quiet in the classroom, expect structured tuition and are used to a teacher-centred learning style.
For Chinese learners, an ideal student is young, hard-working, very competitive with others, listens to the teachers and studies privately by reading and processing knowledge within defined disciplinary rules and boundaries (Turner, 2006). An ideal student always responds to the teacher directly and correctly and strives to be the best. Apart from good academic performance, a good student should also have ‘good’ moral behaviour (Education Law of the People’s Republic of China, 1995; Regulations on the management of students in Higher Education Institutions; 2005). Correspondingly, an ideal teacher should have deep knowledge, a good character, be patient and friendly and be able to deal with questions and provide guidance. Apart from transferring knowledge, one of the most important duties for teachers is to help with students’ moral development and correct philosophy (Education Law of the People’s Republic of China, 1995; Higher Education Law of the People’s Republic of China, 1998; Regulations on the management of students in Higher Education Institutions, 2005).

2.4 Mainland Chinese students abroad

Changes in the economic and political situation have led to an increase in the number of students from mainland China studying in the UK. According to the statistical information provided by UKCOSA in 2004/05, business and administrative studies are the most popular fields of study, followed by engineering and technology, social studies and computer science
According to research carried out by the National Centre for Language and Literacy at the University of Reading (Edwards & An, 2006), large numbers of Chinese students tend to enrol in the same subject at the same time. This often occurs on UK-China collaborative programmes. These students study for their first two years in China and come to the UK to study for one or two more years to gain a UK degree.

When large numbers of Chinese students enrol in the same subject and all come to study in the UK at the same time, they become the dominant nationality group in their classes. They often live with their Chinese fellows and they speak Chinese most of the time. They may not, as a result, have much chance to practise the English language and may become isolated from other groups.

These students are being plunged into an unfamiliar culture and will go through different stages of adjustment and motivational changes. In my experience, at the beginning, the students usually have a mixture of excitement and anxiety, facing a new life ahead. After a period of time, the students gradually build up their confidence and start to participate.

Most Chinese students studying in the West are considered to be academically hard working, extremely intelligent with a solid foundation of knowledge, highly motivated and determined (Jin & Cortazzi 1993). However, although students may have gained high test scores (eg. IELTS or TOEFL), some of them may still face language problems in listening, speaking and writing. Academic language
problems and cultural barriers continue to be sources of difficulty during their stay in the West (Cortazzi & Jin 1996; Jin & Cortazzi 1993; Jin & Cortazzi 1995; Spencer-Oatey 1993). Difficult experiences may affect their motivation to learn and perform.

2.5 Motivation for studying abroad

The number of mainland Chinese students studying outside China is growing rapidly, especially in English-speaking countries. Many of these students who go to study abroad (e.g. at British and other western universities) to pursue their higher education have been influenced by both ‘push and pull’ factors (Altbach 2004; Ingleson, 2004; Mazzarol & Soutar, 2002).

The ‘push’ factors include economic, social and political forces within China. Firstly, fast economic growth in China has caused household income growth. Therefore, more and more families can afford to send their children overseas for education. Going abroad is no longer a major concern for the average Chinese family (Chinaview, 2006; Chinaorg, 2002). Secondly, China’s higher education system has limited capacity, particularly at postgraduate level (Zhao and Guo, 2002). The fierce competition for places at Chinese universities makes students think of pursuing their higher education in an alternative way. Many affluent families might experience difficulty in gaining a place in China and consider sending their children overseas (Peterson, Hayhoe and Lu 2001). Thirdly,
studying abroad has become a trend in Chinese society. Chinese parents perceive overseas education as having many advantages for their children, for instance having direct exposure to foreign languages and culture, receiving a better education and building plentiful knowledge and better skills for future competition after graduation (Yang, 2002). Finally, the Chinese government has begun to pay more attention to self-funded students. Studies show that the Chinese government’s policy on study abroad has had a strong effect on the flow of Chinese students who do study abroad (Marginson 2001 and Mok, 2003; Mazzarol, Soutar, Smart, & Choo, 2001).

Pull factors include how the host country operates to attract students. Several pull factors will influence the decision of a host country when a student or their family have decided to study abroad. According to Mazzarol and Soutar’s (2002) study, the following six factors are important to students’ decisions:

1. Knowledge and awareness. The Chinese market is a brand-conscious market (Fam and Gray, 2000; Hui, 2001). Students pay great attention to the host country’s preference ranking. Also, the destination country’s reputation for quality and whether the qualifications from the destination country are recognised in China are important for students.

2. Recommendation. This factor includes the introduction or influence of friends, relatives and parents.
3. Cost. This factor includes the cost of tuition, living expenses, travel costs, social costs and time costs.

4. Environment. This relates to climate, lifestyle, crime, safety and racial discrimination, especially crime and safety,

5. Geographic proximity. This relates to geographic closeness to a destination country.

6. Social links. This refers to having family or friends living in the destination country or family and friends who have studied there. The host country’s government policies, such as immigration policies, have a strong influence on the decision of Chinese students’ studying abroad. Bass (2005) revealed that many Chinese students in Australia who were planning to study abroad were not planning to return to China after their graduation and saw studying abroad as an immigration ticket.

International education in the UK has expanded rapidly, and it has had a great impact on the UK economy. As the top ranked non-EU sending country for UK higher education, in 2005/2006 there were 50,755 students from China in the UK (http://www.ukcosoa.org.uk/about/statistics_he.php#table1). With the increasing number of mainland Chinese, the concerns about their academic studies, cultural adjustment and other aspects of their life in the UK have also grown. Therefore, it is very important to take these students seriously and investigate the issues, in
order to provide effective support for students from mainland China and also to maintain the UK’s worldwide reputation in higher education.

2.6 Cultural difference between China and the UK

There are some major differences between the Chinese and British cultures. Awareness of cultural difference can help with the understanding of the potential difficulties that overseas Chinese students may face when they study abroad.

2.6.1 Differences in cultural values

As Hofstede (1980, 2001) stated, values are a core and fundamental part of culture. To demonstrate cultural differences, comparison of cultural values is a starting point. Hofstede (2001) showed that the major differences between Chinese and British culture occur in three dimensions: long-term orientations, individualism-collectivism and power distance. Chinese culture is high in long-term orientation, collectivism and power distance, whereas British culture is relatively low in both long-term orientation and power distance and high in individualism. Hofstede (2001) believes that some of the characteristics of the relationship between teachers and students or between students and students are related to these three dimensions.
2.6.2 Differences in academic beliefs and conventions

In terms of learning strategies, Chinese students prefer memorisation, whereas in the western educational setting memorisation is often associated with rote learning without understanding, which is usually perceived negatively (Watkins, 1996).

In terms of learning and teaching styles, Chinese students are used to having a lecturer in large classes with one designated textbook and a teacher-centered teaching style (Cortazzi & Jin, 2001). This contrasts with the UK universities where students often have lessons in small classes with no designated textbook and the teaching is more student-centred. Apart from providing lectures, UK universities offer a variety of teaching formats, for example tutorials, seminars, workshops, projects and presentations. Although these forms of teaching styles are generally familiar to UK students, they are new to some Chinese students. Some of these formats have now been introduced to Chinese universities, but some overseas Chinese students are still anxious. One reason is lack of knowledge of these formats; another is that they do not know what is expected of them in the UK universities.

In terms of teacher-student relationships, many studies provide evidence of the big differences in teacher-student relationships in Chinese and western universities (Cortazzi & Jin, 1997a, 1997b; Pratt, Kelly & Wong, 1999; Spencer-Oatey, 1997). For Chinese students, the teacher-student relationship has been compared to a parent-child relationship or one of friendship (Cortazzi & Jin, 1999; Spencer-Oatey, 1997). This contrasts with British culture where the teacher-student
relationship is considered as a professional relationship. There is a clear
distinction between teachers’ academic life and private life. Therefore, the
interaction between students and the teachers are mainly related to academic
questions.

Different perceptions of a proper teacher-student relationship have an impact on
interaction between the teacher and the students (Ho, 2001). This difference may
stop students from seeking help from their teacher and also create
misunderstanding between them. For example, when the students try to talk about
personal and academic issues after class, they either find it difficult to catch the
teacher, are told to make an appointment, or receive unexpected responses. This
phenomenon can make students feel they are not being given enough attention or
that the teacher does not like Chinese students. The student may think of such
treatment as discriminatory and so may lose their trust in their teacher.

In terms of engagement and communication in classroom activities, Chinese
students have been regarded as quiet and reluctant to communicate in the class.
Jin and Cortazzi (1996) identified four main reasons why Chinese students do not
want to ask questions: 1) many students do not want to lose face nor cause their
teacher to lose face; 2) some students think that a good teacher should be able to
anticipate what they do not know and explain it in instruction; 3) other students
believe that finding a question worth asking requires good knowledge, so they
would rather save or delay their questions; 4) others think that a student should
have the ability of independent learning and be able to solve problems for themselves after class rather than asking questions in class. Western students do not typically have as much concern about asking questions in class.

There are also differences between the Chinese and British cultures in terms of campus life and the rewards and disciplinary measures associated with it. In China, students living on the university campus are collectively based, usually with 4 to 8 students sharing the same room organised by class or department (Biggs, 1996). This special campus life style ensures that the students are embedded in a very close network. In comparison, UK students are more individual and their social life is not restricted to the campus.

Chinese students come to study in the UK and potentially face the challenge of moving from collective campus life to a more individual based environment. The different campus atmosphere between the two cultures and the sudden change from one culture to another culture can pose some difficulties for overseas Chinese students in interacting with home students. Indirectly it may affect their learning performance.

The different reward and assessment measures used in Chinese and British universities may also cause students difficulties. For example, Chinese students are used to Chinese assessment systems; they do not know what is expected and how to achieve good results when they come to the UK. If they do not achieve what they planned and expected, they may feel that they have been treated
unfairly, then lose confidence and build up negative attitudes towards learning. When Chinese students, who are used to different reward systems, come to a UK university, they may feel that they are given little recognition and lack a sense of belonging if they do not receive any reward.

2.7 Research on Chinese students in the West

There has been a long history of studies involving overseas students from different disciplines, and research on Chinese overseas students is not an exception. Among the studies of overseas students, there are two predominant perspectives: cross-cultural adjustment and international education. The cross-cultural adjustment literature tends to investigate cross-cultural theories by looking at students’ overseas learning experiences. In contrast, the international education literature focuses on aspects of overseas students’ academic performance. The international education research covers a much broader area, including L2 competence, classroom interaction, language learning strategies and motivation. There are a large number of studies concerning Chinese students’ cross-cultural adjustment and their academic study.

Inadequacy in English proficiency is, for Chinese students, one of the biggest obstacles to study in the West. For example, in Jin’s (1992) study of 101 Chinese postgraduate students, visiting scholars and 37 British tutors in UK higher
education, the students completed a questionnaire to rate their competence for the four skills of reading, writing, listening and speaking. The findings showed that speaking and writing were regarded as most problematic, followed by listening. Reading was considered to be the strongest skill.

It is generally believed that overseas students have more difficulty than home students in coping with both social and academic situations. In a study carried out by Barker and his colleagues (1991), 101 Australian and 101 ethnic Chinese students responded to four vignettes about academic situations. The responses indicated that Chinese students had special difficulties in dealing with tutorials, not knowing how to behave or not feeling confident enough about their English to express their opinions. Across the four academic situations, Chinese students attributed their behaviour to having to follow Australian rather than Asian cultural norms. They also attributed their behaviour to being less confident about their proficiency in English (Barker et al., 1991)

There are more studies concerning Chinese students’ overseas learning experiences, especially the cultural aspect and language communication competence (Andrade, 2006; Edwards and Ran, 2006; Gu and Schweisfurth, 2006; Holmes, 2005; Wan, 1999; Xiong, 2005). A number of studies have focused on how Chinese students adjust to the new culture, but how cultural factors influence
students’ learning motivation has not been given much attention. The Chinese students who participated in previous studies have usually been either international foundation students or masters students. However, the number of Chinese students studying on collaborative programmes has increased dramatically and these students have different experiences from those who study on international foundation courses or masters course both in terms of the nature of the courses they study and in the duration of their stay in the host country. It is not appropriate to treat them in the same way as other Chinese students. There is a need to re-evaluate the Chinese students in this relatively new educational form (China-UK collaborative programmes) and to investigate the problems they face in their learning.

2.8 Chapter summary

The purpose of this chapter has been to provide a comprehensive picture of Chinese mainland students. Changes in the economic and political situation have led to an increase in the numbers of students from mainland China studying abroad.

The students who went to study abroad in the 1990s and 2000s are different from those who went out before the 1990s. They were educated in a new educational system, but at the same time they were still influenced by Confucian values. Therefore these students have their own characteristics. Research on overseas
students has a long history, but Chinese students or Chinese learners as a group with fast growing numbers in the West have attracted more and more attention. A better understanding of Chinese mainland students will help readers to realize the importance of research on Chinese students. It also helps to explain why Chinese students behave in different ways and have difficulties with their learning experiences during their stay abroad.
Chapter 3 Literature Review

3.1 Introduction

This chapter reviews research on second language learning motivation from a historical perspective. First, it offers a definition of second language learning and second language learning motivation in the traditional social psychological tradition. Then different models of motivation, factors that affect motivation and associated research are considered.

3.2 Definition of motivation and L2 learning motivation

3.2.1 Second versus foreign language learning motivation

A second language (L2) is any language learned after the first language or mother tongue (L1). An L2 learner has many opportunities to hear, see and use the language. In pedagogy, a distinction is often made between ‘second language’ and ‘foreign language’, the latter being learned for use in an area where that language is not generally spoken. Often, a foreign language learner has little contact or little opportunity to meet with members of the target language group. English in countries such as India or the Scandinavian countries can be considered
as a second language because many of the speakers learn it when they are young and speak it fluently. However, in China, English would be considered a foreign language, because the majority of the learners learn it in a classroom setting and lack opportunities to use it and experience it at first hand.

A distinction has been made between second and foreign language acquisition because the factors involved in learning these two types of language may be different (Oxford, 1996). Although it is very meaningful to distinguish the two different concepts, the distinction is not always easy to make when considering research conducted in the transition from foreign language learning to second language learning. The distinction is not easy to make because ‘foreign’ and ‘second’ language are not fundamentally different. For example, lots of Chinese learners start learning English in China as a foreign language, then move to an English speaking country (UK, USA, New Zealand or Australia) to continue their English studies. In the transition, English may change from a foreign language to a second language, according to the defining characteristics that distinguish these. Learners usually have more opportunities to hear, see and use the language when they are in an English speaking country, although they may not exploit these opportunities for language learning. In that case, although theoretically English may be a second language for these learners, in fact, English remains more like a foreign language for them. Therefore, in this study, the terms ‘second language
learning’, ‘foreign language learning’ and ‘target language learning’ will be used interchangeably.

3.2.2 Definitions of motivation

It is very difficult to define motivation and there is no consensus among scholars. Moreover, people from different backgrounds may understand motivation in different ways.

In psychology, motivation refers to the initiation, direction, intensity and persistence of behaviour (Geen, 1995). Motivation is generally understood as a desire and willingness to do something.

In education, motivation is defined as ‘some kind of internal drive which pushes someone to do things in order to achieve something’ (Harmer, 2001:51). As stated by Brown (1994:152), motivation is a term that is used to define the success or failure of any complex task. It is also defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989).

In educational psychology, ‘to be motivated’ is simply defined as ‘to be moved to do something’ (Ryan & Deci, 2000, p.54). However, the question of ‘what is motivation’ becomes rather complicated when the social and cultural facets of motivation are considered.

So motivation involves:

- the willingness to persevere in a learning task;
- the drive or impulse that causes one to act in a certain manner;
- the process of gaining a motive or motives;
the force or incentive within a person that stimulates him/her to have an active interest;
- the inner drive, impulse, intention that causes a person to do something or act in a certain way.


Motivation in the social psychological context refers to “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p.10). In other words, motivation is “desire to achieve a goal, effort extended in this direction, and satisfaction with task” (Gardner & MacIntyre, 1993a, p.2). In addition, implicit in the definition is the link between goal and motivation (Li, 2001).

Crookes and Schmidt (1991) suggest a comprehensive definition of L2 learning motivation. The structure of motivation includes four internal attitudinal factors and three external or behavioural factors. They are interest in the L2, relevance of learning the L2, expectancy of success or failure, outcomes, decisions to participate in L2 learning, persistence or perseverance and maintenance of a high activity level.

According to Gardner and MacIntyre (1993b, p159), motivation refers to a combination of the learner’s attitudes, aspirations, and effort with respect to
leaning the language. It is measured by *Attitudes Towards Learning the Language*, *Desire to Learn the Language* and *Motivational Intensity*.

Oxford and Shearin (1994) characterize motivation as a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation to be one of the main elements that determine the success in developing a second or foreign language. It determines the extent of active, personal involvement in L2 learning (Oxford & Shearin, 1994).

In an attempt to synthesise the static and dynamic conceptions of motivation, Dörnyei (1998, p118) defined motivation as: a process whereby a certain amount of instigating force which initiates an action, and persists as long as no other forces comes into play to weaken it and thereby terminate the action, or until the planned outcome has been reached.

There are many definitions of motivation and L2 motivation and this variety seems to undermine the insights into motivation that can be gleaned for L2 learning. What can be inferred from all the above definitions is that motivation consists of goals, effort, desire, persistence, energy and active involvement.

### 3.3 Different components of L2 motivation

L2 motivation is a multifaceted construct, consisting of different components. In terms of the components of L2 learning motivation, there are many differences
among researchers. Below are some of the components that have been mentioned in different theoretical frameworks.

3.3.1 Components from Gardner and his associates

In the socio-educational model, motivation has most frequently been characterised as an Integrative Motive, which is comprised of integrativeness, attitudes toward the learning situation, and motivation (Gardner, 1985). It is made up of (1) the nature of the motivational orientation (goal); (2) attitudes toward the L2 community (integrativeness); (3) the degree of general interest in language and culture (integrativeness); (4) attitudes toward the current L2 learning experience (towards the teacher, course, setting, materials, methods, etc.); (5) effort (motivational intensity); (6) desire to learn the language (valence);

According to Gardner, *integrativeness* refers to an individual’s desire to interact with the L2 group and is assessed in questionnaires by three scales: integrative orientation, attitudes toward the target language group, and interest in foreign languages in general. Attitudes toward the learning situation are concerned with the individual’s evaluation of the course and the teacher. Finally, motivation measures three components related to the L2: the individual’s attitude towards learning, desire to learn, and the effort invested, which is referred to as motivational intensity. Thus, Gardner’s concept of motivation identifies behavioural, cognitive, and affective components.
3.3.2 Components from Crookes and Schmidt

In 1991, Crookes and Schmidt published an article, called ‘Motivation: Reopening the research agenda’, in the journal *Language Learning*. As its title suggests, this article reopened a path for research on L2 learning motivation. It does only not provide a well-researched review of both the L2 and the mainstream psychological literature on motivation, but also introduces the following components:

(1) interest in the L2 based on existing attitudes, experience, and background knowledge on the learners’ part; (2) relevance, which involves the perception that personal needs such as achievement, affiliation, and power are being met by learning the L2; (3) expectancy of success or failure; and (4) outcomes, i.e., the extrinsic or intrinsic rewards felt by the learner, (5) the decision to choose, pay attention to, and engage in L2 learning; (6) persistence or perseverance in it over an extended period of time and returning to it after interruptions; and (7) maintaining a high level of activity.

3.3.3 Components from Dörnyei

Based on the results of a survey carried on in Hungary, Dörnyei (1990a) postulated four components of motivation in foreign language learning: (1) an instrumental motivational subsystem, consisting of instrumental language use and
instrumentality, which are a set of motives involving the individual’s seeking better job opportunities; (2) a multi-faceted integrative motivational subsystem, which consists of interest in foreign languages, cultures and people, the desire to broaden one’s view and avoid provincialism, desire for new stimuli and challenges, and desire to integrate into a new community; (3) need for achievement, which is the individual’s tendency to achieve a goal and his/her interest in success; (4) attributions of past failures, which involve bad learning experience emerging from the learner’s past.

3.4 Different types of motivation and orientation

3.4.1 Differences between orientation and motivation

In order to better understand research on language learning motivation from the social psychological perspective, it is necessary to distinguish clearly the concepts of ‘motivation’ and ‘orientation’. Motivation is not synonymous with orientation. According to Gardner and MacIntyre (1993a, p.2), motivation is ‘a desire to achieve a goal, effort extended in this direction, and satisfaction with task’. The goal was defined by Gardner as a motivational element that functions as “a stimulus that gives rise to motivation” (Gardner, 1985, p.50). Nevertheless, a goal is not measurable. It can be inferred that a group of reasons for learning a second language and only these specific reasons are directly measurable. These specific reasons are called orientations.
Gardner (1985) clearly distinguished the differences between motivation and orientation. Motivation to learn a second language is ‘the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity’ (Gardner, 1985, p10). He explained that ‘orientation refers to a class of reasons for learning a second language’ (p54).

### 3.4.2 Integrative orientation versus instrumental orientation

Two types of orientation have received considerable attention in the second language learning motivation: ‘integrative orientation’ and ‘instrumental orientation’. An integrative orientation refers to “a class of reasons that suggest that the individual is learning a second language in order to learn about, interact with, or become closer to, the second language community” (Gardner, 1985, p.54). It means a learner pursues a second language or foreign language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high or a low level of motivation.

An instrumental orientation refers to learning a second language for such reasons as gaining social recognition or economic advantages (Gardner & Lambert, 1972). It does not imply any interest in getting closer socially to the language community. Likewise, it means a learner studies a language in order to further her/his career or achieve an academic goal. The intensity or motivation of a learner to attain that goal could be high or low (Brown, 2001).
3.4.3 Integrative motivation versus instrumental motivation

Motivation refers to the intensity of someone’s impetus to learn. Over the past few decades, Gardner and his colleagues have carried out a series of studies and identified two kinds of motivation: integrative and instrumental motivation. Gardner and Lambert (1972) claimed that integrative motivation represented the learners’ desire to learn the second language, willingness to interact with the other language community, and positive attitudes toward the target language community. It is found that integrative motivation is best characterized as ‘a sincere and personal interest in the people and culture represented by the other language group’ (Lambert, 1974, p98). It is consistently correlated with L2 linguistic achievement and has often been held as providing important support for language learning.

Contrastingly, instrumental motivation is defined as the practical, utilitarian, advantages derived from language proficiency, such as a better employment opportunity or higher salary. It is described as ‘the practical value and advantages of learning a new language’ (Lambert, 1974, p98)

3.4.4 Intrinsic motivation versus extrinsic motivation

In Self-Determination Theory (Deci & Ryan, 1985), intrinsic motivation and extrinsic motivation were distinguished, based on the different reasons or goals
that lead to an action. *Intrinsic motivation* refers to doing an activity because it is inherently interesting or enjoyable (Ryan & Deci, 2000; 2002). It derives from within the person or from the activity itself and positively affects behaviour, performance, and well-being (Ryan & Deci, 2000). A learner with intrinsic motivation has the urge to engage in the learning activity for his/her own sake, rather than accomplishing the activity for a reward.

*Extrinsic motivation* refers to doing an activity because it leads to a separable outcome (Ryan & Deci, 2000; 2002). An activity needs to be done in order to attain some separable outcomes or consequence. It is derived from external incentives, such as awards, prize, praise and fear of punishment. For example, a student chooses to do the work because he/she believes it is valuable for her future career, which is extrinsically motivated rather than doing it for the enjoyment of the work itself. In common with instrumental motivation, people with extrinsic motivation are to obtain a practical goal.

### 3.5 Traditional models and frameworks of L2 motivation

#### 3.5.1 Introduction

As explained in sections 2.2 and 2.3, language learning motivation is a multifaceted construct. Compared with the general motivation to learn, the process of learning a language is more complex. In order to understand the second language learning process well and study the motivational determinants of second
language learning further, various theories, models and frameworks have been developed since 1972 in Canada. This was the beginning of research on the role of motivation in second language acquisition. These theories, models and frameworks focus on different aspects of L2 motivation and also show scholars’ research priorities. In the following, a selection of the most influential motivation theories in the L2 field will be presented, followed by some alternative approaches.

3.5.2 Gardner’s motivation theory

There is no doubt that the most influential motivation theory in the L2 field has been proposed by Gardner and his colleagues and associates in Canada (Gardner, 1985; 1988; Gardner & Clément, 1990; Gardner & MacIntyre, 1991; 1993b). The Socio-educational model is perhaps the most familiar one in the context of discussions of Gardner’s motivation theory. However, this model is not the only part of his motivation theory. Gardner’s motivation theory consists of four areas: the integrative motive, the socio-educational model, the Attitude/Motivation Test Battery (AMTB) and his extended L2 motivation construct.

3.5.2.1 Integrative motive

As early as the late 1950s, Gardner and Lambert started to investigate how language learners’ attitudes toward the L2 – speaking community affected their
desire to learn the second language (Gardner & Lambert, 1972). Most of their research was carried out in Canada, which involved Canadians learning either French or English, because both French and English are official languages in Canada. Gardner and his associates developed a comprehensive concept: the integrative motive, which was defined as ‘motivation to learn a second language because of positive feelings toward the community that speaks that language’ (Gardner, 1985:82-3). The integrative motive consists of three main components (Gardner, 1985; Gardner & Maclntyre, 1993b), also shown in Figure 3.1:

1. Integrativeness – integrative orientation, interest in foreign language and attitudes towards L2 community.
2. Attitudes towards the learning situation – attitudes towards the language teacher and the L2 course.
3. Motivation – desire to learn the L2, motivational intensity (effort) and attitude towards learning the L2.
3.5.2.2 Socio-educational Model

Over the years, this model has undergone some changes, but the similarity between the earlier version (Gardner, 1985) and the revised one (Gardner, 2001, p5) is very clear. First, let’s have a look at the earlier version. Figure 3.2 presents a schematic representation of this model.

Figure 3.2 Gardner’s social educational model (1985)

The model focuses on four classes of variable:
(1) Social Milieu – the influence of the cultural context in which language learning takes place.

(2) Individual Difference – focus on four types of individual differences: (a) intelligence (ability to learn); (b) language aptitude (cognitive and verbal abilities); (c) motivation (desire and effort); (d) situational anxiety (fear and uncertainty)

(3) Language Acquisition Contexts – there are two type of context: (a) formal context (e.g. language classroom) and (b) informal context (e.g. listening to the radio, watching TV.)

(4) Learning Outcomes – two types of context: (a) linguistic outcomes (e.g. grammar, vocabulary, pronunciation, etc.) and (b) non-linguistic outcomes (e.g. knowledge of culture, value and attitudes derived from the experience of learning the language)

The central role played by motivation and the social dimensions is seen as a major part of motivation. In this model, it was proposed that attitudes influence motivation, which in turn influences achievement. Next, Figure 3.3 (Gardner, 2001, p5) shows the revised socio-educational model. Compared with Figure 3.2 (Gardner, 1985), it can be seen that there are still four classes of variables, but with new terms:
Figure 3.3: Revised Socio-educational model (Gardner, 2001)

(1) External Influence – replaces Social Milieu in the earlier (1985) version. It is more general and refers to any factors that might influence language learning: (a) history (e.g. personal family background, cultural background, previous learning experience) and (b) motivators (a set of techniques or principles that are used to motivate learners)

(2) Individual difference – here the focus is on two types of individual difference instead of the four in the previous version: (a) motivation (desire, effort and enjoyment) and (b) language aptitude (cognitive and verbal abilities). In this version, the concept of ‘integrative motivation’ is elaborated. This was formerly called the ‘integrative motive’ (see 3.5.2.1). The figure shows that ‘integrative motivation’ is made up of three classes
of variables - Integrativeness, Attitude toward the Learning Situation and Motivation. It is as complex as the concept of motivation, and consists of attitudinal, goal-directed and motivational attributes.

(3) Language acquisition contexts – there are two types of context: (a) formal contexts (e.g. language classroom) and (b) informal contexts (e.g. listening to the radio, watching TV.)

(4) Learning outcomes – two types of outcome: (a) linguistic outcomes (e.g. grammar, vocabulary, pronunciation, etc.) and (b) non-linguistic outcomes (e.g. knowledge of the culture, value and attitudes derived from the experience)

The last two classes of variables appear in both the 1985 and 2001 versions.

Figure 3.3 clearly shows that the variable of History has a direct effect on Integrativeness (as marked by solid arrow) and the variable of motivator has an indirect effect on Attitude toward the Learning Situation (as indicated by the broken line connecting them). In the revised model, the variables of Integrativeness and Attitude toward the Learning Situation are two correlated supports for Motivation. However, motivation is directly related to formal and informal language acquisition contexts, which link in turn to linguistic and non-linguistic outcomes. In the model motivation has direct effects on formal and informal contexts, while Language Aptitude only has direct effects on the formal context. Whether language aptitude will play a role in informal contexts depends
on the learner’s involvement in the actual situation. Both formal context and informal contexts can lead to Linguistic and Non-linguistic outcomes.

Gardner’s most recent basic model (Figure 3.4) of the role of aptitude and motivation in second language learning adds Instrumentality to the model, as a single separate variable, not mentioned in earlier versions. The figure shows that Integrativeness, Attitude toward the Learning Situation and Instrumentality are closely correlated. Three constructs are dependent on one another. The solid lines linking Attitude toward the learning situation (ALS) and Integrativeness (INT) to Motivation show that both have direct effects on Motivation. The previous version also shows these links. However, the broken link between instrumentality and motivation indicates instrumentality to be a correlated support for motivation leading to instrumental motivation. It indicates that the integrative motivation is still the focus.

Figure 3.4 Gardner’s (2005) Basic Model of the Role of Aptitude and motivation in Second Language Learning
3.5.2.3 The Attitude/Motivation Test Battery

Gardner and his associates also established scientific research procedures (for example, how to identify the variables and assess them) and introduced standardised assessment techniques and instruments to operationalise/operate the main constituents of his theory, which is well known as The Attitude/Motivation Test Battery (AMTB). In an early version of this instrument (Gardner, 1985), there were 134 items arranged in three types of scales covering five categories. In later versions, parental encouragement does not always appear as a major component.

Table 3.1 Constituents measured by the Attitude/Motivation Test Battery

<table>
<thead>
<tr>
<th><strong>Integrativeness</strong></th>
<th>reflects an interest in the other language group and a willingness to become to a member of the group. AMTB measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attitude toward French Canadians (10 Likert scale items)</td>
<td></td>
</tr>
<tr>
<td>• Attitude toward European French people (10 Likert scale items)</td>
<td></td>
</tr>
<tr>
<td>• Integrative orientations (4 Likert scale items)</td>
<td></td>
</tr>
<tr>
<td>• Interest in foreign languages (10 Likert scale items)</td>
<td></td>
</tr>
</tbody>
</table>

**Attitudes toward the learning situation** – evaluates the reactions to the language learning context. AMTB measures:

• Evaluation of the French teacher (25 semantic differential scale items)
Evaluation of the French course (25 semantic differential scale items)

**Motivation** – shows effort, desire to learn and favourable attitudes toward learning the language. AMTB measures:

- Motivational intensity (10 multiple choice items)
- Desire to learn French (10 multiple choice items)
- Attitude toward learning French (10 Likert scale items)

**Language Anxiety** – feelings of anxiety and concern in using the language in the classroom

- French Class Anxiety (5 Likert scale items)

**Other attributes** – refer to any other attributes are included in the AMTB, but do not fall into any above categories. These attributes reflects an interest in learning the second language for pragmatic purpose, the reasons for learning a language and the extent to which students feel their parents support them in their study.

AMTB measures:

- Instrumental orientation (4 Likert scale items)
- Orientation index (1 multiple choice item)
- Parental encouragement (10 Likert scale items)
Different versions of the AMTB have been used in many empirical studies (for example, Clement et al., 1994; Kraemer, 1993; for a review see Gardner and MacIntyre, 1993a). As the only published standardised test on L2 motivation, the establishment of AMTB has brought L2 motivation research to a high level and laid the foundation of future study of motivation in the field of L2.

2.5.3 Richard Clément’s social-context model and concept of linguistic self-confidence

In parallel with Gardner and his associates’ work in the 1980s, Richard Clément and his colleagues also developed their model and concepts of the motivation to learn a second language. Clément proposed a two-stage motivational model, which is called the Social Context Model. Attitudinal, motivational and contextual factors are considered to play an important role in second language learning. In this model, the focus on social context indicates that positive experiences with the language and the other language group promote an individual’s self-confidence, which is identified as a secondary process. Once the individual’s self-confidence builds up, an integrative motive to learn the language will be fostered. It seems clear that the Socio-educational Model and Social-context Model have similarities.

After the work done by Gardner, Clément and other scholars in the 1980s, the concept of self-confidence has attracted more attention. Empirical studies have demonstrated that self-confidence also plays a role in second language learning.
and acculturation processes, especially in a context where direct contact with the target language and associated language communities is limited (Clément, Dörnyei & Noels, 1994; Noels & Clément, 1996).

In general, self-confidence means the belief in an individual him/herself and his/her ability to achieve goals or accomplish tasks. It was Clément who first introduced the concept of linguistic self-confidence into L2 literature (Clément et al. 1977). At that time, the concept was to describe a mediating process in multiethnic settings that affects an individual’s motivation to learn and use the language of the other language community.

Clément and his colleagues have carried out a series of studies to find out the relationship between social contextual variables, attitudinal/motivational factors, self-confidence and the L2 acquisition/acculturation process (Clément, 1980; Clément, Dörnyei & Noels, 1994; Clément, Gardner & Smythe, 1977; Clément & Kruidenier, 1983; Labrie and Clément, 1986; Noels & Clément, 1996; Noels, Pon & Clément, 1996). Evidence for these studies suggested that quality and quantity of contact with L2 community play an important role. As people live in a multi-ethnic community, the contact between different language members is considered as a motivational factor, which affects the individual’s future desire to learn the other language or integrate to the other language community. The early
development of the concept of linguistic self-confidence was considered as defining a social construct, although it has a cognitive component (L2 perceived L2 proficiency). It is only since the 1990s that linguistic self-confidence has been extended in applicability to foreign language learning situations. Research carried out by Clément and his colleagues showed that the self-confidence construct could be a motivational subsystem and also found that indices of self-confidence correlate significantly and appreciably with measures of proficiency in the L2 (Clément, Dörnyei & Noels, 1994). This research also showed that the concept of self-confidence is an important motivational subsystem in foreign language learning situation, even though it originated in a multi-ethnic setting. This concept then has appeared in other motivation frameworks and constructs in educational settings (Dörnyei, 1994a; William & Burden, 1997).

3.6 Current constructs and frameworks of L2 motivation in educational setting

3.6.1 Introduction

In section 3.5, a selection of traditional theories of motivation in second language learning has been introduced, especially Gardner’s Socio-Educational theory. There is no doubt that the Socio-Educational theory and past motivation research can benefit language practitioners. Some empirical research can help practitioners to gain a good understanding of students’ motivation, but the question is whether
the theory and framework of L2 in general can fit well in the educational setting.

In response to the perceived limitations in Gardner’s approach to language learning contexts, the ‘reform movement’ started in the 1990s with the most influential pioneering call for education-friendly motivation research coming from Crookes and Schmidt (1991), followed up by a number of researchers giving increasing attention to the gap between general and L2 motivational theories and some pedagogical issues in L2 learning and teaching (eg. Brown, 1990, 1994; Crookes and Schmidt, 1991; Dörnyei, 1994a, 1994b; Julkunen, 1989, 1993; Oxford and Shearin 1994, 1996; Schmidt et al., 1996; Skehan, 1989, 1991; Ushioda, 1994, 1996a; Williams, 1994). According to Dörnyei (1998), three main themes which were extracted from those papers have been considered in published work during 1990s.

1) The challenge of the social psychological approach. Researcher and scholars attempted to complement the social psychological approach by paying more attention to some concepts (for example, self-confidence, expectancy) that were seen as central to mainstream psychology, but had been ignored before. On the surface, the discussions or arguments apparently reject Gardner’s theories and the relevance of the social dimension of L2 motivation. In fact, they are not in contradiction with Gardner’s work; rather, they claim that the social dimension may not be the only important one, or the most important one, in certain educational contexts.
2) The challenge of a more powerful conception of L2 motivation. In the past, motivation has been defined according to different schools of psychology. These include, for instance, general, industrial, educational, sociocultural and cognitive developmental psychology. The concept of motivation in general does not fit particularly easily into the educational setting, especially regarding specific language learning tasks and behaviours. Gardner’s model mainly focuses on the causality between motivation and the learning consequences, rather than on the range of possible motivational antecedents. The ‘reform movement’ aims at a powerful conception of education-specific motivation.

3) An explicit call for a more pragmatic, education-centred approach to motivation research. Observing the classroom reality and identifying and analysing classroom-specific motives should become the focus of future research in L2 motivation. That means research should be more relevant for educational applications.

3.6.2 Crookes and Schmidt’s theory (1991)

As some of the first researchers to start the ‘reform movement’, Crookes and Schmidt (1991) questioned Gardner’s approach by pointing out that earlier
empirical studies could not provide enough evidence to prove the causality between integrative motivation and second language learning achievement. The overemphasis on social aspects also became a limitation. Because different studies have produced different results, the empirical data used to validate these theories was likely to cause controversy. Therefore, they called for approaches that are more suited to L2 education.

Based on Keller’s (1983) four-component motivation system, Crookes and Schmidt identified four areas of second language motivation directly relating to the classroom: the micro level, the classroom level, the syllabus level and extracurricular level. The micro level involves dealing with the motivation or attention interface with the effect on the cognitive processing of L2 input. At the micro level, learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, the extracurricular level considers factors from outside the classroom involving informal interaction in the L2 and long term factors.

Crookes and Schmidt (1991) also proposed that motivation to learn a language has both internal and external features.

Internal/Attitudinal factors:
• Interest in L2 – it is based on a learner’s attitudes, experience and background knowledge.

• Relevance – it is the learner’s perception of how the instruction and course content are connected to personal needs.

• Expectancy of success or failure – the learner’s expectation that he/she will succeed or fail in the process of learning the L2.

• Outcomes – this is the extrinsic or intrinsic reward felt by a learner.

These internal factors reflect Keller’s four-component motivation system, which are Interest (in the topic and activity), Relevance (to the students’ lives) Expectancy (expectations of success and feelings of being in control) and Satisfaction (in the outcome). The expectancy-value theory is represented in each component. These four components also correspond closely to the major approaches to motivational psychology (Self-determination theory, Goal-directed theory, Expectancy-value theory).

External/Behavioural factors

• Decision to choose, pay attention to and engage in L2 learning

• Persistence to maintain L2 learning regardless of how a learner feels

• High activity level

Crookes and Schmidt raised the question of whether Gardner and his associates’ long standing integrative and instrumental dichotomy and socio-educational
model can work sufficiently in the educational setting. Their proposed construct of L2 motivation built the conceptual base for Dörnyei (1994a)

3.6.3 Oxford and Shearin’s approach (1994)

In order to enlarge and enhance the existing concept of L2 learning motivation, and apply these theories to L2 educational setting, Oxford and Shearin (1994) explored and analyzed a wide range of motivational theories and tried to propose a more comprehensive model of L2 learning motivation. These theories cover very wide fields, including general, industrial, educational, sociocultural and cognitive developmental psychology. These theories include:

- Need Theories (hierarchies of need, job satisfaction, need for achievement)
- Instrumentality (Expectancy-value) theories (expectancy-value theory, VIE [valence, instrumentality, expectancy] theory, goal-setting theory)
- Equity theories
- Reinforcement theories
- Social cognition theories
- Achievement goal theory
- Piaget’s cognitive developmental theory
- Vygotsky’s sociocultural theory

Although a fully articulated model of L2 learning motivation has not been presented, seven significant factors are identified that can impact motivation in
language learning (Oxford and Shearin, 1994). These factors are essential to any model of language learning motivation.

1) Attitudes (i.e., sentiments toward the learning community and the target language)

2) Beliefs about self (i.e., expectancies and belief about one’s ability to succeed, self-efficacy, and anxiety)

3) Goals (also can be called motivational orientation/reason, i.e. how these goals were established.)

4) Involvement (i.e., extent to which the learner actively participates in the language learning process and the effort that the learner makes to fulfil the goals)

5) Assistance/Environment (i.e., degree of teacher and peer group support, and the influence of cultural and learning environment on learning experience)

6) Performance links (i.e. The relationship between varieties of L2 motivation and L2 performance)

7) Demographics/personal attributes (i.e., aptitude, age, sex, and previous language learning experience, family background).

Without any question, Rebecca Oxford and Jill Shearin’s article and debate in the 1994 volume of the Modern Language Journal gave impetus to the L2 motivation research which was described as ‘reform movement’. It is from that time that an expanded vision of L2 learning motivation began to attract much more attention.
They offered the important beginnings of an expanded theory in the L2 field with contributions from different aspects of psychology (general, industrial, educational, sociocultural and cognitive developmental).

3.6.4 Dörnyei’s extended motivational framework

Learning a language is a very complex process. Apart from mastering new information and knowledge of the language, social factors and personality traits are also important parts in the L2 learning. L2 learning is a) a communication coding system that can be taught as a school subject; b) an integral part of the individual’s identity involved in almost all mental activities; c) the most important channel of social organisation in the culture of the community where it is used (Dörnyei, 1994a). A good L2 motivation construct should correspond to the unique nature of the L2 learning process and language.

With the purpose of examining the motivation in a context where direct contact with the target language and language community is less significant, Clément et al. (1994) carried out research in the monocultural Hungarian setting. A total of 301 EFL learners studying English in a school context completed a questionnaire which assessed their attitude, anxiety, motivation toward learning English, perception of classroom atmosphere and cohesion. The findings pointed to the existence of a tri-componential motivational complex amongst these participants. The components are: integrativeness, linguistic self-confidence, and the appraisal
of the classroom environment. The results also confirmed the relevance of a social psychological approach to the understanding of L2 motivation in the Hungarian situation, where contact with English speakers is limited.

Taking Clément’s tricomponential approach as a basis, and also inspired by Crookes and Schmidt’s (1991) approach of examining motivation at various conceptual levels, as well as much other L2 motivation literature and research related to motives in the learning situation, Dörnyei proposed that the variables or components that appeared in different respect of psychology should be separated into three sets of motivational components: the language level, the learner level and the learning situation level. The purpose was to further understand L2 motivation from an educational perspective.

The main focus of most previous research is the social and pragmatic perspective of L2 motivation, and the main basis is provided by Gardner’s socio-educational theories. Some researchers and scholars have worked on the expansion of the L2 motivation constructs. For instance, Brown (1994) added intrinsic and extrinsic motivation in the construct; Dörnyei (1990) and Skehan (1989) considered the attribution of past successes and failure as a component of L2 motivation; Clément (1980) and Clément and Kruidenier (1985) demonstrated that self-confidence as a variable played an important role in the L2 motivation and learning processes. Other variables, for example, classroom tasks, group cohesion, course content and teaching materials, teacher feedback and rewards are also
important components of L2 motivation (Brown, 1981, 1994; Clément, Dörnyei & Noels, 1994; Crookes & Schmidt, 1991; Dörnyei, 1990a; Julkunen, 1989; Ramage, 1990; Skehan, 1989, 1991). A noteworthy merit of Dörnyei’s extended framework of L2 motivation is that the three levels do not only accord with the basic components of the second language learning process, but also show the multifaceted nature of language.
Table 3.2 Dörnyei’s framework of L2 motivation (Dörnyei, 1994a:280)

<table>
<thead>
<tr>
<th>LANGUAGE LEVEL</th>
<th>Integrative motivational subsystem</th>
<th>Instrumental motivational subsystem</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER LEVEL</td>
<td>Need for achievement</td>
<td></td>
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<tr>
<td></td>
<td>Self-confidence</td>
<td></td>
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<tr>
<td></td>
<td>• Language use anxiety</td>
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<tr>
<td></td>
<td>• Perceived L2 competence</td>
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<tr>
<td></td>
<td>• Causal attributions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-efficacy</td>
<td></td>
</tr>
<tr>
<td>LEARNING SITUATION LEVEL</td>
<td>Interest (in the course)</td>
<td></td>
</tr>
<tr>
<td>Course-specific motivational components</td>
<td>Relevance (of the course to one’s needs)</td>
<td></td>
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<tr>
<td></td>
<td>Expectancy (of success)</td>
<td></td>
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<tr>
<td></td>
<td>Satisfaction (one has in the outcome)</td>
<td></td>
</tr>
<tr>
<td>Teacher-specific motivational components</td>
<td>Affiliative motive (to please the teacher)</td>
<td></td>
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<tr>
<td></td>
<td>Authority type (controlling vs. autonomy-supporting)</td>
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<tr>
<td></td>
<td>Direct socialisation of motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Task presentation</td>
<td></td>
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<tr>
<td></td>
<td>• Feedback</td>
<td></td>
</tr>
<tr>
<td>Group-specific motivational components</td>
<td>Goal-orientedness</td>
<td></td>
</tr>
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<td></td>
<td>Norm and reward system</td>
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<td></td>
<td>Group cohesiveness</td>
<td></td>
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<tr>
<td></td>
<td>Classroom goal structure (cooperative, competitive or individualistic)</td>
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</tr>
</tbody>
</table>

1) The language level is the most general level, which focuses on “orientations and motives related to various aspects of the L2”. These include the culture that the language conveys, the community in which it is spoken and the
potential usefulness of proficiency in it. The motives and orientations at this level determine the language studied and the most basic learning goals. It includes an integrative motivational subsystem and an instrumental motivational subsystem. The basic learning goals should be specific, challenging and achievable, because they are important in stimulating L2 learning motivation.

The integrative motivational subsystem consists of individual’s L2 related predispositions and positive feelings toward the community that speaks that language, for instance, social, cultural components, or a general interest in foreign language and foreignness. The instrumental subsystem consists of individual’s future career endeavours. They are practical, utilitarian and advantages derived from language proficiency, such as a better employment opportunity or higher salary.

2) The learner level involves the influence of individual traits of language learners. Motivation is influenced at the learner level by the learner’s need for achievement and self-confidence (anxiety, perceived L2 competence, attributions, self-efficacy). This level involves individual characteristics that the learner brings to the learning proves.

L2 language learning motivation can be stimulated through developing individual’s self-confidence, promoting individual’s self-efficacy and his/her favourable self-perceptions of competence in L2, decreasing his/her anxiety,
promoting motivation-enhancing attribution and encouraging to set achievable subgoals.

Students’ self-confidence can be influenced by trusting themselves and believing that they will achieve their goal, as well as praise, encouragement and reinforcement. As self-confidence comprises various aspects of language anxiety, perceived L2 competence, attributions about past experience and self-efficacy, L2 language learning motivation can be influenced by these characteristics.

3) The learning situation level is influenced by a number of intrinsic and extrinsic motives that are course specific (interest, relevance, expectancy, satisfaction), teacher specific (affiliative motive—pleasing the teacher, authority type—controlling vs. autonomy supporting, modelling, task presentation, feedback), group specific (goal-orientedness, reward system, group cohesiveness, classroom goal structure—cooperative, competitive, individualistic).

Course-specific motivational components specifically involve the syllabus, the teaching method, the teaching material and the learning tasks. In this category,

- Interest: refers to intrinsic motivation, and reflects whether an individual is interested in a language and has a desire to know more about it.
- Relevance: this is measured by how a learner feels that instruction is connected to important personal needs and goals.
● Expectancy: this refers to a learner’s perceived likelihood of success, which is related to the learner’s self-confidence and self-efficacy.

● Satisfaction: this refers to the outcome of an activity, which can include both extrinsic rewards such as a good grade or praise, and intrinsic rewards, such as enjoyment and pride.

Teacher-specific motivational components specifically involve the teachers’ personality, teaching style, feedback and relationship with the students. The first important factor is an affiliative drive: students perform and try to please a teacher. It is an extrinsic motive, but it can be a precursor to intrinsic motivation. The second factor is the teacher’s authority type. Different students will have different reactions to a teacher depending on whether he/she is either controlling or autonomy supporting. The final factor is the direct socialization of motivation, which includes how well the teacher develops and stimulates students’ motivation. A teacher can give feedback and present a task in a way that encourages students and improves their learning experience. Also a teacher can be a model of behaviour for students.

Group-specific components specifically involve the dynamics of the learning group. In a classroom setting, group cohesion, the strength of the linking of the relationship between members of the group, can be very important. Students can be affected by the extent to which the class as a whole is pursuing goals of
language learning. The classroom goal structure can either be competitive, individualistic or cooperative. In a classroom there are also norm and reward systems that specify appropriate behaviours for efficient learning.

This framework does not only reflect the multifaceted nature of language (three aspects of the social dimension, the personal dimension and the educational subject matter dimension), but also corresponds to the three basic components of the L2 learning process (the L2, L2 learner and the L2 learning environment).

This framework does not indicate any relationship between the components and cannot be considered as a motivation model. It lacks evidence of submitting the components to empirical testing to demonstrate the multidimensional nature of L2 motivation. However, the best feature of this framework is the combination of internal and external motivational factors with a Gardnerian account of L2 learning motivation. Not only does the introduction of three different levels of factors allow for the inclusion of orientation, but it also allows for specific situations that involve the learner and the surrounding context. This is the reason why this framework is chosen for the current study.
3.6.5 William and Burden’s social constructivist model

Led by the call to adopt a broader research agenda in the study of L2 motivation, William and Burden (1997) also contribute a framework of L2 motivation. From a constructivist point of view, they presume that choice plays an important role. Different people have different choices, and these lead to differently motivated individuals. Based on a review of current theories in cognitive psychology and the discussion of the inherent conflict between static and process-oriented conceptualisations of motivation, they proposed a definition of motivation and a framework for analysing L2 motivation, also known as the social constructivist model (1997).

According to William and Burden, motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previous set goal (or goals). (William and Burden, 1997:120)

It is very clear that ‘decision’ is the focal point in this definition. Two sets of dimensions are recognized as the main factors that influence the individual’s decision: internal factors and external factors (Table 3.3)
Table 3.3 William and Burden’s framework of motivation in language learning

(William & Burden, 1997)

<table>
<thead>
<tr>
<th>INTERNAL FACTORS</th>
<th>EXTERNAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic interest of activity</strong></td>
<td><strong>Significant others</strong></td>
</tr>
<tr>
<td>- Arousal of curiosity</td>
<td>- Parents</td>
</tr>
<tr>
<td>- Optimal degree of challenge</td>
<td>- Teachers</td>
</tr>
<tr>
<td><strong>Perceived value of activity</strong></td>
<td>- Peers</td>
</tr>
<tr>
<td>- Personal relevance</td>
<td>- The nature of interaction with significant others</td>
</tr>
<tr>
<td>- Anticipated value of outcomes</td>
<td>- Mediated learning experiences</td>
</tr>
<tr>
<td>- Intrinsic value attributed to the activity</td>
<td>- The nature and amount of feedback</td>
</tr>
<tr>
<td><strong>Sense of agency</strong></td>
<td>- Rewards</td>
</tr>
<tr>
<td>- Locus of causality</td>
<td>- The nature and amount of appropriate praise</td>
</tr>
<tr>
<td>- Locus of control RE process and outcomes</td>
<td>- Punishments, sanctions</td>
</tr>
<tr>
<td>- Ability to set appropriate goals</td>
<td><strong>The learning environment</strong></td>
</tr>
<tr>
<td><strong>Mastery</strong></td>
<td>- Comfort</td>
</tr>
<tr>
<td>- Feelings of competence</td>
<td>- Resources</td>
</tr>
<tr>
<td>- Awareness of developing skills and mastery</td>
<td>- Time of day, week, year</td>
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<tr>
<td></td>
<td>- Size of class and school</td>
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<td></td>
<td>- Class and school ethos</td>
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<tr>
<td><strong>Self-concept</strong></td>
<td><strong>The broader context</strong></td>
</tr>
<tr>
<td>- Realistic awareness of personal strengths and weaknesses in skills required</td>
<td>- Wider family networks</td>
</tr>
<tr>
<td>- Personal definitions and judgements of success and failure</td>
<td>- The local education system</td>
</tr>
<tr>
<td>- Self-worth concern</td>
<td>- Conflicting interests</td>
</tr>
<tr>
<td>- Learned helplessness</td>
<td>- Cultural norms</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td>- Societal expectations and attitudes</td>
</tr>
<tr>
<td>- to language learning in general</td>
<td><strong>Other affective states</strong></td>
</tr>
<tr>
<td>- to the target language</td>
<td>- Confidence</td>
</tr>
<tr>
<td>- to the target language community and culture</td>
<td>- Anxiety, fear</td>
</tr>
<tr>
<td><strong>Developmental age and stage</strong></td>
<td><strong>Gender</strong></td>
</tr>
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</table>
Table 3.3 shows that highly detailed motivational dimensions are the main strength of this framework. However, the framework does not present any directional relationships between the listed items. Responding to the educational shift in L2 motivation research, the aspect of learning environment offers the most detail related to a particular issue in the L2 literature. Because the framework was based on a review of mainstream (rather than L2 motivational) literature, it is not explicit enough for use in investigating pedagogical issues in L2 learning and teaching. Like Dörnyei’s (1994a) three-level framework, this framework does not indicate any directional relationship between the listed components either. Therefore, it cannot be used as a full motivation model.

3.6.6 Tremblay and Gardner’s extended model

Although there were troublesome issues, no challenges emerged to Gardner’s theory until the mid-1990s. At that time, critics argued that motivation should be studied from different perspectives (Crookes & Schmidt, 1991; Dörnyei, 1990; 1994; Oxford & Shearin, 1994). These authors claim that Gardner’s theory put too much emphasis on the integrative - instrumental distinction and tended to ignore a list of variables from the broad psychological literature on motivation, including extrinsic rewards, self-efficacy, expectancy, attributions, and so on.
Gardner and Tremblay (1994) responded that the Socio-educational model makes a distinction between instrumental and integrative orientations and not motivations. It is very obvious that integrative motivation is a key concept in the model, whereas instrumental motivation is not actually discussed in detail. It seems that an expansion of definition and research of L2 learning motivation is urgently needed. In order to respond to the great need for developing a more comprehensive vision of motivation and proposing a more ‘education-friendly’ approach in L2 motivation research, Tremblay and Gardner (1995) extended Gardner’s social-educational model by investigating the relation between some new elements from expectancy-value and goal theories. Their empirical evidence confirmed that the newly added elements could be incorporated into Gardner’s socio-educational model.

Figure 3.5 shows a clear sequence and relationships amongst the listed elements; language attitudes affect motivational behaviour and motivational behaviour affects achievement. There were three new variables added between language attitudes and motivational behaviour. They are goal salience, valence and self-efficacy. Compared with Gardner’s 1985 and 2001 versions, this model not only reflects socially motivated constructs (e.g. integrativeness, attitudes toward learning situation), but also reflects cognitive motivational theories (e.g. goal theories, expectancy-value theories).
This extended framework was also tested by conducting a series of motivational and attitudinal measures among a sample of 75 students in a francophone secondary school. The results showed that there are links between different aspects of motivation with language attitudes, French language dominance and French achievement. Once again, Gardner’s theories were supported by empirical and data-based research.

Figure 3.5 Tremblay and Gardner’s extended version of Gardner’s social-educational model (1995)
3.7 Critical review of previous relevant empirical studies

In the past four decades, a number of empirical studies have been carried out to investigate the role of motivation in the process of language learning. In this section, these studies will be critically reviewed.

The L2 learning process is complex, and the motivation to learn a second/target language is even more complex. L2 motivation cannot be observed directly; instead, it has to be inferred through other behaviour, for example reasons for choosing activities, effort and persistence.

Scholars and researchers from different backgrounds in psychology and education attempt to investigate L2 motivation from different perspectives. According to Dörnyei (2001), four main research traditions can be identified: survey studies, factor analytical studies, correlational studies and studies using structural equation modelling. Traditionally, there has always been a major concern in social research with the dichotomy between quantitative and qualitative approaches. Contemporary Applied Linguistics research is dominated by cross-sectional studies and recently longitudinal research has attracted more attention and needs further exploration (Dörnyei, 2007).

There can be no doubt that the social-psychological theory of second-language (L2) learning proposed by R. C. Gardner (Gardner, 1979; 1982; 1983; 1985;
Gardner & Lambert, 1959) has been one of the most long-standing theories of L2 learning. Between the late 1950s and 1980s, it has generated a substantial number of studies in various parts of the world. Au (1988) has given a comprehensive and detailed evaluation of Gardner’s Social-Psychological theory and other relevant studies. The following section will only discuss relevant empirical studies post-1980s in the field of language learning motivation (see Appendix A-1).
Table 3.4 Summary of previous research

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<th>Date and Authors</th>
<th>Survey studies</th>
<th>Analytical studies</th>
<th>Correlational studies</th>
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3.7.1 Survey studies

Survey studies are one of the most popular research designs in the field of language learning motivation (which is also true of motivational research in general). The purpose of survey studies is to describe the characteristics, attitudes or opinions of a population by examining a subset of that group (which is called sample) at a single point in time (Cohen, Manion and Morrison, 2000; Dörnyei, 2001). They can provide descriptive, inferential and explanatory information in a relatively short time. For these reasons, survey studies are very popular and have regularly been used in language learning motivation research. They are used to assess L2 learners’ attitudes, preferences, motives or orientations in different geographical, sociocultural and institutional contexts and they can also used to compare the results of various subgroups of a sample.

Appendix A shows that 18 out of 24 studies were survey studies. The sample sizes range from as small as 49 up to 8,593. All 18 studies were quantitative. Apart from two studies that were carried out by Dörnyei & Csizés (2002) and Gardner, Masgoret, Tennant & Mihic (2004), the studies were all cross-sectional. All these studies clearly demonstrated the biggest advantage of the survey study, which is to describe the characteristics, attitudes or opinions of a population by examining a subset of that group at a single point in time. They are quick, efficient and cost-effective.
To test Clément’s (1980) Social Context model, a questionnaire, which included 37 orientation items chosen from previous studies, was delivered to 871 grade 11 students (Clément and Kruidenier, 1983) to assess the influence of ethnicity (French vs. English), milieu (unicultural vs. multicultural), and target second language (French or English vs. Spanish) on the emergence of orientations. The results showed that instrumental orientation, travel, friendship and knowledge orientations were common to all groups of subjects.

As opposed to the above study, Kruidenier and Clément (1986) compared the orientations and stated reasons for studying the second language of 813 grade 11 students with data on three sociocultural factors: ethnolinguistic group (anglophone and francophone), the socio-political status of the target language (official French or English vs. minority Spanish), and the cultural composition of milieu (monocultural or multicultural). The results also showed that four orientations existed in all groups, which were general instrumental, travel, friendship, and knowledge orientations. It was also found that socio-cultural factors determined both the composition of some orientations and the importance of orientations in the learning process, which was not found in the previous study.

Schmidt, Boraie and Kassabgy (1996) studied dimensions of motivation for learning foreign languages in a population of 1,464 adult learners of English at the
American Centre for Adult and Continuing Education at the University of Cairo, Egypt. Participants completed a 100-item self-report questionnaire consisting of a six-point Likert scale. 50 items concerned motivation, the rest focused on preferences for classroom activities and learning strategies. Results suggest that there are three basic dimensions to motivation for learning foreign languages, which are: Affect, Goal Orientation, and Expectancy. The analysis suggests a specifically Egyptian orientation with respect to the precise definition and content of each dimension.

Similar to Schmidt et al's study (1996), Ely (1986) carried out research in which 75 first-year university students of Spanish in northern California were asked to complete a questionnaire survey that included the type of motivation scale and the strength of motivation scale. The results indicated that existence of two types of motivation clusters that indeed bear a resemblance to integrative and instrumental orientation.

Instead of examining different dimensions of language learning motivation, Gardner and MacIntyre (1993b) used a survey to assess the validity of the AMTB (1985). 92 students of university-level French participated in the study. Eleven measures of attitudes and motivation were tested in three ways (7-point Likert scale, 7-point bipolar adjectival scales and single-item Guilford (1954) scales). In
addition to these measures, four others were also included: foreign language class
anxiety; orientation index; motivational intensity and identification. The results
indicated that the various subtests of AMTB (1985) assess the attributes they are
presumed to measure.

3.7.2 Factor analytical studies

Factor analysis is a statistical data reduction technique used to explain variability
among random variables. By using factor analysis, the latent structure that
underlies large datasets can be revealed. It reduces the number of variables
submitted to the analysis to a few values that will still contain most of the
information found in the original variables (Dörnyei, 2001; 2007). It is very useful
for managing large data sets. Previous studies showed strong evidence that factor
analysis should play an important role in research on language learning
motivation.

By using factor analysis, Clément and Kruidenier (1983), Kruidenier and Clément
(1986) and Ely (1986) detected different dimensions of language learning
motivation, for example, two types of motivation: instrumental motivation and
integrative motivation.

Dörnyei (1990) conducted a survey study in a population of 134 young adult
English learners in Hungary. In the first part of the research, a motivation
questionnaire with two sections was designed and administered: (1) items focusing on language use fields (2) Likert-type statements concerning intentions, beliefs, values, interests and attitudes. Six-point scales were used. After factor analysis, a theoretical construct of motivation in FL learning was postulated, consisting of (1) an instrumental motivational subsystem (2) a multi-faceted integrative motivational subsystem (3) need for achievement and (4) attributions of past failures.

Another example of a factor analytical study was Belmechri and Hummel’s (1998) study of 93 Francophone high school students learning English as a second language. An adapted form of Clément and Kruidenier’s (1986) Likert scale questionnaire was used, the results of factor and a multiple regression analyses indicated that students’ orientations were: travel, understanding/school (for academic purposes—instrumental), friendship, understanding (for understanding English art), and career (instrumental). The existence of an integrative orientation was denied because of the subjects’ lack of desire to become members of the Anglophone community.

As factor analysis was the key technique used at the genesis of L2 motivation research, Gardner and his colleagues, who were pioneers in the field of motivation in second-language acquisition, have done all their investigations based on this
technique (Gardner and Lambert 1959, 1972; Gardner, 1985). Although other analytic techniques have increasingly been replacing or supplementing factor analysis (for example, structural equation modelling), some important studies in the 1990s still employed the technique. These studies include Gardner’s series of studies (Gardner and MacIntyre 1993b; Gardner, Tremblay and Masgoret 1997; Gardner, Masgoret, Tennant & Mihic 2004), Dörnyei’s work (Dörnyei 1990; Clément, Dörnyei & Noels 1994; Dörnyei and Kormos 2000; Dörnyei & Csizés 2002) and others (such as: Schmidt, Boraie and Kassabgy 1996; Belmechri and Hummel 1998; Noels, Pelletier and Vallerand 2000; Kam 2006).

After the development of the notion of ‘integrative orientation’, the standardised test instrument of the Attitude/Motivation Test Battery (AMTB) (1985), and the socio-educational model; factor analysis has continued to play an important role in extending and validating the socio-educational model. For instance, Gardner and MacIntyre (1993b) conducted a survey study of 92 students who studied French at university-level. Eleven measures of attitudes and motivation were tested in three ways (7-point Likert scale, 7-point bipolar adjectival scales and single-item Guilford (1954) scales). In addition to these measures, four others were also included: foreign language class anxiety; orientation index; motivational intensity and identification. After running the factor analysis, the results provided very strong support for the high order constructs —
Integrativeness, Attitudes Toward the Learning Situation, Language Anxiety and Motivation. The strategy used to measure affective variables influenced their correlations with measures of achievement. The results demonstrated more communality between integrative orientation items and measures than among instrumental orientation measures. Neither correlated very highly with achievement, but the correlations were slightly higher for measures of integrative orientation.

3.7.3 Correlational studies

Correlational studies examine the relations between existing variables observed in the sample. Correlational analysis is a very frequently used technique employed in L2 motivation research, because it can be performed with questionnaire data to clarify the relationship between certain variables and identify important associations.

Numerous studies have been conducted to investigate the correlations between integrative motive and L2 achievement, mainly through quantitative research. Most of the studies show that an integrative motive is positively related to L2 achievement.

In the study described in section 3.7.1, Schmidt, Boraie and Kassabgy (1996) studied correlations between dimensions of motivation for learning foreign languages and other variables (e.g. age, gender, proficiency, learning strategies...
and preference). Results suggest that there are three basic dimensions to motivation for learning foreign languages, which were *Affect, Goal Orientation,* and *Expectancy*. The analysis suggests a specific Egyptian orientation with respect to the precise definition and content of each dimension. Learner profiles with respect to these dimensions of motivation were related to age, gender and proficiency. Motivation is also related to learning strategies and preferences for certain kinds of classes and learning tasks. Those who scored high on the affective dimension of motivation preferred communicatively oriented language classes, while those high in anxiety tended not like group work or other aspects of currently popular communicative language pedagogy. Students with a traditional approach to learning preferred classes in which the teacher maintains control.

Gardner and MacIntyre (1993b) in their study of university students of French (see section 3.7.1) included four additional variables: Foreign language class anxiety; Orientation index; Motivational intensity and Identification. Factor analysis results provided very strong support for the higher order constructs — *Integrativeness, Attitudes Towards the Learning Situation, Language Anxiety and Motivation*. The results demonstrated more communality among integrative orientation items and measures than among instrumental orientation measures. Neither correlated that highly with achievement, but the correlations were slightly higher for measures of integrative orientation.
3.7.4 Studies using structural equation modelling (LISREL)

Structural equation modelling (SEM), also known as ‘causal modelling’ or ‘LISREL’, after a commonly used SEM analysis package, is a relatively newly introduced procedure that combines factor analysis with multiple regression and is used to test the factor structure of measures and relationships between these factors. It attempts to combine the versatility of correlation analysis and the causal validity of experimental research (Dörnyei, 2001). It is especially useful for producing adjustments to new models or to test the significance of estimated parameters. Studies employing LISREL techniques include Kruidenier and Clément (1986), Tremblay and Gardner (1995) and Gardner et al. (1997).

Kruidenier and Clément (1986) carried out a survey study to ask 813 Grade 11 students to rate the importance of learning a second language (see section 3.7.1 for details). One of the significant findings showed by the LISREL analyses was that learning a language in order to make friends with people from the target language group—traditionally an ‘integrative orientation’—was more highly correlated with motivation for Francophones than were the other orientations, including the instrumental orientation. Another surprising finding was that knowledge seeking, which was traditionally seen as an ‘instrumental orientation’ was highly endorsed by Anglophone students. However, Francophones supposed to be more instrumental and Anglophones are more integrative. It was also found
that socio-cultural factors determined both the composition of some orientations and the importance of orientations in the learning process.

In their study of extending Gardner’s social psychological construct of L2 motivation, Tremblay and Gardner (1995) used various motivational and attitudinal measures. The questionnaire included scales from AMTB, attention and persistence measures, causal attribution measures, goal salience, and achievement measures. Support was found for a LISREL structural equation model linking different aspects of motivation with language attitudes, French language dominance, and French achievement. Additional motivational constructs could be incorporated into the model without influencing its basic structure.

Gardner, Tremblay and Masgoret (1997) present a good example of using structural equation modelling to investigate interrelationships within a large number of learner characteristics in a unified framework. 102 Canadian university students, who enrolled in introductory French, participated in this study. The instrument used included three self-report questionnaires, which focused on a total of 34 variables within the domains of attitudes, motivation, achievement, perceived French competence, anxiety, learning strategies, aptitude, field dependence/independence and language history. Both exploratory factor analysis and structural equation modelling were conducted. The results from the structural equation modelling showed that language attitudes were seen to cause motivation,
while motivation caused both self-confidence and language learning strategies. Motivation, language aptitude and language learning strategies resulted in language achievement; in turn language achievement influenced self-confidence. Surprisingly, the finding of a negative relationship between language learning strategies and language achievement suggested that strategy use, as measured by Oxford (1990), was associated with low levels of achievement.

By assessing the linguistic nature of the home community, respondents’ recollections of early experiences in second language learning, and their current attitudes and beliefs about language learning and bilingualism, Gardner, Masgoret & Tremblay (1999) investigated the link between the sociocultural milieu of the learner and individual difference variables. The participants were 109 (75 males and 34 females) native English–speakers who enrolled in an introductory psychology course at the University of Western Ontario. They completed a questionnaire containing three sections: 1) dealt with antecedent variables and asked about respondents’ experiences learning French in high school; 2) asked about their current language learning attitudes and motivation, their self-perceptions of French proficiency; 3) elicited evaluations of French speakers. Their French proficiency was tested by using a modification of the Can Do measure (students were given a list of Can Do statement and they had to answer if those statements applying to them). Causal modelling analysis showed three
distinct paths linking initial experiences to either self-perceptions of French proficiency or evaluative reactions to French-speaking individuals. First, positive attitudes toward the learning situation reflected current levels of integrativeness and language learning motivation, which in turn is causally associated with low levels of French use anxiety. Low levels of French use anxiety and high levels of motivation results in high self-perceptions of French proficiency. Second, current low levels of French use anxiety are consequent upon motivational intensity and percentage of French population in the home environment, whereas early French class anxiety resulted in high levels. As indicated above, attitudes toward the learning situation could influence current levels of integrativeness. Current levels of integrativeness consequently influenced attitudes toward bilingualism, and these attitudes had an influence on respondents’ evaluative reactions to French-speaking individuals.

3. 8 Issues identified in the literature review

Chapter 2 and Chapter 3 have discussed the characteristics of Chinese students and the history, development and trends in research on language learning motivation. The following sections will discuss issues existing in the literature.
3.8.1 Conceptual weakness

This section is concerned with some of the weaknesses of research into Chinese learners and language learning motivation of relevance to this study.

3.8.1.1 Too much attention on distinguishing integrative and instrumental orientation or motivation

Although Gardner’s motivation construct and theory had a significant influence on the history of L2 motivation research, it started being questioned by researchers and scholars in the early 1990s. The main emphasis in Gardner’s model is on the integrative aspect and distinguishing two orientations: integrative and instrumental. The focus of Gardner’s model is the distinction between integrative and instrumental orientation, and the main emphasis is on the integrative aspect of motivation. Under the influence of Gardner’s theory and research instrument, many other studies also concentrated on distinguishing and identifying the two orientations or motivations. The differences among these studies are various target languages and various nationalities. Most of Gardner’s and his colleagues’ studies involved participants who learned French as the target language in a Canadian setting. Ely’s (1986) study involved first-year university students learning Spanish, and the results indicated the existence of two types of motivation clusters that indeed bear a resemblance to integrative and instrumental orientation. The literature review shows that apart from studies distinguishing
instrumental and integrative motivation, there were also some studies
distinguishing intrinsic and extrinsic motivation.

3.8.1.2 Too much attention on identifying different orientations and dimensions of
motivation

A significant feature of previous language learning motivation research is to
identify what learners’ motivations are. Most of the studies analyse and determine
various orientations. Results show different orientations, including instrumental,
integrative, travel, friendship, and knowledge. For example, Rahman (2005)
investigated socio-psychological orientations of the undergraduate students of
private university of Bangladesh towards learning English. The investigation
clearly showed that the learners learn English for instrumental reasons.

3.8.1.3 Neglect of the dynamic feature of language learning motivation

Most theories imply that motivation is a relatively stable emotional or mental state
(measurable by administering a questionnaire at one point of time). Motivation to
do something evolves gradually, through a complex mental process that includes
initial planning, goal setting, intention formation, task generation, action
implementation, action control and outcome evaluation (Dörnyei, 2001). Motivation to
learn a language is the same process and it is even a long-term
activity. It seems inevitable that motivation will not remain the same during the
course of the whole learning process. To account for the ‘ebb and flow’ of
motivation, the ‘dynamic’ view of motivation in L2 learning needs to be developed. It is only since 2000 that scholars (Dörnyei & Csizás 2002; Gardner, Masgoret, Tennant & Mihic 2004; Shoaib and Dörnyei 2005) have started to pay more attention to the dynamic perspective of language learning motivation. This research either employs quantitative or qualitative research methods to provide evidence to support the view that motivation is not a stable state but a dynamic process that fluctuates over time.

3.8.1.4 Culture and motivation

With regard to the cultural aspect of motivation, although previous studies of motivation were concerned with sociocultural factors (Pintrich and Maehr, 1995), cultural factors in an educational setting have not been paid much attention. An example of this is the change from the home cultural learning environment to that of a host culture in academic settings. In the context of the proposed research, this question is interesting because existing studies, which have a bearing on it, have been conducted in monocultural settings. For example, Gardner, Clément and their colleagues conducted most of their research in Canada. The majority of Dörnyei’s studies were conducted in a monocultural, Hungarian setting (Clément, Dörnyei and Noels, 1994; Dörnyei & Csizér, 1998; Dörnyei & Ottó, 1998). None of these studies focus on the importance of change in the cultural setting in which L2 learning takes place.
In some foreign language settings, for example China, first-hand information about speakers of the target language is difficult to come by, so the lack of information will affect learners’ understanding of the host culture community.

Mastering a foreign language is a sustained and long-term activity. The components of language learning motivation, such as learners’ initial planning, goals, intentions, effort, action implementation, action control and outcome evaluation may change to various degrees over time (Au, 1988; Crookes and Schmidt, 1991; Dörnyei, 1994a; Dörnyei, Z. & Csizér, K., 2002; Dörnyei and Ottó, 1998; Ushioda, 1998;).

Au (1988), Crookes and Schmidt (1991) and Dörnyei (1994a) assert that instrumental goals contribute significantly to motivation for foreign language learners (probably more than for second language learners). But one study carried out in New Zealand revealed that Chinese students had higher levels of intrinsic motivation than other ethnic groups (Berno & Ward 2004). In China, English is learnt almost entirely because it is associated with educational achievement and determines social status. It is also a requirement for job applicants (He 2005: 227). This suggests that Chinese learners learn English mainly for instrumental purposes. When they move away from China and go to study in a host culture, they are able to receive first hand information about the target language community. All these inputs will, no doubt, influence the language learners. This
raises the question of whether language learning orientation and goals change when learners move from the home culture to the host culture setting.

3.8.2 Methodological weaknesses

Under the influence of the research principles and methods used in social psychology, traditional research methods used in L2 motivation are mainly based on surveys. Most of the motivational data in the L2 field were collected by administering questionnaires, and the responses have normally been processed and analysed by means of statistical procedures. The benefits of this approach are that it can provide precise, reliable and replicable data, as well as significant results. Although the quantitative approach can reveal broader tendencies, it does not focus on the participants’ priorities.

Ushioda (2001) in particular highlights the value of the qualitative approach to the dynamic aspect of language learning motivation. Facing the challenge of time and culture, L2 motivation research requires far richer data to help the researcher gain a deeper understanding of students’ motivation change. However, during the past decades there has been a growing recognition at conferences and other professional meetings that a combination of quantitative and qualitative research design might bring out the advantages and neutralise the disadvantages of both approaches (Dörnyei, 2001). Dörnyei (2001, 2007) believes that combined method studies have lots of potential in L2 motivation research.
3.8.3 Mainland Chinese students: a neglected group

Along with the increasing number of Mainland Chinese students coming to study in UK higher education, the number of studies of these Chinese students is increasing. For instance, nine postgraduate students from China who enrolled on a taught Master’s in Business programme in a UK university were interviewed to explore the development of the students’ orientations to learning during their stay in the UK, and to explore how the researcher’s interactions with the group contributed to her professional reflections and influenced her academic practice (Turner, 2006). The students’ voices and responses showed that students’ underlying approaches to learning did not change substantially over the year, owing to the culturally implicit nature of UK academic conventions and that they experience high levels of emotional isolation and loneliness, which affect their academic confidence.

In Li’s (2001, 2006) longitudinal study, four Chinese research students in a UK university were interviewed to examine motivation to learn English in an informal setting. The main findings showed that they believed in the importance of learning English; their main goal orientations were instrumental and extrinsic; they set learning goals and persisted in trying to attain them; they valued their current learning environment in general and considered it as supportive of their goals. Their positive and negative attitudes towards the British had different effects on
their motivation and their self-perceived support had a positive impact on their motivation and self-confidence.

Xiong (2005) examined the cross-cultural adaptation experience of overseas Chinese students studying on an International Foundation Course at Luton University. His research mainly focused on understanding sociocultural adjustment difficulties and psychological adjustment problems experienced by the Chinese and their perceived importance in adapting to a new environment.

Unfortunately, there seem to be very few studies focusing on Mainland Chinese students who study on a collaborative programme (e.g., 2+1, 1+2, 2+2). This issue deserves more attention as more and more Chinese students choose to take this type of course without any foundation course in the UK before joining a degree course from the second year or final year and are placed together with other students who have been in the programme from the beginning. It may be that students on collaborative programmes are even more vulnerable and more likely to suffer negative motivational changes during their learning experience than those who have received an orientation through an international foundation year or similar programme.

3.9 Research questions and objectives of the current study

The main aim of this research is to gain new insights into motivation for L2 learning by investigating whether motivation changes during the transition from
the home culture to the host culture setting under Dörnyei’s three-level motivation framework. By resolving the issues identified above, this study can contribute to the literature in the following respects:

- Clarifying selected issues and verifying Dörnyei’s three-level motivation framework
- Employing a combination of qualitative and quantitative research methods to get an overall picture of Mainland Chinese students’ language leaning motivation change during the transition from their home culture to the host culture setting
- Gaining a better understanding of a large and still growing group that has not attracted much attention in the literature.

The resulting ‘dynamic’ view of motivation in L2 learning will emerge from an investigation into the following main research question:

How does students’ language learning motivation change over time as they move from the home culture to the host culture?

To answer this question, this study needs to achieve the following goals:

- To identify if students’ English learning goals and orientations change over time.
One of the main challenges for researchers into motivation is how to deal with changes in motivation over time. Motivation change simply seems to be ignored, but motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation. Ignoring ‘time’ can (and often does) result in a situation where two theories are equally valid and yet contradict each other (Dörnyei, 2001, p16). It stands to reason that goals and orientations, as part of motivation, might change over time.

- To find out whether the different components of language learning motivation can be separated.

Dörnyei (2001) argues that three motivational levels (the language level, the learner level and the learning situation level) belong together, because the highly and truly motivated individual displays all three. Dörnyei (1994a) took Crookes and Schmidt’s (1991) approach, which involves examining motivation at various conceptual levels, broadening the scope of each level. The rationale for separating the three motivational levels was that they seem to have important effects on overall motivation independently of each other (Dörnyei, 2001). That means, if the parameters at one level change and the other levels are kept the same, the overall motivation might change. No empirical research has been done to support this theory. Therefore, this research will fill the gap by providing data-based findings.
• To identify at which level language learning motivation changes
• To discover whether there is any pattern emerging over time

3.10 Chapter summary

The purpose of this chapter was to review the literature on the definition of motivation and second language learning motivation, different components of L2 motivation, different types of motivation and orientation, some influential models and frameworks of L2 motivation. A critical review of previous research reflects their strengths and/or weaknesses and some key issues are further addressed. Several conclusions can be drawn from the review. First, a large number of research studies mainly focus on distinguishing motivational dimensions, especially between integrative and instrumental motivation; intrinsic and extrinsic motivation. Gardner and his colleagues’ work (1985, 1995, and 1997) are most influential for the later studies. Most of the research intends to find out why learners choose to learn a given language. To better help language learners and improve their learning efficiency, educational practitioners need to have an insight into how motivation plays a role in the language learning process, especially, in the context of collaborative programmes, over the period of a course. It is a necessary start to distinguish learners’ motivational dimensions when carrying out research on second language learning motivation.
Secondly, the most influential socio-educational theory has been challenged since 1990s. A number of researchers have given increasing attention to the gap between general and L2 motivational theories and some pedagogical issues in L2 learning and teaching. In order to face this challenge of social psychological approach, a more powerful conception of L2 motivation and a more pragmatic, education-centred approach to motivation research is required.

Within the models and frameworks introduced during 1990s, Dörnyei’s three-level motivational framework stands out. This framework does not only reflect the multifaceted nature of language (three aspects of the social dimension, the personal dimension and the educational subject matter dimension), but also corresponds to the three basic components of the L2 learning process (the L2, the L2 learner and the L2 learning environment). It lacks empirical support to demonstrate the multidimensional nature of L2 motivation. However, the best feature of this framework is the combination of internal and external motivational factors with a Gardnerian account of L2 learning motivation. The introduction of three different levels of factors not only allows for the inclusion of orientation, but also allows for specific situations that involve the learner and the surrounding context.
Thirdly, most previous motivation research has been carried out in a monocultural setting. For example, Gardner and his colleagues’ research (1959, 1972, 1979, 1982, 1985, 1993a, 2004) was carried out mainly in Canada and the participants were English speakers who were learning French. Most of Dörnyei’s research was in Hungary (Dörnyei, 1994a, 1995, 1997; Dörnyei, & Clément, 2000; Dörnyei, Csizér, & Németh, 2006). No study has examined learners’ motivation for learning English from their home culture to the host culture.

Fourthly, there is a new trend that a combination of quantitative and qualitative research design can bring light to L2 learning motivation research. Traditionally L2 learning motivation has followed a quantitative research design and most of the data in the L2 field have been collected by administrating questionnaires and have been analysed by means of statistical procedures. Both quantitative and qualitative research methods have their advantages and disadvantages (see Chapter 4). By combining quantitative and qualitative research design together it may be possible to neutralise the disadvantages of both approaches.

Finally, an important group of mainland Chinese students has been neglected. With economic development, more and more Chinese students can afford to come to study in UK higher education and the number of students is growing fast. In the last five years, a new group has been emerging: those on collaborative programmes (undergraduate course) between a Chinese university and a UK
university. They have their own special characteristics. They come to the UK together, many of them share accommodation, and they only come to study for their 3rd year or for two years, rather than for the full three-year undergraduate course. There are increasing problems reported by the academic staff, and students’ academic performance is not as good as expected. Therefore this group needs more attention. Motivation is one of the most important factors affecting language learning. So an understanding of students’ motivation and their motivational change could help both the students and the educational institutions to work together and improve their performance.

Chapter 2 discusses the background of Chinese education, students’ motives to study abroad, some of the characteristics of Mainland Chinese students and previous research carried out on Chinese students in the West. Chapter 3 has identified key constructs in relation to some influential models of language learning motivation, which helps to clarify how various factors could affect students’ language leaning motivation. Most importantly, critical reviews of previous studies of language leaning motivation help to identify the issues existing in the literature and set up research questions.

The literature review on the constructs of L2 learning motivation, L2 learning motivation models and frameworks, previous research, as well as the overview of
Chinese students in Chapter 2, form the basis for the development of research issues for the empirical investigation. The next chapter takes up the issue of appropriate methodologies for investigating these issues.
Chapter 4 Research Methodology

4.1 Introduction

Based on the background literature in Chapter 2 and Chapter 3 and the overview in Chapter 1, key issues related to investigating the dynamic change of Chinese undergraduates’ language learning motivation during the transition from their home culture to the host culture setting have been identified.

This chapter will set out the research methods that will be used to seek empirical answers to the research questions. This study is organised according to the following format.
Step 1: Formulating the general question

Sources

- Researcher’s own experience and interest
- Research on motivation to learn a foreign/second language in general
- Research on motivation to learn a foreign/second language in educational settings

General research question

How does Chinese undergraduate students’ language learning motivation change over time as they move from the home culture to the host culture?

Step 2: Focusing the question

1. To identify whether students’ English learning goals and orientations change over time
2. To identify whether the different components of language learning motivation can be separated
3. To identify at which level language learning motivation changes the most
4. To identify whether there is any pattern emerging over time

Step 3: Selection of research methods and techniques

Mixed methods

- Quantitative method
  - Questionnaire
- Qualitative method
  - Face-to-face interview

Step 4: Data collection and analysis

- In-class questionnaire distribution
  - Statistical data analysis of responses through SPSS
- Semi-structured interviews
  - Qualitative analysis of responses
4.2 Selection of research design

According to Hatch and Lazaraton (1991) there is never a single best way to carry out a project. The research approach can be as flexible as the researcher wishes. In fact, the researcher may wish to combine the strengths of different research approaches by taking a multi-method approach. It is the nature of the research topic, the research questions, the research purpose, and the wider practical considerations of time, feasibility and resources that influence the design of the research (Blaikie, 2000; Blaxter et al., 1996; Dörnyei, 2007).

The purpose of this section is to explore the choice of suitable research methods for an empirical investigation of motivation change in Chinese students’ language learning during their transition from their home culture to the (UK) host culture. The selection of research method was based on consideration of the benefits of quantitative and qualitative research approaches, and longitudinal versus cross-sectional research designs, as well as the types of research methods available within these broad approaches.

4.2.1 Quantitative versus qualitative

One major concern in social research is the dichotomy between quantitative and qualitative approaches. As Creswell (1994:1-2) notes, a quantitative study is an enquiry into a social or human problem, based on testing a theory composed of
variables, measured with numbers, and analysed with statistical procedures, in order to judge whether the predictive generalisation of the theory is true; while a qualitative study is an enquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting the detailed views of informants, and conducted in a natural setting. Creswell (1994) presents the assumptions of the quantitative and qualitative paradigms based on ontological, epistemological, axiological, rhetorical and methodological approaches. Table 4.1 conceptualises the orientation of the present research in terms of epistemological and methodological assumptions.
Table 4.1 The assumptions of quantitative and qualitative paradigms

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Question</th>
<th>Quantitative</th>
<th>Qualitative</th>
<th>The present research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epistemological</td>
<td>What is the relationship of the researcher to that which is being researched?</td>
<td>The researcher is independent of that which is being researched.</td>
<td>Researcher interacts with that which is being researched.</td>
<td>The researcher is not independent of that which is being researched. I became interested in this area of research because of my personal experiences, and these have shaped my understanding of the research context.</td>
</tr>
<tr>
<td>Methodological</td>
<td>What is the process of research?</td>
<td>- Deductive process - Cause and effect - Static design; categories isolated before study - Context-free - Generalisations leading to prediction, explanation and understanding - Accurate and reliable through validity and reliability</td>
<td>- Inductive process - Mutual simultaneous shaping of factors - Emerging design; categories identified during the research process - Context-bound - Patterns, theories developed for understanding - Accurate and reliable through verification</td>
<td>The variables were chosen in advance of the study. One objective is to reveal broad tendencies, which might contribute to a framework and enable us to better predict, explain and understand the phenomena involved in the experiences of 2+1 students. However, another purpose is to explore patterns by identifying categories to enhance our understanding of the researched phenomena. This suggests that both qualitative and quantitative methods could serve the objectives of the study.</td>
</tr>
</tbody>
</table>
The current research aims to answer not only ‘what’ questions, but also ‘why’ and ‘how’ questions. Accordingly, the study adopts a combined research perspective – qualitative and quantitative. Research methods used for investigating L2 motivation have been based on the research tradition of quantitative social psychology, and as a result have mainly involved survey methods. Most previous research in the L2 motivation field has used questionnaires to collect empirical data.

The advantages of quantitative research are: 1) it can produce reliable and replicable data; 2) it is precise; 3) statistically significant results are clear and can reveal broader tendencies (Dörnyei, 2001). By using quantitative research in this study, the researcher can quickly collect and receive statistical results as well as revealing students’ broader motivational tendencies.

Although quantitative research methods, such as questionnaires, can obtain responses from a large sample of respondents quickly and efficiently, they inevitably ignore the perspective of motivational dynamics which is central to this research. On the other hand, qualitative methods (for example, interviews) can provide detail and depth, but tend to be limited with regard to sample sizes and generalisability.

Qualitative research is subjective and focuses on the participants’ experiences. It provides far richer and more detailed data that might contribute to in-depth understanding of the dynamic perspective of L2 motivation. No hypotheses are set out
prior to the study, and analytic categories tend to be defined only during, rather than prior to, the process of the research (McCracken, 1988). However, like quantitative research, qualitative research has disadvantages: because it is subjective and because the in-depth nature of the investigation restricts sample sizes, 1) it often lacks reliability, and 2) it may not represent the experiences of the broader population affected by the researched phenomena. Qualitative research has attracted more attention from L2 motivation researchers in recent years, and it has been suggested that the combination of qualitative and quantitative methods might be a particularly fruitful direction for future motivation research (Dörnyei, 2001).

By understanding the differences between quantitative and qualitative research, including their characteristics, advantages and disadvantages, it appears that in this context a quantitative approach should be supplemented by a qualitative research component. A combination of the two types of research has some major advantages (Denscombe, 1998; Dörnyei, 2001):

- It enhances validity (confirming results by means of different data sources).
- It improves research development (using qualitative research to develop an instrument to be used in quantitative research; and data obtained from quantitative research can be used in qualitative research for further investigation).
- It can create a new way of thinking by looking at an issue or question from different perspectives, and to achieve understanding from multiple perspectives.
Triangulation is the combination of qualitative and quantitative paradigms in the study of the same phenomenon or phenomena (Blaikie, 2000; Denzin, 1978). A triangulated, mixed method approach seems well suited to the current study. By using a combination of quantitative and qualitative research methods, this researcher hopes to discover general patterns of motivation at different levels among the 2+1 programme students as a whole, while at the same time discovering more about learners’ own interpretations of their experiences. Pintrich and Schunk (2002:11) recognise the value of qualitative research ‘for raising new questions and new slants on old questions’, although they caution that findings need to be interpreted in the light of an existing theoretical framework. Ushioda (2001) has argued that qualitative or interpretative approaches, involving in-depth and long-term study of individual’s thinking, are especially appropriate where motivation is conceived of as context-dependent, multifaceted, and dynamic.

4.2.2 Longitudinal versus cross-sectional

Longitudinal research is necessary where the intention is to provide meaningful data in order to explain phenomena over time (Dörnyei, 2007). Much research in language learning is a complex process that takes place over prolonged periods, and as a result, much Applied Linguistics research is naturally longitudinal in nature.

However, for most researchers, cross-sectional research is more familiar and is more widely used in the contemporary field of Applied Linguistics. This is unfortunate, because cross-sectional research is limited to providing a picture of participants’
thoughts, behaviours or emotional stances at one particular time: it cannot adequately embrace developmental change.

Longitudinal research is rather underutilised, perhaps because it requires such a large initial investment of time and energy (Dörnyei, 2001; Ruspini, 2002). Little longitudinal research can be found in the Applied Linguistics literature, and few methodology texts concerning longitudinal research are available in the field, although Dörnyei (2007) is an exception.

According to Menard (2002), a longitudinal investigation is research in which:

- Data are collected for two or more distinct time periods.

- The subjects or cases analysed are the same or are comparable (drawn from the same population) from one period to the next.

- The analysis involves some comparison of data between periods.

Longitudinal research observes the participants for an extended period in order to detect changes and patterns of development over time that are due to biological influences (e.g. age), environmental influences, and planned learning experiences (Keeves, 1994). The main purposes of longitudinal research are to describe patterns of change and to explain causal relationships.

Longitudinal research can address issues and support methods in ways that are not possible through a traditional cross-sectional approach. It is especially beneficial in a number of research areas, such as when the focus is directly on change and the
phenomena are themselves inherently longitudinal, when investigating causal processes, when studying social change or when establishing the effect of a test by following an experimental or quasi-experimental method, or comparing periods before and after the introduction of new learning strategies or teaching methods.

A full understanding of the differences between longitudinal and cross-sectional research can help the researcher make the right decision on research methods in order to find answers to research questions. Table 4.2 lists the advantages and disadvantages of longitudinal and cross-sectional research.
Table 4.2 Advantages and disadvantages of longitudinal and cross-sectional research

<table>
<thead>
<tr>
<th></th>
<th>Longitudinal</th>
<th>Cross-sectional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Features</strong></td>
<td>● Single sample over a period of time</td>
<td>● Different samples at one or more points in time</td>
</tr>
<tr>
<td></td>
<td>● Enables the same individuals to be compared over time</td>
<td>● Large-scale and representative sampling</td>
</tr>
<tr>
<td></td>
<td>● Micro-level analysis</td>
<td>● Macro-level analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Enables different groups to be compared</td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>● Can detect change over time</td>
<td>● Easier to recruit respondents</td>
</tr>
<tr>
<td></td>
<td>● Provides far richer and meaningful data, covering a wide range of variables, both initial and emergent</td>
<td>● Low cost and energy</td>
</tr>
<tr>
<td></td>
<td>● Operates within the known limits of instrumentation employed</td>
<td>● Precise and structured</td>
</tr>
<tr>
<td></td>
<td>● Separates real trends from chance occurrence</td>
<td>● No concern of panel conditioning or attrition effects</td>
</tr>
<tr>
<td></td>
<td>● Enables change to be analysed at the individual or micro level</td>
<td>● Stronger likelihood of participation, since it is for a single time</td>
</tr>
<tr>
<td></td>
<td>● Individual level data are more accurate</td>
<td>● Enables researchers to identify the proportion of people in particular groups or states</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Large samples enable inferential statistics to be used</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td>● Time-consuming</td>
<td>● Cannot detect change over time</td>
</tr>
<tr>
<td></td>
<td>● Less sampling representative</td>
<td>● Omission of a single variable can significantly undermine the results</td>
</tr>
<tr>
<td></td>
<td>● Response bias</td>
<td>● Unable to chart individual variations in development or changes, and their significance</td>
</tr>
<tr>
<td></td>
<td>● Slow to provide answers</td>
<td>● Only permits analysis of overall, net change at the macro-level through aggregated data</td>
</tr>
<tr>
<td></td>
<td>● Control effect-repeated interviewing of the same sample influences their behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Data, at individual level, can be too rich and complex to analyse</td>
<td></td>
</tr>
</tbody>
</table>

Source: Cohen, Manion and Morrison (2000)
Menard (2002) argues that longitudinal research should be seen as the default approach when any dynamic processes in the social science are to be examined. In principle, longitudinal research can do much that cross-sectional research can, but that there is little or nothing that cross-sectional research can do that longitudinal research cannot. As the current study concerns the dynamic perspective of language learning motivation, longitudinal research is clearly the more appropriate approach. The following section aims to explain four main types of longitudinal research design and how they are related to the nature of language learning motivation and the research questions.

As discussed in Chapter 3, language learning motivation is an abstract and multidimensional construct. At the same time, motivation is both complex and dynamic in nature. The administering of a questionnaire at a single point in time, regardless of how comprehensive the questionnaire may be, will fail to take account of this dynamism. When undertaking motivation research, researchers face challenges presented by the unobservable and multifaceted nature of motivation. However, the biggest challenge concerns the length of time required, and increasing attention has been paid to it (Dörnyei, 2001; Ushioda, 1994, 2001).

Dörnyei (2007) summarises four main types of longitudinal design, which can also be combined to remedy some of the weaknesses that exist in the each.

1) *Prospective longitudinal studies or ‘panel studies’*:
In studies of this type successive measures are taken at different points in time from the same respondents. This type of study has been called a ‘prospective longitudinal study’, ‘panel study’, ‘follow-up study’ or ‘cohort study’. The strength of this design is that it allows researchers to collect information about change at the micro level as it really happens. Unfortunately, panel studies are also rather time consuming and require a committed research team to work over a considerable period. The validity of this design can be restricted by two factors: attrition and panel conditioning. On the one hand, it is inevitable that the number of participants will fall during a long-term panel study for a variety of reasons (such as changing location, lack of time, loss of interest, and so on). Such attrition is cumulative because, once someone has missed a data collection wave, that person is lost for the remainder of the study (Taris, 2000). Substantial efforts are required to combat participants’ drop-out rate, so that the study can have relatively high validity. On the other hand, panel conditioning can also affect the validity of the study.

When participants join in a longitudinal study, the regular meetings that participation involves and the knowledge of being part of the study can alter the panel members’ behaviour and responses (Dörnyei, 2007). For example, the participants may behave differently because they become increasingly familiarised with the researcher and want to please them, or they may avoid answering certain questions because they are sensitive to the issues. To avoid the problematic effect of the relationship between myself and my respondents, I chose a retrospective longitudinal study. By using this
study, data can be gathered during a single face-to-face interview session. Respondents will be asked to think back and answer questions. Regular meetings between the researcher and the respondents are not necessary.

2) Repeated cross-sectional studies or ‘trend studies’:

‘Repeated cross-sectional studies’, alternatively known as ‘trend studies’, are ways of obtaining information about change by administering repeated questionnaire surveys to different samples of respondents. If subsequent waves examine samples that are representative of the same population, the results can be seen to carry longitudinal information at the aggregate level, and that entails examining the whole group rather than individuals. This kind of study is appropriate for research topics concerning macro-level aspects of social change (for example, looking at a whole community’s beliefs or attitudes). The design is also suitable for investigating and comparing changes in various sub-samples (for example, female and male).

Compared with panel studies, this design has the advantage of being economical and easier to run. It is not restricted by attrition and panel conditioning. However, the characteristics of this design have determined that it is not suitable for resolving issues of causal order or studying developmental patterns (Taris, 2000).

3) Retrospective longitudinal studies:

Retrospective longitudinal studies are ways of gathering data during a single investigation in which respondents are asked to recall and answer questions about what happened in the past. Compared with panel studies and trend studies, studies of this type have the distinct advantage of potentially saving researchers a great deal of
time and money, because retrospective longitudinal studies do not need to wait for a long time in order to see results. Unfortunately, past retrospective research has revealed that the quality of the recollected data can be incorrect or inaccurate in some ways (Taris, 2000). These risks would seem to apply to interview data generally, and this can be seen as a limitation for the current study. Retrospective data is less reliable than prospective data, and it is often difficult to separate real from perceived or putative causes (Cohen et al., 2000). Ruspini (2002) asserts that if a study focuses on a relatively short period (weeks or months, rather than years), a retrospective design may be appropriate, especially if the data concerns primarily events or behaviour rather than attitudes or beliefs.

4) **Simultaneous cross-sectional studies:**

Simultaneous cross-sectional studies involve the examination of change across age groups rather than over time. In this type of study, data is gathered by conducting surveys. Taris (2000) points out the differences between information on respondents’ ages in ordinary cross-sectional studies and information about respondents’ ages in simultaneous cross-sectional studies. In the former situation, age is a normal variable to be controlled like others, whereas in the latter situation, age is the key sampling variable. The strength of this design is that it is inexpensive and straightforward, and can be used to examine developmental issues. However, there is a downside: it measures different cohorts and the observed changes may not be due to age difference. For the purposes of this study, in order to obtain a general picture of students’ attitudes and beliefs, the researcher needs to target a sufficiently large group of
Chinese undergraduates that will represent the larger population and to obtain generalisable conclusions. Although prospective longitudinal studies, or ‘panel studies’, can offer a powerful method for examining development and causality, it would appear to be too expensive, disruptive and time consuming to run and it is also restricted by attrition and panel conditioning. This method is more appropriate for studies lasting over a period of several years, while simultaneous cross-sectional studies mainly focus on examining changes across age groups rather than over time. Therefore, these two types of design are not suitable for this study.

‘Repeated cross-sectional studies’, or ‘trend studies’, can be used to examine samples that are representative of the same population, and the results can be seen to carry longitudinal information at the aggregate level: concerning information about the whole group rather than individuals. This kind of study is more appropriate for research topics concerning macro-level aspects of social change (for example, looking at a whole community’s beliefs or attitude). In this study, one of the research aims is to look at a whole group of Chinese undergraduate students’ language learning motivation, including their attitudes towards English learning, local community and culture and so on. This study also aims to find out how students’ language learning motivation changes over time. Therefore, repeated cross-sectional studies or ‘trend studies’ is suitable for this study.

To accommodate both qualitative and quantitative perspectives and to accommodate the dynamic nature of motivational change, a mixed methods approach, combining
repeated cross-sectional methods with a retrospective longitudinal method, would seem to be appropriate.

4.3 Selection of research methods

4.3.1 Research methods used in this study

This section explains the selection of suitable methods of eliciting information from participants for the current study. Methods can be placed on a continuum from closed, selected response questionnaires to open-ended interviews (Cohen, Manion and Morrison 2000; Dörnyei, 2001, 2007). The most suitable method will depend on circumstances, and the addition of a second method can serve to offset weaknesses in the first. The selection made for the purposes of this study was based on discussions of the advantages and disadvantages of these alternatives (see Table 4.3).
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Questionnaire</th>
<th>Face-to-face Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Rate of response</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Opportunities for asking questions</td>
<td>Limited</td>
<td>Extensive</td>
</tr>
<tr>
<td>Collection of detailed information</td>
<td>Limited</td>
<td>Extensive</td>
</tr>
<tr>
<td>Speed</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Respondents who can be researched</td>
<td>Extensive</td>
<td>Limited</td>
</tr>
<tr>
<td>Control of interaction</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Overall reliability</td>
<td>Fair</td>
<td>Quite limited</td>
</tr>
</tbody>
</table>

Source: adapted from Cohen, Manion and Morrison (2000)

### 4.3.2 Questionnaire for the investigation of language learning motivation at macro-level

The purpose of the first stage is to identify whether language learning motivation changes over time, what students’ attitudes toward English learning are, what their attitudes toward the target language community are, and at which level motivation changes. This requires sampling of a wide range of Chinese students who study on the 2+1 programme, and at least one repeated administering to capture changes occurring over time. For this, a selected response questionnaire survey would seem to be the most appropriate choice.

Once key findings have been identified from the questionnaire, more open-ended interviews can be used to confirm the questionnaire findings. The questions for the interviews can be more focused on key issues emerging through the questionnaire.
As the questionnaire embraces a wide range of participants, the interviews can be conducted with a relatively small pool of participants. The findings of the questionnaire and the outcomes of the interviews can be triangulated to provide for mutual corroboration. This kind of triangulation remedies the disadvantages of quantitative and qualitative studies. More importantly, triangulation prevents the researcher from relying on initial impressions, it helps correct for observer biases, and it can enhance the validity of the study (Dörnyei, 2007).

4.3.3 Face-to-face interview for describing the pattern of change

If any motivational changes are identified at Stage 1 by using the questionnaire survey, they cannot be fully understood without further investigation of students’ actual behaviours. The findings from the questionnaire survey can help the researcher to make decisions on the questions to be used in more in-depth interviews.

For this study, a semi-structured interview format allows the researcher to develop broad questions about the topic in advance, and so to focus the responses without limiting their scope (Dörnyei, 2007). Here the interviewees should be able to express their own attitudes towards language learning motivation, unrestricted by the predetermined response categories imposed by the questionnaire.

In sum, a combination of a closed response questionnaire survey and a semi-structured interview is adopted for this study to allow for a combination of
quantitative and qualitative perspectives with two approaches to the longitudinal, dynamic nature of motivation change. The following sections will explain the detail of how the research processes were carried out.

4.4 The language learning motivation survey

The purpose of this section is to present the objectives, questionnaire design, sampling, piloting and data analysis.

4.4.1 Research objectives of the questionnaire survey

The questionnaire survey aims to provide evidence to establish whether language learning motivation is dynamic, and so changes during the transition from home culture to host culture. The main objectives of the survey are to:

- Identify the goals and orientations of students on a collaborative 2+1 programme.
- Identify whether the students’ English learning goals and orientations change over time.
- Identify whether the different components of language learning motivation can be separated in this context.
- To identify at which level(s) language learning motivation changes.
- To explore whether English proficiency (IELTS score) has an impact on language learning motivation.
- To explore whether social contact with the host culture has an impact on
4.4.2 Construction of the questionnaire

The language learning motivation questionnaire consists of three parts: a cover sheet, a section concerning personal background information, and the main section addressing motivation. The cover sheet explains the purpose of the research and assures students of the confidentiality of their responses. The background section elicits data on students’ age, gender and other intervening variables; while the main section comprises 56 motivational items, developed on the basis of Dörnyei’s three-level framework of L2 motivation (Dörnyei, 1994a). Items used in the questionnaire were taken from both from statements made in discussions conducted in preparation for this study, and from existing questionnaires used in previous research into L2 motivation (Dörnyei, 1990a; Gardner, 1985; Wintergerst, DeCapua & Verna, 2003).

The questionnaire was administered in Chinese (Appendix B), a preliminary version having initially been written in English (Appendix C). The questions were then professionally translated into Chinese, first literally and then more figuratively, in order to ensure that all questions were phrased in a way that was natural and appropriate and would be readily comprehensible to the participants. The participants answered the questionnaire by indicating their agreement or disagreement with various statements on seven-point Likert scales (1 = strongly disagree; 7 = strongly agree). All the items were designed to address students’ attitudes towards the target
language (English) and towards the target community (the United Kingdom), the students’ self-confidence, language use anxiety, and their attitudes towards the language learning environment.

The number of items and sample items are shown as follows:

1. *Attitudes Towards English People* (6 items). This includes four positively worded and two negatively worded items. A sample positively worded item is: ‘English people are very friendly’. A high score reflected a positive attitude.

2. *Attitudes toward English learning* (9 items). This section was scored such that high scores reflect a positive attitude to English learning.

3. *English learning orientations* (15 items). Eight items concerned the importance of learning English for integrative reasons. A sample item is: ‘Learning English is important for me, because it will help me to better understand English-speaking people and culture’. Seven items addressed the importance of learning English for instrumental reasons. A sample item is: ‘Learning English is important for me, because it will be useful in my future job’.

4. *Learners’ language use anxiety* (5 items). A sample item is: ‘It embarrasses me to volunteer answers in the class. This test was scored such that a high score reflects students’ high concern and anxiety concerning their ability to use English.

5. *Learners’ self-confidence* (9 items). A sample item is: ‘I am sure that I will be able to do better when I am in the UK’. This test was scored such that a high score reflects students’ high self-confidence.
6. **Learners’ self-efficacy** (3 items). A sample item is: ‘I can do better than the other students’. This test was scored such that a high score refers to students’ strong judgement of their ability to perform well during their study in the UK.

7. **Course-specific motivational components** (6 items). This section relates to course interests, relevance, expectancy and satisfaction. A sample item is: ‘The syllabuses are designed appropriately’.

8. **Teacher-specific motivational components** (6 items). This section relates to the teachers’ role and whether they were seen to develop and stimulate students’ learning motivations. A sample item is: ‘My teacher takes account of the students’ learning styles’.

9. **Group-specific motivational components** (5 items). Five items were presented. A sample item is: ‘I enjoy group work’. A high score reflects a positive attitude.

### 4.5 Pilot study – Questionnaire

#### 4.5.1 The function of the pilot study

Before the main study is carried out, it is very important to run a pilot study and is crucial for the success of the main study. A pilot study has several functions: it assesses and increases the reliability, validity and practicability of the questionnaire and interview (Cohen, Manion and Morrison, 2000; Dörnyei, 2002; Oppenheim, 1992; Seliger and Shohamy, 1989; Wilson and McLean, 1994). It serves to:

- Check the clarity of the questionnaire items, instruction and layout.
• Check the clarity of the interview questions.
• Gain feedback concerning the validity of the questionnaire items.
• Eliminate ambiguities or difficulties in wording.
• Gain feedback on the type of questions and their format (e.g. rating scale, multiple choices).
• Gain feedback on the attractiveness and presentation of the questionnaire.
• Check the length of time taken to complete the questionnaire.
• Identify redundant questions (e.g. those questions which consistently obtain a total ‘yes’ or ‘no’ answer).
• Identify commonly misunderstood or non-completed items.
• Test run the data analysis.

In short, a pilot study is an important precautionary measure to avoid the failure of a larger research project.

4.5.2 Expectations of findings from the questionnaire

As discussed in the literature review, language learning motivation is a multifaceted phenomenon, and one of its defining characteristics is its dynamic nature. It was anticipated that the results would show that the students’ language learning motivation did change over time. These changes were expected to occur differentially across the different levels of the framework (Dörnyei, 1994a).
4.5.3 Piloting

4.5.3.1 Participants

The sample includes 142 participants studying on a full-time 2+1 collaborative undergraduate programme from the Business School of the University of Bedfordshire, Luton, UK. The 2+1 programme combines a two-year programme in a Chinese university with the final year of an existing programme in a UK university. In other words, the 2+1 students joined a group of students who had already spent two years at the UK institution. Participant ranged in age from 20 to 25 years, comprising 40 male (28.2%) and 102 female students (71.8%). The students all started learning English in China, and then transferred to the UK to learn English for academic purposes as part of their undergraduate degree programme. They were studying on one of four academic tracks: Business Administration, Advertising and Marketing Communications, Human Resource Management, or Marketing. Students were required to take eight modules over the academic year. Each module is worth 15 credits. Apart from enrolling for six full-time academic modules like other third-year students, they are additionally required to take an academic English module (3 hours per week) over the academic year to help improve their English and study skills. This course is also assessed, and counts for two modules (30 credits) of their final degree award.

4.5.3.2 Methods and instrument

A questionnaire was administered to students at two points during the academic year they spent in the UK. The first administering (Stage 1) took place during the first two
weeks following their arrival in the UK. The second administering (Stage 2) took place after they had spent 6 months studying in the UK.

The questionnaire items were developed on the basis of earlier research and of interviews with 8 students in a previous cohort of the same programme. Items used in the questionnaire were taken both from interviewees’ own statements and adapted from existing questionnaires used in previous research in L2 motivation (Dörnyei, 1990; Gardner, 1985; Wintergerst, DeCapua & Verna, 2003).

The preliminary version of the questionnaire was designed in English, based on existing questionnaires in use, concepts of motivation found in the psychological and educational literature, and discussions with teachers and students. The questions were then professionally translated into Chinese, first literally and then more idiomatically, in order to ensure that all questions were phrased in a way that was natural and appropriate. The resulting questionnaire form was then piloted with a small group of respondents who commented on the items, and further minor revisions were made.

There were two parts to the questionnaire. Part 1 contained demographic and background items and Part 2 contained 50 motivational items, arranged in sections, which were related to Dörnyei’s three-level framework (1994a). The participants responded to Part 2 by marking their agreement or disagreement with a set of 50 statements on six-point Likert scales (1 = strongly disagree; 6 = strongly agree). Six-
point scales were used to eliminate the possibility of neutral responses. The items were designed to assess students’ attitudes towards the target language (English) and towards the target community (the local population), as well as aspects of the students’ self-confidence, language use anxiety reactions to the learning environment, and their language learning backgrounds. The sections of Part 2 were as follows:

1. *Attitudes toward English people* (6 items). Four positively worded and two negatively worded (the negatively worded items in this and subsequent item sets being reverse scored). A sample positively worded item is: ‘English people are very friendly’. A high score indicates a positive attitude.

2. *Attitudes toward English learning* (11 items). This section was scored such that high scores reflect a positive attitude to learning English.

   - Three items addressing the importance of learning English for integrative reasons. A sample item is: ‘Learning English is important for me, because it will help me to better understand English-speaking people and culture’.
   - Seven items addressing the importance of learning English for instrumental reasons. A sample item is: ‘Learning English is important for me, because it will be useful in my future job’.

4. *Learners’ language use anxiety* (5 items). A sample item is: ‘It embarrasses me to volunteer answers in the classes’. A high score reflects concern and anxiety about ability to use English.
5. **Learner self-confidence** (4 items). A sample item is: ‘I am sure that I will be able to do better when I am in the UK’. A high score reflects a high level of self-confidence.

6. **Learners’ self-efficacy** (3 items). A sample item is: ‘I can do better than the other students’. A high score indicates that the student believes they can perform well during their study in the UK.

7. **Course-specific motivational components** (3 items). These relate to course interest, relevance, expectations and satisfaction. A sample item is: ‘The syllabuses are designed appropriately’. A high score reflects a positive attitude.

8. **Teacher-specific motivational components** (4 items). These relate to the teachers’ role: asking whether they actively develop and stimulate students’ learning motivation. A sample item is: ‘My teacher takes account of the students’ learning styles’. A high score reflects a positive attitude.

9. **Group-specific motivational components** (4 items). A sample item is: ‘I enjoy group work’. Again, a high score reflects a positive attitude.

4.5.3.3 **Data collection and analysis**

The questionnaires were administered in class, and the students were asked to complete them within 15 minutes. All the questionnaires were collected by the teachers and returned to the researcher. The same procedure was repeated after six months. 177 completed questionnaires were received at Stage 1, and 161 were
received at Stage 2. A total of 142 completed questionnaire sets with data from both stages were included in the statistical analysis.

The data obtained were computer-coded, and negatively worded items were reversed. Data analysis was performed with SPSS12 for Windows. First, an exploratory factor analysis was conducted on the 50 motivation questions so as to reduce the number of variables by identifying broader underlying factors and confirming that the intended dimensions were being measured. Second, a paired samples $t$ test was undertaken to test whether students’ motivation had changed significantly ($p<.05$) after they moved from their home culture setting to the UK.

4.5.3.4 Results and discussion

Factor analysis of motivational components

Factor analysis with Varimax rotation indicated that a six-factor solution provided a simple structure with interpretable clusters of variables loading on each factor (Table 4.4). These six factors accounted for 46.66% of the total variance with the following loadings:
### Table 4.4 Item loadings of the 6 factors in the English Learning Motivation Survey (pilot study)

<table>
<thead>
<tr>
<th>Items</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
<th>Factor 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English people are sociable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.672</td>
<td></td>
</tr>
<tr>
<td>English people are warm-hearted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.772</td>
<td></td>
</tr>
<tr>
<td>English people are patient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.623</td>
<td></td>
</tr>
<tr>
<td>The more I get to know English people, the more I want to be fluent in English.</td>
<td>0.359</td>
<td></td>
<td></td>
<td>0.453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English people are cold and arrogant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.542</td>
<td></td>
</tr>
<tr>
<td>English people are hypocritical and prejudiced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.553</td>
<td></td>
</tr>
<tr>
<td>I love learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.528</td>
</tr>
<tr>
<td>Learning English is frustrating.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.721</td>
</tr>
<tr>
<td>Learning English is a waste of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.639</td>
</tr>
<tr>
<td>I would rather spend my time doing other things than learning English.</td>
<td>0.334</td>
<td>0.641</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hate learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.612</td>
<td></td>
</tr>
<tr>
<td>I plan to make as much progress in English as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.631</td>
<td></td>
</tr>
<tr>
<td>Learning English is enjoyable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.364</td>
<td></td>
</tr>
<tr>
<td>Chinese learners should learn English in an English-speaking country.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.496</td>
<td></td>
</tr>
<tr>
<td>I don't care about improving my English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.394</td>
<td></td>
</tr>
<tr>
<td>Sometimes English learning is a burden for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.579</td>
<td></td>
</tr>
<tr>
<td>Learning English is important, because it will facilitate my study and research.</td>
<td>0.766</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning English is important, because it will be useful in my future job.</td>
<td>0.849</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning English is important, because it will be</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.845</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
useful on international occasions.
Learning English is important, because it will give me great prestige to be good at English as a foreign language. 0.586
Learning English is important, because it will enable me to interact effectively with English-speaking people. 0.759
Learning English is important, because it will help me to understand English-speaking people and culture. 0.655
Learning English is important, because the more I learn the more I am interested in it. 0.477 0.473
Learning English is important, because it will help me to get my degree. 0.731
Learning English is important, because I can understand English music, read English books, newspapers or magazines. 0.553
It embarrasses me to volunteer answers in my class. 0.680
I never feel sure of myself when I am speaking English in my class. 0.836
I feel that the other students speak English better than I do. 0.632
I get nervous and confused when I am speaking English in my class. 0.766
I am afraid the other students will laugh at me when I speak English. 0.770
I am certain I can master the skills being taught in this course. 0.485 0.324
I am sure that I can do better in the UK. 0.597
I believe I will receive an excellent grade in this 0.396 0.304
<table>
<thead>
<tr>
<th>Statement</th>
<th>Score 1</th>
<th>Score 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not sure about my ability to do it well.</td>
<td>0.345</td>
<td>-0.353</td>
</tr>
<tr>
<td>I learn best when I am competing with other students.</td>
<td>0.591</td>
<td>-</td>
</tr>
<tr>
<td>I want to do better than other students in this class.</td>
<td>0.616</td>
<td>-</td>
</tr>
<tr>
<td>Getting a good grade is the most important thing for me right now.</td>
<td>0.499</td>
<td>-</td>
</tr>
<tr>
<td>The course is directly related to my degree course.</td>
<td>0.412</td>
<td>0.518</td>
</tr>
<tr>
<td>I am satisfied with what I am studying.</td>
<td></td>
<td>0.739</td>
</tr>
<tr>
<td>The syllabuses are designed appropriately.</td>
<td></td>
<td>0.753</td>
</tr>
<tr>
<td>My teacher knows students' needs and plans the lessons accordingly.</td>
<td></td>
<td>0.733</td>
</tr>
<tr>
<td>My teacher cares about my progress on the course.</td>
<td></td>
<td>0.693</td>
</tr>
<tr>
<td>My teacher takes account of students' learning styles</td>
<td></td>
<td>-0.452</td>
</tr>
<tr>
<td>I enjoy group work.</td>
<td></td>
<td>0.777</td>
</tr>
<tr>
<td>I like to share information with my group members.</td>
<td>0.387</td>
<td>0.563</td>
</tr>
<tr>
<td>I prefer doing work independently.</td>
<td></td>
<td>-0.452</td>
</tr>
<tr>
<td>Group work wastes a lot of time.</td>
<td>-0.348</td>
<td>0.469</td>
</tr>
</tbody>
</table>
Factor 1 – Motivational Orientations (15 items)

Orientations (9 items)

Learning English is important for me, because:

.766  It will facilitate my studies and research.

.849  It will be useful for my future job.

.845  It will be very useful on many international occasions.

.586  It will give me great prestige to be good at English as a foreign language.

.759  It will enable me to interact more effectively with English-speaking people.

.655  It will help me to better understand English-speaking people and culture.

.477  The more I learn English the more I am interested in it.

.731  It will help me to get my degree.

.553  I can understand English pop music, read English books, newspapers or magazines.

Expectancy (3 items)

.485  I am certain I can master the skills.

.597  I am sure I can do better in the UK.

.396  I believe I can receive an excellent grade in this course.

Competitiveness (3 items)

.591  I learn best when I am competing with other students.

.616  I want to do better than the other students in this class.

.499  Getting a good grade in this class is the most important thing for me right now.
This factor was labelled *Motivational Dimension* because it contains items focusing on learners’ motives and orientations related to various aspects of English learning. The 15 items that load on the first factor have been divided for the purpose of the subsequent analysis into three separate categories on the basis of motivation theory (although the factor analysis indicates that all three are closely related for these students): *Orientations*, *Self-efficacy* and *Competitiveness*. The different orientations indicate the students’ desire to integrate into the target language community or to gain some social or economic reward (good grades, job promotion, or a diploma) through English learning achievement. Competitiveness indicates how the learners perceive the likelihood of success and their need to compete against other students and gain good grades. It is related to the learner’s self-confidence and self-efficacy.

Factor 2 – *Attitudes toward Learning English* (8 items):

.528 I love learning English.

.721 Learning English is frustrating.

.639 Learning English is a waste of time.

.641 I would rather spend my time doing other things than learning English.

.612 I hate learning English.

.364 Learning English is enjoyable.

.394 I don’t care about improving my English, as long as I can pass my examination and dissertation.

.579 Sometimes language learning is a burden for me.
This factor was labelled *Attitudes towards English Learning* because it contains items relating to learners’ experience with English learning, either positive attitudes (for example, love learning English or enjoyable experience) or negative attitudes (for example, hate learning English).

**Factor 3 – Anxiety (5 items):**

.680  It embarrasses me to volunteer answers in my class.

.836  I never feel quite sure of myself when I am speaking English in my class.

.632  I always feel that the other students speak English better than I do.

.766  I get nervous and confused when I am speaking English in my class.

.770  I am afraid the other students will laugh at me when I speak English.

This factor was labelled *Anxiety* because it contains items related to learners’ belief that they have the ability to perform well. Language use anxiety is closely related to self-confidence.

**Factor 4 – Learning Situation Motivational Components (6 items):**

Relevance and Satisfaction (3 items)

.518  The course that I am studying is directly related to my degree course.

.739  I am satisfied with what I am studying.

.753  The syllabuses are designed very appropriately.

Teacher’s role (3 items)

.733  My teacher knows the students’ needs and plans the lessons accordingly
My teacher takes account of the students’ learning style.

My teacher cares about my progress on the course.

The six items that load on the sixth factor are labelled Learning Situational Components since all are related to motivational conditions. Although these items load on one factor, it is clear that they can be divided into two categories: Relevance and Satisfaction, and Teacher’s role.

Factor 5 – Attitudes towards English People (6 items):

English people are sociable.

English people are warm-hearted.

English people are patient.

The more I get to know the English people, the more I want to be fluent in English.

English people are cold and arrogant.

English people are hypocritical and prejudiced.

This factor was labelled Attitudes towards English People because it contains items relating to learners’ experience with the target language community and how they think of English people.

Factor 6 – Cooperativeness (4 items):

I enjoy group work.

I like to share information with my group members.
I prefer doing work independently.

Group work wastes a lot of time.

Four items load on Factor 6; cooperation appears to be the common element underlying these four items.

The next Table reports the means, standard deviations and reliability statistics for each subscale of the questionnaire.

Table 4.5 Subscales of the pilot questionnaire: descriptive statistics and reliability

<table>
<thead>
<tr>
<th>Questionnaire Sections</th>
<th># of items (total points available)</th>
<th>alpha</th>
<th>Mean score</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward English people</td>
<td>6 (36)</td>
<td>.785</td>
<td>21.82</td>
<td>4.950</td>
</tr>
<tr>
<td>Attitudes toward English learning</td>
<td>8 (48)</td>
<td>.823</td>
<td>36.80</td>
<td>6.288</td>
</tr>
<tr>
<td>Motives and orientations</td>
<td>9 (54)</td>
<td>.907</td>
<td>43.28</td>
<td>7.168</td>
</tr>
<tr>
<td>Language use anxiety</td>
<td>5 (30)</td>
<td>.862</td>
<td>15.62</td>
<td>5.345</td>
</tr>
<tr>
<td>Expectancy</td>
<td>3 (18)</td>
<td>.678</td>
<td>12.97</td>
<td>2.675</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>3 (18)</td>
<td>.648</td>
<td>12.95</td>
<td>2.770</td>
</tr>
<tr>
<td>Course and teacher</td>
<td>6 (36)</td>
<td>.831</td>
<td>19.76</td>
<td>5.225</td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>4 (24)</td>
<td>.675</td>
<td>14.48</td>
<td>3.665</td>
</tr>
</tbody>
</table>

In order to answer the research question, a paired sample t-test was conducted on each of the eight sections. Means, standard deviations, and p values are displayed in Table 4.6.
Table 4.6 Paired sample T-Test of students’ language learning motivation at different stages of their course -pilot

<table>
<thead>
<tr>
<th></th>
<th>Mean difference</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 2 scores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes toward English people Section1_stage1 v Section1_stage2</td>
<td>.430</td>
<td>6.787</td>
<td>.754</td>
<td>141</td>
<td>.452</td>
</tr>
<tr>
<td>Attitudes toward English learning Section2_stage1 v Section2_stage2</td>
<td>1.403</td>
<td>9.245</td>
<td>1.757</td>
<td>133</td>
<td>.081</td>
</tr>
<tr>
<td>Motivation and Orientations Section3_stage1 v Section3_stage2</td>
<td>.232</td>
<td>10.147</td>
<td>.268</td>
<td>137</td>
<td>.789</td>
</tr>
<tr>
<td>Language Use Expectancy Section4_stage1 v Section4_stage2</td>
<td>-.626</td>
<td>7.340</td>
<td>-1.005</td>
<td>138</td>
<td>.316</td>
</tr>
<tr>
<td>Competitiveness Section5_stage1 v Section5_stage2</td>
<td>2.106</td>
<td>3.562</td>
<td>7.043</td>
<td>141</td>
<td>.000</td>
</tr>
<tr>
<td>Course and Teacher Satisfaction Section7_stage1 v Section7_stage2</td>
<td>1.348</td>
<td>6.594</td>
<td>2.401</td>
<td>137</td>
<td>.018</td>
</tr>
<tr>
<td>Cooperativeness Section8_stage1 v Section8_stage2</td>
<td>.447</td>
<td>4.786</td>
<td>1.109</td>
<td>140</td>
<td>.270</td>
</tr>
</tbody>
</table>

Here, the p values (p=.452 >.05, p=.789 >.05) indicate no significant difference between the two stages in section 1 and section 3. This suggests that students’ attitudes towards English people did not change significantly. It also suggests that neither students’ integrative orientations nor instrumental orientations changed over
the six months spent in the UK. The p value (p=.131 >.05) shows that there is no significant difference between the two stages in the sections concerning students’ need to compete against other students and their need to gain good grades. In the section concerning cooperativeness, there is again no significant difference (p=.270 >.05). Students’ attitudes toward group and pair work and desire to feel that they were in a cooperative environment did not change significantly.

The p value (p = .081 >.05) for section 2 approaches significance, but again there is no significant difference. Students’ attitudes towards learning English did not change significantly over the six months spent in the UK. However, the near-significant result suggests that this is an area that might repay further investigation.

With regard to language use anxiety, we can see once more from the p value (p=.316 >.05) that there is no significant difference between the two stages.

Table 3 shows that there are significant differences in student expectancy (p = .000 <.05) and in students’ attitudes toward their course and teacher (p = .018 <.05) over the six months spent in the UK.

The paired sample t-test showed significant differences in learner expectancy (p=.000 <.05) and course and teacher motivational components (p=.018 <.05). According to Dörnyei’s (1994a) framework, learner expectancy is associated with the learner level, and the section on course and teacher motivational components is associated with the
learning situation level. Therefore, the results suggest that learning motivation changed at the learner and learning situation levels.

Students’ expectancy reduced following arrival in the UK. It may be that students tend to overestimate the rate at which their English will improve when they move to an L1 English environment. After one semester, students perhaps realised that their English did not improve as dramatically as they had expected. Perhaps because of differences in assessment criteria between Chinese universities and UK universities, students did not receive such high marks for their assignments and exams as they had expected.

Students’ attitudes toward their course and teacher also became less positive. This may reflect a degree of ‘academic culture shock’ as students encounter different teaching styles, course structures, and relationships between teachers and students to those with which they are familiar. The effects of cultural differences between Chinese students and Western students have been well-attested: Western teachers are often perceived as unfriendly and uncaring (Cortazzi & Jin, 1997; Gu & Schweisfurth, 2006; Jin & Cortazzi, 1996, 1998) and this may be reflected in the negative results found here.
4.5.3.5 Implications for the main study

As discussed in section 4.4.6.1, a pilot study has many functions and is crucial to the success of a main study. Although the piloting process and the nature of the results suggest that the contents of the questionnaire are appropriate for testing the research questions, the following areas need to be improved before carrying out the main study.

- Layout: students commented that the questionnaire was not user-friendly and suggested that the layout be improved.

- Type of question and its format: six-point Likert rating scales were used to eliminate neutral responses for the initial questionnaire. The student feedback indicated a preference for an odd number. So in the main study, one more point on the rating scale was added (4 = neither agree nor disagree) and the six-point rating scales became seven-point rating scales.

- Personal information: In order to further explore the degree of contact that students had with the host community as a variable that might help to account for differences in motivational change, two items were added to the background section for the main study. These were ‘Do you have any part-time job? - If your answer is Yes, who are you working with?’, and ‘Types of accommodation’.

- Items that students found ambiguous or difficult were either changed or deleted.

The following Table 4.7 summarises the changes.
Table 4.7 Summary of changes for main study questionnaire

<table>
<thead>
<tr>
<th>Pilot questionnaire items</th>
<th>Main study questionnaire</th>
<th>Reasons for changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English people are <em>sociable</em>.</td>
<td>English people are <em>earnest</em>.</td>
<td>Respondents’ own words.</td>
</tr>
<tr>
<td>4 The more I get to know the English people, the more I want to be fluent in English.</td>
<td>Deleted.</td>
<td>Low reliability.</td>
</tr>
<tr>
<td>5 English people are cold and arrogant.</td>
<td>English people are arrogant.</td>
<td>Double meaning.</td>
</tr>
<tr>
<td>6 English people are very hypocritical and prejudiced.</td>
<td>English people are prejudiced.</td>
<td>Double meaning.</td>
</tr>
<tr>
<td>12 I plan to make as much progress in English as possible.</td>
<td>Deleted.</td>
<td>Low reliability.</td>
</tr>
<tr>
<td>26 Learning English is important for me, because I want to move to an English-speaking country.</td>
<td>Deleted.</td>
<td>Low reliability.</td>
</tr>
<tr>
<td>33 I am sure that I can master the skills being taught.</td>
<td>Four items were added, and a distinction was made between the academic courses and the English language course: For my English learning studies, I am sure that I can master the skills being taught; I will be able to do better than when I was in China; I will receive an excellent grade; I have the ability to study well.</td>
<td>The items should not only address academic studies, but should also address English learning.</td>
</tr>
<tr>
<td>34 I will be able to do better than when I was in China.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 I will receive an excellent grade.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 I have the ability to study well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 The course that I’m studying is directly linked to my degree course.</td>
<td>Five items were added, and a distinction was made between the academic courses and the English language course: The course that I’m studying is directly linked to my degree course; I am satisfied with what I am studying; The syllabuses are designed appropriately; My teacher knows the students’ needs and plans the lessons accordingly; My teacher cares about my progress on the course.</td>
<td>The items should not only address academic studies, but should also address English language classes.</td>
</tr>
<tr>
<td>41 I am satisfied with what I am studying.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 The syllabuses are designed appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43 My teacher knows the students needs and plans the lessons accordingly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 My teacher cares about my progress on the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 My teacher’s opinion of me in this class is very important.</td>
<td>Deleted.</td>
<td>Low reliability.</td>
</tr>
<tr>
<td>47 I enjoy group work.</td>
<td>These four items were re-worded and one more item was added.</td>
<td>Makes the items clearer and improve reliability.</td>
</tr>
<tr>
<td>48 I like to share information with my group members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49 I prefer doing my homework/assignment independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 Group work wastes a lot time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The time taken to complete the questionnaire was considered to be reasonable. The coding/classification system and data analysis instruments were tested and found to be applicable. The decision was taken that these would be retained for the main study.

4.6 Main study

In the main study, the participants have the same background as those in the pilot study, but the number of participants has increased. A revised version of questionnaire is used in the main study. The procedures for data collection and analysis are the same as for the pilot study (see Chapter 5 for details).

4.7 Face-to-face interviews

This section will describe the types and objectives of face-to-face interviews, how the interview was designed, and piloted, and the coding and analysis techniques adopted.

4.7.1 Research objectives of the interviews

The aims for the interviews were:

- To obtain further empirical evidence to support the key finding of the questionnaire survey.
- To verify the changes identified through the questionnaire by probing for more detailed information. This could help to better indicate how additional factors might affect learners’ language learning motivation.
To reveal patterns of change and to seek retrospective insights into the dynamic perspective of language learning motivation from the learners’ point of view.

4.7.2 Role of the researcher

The researcher’s own intercultural experiences and bilingual background are a feature of the methodology of this study. As pointed out in section 4.2.1, in qualitative research, the researcher interacts with that which is being researched. So it is inevitable for the researcher to be involved in the collection, production and analysis of qualitative data. The role of the researcher and his or her rapport with the participants in qualitative research are very important. It is necessary to build trust and rapport with the participants, yet to avoid ‘going native’ or becoming too involved with participants’ cultures (Lincoln & Guba, 1985).

For this study, the researcher decided to gain access to the details of student’s learning experiences by exploiting the researcher’s own values and beliefs. In this section I will briefly describe my own background and my relationship to the collaborative 2+1 programme.

Before I came to the UK, I taught English at university level in China. By the time I conducted the survey; I had been in the UK for more than three years and had experience of studying on a postgraduate course (Teaching English as a Foreign Language) at a UK university. My identity as an overseas Chinese student gave me an
advantage in accessing and analysing the data. My status as a fellow student who shared their language and culture together with my previous learning experiences helped me to build rapport with the participants and to gain their trust. No doubt these also helped me to understand not only their explicit statements, but also the unstated implications of their comments. I had been exposed to experiences similar to those of the students in this study, and was able to communicate with them in Chinese. Compared to a non-Chinese researcher, I feel that I had a better chance of gaining access to the students’ true feelings about their experiences.

4.7.3 Access and building rapport

As a member of the learning support staff, I was introduced to the students at their induction session. My responsibility was to help students to adjust to both their academic and daily life in the UK in order to smooth the transition from their home culture to the host culture. I gave my office details, office hours and contact telephone number to the students. I also explained my responsibilities.

They were happy to know that somebody would help them if they had any questions. Not long after I was introduced, students started to e-mail or come to see me, asking questions related to their academic modules, as well as more personal issues such as paying bills, opening bank accounts, renting accommodation and so on. Apart from answering their questions, I also spoke informally with them. In the course of those conversations, I understood that their motivation to improve their English and to get a
good result in their degrees were generally very strong. Many of them aimed to continue their studies by registering for a postgraduate degree, or wanted to apply for a job either in the UK or in China. My work allowed me to build personal contacts among the students and to build rapport with them. During these conversations, some of them seemed to be impressed by the fluency of my English and asked how they could improve their English quickly and efficiently. They were also interested both in my previous experience and in my research. I was honest with them about the purpose of the study and explained that their participation would not only benefit my research, but more importantly would benefit the University and themselves.

My previous experience of being of an English lecturer, an overseas student and a member of staff at a UK university aroused even more interest from the students. Apart from asking me how they could improve their English rapidly, some of them started to share their personal experiences or problems with me. Later I asked some of them whether they would participate in the interviews as volunteers. These students also passed the information on to their peers. That is how I, as a researcher, gained access to choose the interviewees.

4.7.4 Types of face-to-face interview

Different types of interview have different functions. According to the degree of structure in the process, interviews can be divided into three types: structured interviews, unstructured interviews and semi-structured interviews (Bogdan & Biklen,
Each type has strengths and weaknesses, and fulfills a different purpose. So, the most appropriate type will depend on the purpose of the interviews. Structured interviews follow a pre-prepared and standardised set of questions (Bogdan & Biklen, 2007; Dörnyei, 2007). Thus they have advantages in increasing comparability across different respondents and facilitating data analysis. However, there is very little flexibility in exploring unanticipated issues during an interview. For the purposes of this research, structured interviews would be little different from the questionnaires and so might not yield sufficiently different kinds of data.

The unstructured interview is the other extreme. It follows a non-standardised set of questions and is, in effect, an informal and unstructured conversation (Bogdan & Biklen, 2007; Dörnyei, 2007). In this situation, there is no predetermined list of questions to work through, but the researcher does need to prepare questions to open the conversation and may ask an occasional question for clarification. On the one hand, this type of interview has maximum flexibility to obtain in-depth information. On the other hand, a considerable amount of time is required to organise and to analyse the data.

The semi-structured interview offers a compromise between the structured interview and the unstructured interview, and it is commonly used in Applied Linguistics research (Dörnyei, 2007). A list of guiding questions is prepared in advance, but the sequence and wording of questions can be different from interview to interview. The
interviewer has the power to control the interview situation and decide how to ask, when to ask, and which questions will be asked. Clearly, this type of interview has advantages in collecting data in a systematic and comprehensive way. The disadvantage is that the flexibility in sequencing and wording questions can result in substantially different responses from different perspectives, and could reduce the comparability of responses (Patton, 1990).

For the current study, the topics and objectives for the interviews are very clear, and relevant issues could be clarified and prepared in advance. Moreover, the interviewees were all volunteers, and they could not dedicate a substantial amount of time to the study. Therefore, the unstructured interview did not seem a good choice for this study. Possibly, some unexpected issues might arise and need to be further explored. A semi-structured interview was considered to be the best choice for this study as this would seem to avoid the weaknesses of both the structured interview and the unstructured interview.

4.7.5 Selection of interviewees

All of the interviewees also participated in the questionnaire survey. According to Dörnyei (2007), a sample size of 6-10 can work well for an interview study, but computer-aided data analysis would require a larger sample size: up to as many as 30. For the current study, no computer-aided programme was used for data analysis, so a sample of 15 was sufficiently large to allow for the necessary coding and
quantification of data and tracing of underlying patterns. The size of the sample is close to 10% of the total number of questionnaire participants.

4.7.6 Interview procedure

After students had completed the language learning motivation survey, the researcher sent out e-mails to those students who had left their contact details on the questionnaire as agreeing to be interviewed. One of the purposes of the e-mail was to express my appreciation for their completion of the questionnaire; the other purpose was to inform them that I might contact them again for an interview. The interview with the 14 students took place in my office or in the meeting room of CETL (Centre for Excellence in Teaching and Learning) at the University of Bedfordshire. All the students were interviewed in their native language (Chinese) and they were reassured that all the information would be confidential. They were also asked to fill in a consent form (Appendix D). The whole procedure was informal and relaxing. The interviews were audio-recorded and later transcribed. Each interview lasted for between 25 and 60 minutes.

4.7.7 Interview guide and interview questions

In the series of interviews, two types of questions were set up in order to facilitate the interview process and to enhance reliability of the interview data (see Appendix 5). The first type of question was asked at the beginning of the interview to capture some general ideas of participants’ motivational orientations and their backgrounds. The
purpose was to trace their English learning experience in China and their previous orientations and goals before they came to the UK or at the beginning of their studies in the UK. This type of question, as it is relatively non-controversial, can help to relax participants and alleviate concerns that might arise with regard to commenting on issues such as the teachers’ performance, course design and so on, later in the interview.

According to the researcher’s own previous experience and the literature on Chinese students, some of the students would not be willing to evaluate their teachers, especially to comment on their teacher’s weaknesses, because it could be considered as criticism of the teachers. In the opinion of some students, this is disloyal, embarrassing and disrespectful. The participants were told that they did not have to mention the teacher’s name when they were asked to comment on the teachers’ performance and any other aspects of their teaching. The second type of questions were asked after the participants had talked about themselves and relaxed. These questions dealt with complex issues such as students’ changes in their specific learning behaviours, their motivational changes, and certain critical events which might have happened and that might affect their learning during their study in the UK. These questions were specified and refined depending on the outcomes from the questionnaire survey study.
4.7.8 Interview data analysis

There is no single correct way to analyse and present qualitative data; how one does this should abide by the issue of *fitness for purpose* (Cohen, 2007:461). The most applicable and popular forms of qualitative data analysis are: content analysis and grounded theory. Cohen (2007:475) defines content analysis as ‘the process of summarizing and reporting written data – the main contents of data and their messages’. The purpose of content analysis includes the coding of open-ended questions in surveys, the revealing of the focus of individual, groups, institutional and societal matters, and the description of patterns and trends in communicative content (Weber 1990:9). Strauss and Corbin (1994:273) remark that ‘grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analysed’; so grounded theory is an important method of theory generation.

Comparing content analysis with grounded theory, the former focuses on analysing texts, reducing and summarising the data through using both pre-existing categories and emergent themes in order to generate or test a theory, while the latter indicates that the theory is emergent from empirical data rather than predefined and tested, and patterns and theories are implicit in data (Cohen, 2007; Dörnyei, 2007). The purpose of the current study was not to discover a new theory, but to reveal and describe patterns by analysing participants’ descriptions of their learning experiences. For this reason, content analysis was selected.
The process of organising the analysis followed that of the research questions. This is a very useful way of organising data and was suitable for the current study because it draws together all the relevant data for the exact issues of concern to the research, and preserves the coherence of the material (Cohen, 2007). By using this approach, the data from the interviews was collated to provide collective answers to the research questions. This enabled patterns and relationships to be explored conveniently and clearly.

Following the methods proposed by Miles and Huberman (1994), analysis of the interview data was conducted as follows in order to manage the data, generate themes and look for patterns:

1) Transcribe and transform the recordings into a textual form.

2) Crudely code each transcript by highlighting the information that is relevant to the topic and label it in the margin.

3) Tabulate the codes and short summaries within each code.

4) Read and reread all the codes and summaries with the attachment of the transcripts and refine the codes, and then form categories that are broad enough to make sure there is sufficient data for comparison.

5) List the topics within each of the subcategories and give the frequencies with which each statement occurs.

6) Create a table with common codes that includes all codes and frequencies in the
individual transcripts and the summarised texts.

7) Read each case (column) and identify difference and similarities from the quotes.

8) Summarise the discovered patterns.

4.7.9 Pilot study – Interview

Five students volunteered to participate in the face-to-face interview. The interviews lasted between 20 and 45 minutes, and were all audio-recorded. The interviews were conducted in Chinese, and then the recorded interviews were translated into English and analysed by following the procedure mentioned in section 4.7.8. Due to the small number of participants, the interview data did not clearly reveal a pattern of how students’ language learning motivation has changed. However, the whole process of conducting, transcribing and analysing the interview has raised a series of points for the researcher to take into consideration. They are:

- Reflect the interview immediately after it finishes. Making notes of any ideas related to the interview.

- Making a clear distinction between interviewee’s responses and researcher’s own interpretation during the data analysis. During the pilot study, it was found that researchers’ interpretation and opinions could be easily confused with interviewee’s responses.

- Making sure that all the interview data and analysis is double checked by another person. It was found that data interpretation could sometimes be subjective. It is necessary to have a second opinion.
• Using appropriate interview skills. One of the difficulties faced by the researcher during the pilot study concerned the probing of a topic deeper rather than let the conversation flow on to next point. Appropriate techniques for interviews are needed.
Chapter 5 Main study - Questionnaire

This chapter presents the results of the analysis of the main study survey. It includes the details of participants and settings; procedures; data analysis methods and key findings.

5.1 Participants and settings

There were 158 participants in the main study (45 males; 113 females). These were all Chinese undergraduate students studying on a 2+1 collaborative programme at the University of Bedfordshire (see Chapter 1).

The questionnaire was administered to students twice. The first administration of the questionnaire took place during the first two weeks of the university academic year in October 2006. The second stage administration took place shortly before the participants completed their year of study in the UK in May 2007. With the permission of the students’ English language tutors, questionnaires were distributed by the researcher in their classes. It typically took about 15 minutes for the students to complete the questionnaires. The questionnaires were presented to the students in
Chinese following the translation procedures outlined in Chapter 4 (section 4.4.2) (see Appendix 2), but for convenience, all items are given here in their English form.

5.2 Instruments and procedures

The questionnaire contains two parts. Part one contains demographic and background items and part two contains 56 motivational items, which are related to Dörneyi’s three-level framework (1994a).

Items in part one are designed to access participants’ backgrounds and language learning experiences (see Table 5.1 for details).

Table 5.1 Background information of participants

<table>
<thead>
<tr>
<th>Name ___________________________</th>
<th>Student Number ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender: F ☐ M ☐ Course ______________________________</td>
<td>E-mail __________________________________________</td>
</tr>
<tr>
<td>Type of accommodation</td>
<td>☐ sharing with Chinese people ☐ sharing with people from different countries ☐ home stay with an English family ☐ other ______________________________</td>
</tr>
<tr>
<td>Do you have a part-time job?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>If your answer is Yes, who are you working with?</td>
<td>☐ Mostly people who speak Chinese ☐ Mostly people who speak English</td>
</tr>
<tr>
<td>Overall IELTS score ______________________________</td>
<td></td>
</tr>
</tbody>
</table>
The part two items target students’ attitudes toward the target language (English) and toward the host community (the United Kingdom), together with other aspects of the students’ self-confidence and language use anxiety.

The participants answered the part two items by indicating their agreement or disagreement with various statements on seven-point Likert scales (1 = strongly disagree; 7 = strongly agree). Six-point scales had been used in the pilot study; however feedback from students showed that they preferred to have the option of a neutral response.

The following list presents the numbers of items in each section and sample items from each:

1. Attitudes toward English people (6 items). Four items were positively worded and two negatively worded. A high score reflected a positive attitude.

<table>
<thead>
<tr>
<th>Your attitudes toward local people you meet, they</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 are earnest</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 are warm-hearted</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 are patient</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 are polite and gentlemanlike</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 are arrogant</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 have a prejudice against Chinese</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Attitudes toward English learning (9 items). This test was scored such that high scores reflect a positive attitude to English learning.
### Your attitude toward English Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 I like learning English</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8 Learning English is frustrating</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9 Learning English is a waste of time</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10 I would rather spend time doing other things than learning English</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11 I hate learning English</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12 Learning English is enjoyable</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13 Apart from learning English in schools or at university in china, Chinese learners should learn the language in an English-speaking country</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14 don't care about improving English, as long as I can pass my course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15 Learning English is a burden</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3. English learning Orientations (7 items). The score reflects students’ English learning goals and the reasons why learning English is important to them.

Learning English is important for me, because it will

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 facilitate my studies and research</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17 be useful in my future job</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18 be useful on many international occasions</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19 give me great prestige to be good at English as a foreign language</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20 enable me to interact more effectively with English-speaking people</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21 enable me better understand English-speaking people and culture</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22 help me to get my degree</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Learners’ language use anxiety (5 items). This section was scored such that a high score reflects high concern and anxiety about their ability to use English.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 it embarrasses me to volunteer answers</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24 I never feel quite sure of myself when I am speaking English in my class</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25 I always feel that the other students speak English better than I do</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26 I get nervous when I am speaking English in my class</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27 I am afraid the other students will laugh at me when I speak English</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
5. Learners’ self-confidence and Learners’ self-efficacy (7 items). Included are items to assess students’ self-confidence and self-efficacy in their academic subjects and their academic English studies. This test was scored such that a high score refers to high self-confidence and positive judgment of their ability to perform well in their studies in the UK.

<table>
<thead>
<tr>
<th>In the UK, for my academic studies, I am sure that</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 I can master the skills being taught</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>29 I will be able to do better than when I was in China</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>30 I will receive an excellent grade</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>31 I have the ability to study well</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the UK, for my English learning, I am sure that</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 I can master the skills being taught</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>33 I will be able to do better than when I was in China</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>34 I will receive an excellent grade</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>35 I have the ability to study well</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>36 in general, my English can improve quicker than was in China</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

6. Competitiveness (3 items). These items related to competitiveness in learning.

<table>
<thead>
<tr>
<th>During my study</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 I learn best when I am competing with other students</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>38 I want to do better than the other students getting a good grade in this class is the most important thing for me right now</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
7. Attitude towards course and teacher (12 items). These items were made up of course-specific and teacher-specific subsets. This test was scored such that a high score indicated strong interest and satisfaction with the course. The teacher-specific items concerned the extent to which teachers were perceived to actively develop and stimulate students’ learning motivation.

<table>
<thead>
<tr>
<th>Your attitude towards the academic modules you are studying</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 The course I'm studying is directly relevant to my degree course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>41 I am satisfied with what I am studying</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>42 The syllabuses are designed very appropriately</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>43 Teacher knows the students' needs and plans the lessons accordingly</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>44 My teacher takes more account of the students' learning style</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>45 My teacher cares about my progress on the course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your attitude towards the English class</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 The course that I'm studying is directly relevant to my degree course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>47 I am satisfied with what I am studying</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>48 The syllabuses are designed appropriately</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>49 Teacher knows the students' needs and plans the lessons accordingly</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>50 My teacher takes more account of the students' learning style</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>51 My teacher cares about my progress on the course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

8. Group-specific motivational components (5 items). A high score reflects a positive attitude towards group work.

<table>
<thead>
<tr>
<th>Your attitude towards group work</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>52 I prefer to study with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>53 I learn more when I study with a group</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>54 I enjoy working on an assignment with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>55 In class, I learn best when I work with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>56 I get more work done when I work with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
5.3 Data analysis

The data obtained were computer-coded and negatively worded items were reversed. Data analysis was performed with SPSS12.0.1. First, an exploratory factor analysis was conducted on the 56 motivation questions to reduce the number of variables by identifying broader underlying factors and to confirm that the intended dimensions were being measured. Second, a paired samples t test was undertaken to test whether students’ motivation had changed after they moved from their home culture setting to the UK.

5.4 Results and discussion

5.4.1 Part one: Background information

All the participants had taken an IELTS test before they started their final year programme. Among these, 47 students received an overall IELTS band score of 5.5; 85 students received 6.0; 23 students received 6.5 and only 3 students received 7.0. Age was not particularly salient in this research, because all the students were aged between 20 and 23.

The following table (Table 5.2) shows the frequencies of responses to the background items concerning type of accommodation, part-time jobs and language usage in the workplace.
Table 5.2 Accommodation and employment at Stage one and Stage two

<table>
<thead>
<tr>
<th></th>
<th>Stage one</th>
<th>Stage two</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(on arrival in the UK)</td>
<td>(after 6 months)</td>
</tr>
<tr>
<td>Total (158)</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Live with other Chinese</td>
<td>132</td>
<td>83.5</td>
</tr>
<tr>
<td>Live with non-Chinese</td>
<td>23</td>
<td>14.6</td>
</tr>
<tr>
<td>Not specified</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Have part-time job</td>
<td>21</td>
<td>13.3</td>
</tr>
<tr>
<td>Most colleagues speak Chinese</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Most colleagues speak English</td>
<td>5</td>
<td>23.8</td>
</tr>
</tbody>
</table>

The great majority of participants lived with other Chinese nationals throughout their sojourn in the UK. At stage one (the beginning of the course), 83.5% of the students shared accommodation with others of Chinese nationality (mainly members of their peer group from the same college in China). Only 14.6% shared accommodation with non-Chinese. This group included those living in university halls of residence and those living in private rented shared housing.

At stage two (6 months after students had started the course), the number of students who shared accommodation with Chinese had fallen marginally from 83.5% to 80.4%. 18.4% of the students claimed that they shared accommodation with non-Chinese students. It was originally intended to test for differences in learning motivation between students who lived with non-Chinese and those who lived with Chinese peers. However, given that the very small number in the first group was inadequate for statistical analysis, the comparison was not attempted.
Although international students in the UK are permitted under visa regulations to work for up to 20 hours per week, only a few of the participants had part-time jobs. At stage one, 21 students claimed that they had part-time jobs. While at stage two, the number increased to 31. Again, the intention had been to compare students who had a part-time job and those who did not. Again, as with accommodation, the comparison was not attempted because the number of students who had part-time jobs was too small.

It was intended to use IELTS scores as a basis for comparisons between higher and lower language proficiency students. However, the students proved to be rather homogeneous in their scores: 132 out of 158 students received IELTS scores between 5.5 and 6.0 and only 26 students received an IELTS score of 6.5 or above. Again, the number of students who had high IELTS scores was too small to justify the analysis.

### 5.4.2 Part two: Factor analysis of motivational components

Hinton (2004) recommends running a principal components analysis before a factor analysis to determine the number of factors to specify. He suggests two methods for determining the appropriate number of factors to obtain an interpretable simple structure. These methods include selecting factors with eigenvalues greater than 1 and examining a scree plot of eigenvalues and identifying the point at which the slope levels out.
There were fourteen components with eigenvalues greater than 1 and Figure 5.1 shows that the slope of the scree plot starts to level out at the 10th factor. This suggests a ten-factor solution.

Figure 5.1 SPSS output of the scree plot of factor eigenvalues

Exploratory factor analyses using Principal Axis Factoring with Varimax rotation were conducted for both the fourteen and ten factor models. However, the fourteen-factor solution proved uninterpretable while the final pattern matrices obtained in the ten-factor analysis suggested that a simple solution might be obtained with ten factors.

A ten-factor structure yielded interpretable clusters of variables loading on each factor. Table 5.3 presents the pattern matrix accompanying the ten-factor solution.
represented in Figure 5.2. This table contains the unrotated factor loadings, which are the correlations between the variable and the factor. To make the output easier to read, loadings of .30 or less were suppressed. On the basis of the factor loadings, 53 items were retained for the subsequent analyses and 3 were excluded. The ten factors accounted for 67.296% of the total variance with the following loadings.
Table 5.3. Item loadings of the 10 factors in English Learning Motivation Survey (main study)

<table>
<thead>
<tr>
<th>Rotated Factor Matrix (a)</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
<th>Factor 6</th>
<th>Factor 7</th>
<th>Factor 8</th>
<th>Factor 9</th>
<th>Factor 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 English are earnest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.749</td>
</tr>
<tr>
<td>02 English are warm-hearted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.478</td>
</tr>
<tr>
<td>03 English are patient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.597</td>
</tr>
<tr>
<td>04 English are polite &amp; gentlemanly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.579</td>
</tr>
<tr>
<td>05 English are arrogant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.717</td>
</tr>
<tr>
<td>06 English have a prejudice against Chinese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.892</td>
</tr>
<tr>
<td>07 I like learning English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.709</td>
</tr>
<tr>
<td>08 Learning English is frustrating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.611</td>
</tr>
<tr>
<td>09 Learning English is a waste of time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.477</td>
</tr>
<tr>
<td>10 I would rather spend time doing other things than Learning English</td>
<td>0.319</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.623</td>
<td></td>
</tr>
<tr>
<td>11 I hate learning English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.552</td>
</tr>
<tr>
<td>12 Learning English is enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.721</td>
</tr>
<tr>
<td>13 Chinese learners should learn English in an English-speaking country</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.302</td>
</tr>
<tr>
<td>14 I don't care about improving my English, as long as I can pass my course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.453</td>
</tr>
<tr>
<td>15 Learning English is a burden</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.453</td>
</tr>
<tr>
<td>16 Learning English is important, because it can facilitate my studies and research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.470</td>
</tr>
<tr>
<td>17 Learning English is important, because it will be useful in my future job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.331</td>
</tr>
<tr>
<td>18 Learning English is important, because it will be useful on many international occasions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.489</td>
</tr>
<tr>
<td>19 Learning English is important, because it will give me great prestige to be good at English as a foreign language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.845</td>
</tr>
<tr>
<td>20 Learning English is important, because it will enable me to interact effectively with English-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.863</td>
</tr>
<tr>
<td>Speaking People</td>
<td>0.708</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning English is important, because it will help me to better understand English people and culture</td>
<td>0.816</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It embarrasses me to volunteer answers</td>
<td>0.539</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I never feel quite sure of myself when I am speaking English</td>
<td>0.839</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always feel that the other students speak English better than I do</td>
<td>0.720</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get nervous when I am speaking English</td>
<td>0.788</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am afraid the other students will laugh at me when I speak English</td>
<td>0.762</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can master the skills being taught for my academic modules</td>
<td>0.379</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be able to do better than when I was in China for my academic module</td>
<td>-0.380 0.384</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will receive an excellent grade</td>
<td>0.535  0.428</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the ability to study well for my academic module</td>
<td>0.590  0.311</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can master the skills being taught in EAP</td>
<td>0.719</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be able to do better than when I was in China for my EAP</td>
<td>0.383</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will receive an excellent grade</td>
<td>0.761</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the ability to study well for my EAP</td>
<td>0.750</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, my English can improve quicker than when I was in China</td>
<td>0.598</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learn best when I am competing with other students</td>
<td>0.561</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I want to do better than the other students in this class</td>
<td>0.584</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting a good grade in this class is the most important thing for me right now</td>
<td>0.526</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The modules are directly relevant to my degree</td>
<td>0.393  0.400  0.428</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Factor 1</td>
<td>Factor 2</td>
<td>Factor 3</td>
<td>Factor 4</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with what I am studying</td>
<td>0.320</td>
<td></td>
<td>0.642</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The syllabuses are designed appropriately</td>
<td></td>
<td>0.704</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher knows the students' needs and plans the lessons accordingly</td>
<td>0.309</td>
<td></td>
<td>0.724</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher takes account of the students' learning styles</td>
<td></td>
<td></td>
<td>0.782</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher care about my progress on the course</td>
<td></td>
<td></td>
<td></td>
<td>0.724</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The English course is directly relevant to my Degree course</td>
<td>0.326</td>
<td>0.328</td>
<td></td>
<td>0.662</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with what I am studying</td>
<td>0.310</td>
<td></td>
<td>0.366</td>
<td>0.651</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The syllabuses are designed appropriately</td>
<td>0.320</td>
<td>0.319</td>
<td>0.371</td>
<td>0.667</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher knows the students' needs and plans the lessons accordingly</td>
<td></td>
<td></td>
<td></td>
<td>0.657</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher takes account of the students learning styles</td>
<td></td>
<td></td>
<td></td>
<td>0.346</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>My teacher care about my progress on the course</td>
<td></td>
<td></td>
<td></td>
<td>0.329</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefer to study with others</td>
<td></td>
<td></td>
<td></td>
<td>0.661</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learn more when I study with a group</td>
<td></td>
<td></td>
<td></td>
<td>0.778</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I enjoy working on an assignment with others</td>
<td></td>
<td>0.886</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class, I learn best when I work with others</td>
<td></td>
<td>0.810</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get more work done when I work with others</td>
<td></td>
<td>0.880</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 9 iterations.
Interpretation of Factors

**Factor 1 – Personal expectations** (11 items)

*Self-confidence and self-efficacy: academic modules* (3 items)

- I can master the skills being taught.
- I will receive an excellent grade.
- I have the ability to study well.

*Self-confidence and self-efficacy: academic English* (5 items)

- I can master the skills being taught.
- I will be able to do better than when I was in China.
- I will receive an excellent grade.
- I have the ability to study well.
- In general, my English can improve quicker than when I was in China.

*Competitiveness* (3 items)

- I learn best when I am competing with other students.
- I want to do better than the other students in this class.
- Getting a good grade in this class is the most important for me right now.

The eleven items that load on the first factor are divided into three categories: *Self-confidence and self-efficacy: academic modules, Self-confidence and self-efficacy: academic English* and *Competitiveness*.

Although all load on the same factor, they do not form a logical set and so are treated separately (Dörnyei, 2007). *Self-Confidence and Self-Efficacy: Academic Modules*
and *Self-Confidence and Self-Efficacy: Academic English* each provide an indication of how learners perceive the likelihood of success and how confident they are with their learning in their academic subjects and English language studies respectively.

**Factor 2 – Motivational orientation** (6 items)

Learning English is important for me, because it will

- facilitate my studies and research.
- be useful for my future job.
- be very useful on many international occasions.
- give me great prestige to be good at English as a foreign language.
- help me to better understand English-speaking people and culture.
- help me to get my degree.

This factor was labelled *Motivational Orientations* because it contains items focusing on learners’ motives and orientations related to various aspects of English learning. Most of the motives or orientations can be described as instrumental. These items indicate the extent to which participants sought to gain some social or economic reward (good grades, job promotion or a diploma) through English learning achievement.

**Factor 3 – Attitudes toward Learning English** (8 items)

- I love learning English.
- Learning English is frustrating.
Learning English is a waste of time.
I would rather spend my time doing other things than learning English.
I hate learning English.
Learning English is enjoyable.
I don’t care about improving my English, as long as I can pass my course.
Sometimes language learning is a burden for me.

This factor was labelled *Attitudes towards English Learning* because it contains items relating to learners’ experience with English learning, either positive attitudes (for example, love learning English or enjoyable experience) or negative attitudes (for example, hate learning English).

**Factor 4 – Cooperativeness** (5 items)

- I prefer to study with others.
- I learn more when I study with a group.
- I enjoy working on an assignment with others.
- In class, I learn best when I work with others.
- I get more work done when I work with others.

Five items load on Factor 4. As these all concern working together with others, factor 4 was labelled as *Cooperativeness*.

**Factor 5 – Academic course relevance and teachers’ role** (6 items)

*Course relevance and satisfaction of academic modules*
• The course is directly relevant to my degree course.
• I am satisfied with what I am studying.
• The syllabuses are designed appropriately.

Academic teacher’s role
• My teacher knows the students’ needs and plans the lessons accordingly.
• My teacher takes account of the students’ learning styles.
• My teacher cares about my progress on the course.

The six items that load on the sixth factor are labelled Learning Situational Components since these relate to the motivational conditions. Although these items load on one factor, it is clear that they can be divided into two categories: Academic Course Relevance and Teacher’s role. The former relate to students’ opinions about their academic modules and the latter to their views on their academic teachers.

Factor 6 – Anxiety (6 items)
• It embarrasses me to volunteer answers in my class.
• I never feel quite sure of myself when I am speaking English in my class.
• I always feel that the other students speak English better than I do.
• I get nervous and confused when I am speaking English in my class.
• I am afraid the other students will laugh at me when I speak English.

This factor was labelled Anxiety because it contains items related to learners’ beliefs about whether they have the ability to perform well. Language use anxiety is closely related to self-confidence.
Factor 7 – EAP course relevance and Teachers’ Role (6 items)

*Course relevance and satisfaction with English class*

- The course is directly relevant to my degree course.
- I am satisfied with what I am studying.
- The syllabuses are designed appropriately.

*English teacher’s role*

- My teacher knows the students’ needs and plans the lessons accordingly.
- My teacher takes account of the students’ learning styles.
- My teacher cares about my progress on the course.

This factor was labelled *Relevance and Satisfaction with English Class and Teachers’ Role* because it contains items belonging to two logical categories. The first related to students’ attitudes towards the course they were studying and the second to how they felt about their teachers and whether they felt that they actively motivated and stimulated the students.

Factors 8 and 9 – Attitudes toward English People (6 items)

- English people are earnest.
- English people are warm-hearted.
- English people are patient.
- English people are polite and gentlemanly.
- English people are arrogant.
- English people are prejudiced.
This factor was labelled *Attitudes towards English People* because it contains items relating to learners’ experience with the target language community.

Factors 9 and 8 were collapsed because the two items loading on the ninth factor (‘the English are arrogant’ and ‘the English have a prejudice against Chinese’) with loadings 0.717 and 0.892 related to learners’ attitudes towards English people. The distinction between factors 8 and 9 appears to be a matter of positive and negative wording; the four items loading on factor 8 are positively worded, while the two items loading on factor 9 are negative. Therefore, it seems more logical to consider all six items together under the label of *Attitudes towards English people*.

Factor 10 was excluded, as it was not readily interpretable. Table 5.4 shows that items that loaded on factor 10 also had high loadings on either factor 1 or factor 2. Although item 16 had a high loading on factor 10 of 0.489, it is more logical to consider item 16 together with the other items loading on factor 2. Item 16 concerns students’ English learning orientation and all the items that loaded on factor 2 are related to motivational orientations. Therefore, item 16 was treated together with other items loading on factor 2. Items 28, 30 and 31 also had high dual loadings on both factor 1 and factor 10. Considering item 30 and 31 have high loadings on factor 1, it was decided to treat them under factor 1. Item 28 had a higher loading (0.543) on factor 10 than on factor 1 (0.379), but this item, in common with items 30 and 31, is related to students’ personal expectations. So it is logical to consider item 28 under factor 1.
Table 5.4 Items excluded due to dual loadings in English Learning Motivation Survey

<table>
<thead>
<tr>
<th>Items</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Learning English is important, because it can facilitate my studies and research</td>
<td></td>
<td>0.470</td>
<td>0.489</td>
</tr>
<tr>
<td>28 I can master the skills being taught for my academic modules</td>
<td>0.379</td>
<td></td>
<td>0.543</td>
</tr>
<tr>
<td>30 I will receive an excellent grade</td>
<td>0.535</td>
<td></td>
<td>0.428</td>
</tr>
<tr>
<td>31 I have the ability to study well for my academic module</td>
<td>0.590</td>
<td></td>
<td>0.311</td>
</tr>
</tbody>
</table>

5.5 Reliability of scales

The internal reliability of each scale was estimated through Cronbach’s alpha. All the scales were found to be highly reliable both at stage 1 and stage 2 (for details, see Table 5.1 and Table 5.2). There are slight changes between the Cronbach’s alpha values on the two occasions, but all the scales were found to be highly reliable except Attitudes towards English People. As noted above, the two negative items loaded on a separate factor. Nonetheless, they do contribute to the reliability of this scale.

Table 5.5: Reliably of Subscales of the questionnaire at stage one

<table>
<thead>
<tr>
<th>Motivational Sections</th>
<th># of items</th>
<th>Alpha</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attitudes toward English people</td>
<td>6</td>
<td>.508</td>
<td>29.53</td>
<td>3.846</td>
</tr>
<tr>
<td>2 Attitudes toward English learning</td>
<td>8</td>
<td>.870</td>
<td>19.94</td>
<td>7.884</td>
</tr>
<tr>
<td>3 Motives and orientations</td>
<td>6</td>
<td>.900</td>
<td>38.09</td>
<td>3.631</td>
</tr>
<tr>
<td>4 Language use anxiety</td>
<td>5</td>
<td>.881</td>
<td>17.75</td>
<td>6.369</td>
</tr>
<tr>
<td>5 Self-efficacy to academic study</td>
<td>3</td>
<td>.814</td>
<td>16.35</td>
<td>2.831</td>
</tr>
<tr>
<td>6 Self-efficacy to EAP study</td>
<td>5</td>
<td>.916</td>
<td>28.29</td>
<td>4.543</td>
</tr>
<tr>
<td>7 Competitiveness</td>
<td>3</td>
<td>.676</td>
<td>15.92</td>
<td>2.832</td>
</tr>
</tbody>
</table>
Table 5.6: Reliably of subscales of the questionnaire at stage two

<table>
<thead>
<tr>
<th>Motivational Sections</th>
<th># of items</th>
<th>Alpha</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attitudes toward English people</td>
<td>6</td>
<td>.511</td>
<td>29.31</td>
<td>3.961</td>
</tr>
<tr>
<td>2 Attitudes toward English learning</td>
<td>8</td>
<td>.839</td>
<td>21.15</td>
<td>7.906</td>
</tr>
<tr>
<td>3 Motives and orientations</td>
<td>6</td>
<td>.902</td>
<td>37.99</td>
<td>4.901</td>
</tr>
<tr>
<td>4 Language use anxiety</td>
<td>5</td>
<td>.862</td>
<td>18.77</td>
<td>6.744</td>
</tr>
<tr>
<td>5 Self-efficacy to academic study</td>
<td>3</td>
<td>.807</td>
<td>15.62</td>
<td>2.977</td>
</tr>
<tr>
<td>6 Self-efficacy to EAP study</td>
<td>5</td>
<td>.839</td>
<td>26.27</td>
<td>4.563</td>
</tr>
<tr>
<td>7 Competitiveness</td>
<td>3</td>
<td>.711</td>
<td>16.19</td>
<td>3.371</td>
</tr>
<tr>
<td>8 Academic course relevance</td>
<td>3</td>
<td>.924</td>
<td>15.72</td>
<td>3.539</td>
</tr>
<tr>
<td>9 Academic teachers</td>
<td>3</td>
<td>.919</td>
<td>13.12</td>
<td>3.866</td>
</tr>
<tr>
<td>10 EAP course relevance</td>
<td>3</td>
<td>.949</td>
<td>15.35</td>
<td>3.867</td>
</tr>
<tr>
<td>11 EAP teachers</td>
<td>3</td>
<td>.940</td>
<td>14.38</td>
<td>4.055</td>
</tr>
<tr>
<td>12 Group work</td>
<td>5</td>
<td>.949</td>
<td>25.87</td>
<td>6.401</td>
</tr>
</tbody>
</table>

5.6 Paired sample t-test

In chapter 3, three main research questions were set out. One of them was to identify at which level language learning motivation changes over time. In order to answer this question, a paired sample t-test was conducted on the twelve sections that cover the three levels: the Language Level, the Learner Level and the Learning Situation Level.
Means, standard deviations, and p values are displayed in the next table. An alpha level of p<.05 was used for these tests.

The paired sample t-tests indicated no significant difference between the two stages for eight sections out of the twelve: p> .05.

Table 5.7 Sections with no significant changes during the transition

<table>
<thead>
<tr>
<th>Section No</th>
<th>Section Name</th>
<th>Mean Difference</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitudes towards English people</td>
<td>.160</td>
<td>5.029</td>
<td>.398</td>
<td>155</td>
<td>.691</td>
</tr>
<tr>
<td>2</td>
<td>Attitudes towards English learning</td>
<td>-.772</td>
<td>7.252</td>
<td>-.1338</td>
<td>157</td>
<td>.183</td>
</tr>
<tr>
<td>3</td>
<td>Motives and orientations</td>
<td>.101</td>
<td>5.697</td>
<td>.223</td>
<td>157</td>
<td>.824</td>
</tr>
<tr>
<td>4</td>
<td>Language use anxiety</td>
<td>-.108</td>
<td>8.764</td>
<td>-1.461</td>
<td>157</td>
<td>.146</td>
</tr>
<tr>
<td>7</td>
<td>Competitiveness</td>
<td>-.265</td>
<td>3.694</td>
<td>-.904</td>
<td>157</td>
<td>.367</td>
</tr>
<tr>
<td>8</td>
<td>Academic course relevance</td>
<td>.645</td>
<td>4.331</td>
<td>1.873</td>
<td>157</td>
<td>.063</td>
</tr>
<tr>
<td>9</td>
<td>Academic teachers</td>
<td>.651</td>
<td>5.188</td>
<td>1.579</td>
<td>157</td>
<td>.116</td>
</tr>
<tr>
<td>10</td>
<td>EAP course relevance</td>
<td>.601</td>
<td>4.698</td>
<td>1.609</td>
<td>157</td>
<td>.110</td>
</tr>
</tbody>
</table>

Among these eight sections, the significance value (P=.063) of section 8 approaches significance (see Figure 5.2).
Significant differences (p<.05) between the two stages were found on four of the twelve sections.

A paired sample t-test (N=158) was conducted to evaluate the section in *Self-Efficacy: Academic Study*. The mean score between stage one (Mean = 16.348, SD = 2.830) and stage two differed significantly, (Mean = 15.620, SD = 2.976), with the stage one mean being significantly higher than the stage second mean. (see Table 5.8 and Figure 5.3). The results indicate that *Students’ Self-Efficacy: Academic Study* decreased between stage one and stage two.
### Table 5.8: T-test output of Self-Efficacy: Academic Study

<table>
<thead>
<tr>
<th>Difference</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1Section5</td>
<td>.727</td>
<td>3.957</td>
<td>2.312</td>
<td>157</td>
<td>.022</td>
</tr>
<tr>
<td>T2Section5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.3 Output of boxplot on the section of Self-Efficacy: Academic Study

Table 5.9 shows the results of a paired sample t-test (N=158) conducted to evaluate the section on *Self-efficacy to EAP study*. The mean score between stage one (Mean = 28.291, SD = 4.543) and stage two differed significantly, (Mean = 26.272, SD =
4.563), with the stage one mean being significantly higher than the stage second mean. The results indicate that students’ ratings of their Self-efficacy to EAP study significantly decreased.

**Table 5.9: T-test output of Self-Efficacy: EAP Study**

<table>
<thead>
<tr>
<th>Difference</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1Section6</td>
<td>2.018</td>
<td>6.274</td>
<td>4.045</td>
<td>157</td>
<td>.000</td>
</tr>
<tr>
<td>T2Section6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.10 and Figure 5.4 show the results of a paired sample t-test (N=158) conducted to evaluate the section on EAP teachers. The mean score between stage one (Mean = 15.411, SD = 5.255) and stage two (Mean = 14.379, SD = 4.054) differed significantly (t=2.186, df=157, p=.030) with the stage one mean being significantly higher than the stage two mean. The results indicate that students’ attitudes towards EAP teachers became significantly less positive. To avoid the strong influence that the extreme outlier 69 might be having on the result, the t-test was rerun after it was taken out, but the result did not change.

**Table 5.10: T-test output of EAP teachers**

<table>
<thead>
<tr>
<th>Difference</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1Section11</td>
<td>1.0316</td>
<td>5.933</td>
<td>2.186</td>
<td>157</td>
<td>.030</td>
</tr>
<tr>
<td>T2Section11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 5.4 Output of boxplot on the section on EAP Teachers

Table 5.11 and Figure 5.5 show the results of a paired sample t-test (N=158) conducted to evaluate the section concerning cooperativeness. The mean score between stage one (Mean = 15.41, SD = 5.255) and stage two (Mean = 14.379, SD = 4.054) differed significantly (t=2.566, df=157, p=.011) with the stage one mean being significantly higher than the stage two mean. The results indicate that students’ attitudes towards group work became significantly less positive.
Table 5.11: T-test output of Cooperativeness

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1Section12</td>
<td>1.474</td>
<td>7.224</td>
<td>2.566</td>
<td>157</td>
<td>.011</td>
</tr>
<tr>
<td>T2Section12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.4 Output of boxplot on the section of cooperativeness

5.7 Chapter summary

This chapter has reported the findings of the questionnaire survey intended to identify at which level of Dörnyei’s (1994a) framework Chinese undergraduate students’ learning motivation changed over a period of time spent on a collaborative academic
programme in the UK. The questionnaire survey offers a general picture of students’ language learning motivation at three different levels; whether the students’ language learning motivation changed over time and at which level these changes occurred. The paired t-tests indicate that this group of Chinese undergraduates in the UK on a collaborative programme changed their motivation over the time they spend in the UK. The students’ sense of self-efficacy decreased, including both self-efficacy to their academic modules and to their EAP courses. Students were more confident of their ability to study well and believed they could do better when they had just arrived from China. The interview data reported in the following chapter will cast further light on this issue (see section 6.4.2 and 6.5.1 for details).

The changes at the learning situation levels include significant changes in attitudes towards participants’ teachers and towards group work. Students at stage one had much more positive attitudes towards group work than at stage two. These is perhaps because students have little experience of group work in China, but encounter it for the first time in the UK and find it less positive than they imagined, especially when group work is closely related to assessment (see section 6.5.3 for detail).

Although the questionnaires provide support for the applicability of Dörnyei’s (1994a) framework to this student constituency and indicate areas in which student motivation changed over the period of residence in the UK, they have limited explanatory power. To confirm the questionnaire findings and to gain a fuller understanding of why changes had occurred, the key issues emerging from the survey were probed further through semi-structured face-to-face interviews with a
small subset of participants. The findings of these interviews are reported in the following chapter.
Chapter 6 Main Study -- Interview

6.1 Introduction

Chapter 5 reported the findings of a questionnaire survey based on Dörnyei’s (1994a) three-level framework of L2 motivation, exploring the changes in language learning motivation on the part of Chinese undergraduates studying in the UK on a collaborative degree programme. This chapter will report the findings of a related programme of semi-structured interviews, exploring further issues raised by the English learning motivation questionnaire concerning changes in specific learning behaviours and seeking motivational patterns.

In accordance with the research questions mentioned in Chapter 4, section 4.1, 14 students who had responded to the questionnaires, also volunteered to participate in the semi-structured interviews. The interview data were analysed to reveal at which level these students’ language learning motivations had changed, factors affecting these changes and any patterns emerging from the responses.

The interviews were all conducted in Chinese, transcribed and translated into English following the procedures set out in Section 4.7.8. (Appendix E). The English
translations are used in this Chapter. In total, there were 1236 comments from the interviews that pertained to motivational factors. These comments were categorized according to Dörnyei’s (1994a) three-level motivation framework.

The data will be organised and discussed according to these levels and findings will be derived in relation to *motivational change over time, motivational perspectives on L2 development* and *factors affecting L2 motivation*.

### 6.2 Participants

The 14 participants were students from the Bedfordshire Business School at the University of Bedfordshire, taking English classes as part of their 2+1 undergraduate degree programme. The minimum language requirement for students coming to study in the UK is IELTS 6.0. Those students who have IELTS 5.5 or 5.0 are required to take a 6-week intensive English course, which is held at the University of Bedfordshire in the summer before their other academic modules start. During the academic year, the students are required to attend English classes for 3 hours a week and other academic subject for a minimum of 15 hours a week. They had all completed the language learning motivation survey at stage one (the beginning of the course) and stage two (six months after they had arrived in the UK). Table 6.1 shows the background information of all the participants.

To protect the identities of the participants, all names given are pseudonyms.
<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>IELTS score</th>
<th>Part-time Job</th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Helen</td>
<td>Female</td>
<td>6.0</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>2 David</td>
<td>Male</td>
<td>6.0</td>
<td>No</td>
<td>Share with non-Chinese</td>
</tr>
<tr>
<td>3 Angela</td>
<td>Female</td>
<td>6.0</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>4 Anna</td>
<td>Female</td>
<td>6.5</td>
<td>Yes (volunteer)</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>5 Mary</td>
<td>Female</td>
<td>5.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>6 Kate</td>
<td>Female</td>
<td>5.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>7 Cathy</td>
<td>Female</td>
<td>6.0</td>
<td>Yes</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>8 Jo</td>
<td>Female</td>
<td>5.5</td>
<td>No</td>
<td>Live in university hall of residence</td>
</tr>
<tr>
<td>9 Jessica</td>
<td>Female</td>
<td>5.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>10 Mark</td>
<td>Male</td>
<td>5.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>11 Ann</td>
<td>Female</td>
<td>6.0</td>
<td>Yes (volunteer)</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>12 Steven</td>
<td>Male</td>
<td>5.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>13 Jenny</td>
<td>Female</td>
<td>5.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
<tr>
<td>14 Kevin</td>
<td>Male</td>
<td>6.5</td>
<td>No</td>
<td>Share with other Chinese students</td>
</tr>
</tbody>
</table>
In the following section I present a brief sketch of each participant.

Helen is a girl who cherished the opportunity of studying in the UK. She achieved an IELTS score of 6.0 before she came to the UK, but she felt she needed to improve her English to be able to communicate with people fluently. Her comments show that she was highly motivated throughout the course.

David also achieved an IELTS score of 6.0 before he came to the UK. He lived in a shared house with an English person and a German professional, but they did not often see each other. He met some friends through the church, so sometimes he went there. He did not think he needed to make an effort to improve his English, because he felt that his English was good enough to cope with his academic study and daily life. It seemed that his motivation had not changed much, as he stated, ‘I have just come here to finish my third year. My spoken English is not perfect, but it’s not necessary to improve it particularly’.

Angela achieved an IELTS score of 6.0. She enjoyed her studies very much and tried to find any opportunity to improve her English. It seemed that she was highly motivated to learn English, as she said, ‘I try to get involved in more activities organized by the university, so I can meet more people from different countries. I also attend the extra free English classes’.
Anna seemed to be very shy. She had achieved an IELTS score of 6.5 before she came to the UK. In her own words she had ‘*built up quite a good foundation*’ since she had started learning English. Her father’s English was ‘*very good*’ and that had influenced her. Since coming to the UK, she had tried different strategies to adapt to the new teaching styles she encountered and felt that she needed to work harder to improve her English. Even though she was shy, she tried to find a volunteer job in a local charity shop. She said, ‘*the more I learn, the more I feel I need to improve my English. The more difficulties I have in communication, the more eager I am to find chances to communicate with people*’.

Mary only achieved an IELTS score of 5.5 and did not have very high expectations before she came to the UK, so she was not disappointed with her course and teachers, although she seemed rather disappointed with her academic performance. She confessed that she felt her self-control was very limited, so she felt the need for external pressure to push her to study. She felt that an autonomous learning environment did not suit her. She was not satisfied with the improvement in her English.

Kate achieved an IELTS score of 5.5 before she came to the UK, but she was very confident about communicating with people in English. She said that she did not pay too much attention to academic English, because she felt that the ability to have a
deep conversation with people in English was more important to her. She also wanted
to pursue her own interest in art after finishing her degree course.

Cathy achieved an IELTS score of 6.0 before coming to the UK. She had a part-time
job in a local Chinese take-away restaurant. She had thought that she would have a
better English learning environment after she came to the UK; in fact she said she was
very disappointed with Luton, because there were too many foreigners in this town.
She believed her part-time job had provided her with a good opportunity to improve
her English.

Jo achieved an IELTS score of 5.5 and had chosen to live in a university hall of
residence, because she believed she could meet more people from different countries
and improve her English. In general, she was satisfied with her performance in her
academic modules, but not satisfied with her speaking and listening skills.

Jessica came to the UK with an IELTS score of 5.5 and she said that she knew her
English was not good. Therefore, she expected to improve her English in the better
learning environment of the UK. However, she found it difficult to speak and use
English when her Chinese friends surrounded her all the time. Like Jo, she was
satisfied with her performance in her academic modules, but not with her English. She
felt that life in the UK was dull and boring and she couldn’t wait to go back to China.
Mark achieved his IELTS score of 5.5 and claimed that his English was not very good. Since coming to the UK, he had made a lot of friends from different countries. He often went to pubs and to the university chaplaincy. He played keyboards and he made some friends from a local band. He was enjoying his studies very much.

Ann achieved an IELTS score of 6.0. She had a volunteer job at a local charity shop. She was enjoying both her work and studies. She said that she had come to the UK not only to gain academic knowledge, but also for the experience of life overseas. She was satisfied with her performance on her academic modules and she felt her English had improved.

Steven achieved an IELTS score of 5.5 before coming to the UK and he did not think his English was good. In his opinion, improving his English should be the most important learning task in the UK. He said that he kept trying different ways to improve his English.

Jenny achieved an IELTS score of 5.5 before coming to the UK. Although she felt that her English performance was not very good, she always performed well in her other academic modules. She did not think there was a close relationship between English proficiency and academic performance. She worked very hard and said that she had tried different ways to improve her English.
Kevin was a top student when he was in China and achieved an IELTS score of 6.5 before coming to the UK. He had achieved A grades for most of his modules. His goal was to get a first class or 2:1 classification for his degree. After coming to the UK, he had found it very difficult to get an A grade for all his assignments or exams. He said that he had been disappointed at the beginning, but that he had not given up and had encouraged himself to try his best.

**Overview of interview data**

In section 4.5.8 of Chapter 4, the procedure of interview data analysis was explained as follows:

1) Transcribe and translate the recordings into textual form.

All the audio material was transcribed and translated from Chinese into English by the researcher. The translation was double checked by a Chinese native speaker studying applied linguistics at the University of Bedfordshire.

2) Crudely code each transcript by extracting the interpretive comments and highlighting the information that is relevant to the topic and label it in the margin. For example:

   a. Learning English is for my future. It is a kind of priority and a key skill when you look for a job in the future. English is only a tool. I don’t learn it just for fun. (Instrumental Orientation = InstruO)

   b. The people/volunteers who I know from the Red Cross are very nice and friendly. Perhaps they are the few friendly English people. As for other
people, I don’t have opportunities to meet them. (Attitudes Towards Target Community and Culture = ATTCC)

3) Tabulate the codes and short quotes from the translations.

Following the suggestions given by Cohen (2007) on how to carry out content analysis and Dörnyei’s (1994a) three-level framework, the researcher read and reread all the codes and summaries with the attachment of the transcript, then formed a series of subcategories. For example:

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Quote from Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Orientation</td>
<td>• Learning English is for my future.</td>
</tr>
<tr>
<td></td>
<td>• It sounds good if you have studied overseas when you go back to China and that is better for my future job.</td>
</tr>
<tr>
<td>Integrative Orientation</td>
<td>• I want to emigrant to America</td>
</tr>
<tr>
<td>Attitudes towards target community and culture</td>
<td>• English people are arrogant</td>
</tr>
<tr>
<td>Attitudes towards English learning</td>
<td>• Learning English was boring and I learned it for exams</td>
</tr>
</tbody>
</table>

4) Sort data into key categories. Read and reread all the codes and summaries with the attachment of the transcript and refine the codes and then form three key categories. For example:
<table>
<thead>
<tr>
<th>Key Category</th>
<th>Subcategory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Level</td>
<td>i. Instrumental Orientation</td>
</tr>
<tr>
<td></td>
<td>ii. Integrative Orientation</td>
</tr>
<tr>
<td></td>
<td>iii. Attitudes towards target community and culture</td>
</tr>
<tr>
<td></td>
<td>iv. Attitudes towards English learning</td>
</tr>
<tr>
<td>Learner Level</td>
<td>v. Need for achievement</td>
</tr>
<tr>
<td></td>
<td>vi. Self-confidence</td>
</tr>
<tr>
<td>Learning Situation Level</td>
<td>vii. Course-specific motivational components</td>
</tr>
<tr>
<td></td>
<td>viii. Teacher-specific motivational components</td>
</tr>
<tr>
<td></td>
<td>ix. Group-specific motivational components</td>
</tr>
</tbody>
</table>

5) List the topics within each of the subcategories and give the frequencies with which each issue occurs.

For each subcategory the relevant data are presented together, and a tally mark (/) is placed against the number of times that the theme was mentioned by the interviewees. The common themes were identified from the interviewees’ statements in the following way:

David said, ‘If my English is good, I will get priority in job seeking’.

Angela said, ‘… when I go back to China, that is better for my job prospects’.

Although individual interviewees may have expressed themselves differently, the main point is the same: that English will be useful for their career opportunities.

The outcome of this process was a list of categories with tally marks:

Instrumental orientations

a. for my future job ///
b. to broaden my knowledge //

Attitudes towards English people

- English people are conservative ////
- English people are friendly /

6) Create a table with common codes that includes all codes and frequencies in the individual transcripts and the summarized texts. For example:

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Ann</th>
<th>Mark</th>
<th>Helen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Instrumental Orientation</td>
<td>-for my future job hunting /</td>
<td>For my future job hunting /</td>
</tr>
<tr>
<td></td>
<td>-Integrative Orientation</td>
<td>-to broaden my knowledge /</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Attitudes towards target community and culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>towards English learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7) Read each case (column) and identify patterns of differences and similarities from the quotes.

8) To summarize the discovered patterns

To check the reliability of my categorisations, a colleague, who was a PhD researcher in applied linguistics, was asked to act as a second analyst, independently reading 70% the quotes from the interviews and to assign them to the subcategories. The following table (Table 6.1) shows an example of how the interview data were checked

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by the researcher and the second analyst. ‘X₁’ in Table 6.2 represents the researcher’s answer and ‘X₂’ represents the second analyst’s answer. The researcher and the second analyst made 90% of agreement. We discussed any conflicting answers and came to an agreement.
Table 6.2 Interview data checking form

<table>
<thead>
<tr>
<th>Quotes from the Interviews</th>
<th>Subcategories (type ‘x’ in appropriate cells)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instrumental orientations</td>
</tr>
<tr>
<td>If my English is good, I will have priority for job seeking (David)</td>
<td>X₁, X₂</td>
</tr>
<tr>
<td>It sounds good if you have studied overseas when you go back to China. In addition, I can broaden my knowledge. (Angela)</td>
<td>X₁, X₂</td>
</tr>
<tr>
<td>When I was in high school, I didn’t like learning English. It was boring. (Mark)</td>
<td></td>
</tr>
<tr>
<td>Some people are friendly. It’s difficult to get close to local people. (Jessica)</td>
<td></td>
</tr>
<tr>
<td>It’s more multicultural than I thought. The impression of everyone with white skin, blond hair and blue eyes has gone. In general, I feel English are very warm. (Kate)</td>
<td></td>
</tr>
</tbody>
</table>
Table 6.3 shows the distribution of comments by category.

Table 6.3 Distribution of comments by category

<table>
<thead>
<tr>
<th>Participants</th>
<th>Language Level</th>
<th>Learner Level</th>
<th>Learning Situation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helen</td>
<td>10</td>
<td>33</td>
<td>48</td>
</tr>
<tr>
<td>2 David</td>
<td>6</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>3 Angela</td>
<td>11</td>
<td>32</td>
<td>56</td>
</tr>
<tr>
<td>4 Anna</td>
<td>15</td>
<td>38</td>
<td>47</td>
</tr>
<tr>
<td>5 Mary</td>
<td>8</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>6 Kate</td>
<td>9</td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>7 Cathy</td>
<td>11</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>8 Jo</td>
<td>10</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>9 Jessica</td>
<td>8</td>
<td>31</td>
<td>50</td>
</tr>
<tr>
<td>10 Mark</td>
<td>8</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>11 Ann</td>
<td>9</td>
<td>33</td>
<td>46</td>
</tr>
<tr>
<td>12 Steven</td>
<td>8</td>
<td>30</td>
<td>52</td>
</tr>
<tr>
<td>13 Jenny</td>
<td>12</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>14 Kevin</td>
<td>11</td>
<td>34</td>
<td>49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>136</strong></td>
<td><strong>421</strong></td>
<td><strong>679</strong></td>
</tr>
</tbody>
</table>

1236

The next three sections concern how the students’ interview comments reflect changes in their specific learning behaviours and their motivational changes.
6.3 Motivation changes at the Language Level

The first level of Dörnyei’s (1994a) framework is the language level, which is the most general of all levels. The language level focuses on language knowledge and learners’ orientations and motives related to the different aspects of the target language, for example the culture it conveys and the target language community. At this level, Dörnyei follows Gardner (1985) in considering language learning motivation as two motivational subsystems (1994). These are the integrative motivational subsystem and the instrumental subsystem.

<table>
<thead>
<tr>
<th>LANGUAGE LEVEL</th>
<th>Integrative Motivational Subsystem</th>
<th>Instrumental Motivational Subsystem</th>
</tr>
</thead>
<tbody>
<tr>
<td>(From Dörnyei’s three-level language learning motivation framework, 1994a: 280)</td>
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In the interviews, all participants made comments that were categorized as pertaining to the language level of the motivational construct: there were 136 such comments in total. Of these, 103 were categorized as being in the instrumental subsystem. These data clearly showed that most participants had strongly instrumental orientations or motives.

In China, when students finish their secondary school, they need to take the National University Entrance Exams and attain the required scores to obtain a place at university, but the competition is intense. To avoid this competition and improve future employability, many students choose to apply for a UK-China collaborative programme (see chapter 1). Therefore, it should perhaps be expected that students would be mainly instrumentally motivated.

6.3.1 Instrumental orientations
Many people in China believe that overseas study experience and a diploma from an overseas university are more appealing to employers than a degree from a Chinese university. When asked why they choose to study in the UK and learn English, most of the participants admitted they were instrumentally driven.

*My orientation to learning English is to get a better job. English is a kind of skill. If my English is good, I will be given priority by employers, especially for some international companies; for example, NIKE, IBM and so on.* (David)

*It sounds good if you have studied overseas when you go back to China and that is better for my future job. In addition, I can broaden my knowledge if I study abroad.* (Angela)

*English is becoming an international language. Many people know English. If you don’t master this language, you will be left behind or you will be eliminated from the competition. Now I learn English for my future development. It’s one of the essentials for my future career. Yes it will be an advantage.* (Mary)

*It’s for my future. It is also because of the pressure from competition in China. Not many people learn English out of their own interest. Most of my friends have the same opinion as me.* (Cathy)

*Learning English is for my future. It is a kind of priority and a key skill when you look for a job in the future. English is only a tool. I don’t learn it just for fun.* (Jo)

It was very obvious that the students tended to be instrumental and pragmatic about learning English. Their views clearly have been influenced by the social phenomenon in China that people with high level diplomas and good English communication skills appeal to employers. Employment pressures have raised some parents’ expectations for their children to gain a qualification that meets market needs. Therefore more and more students want to learn English and succeed educationally in China. Meanwhile
more wealthy families can afford to pay for their children to study abroad and gain a foreign diploma in order to be given priority in their future career. So it is not surprising that Chinese students are highly, persistently and instrumentally motivated.

6.3.2 Integrative orientations

With regard to the integrative motivational subsystem, only a few comments implied that students have both integrative and instrumental orientations and motives. Unlike most of the interviewees, who regarded learning English and studies abroad as a priority for their future employment prospects, Anna and Kate considered that learning English would not only be helpful for their own future careers, but also of personal interest. They enjoyed learning the language. Kate was considering migration to an English-speaking country in the future.

_I studied very hard when I was in junior school and I built quite a good foundation. I was course (English) representative in secondary school. I do like English. On the one hand, the main reason is that it is not enough to just speak Chinese. The world is showing a trend of assimilation, so... now I feel it is not enough if you only know English. English can be seen as a world language. More and more people learn English, so I think I should learn one more foreign language. For me, the motivation is, first, it's very important, for your future study and job. It's like an essential, so you must learn well. On the other hand, it is my personal interest._ (Anna)

_Lots of relatives in my family live abroad. They are in America or somewhere else. They also encourage me to study abroad, so I can say this is my motive. From the point of view of gaining more information, I would like to learn English in a relaxing environment. I quite enjoy it._ (Kate)
It is evident from these comments that these two students tended to be both instrumental and integrative about their English learning goals.

6.3.3 Attitude towards target community and culture

At this level, Dörnyei (1990) also identified other related dimensions of a broadly conceived integrative motivational subsystem, for instance, interest in foreign languages, cultures and people. Students showed different opinions about English people. Angela, Anna, Jo, and Jessica had impressions of English people from either novels or films. Different media and history influenced most of their attitudes towards the English. ‘Conservative’ was the word they used most frequently. However, after the students had stayed in the target community for some time, their attitude toward English people changed to a less positive attitude towards the local community and local people.

All I know is from English novels or literature. Through the writing, I know that they are very gentlemanly, wearing suits, hats and carrying umbrellas. They are very polite. I discovered their politeness was only superficial. They won’t have any deeper or close communication with other people. They are quite cold. They only want to show people that they are gentlemen. The UK is a very conservative country. Their way of thinking is very old and conservative. They won’t change easily. After I’ve been here, I found it was true that English people are not very friendly. They do have that kind of polite manner, but actually they are not friendly. (Anna)

One possible reason why students experienced these changes in attitude is because of their lack of communication with members of the local community. They all mentioned that they do not have many opportunities to meet any English people.
In order to help international students to learn about and understand English culture, the university Chaplaincy carries out a scheme which helps students to find a local host family to visit during weekends. Students are invited to have a meal with host families. The Chaplaincy also organises a film night, a barbecue party, storytelling and so on. Many students mentioned that the only opportunity for them to meet the local people was to visit host families under this scheme; work part-time or go to church. Those students, who had had the chance to visit a host family or meet up with students from different backgrounds through the Chaplaincy, or have a part-time job, seemed to have different opinions about English people to those who had not.

_The people/volunteers who I know from the [charity] are very nice and friendly. Perhaps they are the few friendly English people. As for other people, I don’t have opportunities to meet them._ (Anna)

_From what I read in books or what I heard from other people, I thought they were very strict, rigid, and stubborn. After coming here, I go to church quite often. I get on well with the people from church. My attitude has changed. They are friendly and easy-going. They are not as stubborn as I thought._ (David)

Students who changed their attitudes towards English people from a less positive image to a more positive one admitted that their understanding of English people was limited to church, charity shops and host families. In fact, most students did not have extensive contact with English people.

The study of motivation has largely been concerned with the categories of integrative, instrumental, intrinsic and extrinsic. However, there is a growing tendency to consider cultural, social and contextual factors in language learning motivation research. Most of the previous research was carried out in monocultural settings. For example, much of Dörnyei’s research was carried out in Hungary (Csizér & Dörnyei, 2005; Dörnyei, 1990, 2002; Dörnyei & Clément, 2001; Dörnyei & Csizér, 1998, 2002,
2005; Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004;) and Gardner’s’ research in Canada (Gardner, 1985; Gardner & Lambert, 1972; Gardner & MacIntyre, 1991; 1993a; 1993b; Gardner, Masgoret A-M & Tremblay, 1999). The factor of culture has not attracted much attention. While cultural influence can lead to many unpredictable problems, the contact with another culture need not be treated solely as a source of problems but might rather be regarded as a positive force promoting human development (Jacobson, 1996; Taylor, 1994). That is to say, the influence of culture may also stimulate the learner and learner’s motivation directly or indirectly to release the potential of his/her study. ‘Culture shock’ can be a motivational force. Clearly, nobody experiences the same set of symptoms or is affected in the same way by a situation.

In this study, some students (Angela, Anna, Kate, Jo, Steven, Jenny and Kevin) expressed their experience of academic culture shock or cultural difference.

_I don’t get many chances to communicate with the local people or know the culture, but I do feel culture is a big problem, especially when I communicate with my lecturers and write assignments with my classmates._

_For example, once we were asked to write an assignment on English markets and how to use the English media. Our job was to make a plan for a baby product. We had to analyze the English customers’ (specifically ‘mum’s) lifestyles. It was so difficult. We didn’t know where we should start. I found some information from the Internet, but it was very limited. We needed to talk about some mums’ life-styles when their children are between 3 and 7. We finished this part by writing it based on our own understanding or perception. It was very superficial._

_The lecturer told us this was not enough. We didn’t have enough research information. Later we were introduced to some local mothers by friends and we asked them questions related to our project._
Sometimes we stopped mothers in the shopping centre and talked to them. Then we realized we didn’t know about their lifestyle and culture at all. It was a learning process for us. Without talking to the local people, we would never have completed our project and learned so much. (Anna)

Thus the change from the familiar home culture to the less familiar UK culture indirectly influenced students’ learning.

It is true that overseas study programmes can provoke high levels of anxiety and that this can be associated with failure. Apart from David, all the other interviewees stated that the experience of studying abroad made them mature more quickly. Facing the challenges of studying in a different culture prompts students to reappraise their learning goals because they are put in a less familiar situation that at first seems impossible to grasp. A good example is Mark, as he said, ‘The graduation certificate is just a piece of paper. Even if I don’t get this certificate, I am sure I have improved. The most important thing is to learn and understand the culture’.

6.3.4 Attitude towards English learning

As a compulsory subject in China, English is taught in all schools and universities nationwide. Students have no choice about learning it. Perhaps for this reason, when students were asked to talk about their attitude towards English learning, none of the students said ‘I hate learning English’. The attitude of most of the students is that English is an unavoidable duty: it must be learned even if it is not enjoyable.

I started learning English when I was in primary school. At that time, I was very interested in it. The longer I learn, the less I am interested in it. Gradually I lost my interest. The only reason for learning it is for my future... I learn English for my future. (Jo)
One of the reasons that Jo lost her interest in learning English might be the pressure of school exams, as she mentioned that ‘we had so many exams, especially when I was in high school. We learned English for passing the national university entry exam’. However, she explained that her attitude had changed by saying that:

Before I came here, learning English was boring and I learned it for exams. Since coming here, I have improved my communicative skills. It is more fun. There are so many different ways to learn English. Language is a tool for communication anyway. (Jo)

Unlike the rest, Kevin always had a positive attitude toward learning English. He was good at English and was also a top student in his high school. The current course was not his first choice when he applied for university. He did not meet the requirements for his chosen university, so he was transferred to the current course. Even though the current course was not his first choice, he still believed he could do well. After starting at the university, he kept working hard and he felt that he had become a top student again.

My English is quite good and I like learning English. I have received very good results for the last two years. I will keep improving my English and I am sure I can do it. (Kevin)

Learners with favourable attitudes towards the host culture may be able to learn English more quickly than those with unfavourable attitudes. However, in this study there was no clear evidence of a close relationship between positive attitudes towards host culture and positive attitudes towards English learning. It is not possible from these data to form the conclusion that people with more positive attitudes towards the host culture are more likely to have positive attitudes towards English learning. The conclusion cannot be based solely on language ability; there are other significant factors.
6.3.5 Summary of motivational changes at the language level

At the language level, the core subcategories are the integrative motivational subsystem and the instrumental motivational subsystem. To sum up, the analysis of the interviews reveals that students did report motivational change at this level, but there did not appear to be substantial change in instrumental orientation, interest in foreign languages and attitudes towards the local English community. It was generally predictable that stronger motivation or positive feelings would be associated with positive L2 learning experiences or outcomes. Most of the students reported having assumptions about English people and English culture when they came to the UK. These assumptions had been formed mainly by reading books or watching television and films.

Few of the students had any direct contact with the local English community and local culture. In particular, they had not expected the multicultural character of Luton. Students expressed negative attitudes towards Luton for this reason, saying, for example that ‘there are too many black people, Pakistanis, Indians and Polish. I don’t feel I am in the UK’ (Cathy). Half of the interviewees mentioned that they had few chances to meet English people, and they also complained there were too many other nationalities in Luton. It is evident from these comments that some students had misperceptions of people from non-white British heritage backgrounds.

Motivational change over time

First, there was evidence in the interviews that at least some of the students experienced the following increasing positive feelings about the UK from personal experience; interest in English learning for career purposes and interest in learning more about UK culture. Second, some negative feelings about English people had
developed based on a student’s personal experiences (e.g. Anna). Students’ learning goals had become clearer, more specific and more realistic, if less ambitious. For instance, students had come to realize how difficult it is to achieve a first class classification on their degree courses. Some students reset their targets to achieve a 2:1 or 2:2 classification based on their actual performance.

Patterns of motivational change at this level were determined not only by the positive or negative effects of L2 learning and related experiences, but also by reappraising learning goals.

Motivational perspectives on L2 development

Evidence from the interview data showed that some of the students had changed their motivational perspectives. Getting a good grade or high-level diploma became less important to most of the interviewees. Improving general English and academic English became more important. Improving L2 communication skills was particularly important. Students were eager to speak English fluently and to be able to communicate effectively in English.

Some interviewees gave particular motivational emphasis to successfully completing their academic courses and improving their English. Mark and Steven did not put particular motivational emphasis on L2 academic success in gaining high grades, but rather put stress on improving their practical L2 communicational skills.

Factors affecting L2 motivation

Two factors emerged from the interview data as affecting students’ L2 learning motivation. One is the social factor, which includes students’ lack of direct communication with the local community; lack of understanding of local culture;
their Chinese-students-only social circle and part-time work experiences. Another is an academic related factor, which includes the language requirements of further study on postgraduate courses to which many of them aspired and their failure to use English frequently in their academic classes and the poor results they obtained in their academic assignments.

Taken together, the interviewees’ responses seemed to reflect extremely limited contact and communication with local people. Unlike those students who had failed to engage with locals, those who had part-time work experience held different opinions. Their attitude towards the local community and culture had changed since they had frequent contact with the people in their workplaces.

The volunteer work experience of Anna and Ann seemed to result in significant changes in their attitudes towards local people. Their judgments moved from ‘conservative’, ‘cold’ and ‘not friendly’ to ‘kind’ ‘friendly’ and ‘so nice’. They expressed their great appreciation of the experience of working as volunteers and learning from other volunteers. This is expressed by Anna, who said ‘Before I knew nothing, but now I have learned so much through getting to know and talk to people. Gradually, I will get to know more and more’.

### 6.4 Motivation changes at the Learner Level

The second level of Dörnyei’s (1994a) model focuses on the learner. The learner level involves individual characteristics that the learner brings to the learning process to form a fairly stable personality trait (Dörnyei, 1994a). This level consists of two main specific motivational processes: the need for achievement and self-confidence. As self-confidence is a complex factor, Dörnyei’s (1994a) suggests four sub-categories:

1) language use anxiety: refers to learner’s fear and uncertainty when he/she uses the
target language

2) perceived L2 competence: refers to how learners become aware of their ability to grasp their second language.

3) causal attributions: refers to how learners past failures or successes affect their future goals and expectancy of language learning

4) self-efficacy: refers to how a learner judges his/her ability to perform a specific action. Self-efficacy can develop from past accomplishments, persuasion, reinforcement or evaluation. Meanwhile, it can affect the language learning outcome.

**LEARNER LEVEL**

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<th>Need for achievement</th>
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<tr>
<td>Self-confidence</td>
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<tr>
<td>● Language use anxiety</td>
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<tr>
<td>● Perceived L2 competence</td>
</tr>
<tr>
<td>● Causal attributions</td>
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<tr>
<td>● Self-efficacy</td>
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(From Dörnyei’s three-level language learning motivation framework, 1994a: 280)

A total of 420 comments were identified as pertaining to motivational factors relating to the learner level. 92 comments were identified as related to the category of need for achievement (see Table 6.2).

**6.4.1 Need for achievement**

At the beginning of the academic year, students’ comments suggested a strong interest in language achievement, such as improving listening, speaking, reading and writing skills, especially the first two skills.

*English is my main struggle, but I still think that improving my English is very important. For example, I go to the university Chaplaincy and visit local families. I also attend extra English classes to improve my English.* (Angela)
The more knowledge you gain, the more you feel you need to improve your English. At the beginning, I felt that I got my IELTS 6.5 and my English was pretty good. After I have been here for a while, I feel my English is still at an elementary level. When you talk to people, you will find that your English is Chinglish. It is not real English. I found my vocabulary is too limited, really small. (Anna)

I really really want to learn more deeply about the culture. Even though some people’s English is very good; they still don’t know how to keep up a conversation. I would like to improve my communication skills. (Kate)

The comments showed that students did not only want to improve their English proficiency, but also to achieve knowledge of the culture. In general, the comments showed that most of the students had a genuine interest in language achievement. Therefore, it seems that they defined achievement as improving listening, speaking, reading and writing, or achieving good results in order to apply for a Master’s course. No matter what IELTS score the students got and how good their English was, they were all concerned about their level of language ability.

As all the students were studying the final year of their courses, degree classifications were very important to them. Most of them were intending to go on to postgraduate study and their final results would directly affect their applications. Therefore, most of the students showed a strong interest in academic achievement at the beginning.

I hoped I could get a good result for my degree and then I could apply for a better university, better than Bedfordshire, preferably one of the top 20 universities according to The Sunday Times University Guide rankings to study on a Master’s course. (Steven)
I expected I could get 12 or 13 (out of 15) for my assignments. (Jenny)

I hoped I could get A or B for my exams and assignments. First, I wanted to get 2:1 for my degree. Then I could apply for a better university to study my Master’s course. Most of the students had plans to apply for Master’s courses, so they all expected to get a 2:1. (Anna)

For myself, I wanted to get a 2:1 or 2:2 for my degree, and then I could apply for a better university. (Angela)

Interviewees’ responses clearly showed that most of the students felt a strong need for academic achievement. Many students had the goal of pursuing further study at a ‘better’ university. In their opinion, a better university would be one at the top of a UK university ranking table, such as The Sunday Times University Guide rankings or The Guardian University Guide or a Chinese version of the UK university league tables. However, after one semester, many students realized that it was not as easy as they had thought. Accordingly, their need for achievement had changed.

At the beginning, in semester one, my performance was not bad. I did not think it would be too difficult to get a 2:1. After starting the second semester, I realized it is not easy to get a 2:1, not easy at all. Our results are getting worse and worse. For myself, I wanted to get a first class or 2:1, but regarding the current situation and teachers’ marking criteria, I feel 2:2 is good enough. Some students think as long as they can pass, even they get third class, it’s alright. (Anna)

Not everyone can get 2:1 or first class. If I can get 2:2, it will be fine. I think I will stay in Luton to study my Master’s course. (Steven)
It is not easy to get 12 or 13. I got 8 or 9 for one of my modules. I never thought I could get such a low result. If I knew lots of students got similar results to mine, I would feel OK. (Jenny)

I have applied to some other universities and all I received are conditional offers. Their requirements are all at least 2:1. I am not sure if I can meet the requirement. If I can’t, I will stay in Luton. It is not that bad. I know Luton quite well and I know the university system well and it will be easy for me. I won’t have to get to know a new environment. (Angela)

### 6.4.2 Self-confidence

Under the category of self-confidence in the learner level, there are four further sub-categories. The first is language use anxiety, which was reflected when students talked about the whole academic year, making 124 different comments, especially concerning the beginning of the course.

Their concern showed in the sub-category of self-confidence.

> *I feel the lecturers don’t like us, because our English is not good enough. Although they ask Chinese students questions, sometimes we can’t really understand the questions and we feel very nervous. We have to say ‘pardon, pardon’, and that makes us lose more confidence.* (Helen)

> *I remembered that I hardly understood anything when I first came. I doubted if this was English. I couldn’t understand what they were saying. If I communicate with other people, I feel scared. You were afraid of talking to people.* (Anna)

> *I prefer to talk to foreigners, because I speak English as a second language and I don’t care if I make mistakes. As long as I make*
myself clear, it’s fine. If I talk to a Chinese whose English is better than mine, I will feel uncomfortable and nervous. (Ann)

I am very nervous when I talk to my tutor, especially if I want to ask him or her questions. I worry that I won’t be able to understand my tutor’s answer or my tutor can’t understand my questions. (Jessica)

The students’ language use anxiety showed that they were very anxious when they communicated with people in English. There was a language barrier. These students admitted that they were unable to express themselves and they had a feeling of being behind in every aspect of language use. For many students the fear of making grammatical and vocabulary mistakes resulted in their English not being understood. Not only was the anxiety about English usage an obstacle to communication, but also students’ perceived L2 competence became a barrier. There were 125 comments relating to students’ perceived L2 competence. The following are representative examples:

I feel one of the problems is vocabulary. After I came here, I found the vocabulary we learned in China was not enough. Maybe we know more vocabulary in our own academic area, but the vocabulary used in daily life is too limited. (Anna)

Besides vocabulary, I was also aware of my low competence in writing. My low mark in the academic writing module made me feel really upset. I lost my confidence. (Jessica)

I can cope with my academic study, but my English is not good enough to be able to understand English culture. I cannot have a deep conversation with English people. (Steven)
In these remarks, Anna and Jessica both showed their great concern in the aspect of vocabulary. The lack of English competence was their concern and inevitably it could create language use anxiety. Besides vocabulary, the students were also aware of their low competence in listening, speaking and writing. They had to survive academic classes and assignments without a full understanding of what was required.

*My listening and speaking are much better now, but my writing still needs improving. Recently I started reading my grammar book again. Getting involved in social activities is a good way to improve my English.* (Anna)

*I can’t say that I don’t have any problems at all when I communicate with people or with understanding lectures. Sometimes I have to guess the meaning. It is much better than at the beginning, especially listening and speaking.* (Jessica)

*My speaking and listening have improved greatly. I don’t think there is much change in my writing. My vocabulary is much bigger now, but my grammar is the same.* (Steven)

Another issue in the responses was reader-responsible versus writer-responsible writing. Hinds (1987, 1990) noticed that in written discourse in Chinese, the main point or the thesis is not necessarily presented to the reader at the beginning, but can remain implicit throughout the text. The structure of English discourse is very different from Chinese (Young, 1994). Therefore, for many Chinese students, writing extensively and evaluatively in English is a big challenge. The experience of writing different assignments made the interviewee students realise the significant differences between the Chinese writing they had experienced before and English academic writing.
I thought I did a good job for my assignment, but I did not receive a good mark. My tutor said that my writing is not logical. It’s to do with thinking. I think in Chinese, everything is implicit. You can get the message behind the language. However, English writing is the opposite. It should be logical. (Jo)

I only got a C+ for one of my assignments. I am used to receiving A. I thought I did really well. Now I have learned a lesson. In western style writing when you want to write about cause and effect, you need to write about the cause first and then the effect, or if you want to say something about the effect, you will state clearly what the causes are. This is very different from the Chinese way of thinking and writing. In Chinese, sometimes you just write about the effect. It is up to the readers to think about the cause. (Kevin)

The above responses clearly showed that interviewees believed that cultural differences affected their academic performance. Chinese students need to develop a logical way of thinking and writing in English.

In Chinese, no link words or transitions are needed to link ideas between paragraphs. Students tend to transfer their Chinese way of writing into English. As a result, the lack of cohesive markers may cause confusion for UK lecturers. For example, they may feel that the student jumps from paragraph to paragraph, or they may not distinguish what is effect and what is cause.

This happened to Cathy. She said:

I thought I did very well for my first assignments, because I did lots of research and I carefully read the requirements of this assignment. I was quite confident. However I didn’t get a high score. I was very upset and couldn’t understand why. My teacher’s feedback pointed out that my ideas were not logical. I thought my writing was very logical. Later I went to see my teacher and he explained to me how I should do it. Then I realized the different ways of thinking.
Translating from mother tongue was another difficulty. Ten (Angela, Anna, Mary, Kate, Cathy, Jo, Jessica, Mark, Steven and Kevin) out of fourteen interviewee students mentioned that they would translate from Chinese to English when they were writing assignments:

*When I have an assignment question, the first thing I will do is to try to translate every word and sentence into Chinese.* (Angela)

*No. I don’t write it out in Chinese, but I will work it out in Chinese in my mind. I will think through every paragraph in Chinese and then try to translate it to English.* (Kevin)

As a result of having to translate, it is difficult for the students to grasp the focus of assignment questions. Those students who have low English competency tend to largely rely on thinking through the structure and arguments in their mother tongue and then translate their thoughts into English. It requires high competency during the process of translation. Incorrect translation can cause wrong interpretations of the assignment questions.

The next sub-category under the heading of self-confidence, with 34 applicable comments, was causal attributions. This seems to have affected some students’ attitudes and psychological approaches to certain aspects of language learning. Kevin mentioned his previous language learning experience.

*Throughout my entire high school education and my first two years in the university in China, I’ve always been a top student in my class regardless of whether I felt like I understood the material well. I can do quite well.* (Kevin)

*My self-control is very limited. If I don’t have any pressure, perhaps I won’t study. Now I am in the UK and I don’t have as many lectures as I had in China. I have lots of self-study time. Without pressure, I*
don’t have a great motivation to study. I think the main reason is myself. Too lazy. (Mary)

Students’ past experience and emotions could help them to understand and interpret what was happening around them. Causal attributions played a part in the language learning experience.

The last sub-category under self-confidence is self-efficacy. Some interviewee students showed how they judged their ability to perform a specific action.

*It seems that I don’t have the gift of language. I didn’t get a high score for my English, but I am very interested in other academic modules and I did really well. I am sure I can achieve good results for my academic modules. I am not sure about my English class.*

(Jenny)

Self-efficacy can develop from past accomplishments, persuasion, reinforcement or evaluation. Meanwhile, it can be seen to affect language leaning outcomes.

*I didn’t do well when I was in high school. My teacher never had any hope for me. I wanted to prove my teacher wrong. Luckily I performed really well in the university entry exam. My teacher was shocked. Then I built up my confidence and I knew I could do it. After I came to the UK, I made lots of friends. I really enjoyed it.*

(Mark)

### 6.4.3 Summary of motivational change at language learner level

At the learner level, the core subcategories are: need for achievement and self-confidence. To sum up, the analyses of the interviews revealed that students did show motivational changes at this level, but these largely centred on need for achievement, language use anxiety and perceived L2 competence. Most of the interviewee students had a strong need for achievement both in English and other academic modules at the
beginning of the course. However, after semester one, some of the students realized that they needed to be more realistic and downgraded their expectations of their academic grades.

Motivational change over time

There was evidence in the interviews that some of the students experienced an increasing need for English achievement, including academic English and general English, especially speaking. Their language use anxiety persisted.

Motivational perspectives on L2 development

The following summarises the students’ attitudes in relation to the Learner Level:

- Doing averagely well is good enough
- Improving English is very important
- Like to do well in academic modules
- Improving L2 writing is very important
- Improving L2 communication skills is particularly important

Most interviewees expressed particular concern about their language use. They worried that they could not be understood or they could fail the assignments.

Factors affecting L2 motivation

Lack of a comprehensive understanding of the UK assessment system seems to result in student’s setting unrealistic standards that are too high. Students are easily demotivated after failing to achieve their expected assessment grades. Lack of training in English academic writing also affects students’ assignments. Differences between Chinese and English culture affects students’ ways of thinking. Both past positive and negative L2 learning experiences can affect students’ learning motivation.
6.5 Changes at the Learning Situation Level

The third level of Dörnyei’s (1994a) framework is the most specific to learning situations. Since the end of the 1980s, L2 motivation literature has showed the importance that the learning situation plays in L2 motivation (Clément, Dörnyei & Noels, 1994; Crookes & Schmidt, 1991; Dörnyei, 1990; Skehan, 1991).

In order to explore and come to understand a series of variables and processes involved at the learning situation level of L2 motivation, Dörnyei included three categories. This level focuses on the place where language learning is happening, the book or material that learners use for language learning and the teachers who deliver the teaching. Of a total of 679 comments in total concerning the learning situation, this third level received the greatest number.

**LEARNING SITUATION LEVEL**

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<thead>
<tr>
<th>Course-Specific Motivation components</th>
<th>Interest (in the course)</th>
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<td>Relevance (of the course to one’s needs)</td>
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<td></td>
<td>Expectancy (of success)</td>
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<td></td>
<td>Satisfaction (one has in the outcome)</td>
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<tr>
<td>Teacher-specific motivational components</td>
<td>Affiliative motive (to please the teacher)</td>
</tr>
<tr>
<td></td>
<td>Authority type (controlling vs. autonomy-supporting)</td>
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<tr>
<td></td>
<td>Direct socialization of motivation</td>
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<tr>
<td></td>
<td>● Modeling</td>
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<td>● Task presentation</td>
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<td>● Feedback</td>
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<tr>
<td>Group-specific motivational components</td>
<td>Goal-orientedness</td>
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<td>Norm and reward system</td>
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<td></td>
<td>Group cohesiveness</td>
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<td></td>
<td>Classroom goal structure (cooperative, competitive or individualistic)</td>
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</tbody>
</table>

(From Dörnyei’s three-level language learning motivation framework, 1994a: 280)
6.5.1 Course-specific Motivational Components

The first category of this level is a course-specific category that includes such factors as the teaching material, syllabus and teaching methods. Dörnyei (1994a) states four elements relating to the course:

1) Interest: this is related to intrinsic motivation, and reflects whether an individual is interested in a language and has a desire to know more about it.

2) Relevance: this is measured by how a learner feels that instruction is connected to important personal needs and goals.

3) Expectancy: this refers to a learner’s perceived likelihood of success, which is related to the learner’s self-confidence and self-efficacy.

4) Satisfaction: this refers to the outcome of an activity, which can include both extrinsic rewards such as a good grade or praise, and intrinsic rewards, such as enjoyment and pride.

Among the interviewee students’ responses, positive comments were found related to academic subjects. The students were very interested in the contents taught in the classes and the use of case studies.

*Here, the teachers not only teach theories, but also introduce many vivid cases. It’s very interesting. It's very helpful to understand the theories. I study Business and Marketing, so I should gain knowledge and know how to apply the knowledge into practice.*

(Angela)

*We didn’t know some of the cases when we studied in China, for example, EasyJet. Now we have to carry on research on the company based on the theory we learned. I like it and it’s useful.*

(Cathy)
However, few interviewee students showed great interest in their English module. As mentioned in section 6.2, all the students were required to attend 3 hours English class per week to help them to improve their academic English and study skills. They understood the purpose of this module for them, but they were not very interested in it.

To be honest, I am not interested in the language class. On the other hand, 2 hours a week is very short. The basic problem is environment. I come to the class with my Chinese classmates together. I can’t stop speaking Chinese all the time. (Jessica)

I don’t think the academic writing module is helpful. The content taught in semester 1 was very easy. Just writing. It’s like training; it might be helpful for students who want to pass IELTS or other tests. For me, I always get a low mark in exams, because I don’t know how to write. I don’t know how to organize the material in such a short time. The academic writing module does not help me with this. This semester’s writing is relevant to Cambridge Exams. Most of the content is about grammar, not too much writing. It’s like the CET-4 or CET-6 test in China. It’s quite difficult. It has become a module that drags my grade down. We all feel this module is boring. (Jo)

It is very clear that the interviewee students did not have a strong interest in their English module. One of the reasons indicated by the responses is that the content taught in this module did not seem relevant to their degree courses. Another reason may be that the students’ did not experience success in their English. Their poor performances and low marks appear to have decreased their learning motivation. The comparison between their chosen academic subjects, with their interesting content and engaging case studies, and the English module made them feel the latter was all the more dull.

The next category under the course-specific heading is relevance. This is measured by the extent to which a student feels that instruction is connected to personal needs or
goals. The responses showed that the students were quite critical. When they were asked to comment on their current course, they tended to evaluate most instruction and activities by whether or not they were useful for them and whether or not they can get high marks.

There is one thing I cannot understand. Everyone who studies in the UK will be awarded a 2:2 or 2:1 based on their results from the six modules from their third year and the two best ones from their first two years. For us, the results of our English classes from the two semesters have to be counted. It’s not fair for us. These two semesters’ modules affected our final results. I believe the modules are good for us, but they affect our final results. (Ann)

The majority of comments in this category was about English lessons and was negative. The number of comments was very high, so they were divided into the following categories:

Class instruction

- ‘The lessons were not communicative.’ (Jessica)
- ‘The focus of the class was grammar; I want improve my communicative skills.’ (Kate)
- ‘Much of the class time was spent on exam training, eg. multiple choice, cloze test.’ (Jo)
- ‘There was not much interaction between the teacher and the students.’ (Mary)

Assignments

- ‘I did not appreciate the final exam, which was similar to a Cambridge certificate exam.’ (Ann)
- ‘I did not see homework as useful.’ (Steven)

Assessment
• ‘I did not understand how my writing was assessed.’ (Kevin)
• ‘Students’ assignments were marked by different teachers, and the results were quite different. It was not fair.’ (Kevin)
• ‘I did not understand exactly how the final test related to my degree course.’ (Cathy)

Content of class

• ‘I did not see the coherence between lessons.’ (Helen)
• ‘Most exercises are not practical.’ (Mary)
• ‘I did not adequately perceive exactly what the structure is for a academic report.’ (Jenny)
• ‘There was not much content about general English. Even though I passed my IELTS test, I realized my general English was quite weak.’ (Angela)
• ‘It lacks communicative skills.’ (Kate)

As the students understood that their results from two semesters of English modules would count towards their final degree results, they had specific reasons to attend the class. First, they wanted to get a good result in order to help them reach their goal, for instance to get a 2:1 degree and then apply for a Masters course. Second, they wanted to improve their English.

Under the categories of course-specific components, the students did not have too many negative comments about their other academic subjects. The only area they mentioned was class instruction. Some of the students felt that the classes lacked coherence.

One of the main reasons was that the students were so used to studying a book chapter by chapter and they had always followed that approach. In the UK, there were many
books on their reading lists and students did not have to follow just one book. Therefore, academic cultural differences could have caused their dissatisfaction. Students had high expectations before they came to the UK. However, their attitude towards the course and teacher may have changed because the academic culture was not in accordance with their experiences.

*I thought I could improve my English in a good English environment. Now I know it’s impossible to improve your listening and speaking. This not like what I thought. There is a big gap between the reality and expectation.* (Jo)

*I am not very satisfied with the learning environment, because there are too many Chinese students. There are fewer chances to know and meet foreign friends. Chinese students are always sticking together.* (Mary)

*I think the language class should be fun. At the moment, we do lots of exercises relating to Cambridge tests; it’s boring and not useful. I expected the English class here would be more interesting than my class in China. I am not sure I can get good results.* (Steven)

*My average score for the last two years was A. I expected I could also get A or at least B. Getting a First class was my first goal, then it was 2:1. I didn’t do well in my academic writing. Not what I expected. I never had such a low score before.* (Kevin)

It is inevitable for students to compare their previous experience with their new host-learning environment. Most of them set up quite high expectations, if they could not find what they wanted; they would be disappointed and question the teaching quality or their own ability. It takes time for students to adjust to a new learning environment and to come to terms with the realities they encounter. After they found out that it is
not easy to be as successful as they expected, they started to accept the fact. They felt satisfied with what they achieved.

I am quite happy with my exams and assignments, but not English.
(Mary)

It's alright. I tried my best, so I don't regret anything. (Kate)

I am satisfied with my academic modules, but not my English learning. (Jessica)

I learned a lot. I did not only enhance my knowledge about business and marketing, but also improved my English and communication skills. (Angela)

Yes. I am quite satisfied with my study, but I want to do better.
(Kevin)

The above comments indicate that they are satisfied with their academic subjects, but not with their English. These results are consistent with the findings from the topic of English Class instruction, Assignment, Assessment and Content of class. Interviewee students’ responses under the categories of course interest and relevance showed their negative attitude towards the English module, stating for example that it was boring, not practical, and difficult. Some students did not receive such good scores as they expected and they were not satisfied with their English. Students also mentioned other factors that affected their English improvement, such as the presence of too many Chinese students in the same class and the lack of communication with other foreign students. All these result in their dissatisfaction with their English. The inadequacy of English proficiency is still felt to be a barrier for these Chinese students.
6.5.2 Teacher-specific motivational component

The second category under the Language Learning Level is the teacher-specific component. The first important factor is an affiliative drive: students perform and try to please a teacher. It is an extrinsic motive, but it can be a precursor to intrinsic motivation. The second factor is the teacher’s authority type. Different students will have different reactions to a teacher depending on whether he/she is either controlling or autonomy supporting. The final factor is the direct socialization of motivation, which includes how well the teacher encourages or motivates the students. A teacher can give feedback and present a task in a way that encourages students and improves their learning experience. Also a teacher can be a model of behaviour for students.

For the category of affiliative drive, there were not many related comments. It was only at the very beginning that some students tried to please the teacher. Kevin made a couple of specific visits to his teacher during her office hours at the beginning of the course. He was a top-performing student when he was in China and he wanted to establish a rapport with the teacher.

*I met the teacher once when she came to China to visit our college. I thought she was very nice. After I’ve been here, I was very pleased to find out that she was our course manager and lecturer for one of the modules. I went to visit her during her office hours. I asked her questions. I hoped she would remember me and recognize me among other students. (Kevin)*

As far as authority type is concerned, there were comments about how the students enjoyed the teacher or how they feel lost to a certain degree.
My language tutors were really helpful, esp. Mr. X. He is patient and speaks slowly and clearly. He used different teaching methods and he tried to let us understand how to learn. (Steven)

Coming from a Confucian-heritage culture, in which the teaching is teacher-centred and the teacher plays a role as parent, teacher and friend, some students feel lost without their teachers’ help and guidance.

In China, the teacher always tells us what to do and how to do it, but here the teacher won’t tell you what to do. It all depends on yourself. I don’t have as many lecturers as I had in China, so I have lots of free time. I don’t know what to do. (Kate)

At the beginning, I expected the lecturers here to be more professional. I hoped I could gain more knowledge here. I knew the studies would be hard, but I really really wanted to improve myself. After being here for a while, I found some of the lecturers’ lessons were very good; but some of the lecturers are... maybe we are not used to the teaching style. The lessons are not very logical. They teach arbitrarily. (Anna)

Interestingly, Anna did not directly comment on the lecturer, but the pause after ‘some of the lecturers are...’ indicates that she had some less positive opinions about some lecturers. She did not blame the teacher; rather she believed that it was her unfamiliarity with the different teaching style that was causing the problems. Anna’s response above shows that she questioned her teacher’s authority. The teaching standards did not meet some of the students’ expectations.

Under the heading of the teacher-specific component comes the category of socialization; the modelling or encouragement of motivating factors by the teacher. The comments found in interviewee students’ responses demonstrated that teacher’s words or behaviours had strong effects on students’ attitudes towards their teachers in
The following example, mentioned by a number of students, shows how one academic lecturer’s behaviour affected the students’ learning experience.

Some foreign teachers have taught me before. They were so friendly to us. Here, the lecturers prefer to ask the native students questions in class. I feel they don’t like to ask us because our English is not good enough. Chinese students prefer to ask questions after class. This is our Chinese educational tradition. Once, a student asked a lecturer a few questions after class. That lecturer said, ‘Do you think your English is good enough to talk to me? Come back when your English gets better’. This was a big setback, and really discouraged that student. (Helen)

Once I wanted to ask my lecturer a question, but he doubted my English. He said, ‘if you think your English is good enough, you can ask me the question’. That really hit me. I said to myself, ‘why not? I have the right to ask any questions’. Afterwards, he was quite positive about my question. (Angela)

Some of the teachers are OK, but I feel some of them show discrimination against Chinese students. (Cathy)

The above comments show that a negative communication experience with an academic lecturer can have a powerful effect not only on the student concerned, but also on her peers.

The students have high expectations of their teachers. In their opinion, the teachers should be ‘professional’, ‘knowledgeable’ and ‘considerate’. They did not expect direct criticism of their language ability. As many students are aware of the limitations of their English, they expect ‘understanding’ and ‘tolerance’ from their teachers. On receiving criticism rather than help, the students perceived that the teachers were discriminating against them as Chinese students.
One student’s negative experience can easily be passed to the peer group, but may result in different reactions. In the interview, Helen responded to this scenario in the following way:

I can’t believe how a lecturer could say such a thing. I didn’t have any idea that English people are very arrogant before I came to the UK, but now I do feel so. Now I don’t ask questions either in the classroom or after class. I try to solve all the problems by myself. If I have questions, I will ask my Chinese classmates, or just ignore the questions. (Helen)

Negative attitudes towards teachers may be discouraging for the students and could strongly affect their learning performance. Further, negative opinions about the teachers and teaching quality could easily be passed on to other students who are going to come from China to study. It could not only damage both the reputation of the teacher, but also that of the university.

On the one hand, negative experiences can affect students’ self-esteem and self-confidence. On the other hand, negative experiences may become a source of motivation and encourage the students to learn. The following is Anna’s response towards teacher criticisms.

When the teacher says some deprecatory words, we all feel very angry. For example, once we were asked why we did the assignment in that way. For us, it sounded like blame, but we didn’t do it deliberately. Next time, when we get the same questions, we will prepare for it better. We don’t want the teacher to get a bad impression again. (Anna)

The mismatch between past learning experiences and the new culture can also affects students’ learning experiences. For Chinese students, the appointment system seemed
to be an obstacle to contacting the teacher when they needed help. The following comments demonstrate why they do not like the appointment system.

*We don’t communicate with our teachers that much. It’s not like when I was in China. Also it’s difficult to find teachers here. For example, you have to make an appointment or you have limited time to talk to the teacher. After all this, you just lose your motivation and don’t bother to see them. There is less and less communication between the teacher and students.* (Cathy)

It is inevitable that students will compare their past learning experience with their new learning experience; especially there is big difference between the two.

*Most of our foreign teachers in China were from the USA. They were very friendly and we were very close to them. We could talk about everything. The UK teachers are not. The teachers always keep their distance from us. We can’t talk to them like friends. They will feel awkward if we are too close to them.* (Ann)

The above comments showed how students felt about their UK teachers’ behaviour compared with their previous American teachers’. It indicates that the students need some care, attention and help, but do not feel that they can seek these from the teachers. The students not only compare the UK teachers with their previous foreign teachers in China, but also compare the UK teachers with their Chinese teachers.

*I only go to see my teacher when I have questions regarding the lecture. I don’t ask questions regarding my daily life. In China, I can talk about anything to my teacher. How should I put this? I think the teachers here care more about their privacy or personal life. They separate their work and personal lives clearly. So you only talk about academic issues with them, they rarely talk about personal issues. There are too many Chinese students in Luton. I don’t think our teachers are interested in us. If I came here 20 years ago, there*
would be more people interested in me, because they would have wanted to know about my culture. (Cathy)

I seldom go to see my lecturer. Even if I go, I don’t feel the benefit. (Mary)

As mentioned in Chapter 2, the relationship between the teacher and the student is like that between a parent and a child. These Chinese students, who haven’t had any experience of life overseas, face challenges in both their academic and social lives. They are used to seeking help from their teachers or parents in China. The new culture makes some of the students feel lost. They have to accept the reality of UK life and learn to deal with different challenges by themselves.

Cultural difference plays a role in students’ overseas learning experiences and it can cause problems. As mentioned in the discussion of student’s perceptions of discrimination (e.g. the negative experience reported by Helen, Angela and Anna), this may be a cause of misunderstandings between teacher and student. Some students showed awareness that cultural differences can cause misunderstanding and problems and those lecturers may also lack cultural sensitivity.

A few lecturers, you can feel, they don’t understand the cultural differences very well, but we can’t say anything about it. I hope we can understand each other better. (Kate)

6.5.3 Group-specific motivational component

The third factor of the language learning situation is the group-specific motivational component. In a classroom setting, group cohesion, the strength of the linking of the relationship between members of the group, can be very important. Students can be affected by the extent to which the class as a whole is pursuing goals of language
learning. The classroom goal structure can either be competitive, individualistic or cooperative. In a classroom there are also norm and reward systems that specify appropriate behaviours for efficient learning.

The comments from the interviews that fall within the category of goal-orientedness tend to be very clear: expressed the desire to receive a high score for either the English module or for the academic modules.

No comments were found relating to norm and reward systems. In fact, most of the interview comments in this category were related to group cohesion.

Because of the different nature of the 2+1 course, all the students come to the UK to study for their third undergraduate year. At this point, the other students on the same course have known each other for two years. They know some of the lecturers, the university system and course structure. However, everything is new to these Chinese students. They do not know any other students on the same course apart from their Chinese peers.

On arrival, it was important for them to integrate into their classes. At the beginning of the first semester, lots of students felt like outsiders when they went to their academic classes. They did not have the same feeling when they went to their English classes, because all the students were Chinese and they all came from the same college.

*I went to a lecture. There were about 100 students in one class. I could tell some of the students knew each other. I sat down with my other Chinese friends. I felt like a stranger and did not belong to the group* (Kate)

*I started to get to know some of the students in the class. I still spend most of my time with my Chinese friends. We go to the*
university together, the library, shopping, almost everywhere.

(Mary)

More than half of the interviewee students mentioned that Chinese students always stick together. The preference for working as well as socialising with other Chinese students is reflected in the experiences reported by Jo. In general, the students expressed satisfaction with their group work, but change occurred over the course.

At the beginning, everyone hoped they could work with foreign students and then could improve their speaking, but in semester two, they tried to avoid working with foreign students. When you worked with foreign students, there were always some problems. The way we think was different from theirs, or they didn’t understand us, or the pace was so slow. Communication is still a barrier. It is not like working with Chinese students. You don’t have to speak out, everyone knows and understands. Yes, it’s more efficient. You get high marks when you work with Chinese students. Actually the mixed groups don’t get high marks. The reason is difficulties with communication and collaboration. (Jo)

The last group-specific motivation component is classroom goal structure. This involves identifying whether the class is structured competitively, cooperatively or individually. Comments showed that pair work, group discussion and other communicative activities were used both in the English module and in the academic modules. The students expressed that the class in the UK was less competitive than the one in China. They mentioned that there were no ranking for students’ exam results in the UK and students’ results were private, while their exam results would be announced and ranked in China. Students can easily know how well they performed comparing with other students in the same course. Students have to compete with each other and work hard to achieve good results. The cooperativeness is mainly shown by working on an assignment or presentation for assessment in the UK. In order to get a good result for their assessment, most students expressed they would do
anything to achieve their goal. It seems that results are more important for these Chinese students than the process of cooperativeness.

6.5.4 Summary of motivational change at Language Learning Situation Level

As the most specific level in the model, the language learning situation level received the most number of comments. Students had left behind a familiar cultural and educational setting to study in a less familiar cultural setting; different motivational conditions seemed to affect their whole learning experience.

Motivational change over time

The following summarises the students’ attitudes in relation to motivational changes that they had experienced:

- Contrary to expectation in the area of course design
- Contrary to expectation in the area of teacher authority
- Negative attitude towards the host community

Patterns of motivational change at this level were determined not only by the positive or negative effects of communication with teachers and L2 learning related experiences, but also by the development of particular goals.

Motivational perspectives on L2 and academic development

The following summarises the students’ attitudes in relation to their English language and academic development:

- Autonomous learning is particularly important in the UK context
- Self-control and self-discipline are very important in the UK context
- Like to do well in academic English
- Improving teamwork skills is very important in the UK context
Improving L2 communicational skills is particularly important in the UK context.

Most interviewees had given particular motivational emphasis to successfully completing their academic studies and improving their English. Angela, Anna, Mary, Kate, Jessica, Jenny and Kevin reported a motivational emphasis on developing autonomous learning, self-control and self-discipline, which were not consistent with the students’ original learning orientations and goals. In fact, the change of learning situation played an important role in shaping their motivational perspectives.

Factors affecting L2 motivation

The following summarises the students’ attitudes in relation to their motivation for learning English:

- Negative experience in communicating with academic staff
- Lack of awareness of cultural differences on the part of some members of staff
- Inadequacy of English proficiency
- Large number of Chinese students enrolled on the same course
- Special characteristics of the 2+1 programme
- Unfairly low marks awarded by one particular teacher

6.6 Chapter summary

Taken together, these interview data have provided important evidence relating to the dynamics of language learning motivation in second language acquisition for these learners. The purpose of the current study was not to assess the relationship between language achievement and motivation or specific strategies to motivate students, but rather to focus on what changes might occur over one year. The results indicated that some changes did indeed take place. Considered in the light of Dörnyei’s three-level...
framework, this includes the language level, the learner level and the learning situation level. It seems that changes are most likely to occur at the learning situation level, and are less likely at the language level and learner level.

The number of comments in each of the different levels of the motivational construct supports Dörnyei’s claim that the three levels cannot be isolated from each other but must also be seen as a whole: the language level, learner level and learning situation level should all be included when looking at language learning motivation.

The specific categories of the different levels allow for a clearer and more rounded picture of how factors influence learners’ behaviour and which factors have an important role in the language learning experience. In this study, the learning situation level seems to have the most important role. The high number of comments stemming from the learning situation level clearly shows the importance of language teacher and academic lecturer evaluations: English and academic course evaluations. Each of these involves the learning situation. There appear to have been substantive changes for several students in the areas of English class anxiety, course-specific expectations and in attitudes towards English and other academic lecturers’ evaluations.
Chapter 7 Discussions

7.1 Introduction

Chapter 5 investigated whether and at which level Chinese undergraduate students’ language learning motivation changes over time. The key findings from the questionnaire survey show that Chinese undergraduate students’ language learning motivation did change over time and significant changes happened at the Learner Level and Learning Situation Level.

In Chapter 6, through the semi-structured face-to-face interviews, the reasons for students’ language learning motivation changes, the factors that affect these changes and patterns underlying these changes were revealed. In this chapter, the key findings emerging from the survey will be compared with the semi-structured face-to-face interviews. By adopting this triangulation methodology, it is believed that the key findings and interview results can provide a more reliable understanding of how and why students’ language learning motivation changes during the transition from their home culture setting to the host culture setting of the UK.

7.2 Changes at the Language Level

As reported in Chapter 5 (section 5.6), the language level of Dörnyei’s (1994a) three-level framework of L2 motivation includes various components related to aspects of
L2, such as culture and the community. In the questionnaire, there are 24 items related to aspects of L2, which involve three sections: students’ *Attitudes towards English People*, *Attitudes towards English Learning* and student’s *English Learning Orientations*. Through a paired sample t-test, no significant differences were found between the two stages on any of these sections. Students’ attitudes towards English people, English learning and student’s motives and orientations did not change over time.

### 7.2.1 Integrative and instrumental language learning orientations

Findings of the questionnaire survey (both pilot and main study) shows that students’ attitudes towards English learning orientations and goals did not significantly change during the transition. In the interviews, there were 136 comments pertaining to the language level of the motivational construct. 103 of these concerned the instrumental subsystem.

The results from the interview data showed that most students still had strong instrumental orientations or motives. After moving to the UK, these students’ language learning goals and orientations did not change. The high number of interview comments concerning the instrumental subsystem confirmed the questionnaire survey findings that these students’ English learning goals and orientations are mainly instrumental. Although some students developed other language learning goals and orientations over time, most of them still kept being highly instrumentally motivated (see comments from David, Angela, Mary, Cathy and Jo). To learn English well, get a good result for their degree course and find a good job were their priorities. However, there were still a few students who had both
instrumental and integrative orientations. Anna and Kate considered learning English to be, not only helpful for their own future careers, but also of personal interest. They enjoyed learning the language. Kate said that she may move to an English-speaking country in the future.

Statistical data showed no significant differences on English learning orientations and goals between the two stages, but this does not mean that students’ English learning orientations and goals did not change at all. Interview data revealed that some student’s English learning orientations and goals actually did change. For example, Angela, Mark and Steven all said that they should not only learn English to get a good result for their degree, but they needed to acquire English to such a level that they could communicate efficiently and understand English culture.

This finding is consistent with research carried out by Au (1988), Crookes and Schmidt (1991) and Dörnyei (1994a). They assert that instrumental goals contribute significantly to motivation for foreign language learners.

### 7.2.2 Attitudes towards English people

Six items were used to test students’ *Attitudes toward English People*, including four positive items and two negative ones. The result of a paired sample t-test ($t=.398$, $df=155$, $p = .691$) showed there were no significant changes between the two stages. It means that students’ attitudes towards English people did not change significantly over time.
Although the statistical tests showed that these Chinese undergraduate students’ attitudes towards English people did not change significantly over the time they spent in the UK, the interview data showed contradictory results. When the students were asked about their opinions about local people, they expressed different views. Angela, Anna, Jo, and Jessica had impressions of English people from either novels or films. Different media and history seemed to be the strongest influences on their attitudes towards the English. ‘Conservative’ is the most frequently used word by them. After the students had stayed in the target community for some time, some of their attitudes towards English people in general became less positive towards the local community and local people. For example, words that were used by the students to characterise English people changed from ‘polite’ and ‘gentlemanlike’ to ‘cold’ and ‘arrogant’.

For students who had positive experiences, their attitudes towards English people changed for the better. For example, words used by these students changed from ‘arrogant’ and ‘difficult to get close to’ to ‘nice’ and ‘kind’.

The interview data revealed the reasons for such attitude changes. Those whose opinion shifted from more to less positive lacked communication with the local community. They all mentioned that they did not have many opportunities to get to know any English people.

The few opportunities for these students to meet the local people included visiting host families under a scheme organized by the university Chaplaincy; working part-time or going to church.

Students who changed their attitude towards English people from less positive to more positive admitted that their understanding of English people was limited to the contexts of church, charity shops and host families. In fact, most students’
understanding of English people seemed very superficial. The interview comments provide evidence to explain why students had different opinions. It suggested that students whose attitudes towards English people had improved all had some sort of personal contact with English people.

This finding is consistent with Li’s (2001, 2006) longitudinal study of four Chinese research students in a UK university. The students were interviewed to examine their motivation to learn English in an informal setting. Their positive and negative attitudes towards the British had different effects on their motivation. It also suggested that social contact played an important role in the language learning process.

7.2.3 Attitudes towards English learning

Nine items were used in the questionnaire to test attitudes towards English learning, including both negative and positive items. The result of a paired sample t-test ($t = - .1.338, df = 157, p = .183$) showed that there were no significant changes between the two stages. Statistically, this means that students’ attitudes towards English learning did not change over time.

The interview data further explained why students’ attitudes towards English learning had not changed. In the interviews, the students were asked to talk about their attitudes towards English learning and their English learning experiences. Most of the students treated learning English as a duty. Even though they did not like learning English; they still carried on learning (see the comments made by Jo). The change in
cultural setting did not seem to have much impact on their attitude towards learning English.

7.3 Changes at Learner Level

The learner level involves individual characteristics that the learner brings to the learning process, including the need for achievement, language use anxiety, and self-confidence. In total, there were fifteen items used to test students’ motivation at the learner level.

In the main study – questionnaire, a paired sample t-test (N=158) was conducted to evaluate the section on self-efficacy to academic study and EAP study. The p values (p =.022, p =.000) show that both students’ self-efficacy to academic study and EAP study changed significantly while the students were in the UK (see section 5.6.1). In fact, their self-efficacy decreased. In the pilot study – questionnaire, the paired sample t-test showed significant differences in learner expectancy (p=.000 <.05) (see section 4.5.3.4 for details). According to Dörnyei’s (1994a) framework, learner expectancy and self-efficacy are all associated with the learner level. The findings of pilot study are consistent with those of main study.

The interview data show that students did not comment much on self-efficacy, rather on self-confidence, past experiences, language use anxiety and criticism (for details see section 6.4.2). This is understandable because self-efficacy is closely related to self-confidence, past experience and language use anxiety. Although the interview comments are not directly related to self-efficacy, they would seem to reflect self-efficacy (see for example, Jenny’s comments about worrying about her English
because she did not get a high score for her English test and that she reckoned she did not have the gift of language). Self-efficacy can develop from past accomplishments, persuasion, reinforcement or evaluation. Meanwhile, it can affect the language learning outcome (Mark expressed how he proved his teacher was wrong and reinforced his self-confidence). Most of the students (see for example Helen, Anna, Jessica and Ann in section 6.4.2) reported that they had strong language use anxiety at the beginning of the course and were very anxious when they communicated with people in English. Even though they had spent periods of time in Britain, they admitted that English still presented a language barrier. This finding is consistent with Xiong’s (2005) conclusion that students’ English is weak in general and that students’ English competence made it difficult for them to have in-depth and meaningful conversations with people from other countries. These students admitted that they were unable to express themselves and they had a feeling of being behind in every aspect of language use.

For many students the fear of making grammatical and vocabulary mistakes results in their English not being understood. Not only was anxiety about English use an obstacle to communication, but also students’ perceived L2 competence became a barrier. Because of language problems, some students started to re-evaluate their ability. At the beginning of the course, most students had high expectations, whereas, after finishing one semester, those students who did not receive their anticipated grades might have started reassessing their ability. After one semester, students would also understand the reality and be more realistic about their performance. Generally speaking, the interview data not only confirmed the questionnaire findings that students’ self-efficacy for academic study and EAP changed over time, but also helps
explain why motivational changes happened in certain areas. The interview data also revealed students’ motivational changes in language use anxiety and their need for achievement, for which no significant changes were found in the questionnaire survey. Although language use anxiety, self-efficacy and perceived language competence are treated separately under the subcategory of self-confidence in Dörnyei’s three-level framework (1994a), they are all closely related to self-confidence. Sometimes, it is difficult to separate them. The interview data provides evidence of the close relationship among them. If a student’s English is weak, he/she will be anxious about communicating with other people in English. Failure to communicate in English will make a student lose his/her self-confidence. This finding is consistent with Clément et al’s empirical studies in which they demonstrated that self-confidence also plays a role in second language learning and acculturation processes, especially in contexts where direct contact with a target language and community is limited (Clément, Dörnyei & Noels, 1994; Noels & Clément, 1996).

7.4 Changes at Learning Situation Level

The learning situation level is the most specific of the three levels. This level focuses on the place where language learning is happening, the book or material that learners use for language learning and the teachers who deliver the teaching. This third level received the most comments: 679 in total.

There were seventeen items used in the questionnaire to test students’ reactions to their learning situation, including items addressing course relevance and satisfaction, the teacher’s role and group work.
7.4.1 Course relevance and teacher’s role

A paired sample t-test (N=158) was conducted to evaluate the section concerning EAP Teachers. The result (p =.030) indicates that students’ attitudes towards EAP teachers became significantly less positive. The paired sample t-test showed significant differences in course and teacher motivational components (p=.018 <.05) (see section 4.5.3.4 for details). According to Dörnyei’s (1994a) framework, the section on course and teacher motivational components is associated with the learning situation level. Therefore, the pilot study findings are consistent with the main study findings.

The interview data did not directly support the questionnaire survey findings. The questionnaire survey findings only showed a significant change in students’ attitudes towards EAP teachers. However, the interview data did not really explain why this had occurred. However, there were a number of negative comments relating to the English modules. These concerned the content, the results and the teaching style (see section 6.5.1). It can be suggested that students’ motivational changes towards their EAP teachers in the questionnaire reflected their negative experiences with the English modules rather than with the teachers per se.

The interview data raised more concerns about the behaviour of academic staff. The comments found in students’ interview responses show that a teacher’s words and actions had strong effects on students’ attitudes towards their teachers as a whole. The following example concerns how one academic lecturer’s behaviour affected the students’ learning experience in a way which was not apparent in the questionnaire
survey. Helen, Angela and Cathy (see section 6.5.2) all reported how negative experiences with one of their academic lecturers had severely affected the students.

Although the interview data provided some evidence of students’ motivational change in their attitudes towards academic teachers, the comments were restricted to a particular member of the academic staff who had criticised students. This would explain why the questionnaire survey did not show any statistical evidence of student motivational change in attitudes towards academic teachers more generally.

The students held high expectations of their teachers. In their opinion, the teachers should be ‘professional’, ‘knowledgeable’ and ‘considerate’. They did not expect direct criticism of their language ability. As many students were aware of their poor English, they expected ‘understanding’ and ‘tolerance’ from their teachers. When they received criticism rather than help, students perceived that the teachers were discriminating against them as Chinese students.

One student’s negative experience can easily be passed on to the peer group and may result in different reactions. Coming from a Confucian-heritage culture, in which the teaching is teacher-centred and the teacher plays the role of parent, guide and friend, some students feel lost and neglected without the teachers’ help and guidance. Their attitudes toward the teachers and their previous expectations were profoundly affected by their negative experiences.

7.4.2 Cooperativeness
The results of a paired sample t-test (N=158) conducted to evaluate the section concerning Cooperativeness. \( p = 0.11 \) indicate that students’ attitudes towards group work have become significantly less positive.

The interview data were consistent with the questionnaire survey findings, strongly supporting them. When the students were asked to talk about their experience of group cohesion and group work, plenty of stories came out. One reason why students’ attitudes towards group work became less positive was that they did not integrate into their courses very well. Because of the nature of 2+1 courses, all students on such courses come to the host country to study in their third year. Many things were new to them when they arrived in the UK. They did not know any other students in the same course apart from their Chinese peers. It was important for them to integrate into the class, but it was also difficult for them to do so. At the beginning of the semester, many of the students felt like outsiders when they went to their other academic classes. They did not have the same feeling when they went to their English class, because all the students were Chinese and they all came from the same college.

Another reason for the declining ratings of group work may have been the gap between the students’ expectations and reality. At the beginning of the course, most of the students believed that working with students from different nationalities could help them to improve their English. When communication problems occurred or when they failed to achieve such high grades when working as a group, most of the Chinese reported that they preferred to work with fellow Chinese students to avoid communication problems. These underlying reasons could not have been revealed without conducting the face-to-face interviews.
7.5 Chapter summary

This chapter has compared the questionnaire survey findings with the interview findings and has revealed how the two research methods can support each other. The combination of qualitative and quantitative data definitely provides a fuller understanding of how and why students’ language learning motivation changes during the transition from their home culture setting to the host culture setting of the UK.

The qualitative data provided additional information that the questionnaire could not provide. Culture related issues arising from specific incidents were one area which could not be examined through the questionnaire survey, but could be explored in the interviews. In this study, the interview data showed clear evidence that some students (like Angela, Anna, Kate, Jo, Steven, Jenny and Kevin, see section 6.4.2) had experienced academic culture shock or instances of cultural difference. Culture can directly influence the pursuit of achievement. However, the change from the familiar home culture to the less familiar UK culture also indirectly influences students’ learning. It is true that many situations on overseas study programmes evoke the anxiety associated with risk of failure. Facing the challenges of studying in a different culture prompts students to reappraise their learning goals because they are put in a less familiar situation that at first may seem impossible to grasp.

By combining quantitative and qualitative data from questionnaires and interviews, this study has cast light on the general trend of students’ motivational changes, how and why their motivation changed during the transition from the home culture setting to the host culture setting of the UK and the patterns underlying these changes.
Chapter 8 Conclusions and Recommendations

8.1 Introduction

English language learning motivation has attracted increasing attention in applied linguistics. Indeed, over the last four decades, many theories and frameworks have been developed to better understand how motivation plays a role in the process of language learning. However, few attempts have been made to investigate the dynamic aspect of language learning motivation and no empirical studies have been carried out to verify Dörnyei’s (1994a) three-level framework. Furthermore, a new form of course structure that has emerged recently in the UK - namely 2+1 degree courses involving students from the People’s Republic China - has not, as yet, attracted much attention from researchers.

This research thesis attempted to address these two neglected areas by using questionnaire surveys and interviews. Its main aim was to find out whether students’ language learning motivation changed during the transition from their home culture setting of China to the host culture of the UK; how and why these changes happened and whether there were any patterns underlying these changes.

The research objectives were achieved, first, by a review of background literature in
the areas of language learning motivation and the characteristics of Chinese students. Based on this review, a language learning motivation questionnaire and a series of interview questions were developed. The questionnaire was used to collect empirical data to investigate whether students’ language learning motivation changed during the transition. Its key findings were checked through face-to-face interviews, and the triangulated data provided more reliable and dependable evidence of Chinese students’ language learning motivation and the nature of the dynamic aspect of language learning motivation.

This chapter presents the main findings of this study, the ways in which this research has contributed to knowledge with practical recommendations, both for students and for the University of Bedfordshire. Finally, I identify limitations of the research and suggest areas for further study.

8.2 Main findings of this study

1. To identify whether students’ English learning goals and orientations change over time

The questionnaire suggested that students’ English learning goals and orientations did not change over time. They remained highly and instrumentally motivated. The interview data confirmed this, further revealing that learning English for future career opportunities was the priority for most students. The finding that students retained a high level of instrumental orientation was as expected. As explained in Chapter 2, one of the reasons that Chinese students study abroad is to receive a foreign university degree and to gain high English language proficiency. This is in order to gain an advantage in the competition for careers post graduation. The findings also reflect
Chinese culture, which is high in long-term orientation (Hofstede, 2001). People tend to pursue long-term goals. Chinese students tend to learn English, not for fun or out of pure interest, but rather in order to gain access to a better life.

However, I expected to find that students’ language learning orientations would develop beyond the instrumental following a period of immersion in the UK. I anticipated that students’ level of integrative motivation would increase as they moved from their home cultural setting to the host cultural setting and received exposure to authentic English language and culture. However, the questionnaire findings did not show any significant changes and the interview results indicated that only a few students changed their orientations as a result of the 2+1 experience.

2. To identify at which level language learning motivation changes the most

The questionnaire survey findings suggested that students’ language learning motivation changed most at the Learner Level and the Learning Situation Level of Dörnyei’s (1994a) three-level framework. The interview data provided rich evidence to explain why language learning motivation changed most at these two levels and highlighted factors affecting the changes.

Students’ self-confidence was expected to change as they progressed from being very anxious about using English at the beginning of their courses, to being much more confident at the end of their courses. In Dörnyei’s three-level framework, there are four components under the subcategory of self-confidence, including language use anxiety, perceived L2 competence, causal attributions and self-efficacy. The questionnaire findings suggested that there was a significant change in students’ self-efficacy, both in their academic studies and in their English studies. Their self-efficacy decreased over time. In other words, students’ confidence in their ability to perform
on the courses decreased. By talking to the students in the interviews, I discovered that their changes in self-efficacy were closely related to their language use anxiety, self-confidence and perceived L2 competence. They expressed how they worried about their low language proficiency and how their communication problems affected their self-confidence. The interview data provided rich evidence to suggest that students’ language learning motivation has changed at this level, not only specifically in relation to self-efficacy, but also involving self-confidence, language use anxiety and perceived L2 competence. For example their language use anxiety still remained high after they had been studying on their courses for over six months.

The Learning Situation Level seemed to have a more prominent role in the language learning experience than the Language Level and the Learner Level. The questionnaire survey findings showed that there were significant changes in students’ attitudes towards their EAP teachers and towards group work. The high number (679 out of 1236) of interview comments stemming from the Learning Situation Level suggested that the course content, structure, teachers, teaching style and group work were issues of particular importance to the students. In many cases, the classroom or the university more widely provided the only opportunity for language students to make extensive contact with the target language and culture. Indeed, for some students on the 2+1 programme, university was the only place where they came into prolonged contact with English language and culture.

Course design, course content, course structure, teaching styles, student-teacher relationships and group work are closely related to their learning experience in the UK. The interview data revealed that students’ attitudes towards their course, teacher and group work, whether positive or negative, influenced their language learning motivation.
It was expected that the language learning situation would have an effect on learners’ learning motivation, especially given that their learning environment had changed from their familiar Chinese culture to the different UK culture. Neither the questionnaire nor the interview findings suggested that the change in cultural setting had a major influence on their language learning, perhaps because, as many students reported, contact with local people and culture was very limited. Most of the students shared their accommodation with their Chinese peers. They always communicated in Chinese, visited Chinese websites and watched Chinese films or dramas. Listening to lectures and participating in seminars were some students’ only opportunities to make contact with English language and culture. Therefore, factors related to the classroom or the educational setting became especially important to the students and the Language Learning Situation Level had a more prominent role in the language learning experience than the Language Level and the Learner Level.

3. To discover whether there is any motivational pattern emerging over time

The data collected from the questionnaire identified that students’ language learning motivations did change over time, especially at the Learner Level and the Language Learning Situation Level. How and why these students’ language learning motivation changed over time and the factors that affected these changes could only be fully understood by talking to the students through in-depth face-to-face interviews. By this means, a series of patterns in how students’ language learning motivation changed over time was revealed, as well as motivational perspectives on L2, academic development and factors affecting L2 motivation. Examples of these changes include the following (fuller details are set out in section 6.3.5, 6.4.3, 6.6):

Motivational change over time
Contrary to expectation in the area of course design. Students expected their English class would help them to improve their English rapidly and efficiently support their other academic subjects. However, many students expressed their disappointment with the English course and how the ensuing grade could affect their final results and classification.

Contrary to expectation in the area of teacher authority. Students used to the teacher-centred teaching style and doing what their teacher asked them to do. They expected to receive confirmed correct or wrong answers from their teacher. However, they usually receive guidance rather than clear answers. Students also compare their previous teachers with their current teachers. Interview data suggested that less positive experience with teacher could make students question their teacher’s authority, knowledge and teaching ability.

Negative attitudes towards the host community

Motivational perspectives on L2 and academic development

- Autonomous learning is particularly important
- Self-control and self-discipline are very important
- Like to do well in academic English
- Improving teamwork skills is very important
- Improving L2 communication skills is particularly important

Factors affecting L2 motivation

- Negative experience of communicating with academic staff
- Lack of awareness of cultural differences
- Inadequacy of English proficiency
Large numbers of Chinese students enrolled in the same course

Special characteristics of the 2+1 programme. Students of the 2+1 programme study their first two year in China and 3rd year in the UK. For those who successfully complete their 3rd year, students will receive a UK diploma. A large number of students enrol on the same course, so that there is a high ratio of Chinese students in a single class. Students expected to meet many English native students or other foreign students and improve their English and communication skills quickly. Contrary to their expectation, the majority of their classmates were Chinese students studying on the 2+1 programme. These students study together and live together, so they spent a high proportion of their time speaking in Chinese. Some students indicated that they felt their English proficiency had not improved.

Allegations of unfairly low marking by a particular teacher

8.3 Main contributions to knowledge

It is possible to identify three distinct contributions to knowledge that have come out of this research. These are:

1 Contribution 1 -- empirical evidence supportive of Dörnyei’s (1994a) three-level framework of L2 motivation.
2 Contribution 2 -- identification of language learning motivation change during the transition from the home cultural setting to the host cultural setting of the UK
3 Contribution 3 -- identification of patterns underlying language learning motivation change
4 Contribution 4 – support for the combination of quantitative and qualitative methods in motivation research
Each of these contributions will be described in detail in the following section.

8.3.1 Contribution 1- verification of Dörnyei’s (1994a) three-level framework of motivation by providing empirical evidence

The review of the literature shows that very little empirical research has considered the dynamic perspective. Although there are plenty of studies concerning motivation to learn a foreign/second language in general, and many existing effective motivational principles and guidelines that can help language teachers, it still remains a question whether the results of motivation research in general can be directly transferred into educational guidelines and recommendations.

In order to make motivation theory more appropriate to educational settings, a growing number of scholars (e.g. Brown, 1990, 1994; Crookes and Schmidt, 1991; Dörnyei, 1994a, 1994b; Oxford and Shearin, 1994, 1996; Schmidt et al., 1996; Ushioda, 1994, 1996a; Williams, 1994) have engaged in filling the gap between general and L2 motivational theories and have developed many L2 motivational frameworks. One of these frameworks is Dörnyei’s (1994a) three-level framework, which was intended to provide a comprehensive construct relevant to L2 classroom motivation to synthesize various lines of research by offering an extensive list of motivational components categorized into three main dimensions. Since the framework has been developed, very little research has been carried out to see how it can be used in the L2 field.

This study fills this gap through conducting a questionnaire survey and further face-to-face interviews with Chinese students studying on a 2+1 collaborative programme
in the UK. The questionnaire survey offers valuable evidence to verify the components at different levels. This study has shown that it is feasible to investigate L2 motivation at the Language Level, Learner Level and Learning Situation Level. The results have shown that Dörnyei’s framework is a useful interpretive tool for fully understanding L2 learning motivation at different levels. Key findings emerging from the survey are further validated and elaborated through the semi-structured face-to-face interviews.

The interview results and the key findings of the questionnaire survey were triangulated to provide a more comprehensive understanding of Chinese students’ motivational changes over time.

The empirical evidence collected from the survey and interviews supported the value of the Dörnyei three-level framework, and confirmed that Chinese students are mainly instrumentally motivated. The three-level motivational framework does not only work for classroom settings (as intended by Dörnyei), but also works for students learning a language in a target language community (as is the case for these 2+1 students).

8.3.2 Identification of language learning motivation change during the transition from home cultural setting to the host cultural setting of the UK

Motivation is widely treated as a stable emotional or mental state, because it is usually measured by administering a questionnaire at a single point. In response to the challenge of describing motivational processes over time, a few scholars (Dörnyei, 1998; Ushioda, 1998; Williams & Burden, 1997) have analysed the
dynamics of L2 motivational change and identified typical sequential patterns. However, no research has been carried out to discover whether language learning motivation changes over time using Dörnyei’s (1994a) three-level motivational framework, especially when learners move from their home cultural setting to a host cultural setting.

Most of the previous research was carried out in monocultural settings. For example, much of Dörnyei’s research was carried out in Hungary (Csizér & Dörnyei, 2005; Dörnyei, 1990, 2002; Dörnyei & Clément, 2001; Dörnyei & Csizér, 1998, 2002, 2005; Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004;) and Gardner’s’ research in Canada (Gardner, 1985; Gardner & Lambert, 1972; Gardner & MacIntyre, 1991; 1993a; 1993b; Garnder, Masgoret A-M & Tremblay, 1999).

In order to represent the dynamic nature of language learning motivation, this study adopted a longitudinal method by conducting a questionnaire survey at two points over a course, supplemented by in-depth face-to-face retrospective interviews. The same questionnaire, which was designed on the basis of Dörnyei’s (1994a) three-level motivational framework, was administered at the beginning of the course and after students had been on the course for over 6 months. A paired sample t-test was used to analyse the data to identify if students’ language learning motivation changed over time. The survey finding identified that, in general, these Chinese students’ language learning motivation did change during the transition from their home culture to the host culture, especially at the Learner Level and at the Language Learning Situation Level.
8.3.3 Identification of patterns underlying language learning motivation change

One of the objectives was to identify any patterns underlying students’ language learning motivation changes over time. This objective was achieved through conducting face-to-face interviews. The questionnaire survey findings provide statistical evidence that students’ language learning motivation did change over time. Based on the questionnaire survey finding, a series of semi-structured interview questions were designed to further investigate why students’ language learning motivation had changed and to identify the patterns underlying those changes. A series of patterns of how students’ language learning motivation changes over time, motivational perspectives on L2, academic development and factors affecting L2 motivation were revealed (for detail, see section 6.3.5, 6.4.3 and 6.6)

8.3.4 Combination use of quantitative and qualitative studies

Traditional data collection methods in the study of L2 motivation have included the use of questionnaires with closed items. Interviews have also been used to collect data, but the most common method has been the questionnaire survey.

There has been a growing recognition that a combination of quantitative and qualitative methods might work better than a single research method, because combining research methods could neutralize the shortcomings and biases of each method. The review of the literature shows that few studies have employed a combined research design in L2 motivation research. This study provides evidence of how a combined use of quantitative and qualitative research design can provide richer data than the use of one design in isolation. The mixed method design is of
particular value in exploring the dynamic aspect of L2 motivation.

8.4 Some practical recommendations for both students and the university

The results of the analysis show that Dörnyei’s framework is a useful interpretive tool for identifying how important a role motivation plays in the process of language learning. The following are some practical recommendations for both students on 2+1 programmes and for the receiving university.

8.4.1 Recommendations for students

1) Students enrolled in the China-UK collaborative programme need to accept the fact that there will be a large number of Chinese students in the class. Rather than complaining about the English learning environment, they need to recognize that they must make the effort to create and use opportunities to improve their English. For example, they should take part in the different social activities organized by the university.

2) Students need to be well prepared to encounter communication problems and to cope with the pressures of academic studies. A high IELTS score does not prove that students can cope with academic study and communicate efficiently. This study revealed that even though students had achieved the university language requirement (an IELTS score of 6.0), they still had communication problems as well as academic problems that the test might not be expected to predict.

To better understand and solve these problems, students might organize informational meetings with fellow students to discuss their learning experiences and problems and...
also to exchange ideas and successful learning strategies. Training sessions, or informal small group discussions, should be introduced to provide an opportunity for students to discuss their problems during their course. To solve problems related to language proficiency, one recommendation would be to raise the language requirement from an IELTS score of 6.0 to 6.5.

3) Students need to understand the differences between Chinese and British academic cultures. For example, they need to understand what is expected in terms of teaching/learning strategies, assessment and classroom participation from the British university. Only in this way, can they make sure their expectations are as close as possible to reality and therefore avoid disappointment.

4) Students need to understand the multicultural characteristics of the UK. There are many ways to improve English and communication skills, not only through communicating with white British people, but also people from the many different cultures found in a diverse town like Luton.

8.4.2 Recommendations for universities

1) The university should provide more information, or relevant training, about the British academic system and culture. For example, the university could help students to understand what they are expected to achieve and produce in their assessments by showing them sample academic essays with explanations of the scores awarded. The university could also ask former successful students who to talk about their experiences.

2) Academic staff need to understand Chinese students more fully and might adjust their teaching style to accommodate them. It is not only the students’ responsibility to adopt the British learning style, but also the teachers’ responsibility to adjust their
teaching style to meet students’ needs. For example, a survey study can be carried out to find out students’ attitudes towards their material, classroom management, group work, teaching style and teaching support. By doing this, the academic staff can have better understanding of students’ needs.

3) The university needs to consider redesigning the English course. This study indicated that some students did not value their academic English modules and treated their academic modules and their English language proficiency separately. Some students believed that they could pass their academic modules even though they had not achieved the language requirement. It seems there is a gap between what English teachers expect from the students and what academic teachers expect from the students. Language teachers focus on their language accuracy and all four language skills (listening, speaking, reading and writing). For their part, academic teachers may focus on content and ideas rather than specific language development. It seems there is an inconsistency between these elements of the course. Indeed, this is further demonstrated in the example of students with low English language proficiency, who still pass academic assessments. The question arises as to why it should be that a student who is apparently unable to express him/herself adequately in English (according to the grades awarded by the English language course tutors), might then be able to pass an assessment that requires him/her to present an academic issue in English.

Student comments on the nature of the English language courses suggested that there is a need to redesign the academic English module to help students efficiently cope with other academic modules, for instance International marketing, Marketing management, Small business, and Human resource management.
8.5 Some limitations of the research along with suggested areas for further research

Like any research, this study inevitably has some limitations.

Firstly, the sample selection for this study is restricted. The study only targets Chinese mainland students who study on a 2+1 programme at the University of Bedfordshire. The results may not be applicable to other UK universities with similar programmes, or other universities in different countries.

Secondly, one academic year (9 months) may be too short a period to observe language learning motivation changes. As the academic year only lasts for about 9 months (October to the following June), these students only study for less than a year in the UK. Students’ motivation might change in different ways, if they were able to spend longer in the UK.

As many UK universities offer similar 2+1 or 2+2 programmes further studies could include more Chinese mainland students who study on 2+1 or 2+2 programmes in other UK universities. This would provide more extensive and generalisable data.

Since the university setting is an important motivational factor in the language learning process for Chinese students studying in the UK, further studies are needed to identify ways in which both EFL, and academic teachers, actually try to motivate students and so to identify methods that might help practitioners to motivate students.
Bibliography


Higher education statistics (2008) [accessed October 1, 2008]


## Appendix A Summary of previous research on language learning motivation

<table>
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<tr>
<th>Author and Date</th>
<th>Participants</th>
<th>Methods</th>
<th>Measure of motivation</th>
<th>Measure of achievement</th>
<th>Analysis</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clément and Kruidenier 1983</td>
<td>871 grade 11 students distributed in eight groups participated in this study.</td>
<td>Quantitative</td>
<td>A questionnaire, which included 37 orientation items chosen from previous studies, was delivered to the subjects</td>
<td>N/A</td>
<td>Factor analysis</td>
<td>In addition to instrumental orientation, travel, friendship and knowledge orientations were found for all groups of subjects. The results did not support the construct validity of a general tendency of integrative orientation.</td>
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<tr>
<td>Kruidenier and Clément 1986</td>
<td>813 Grade 11 students partitioned into 8 groups according to combinations of 3 dichotomized social-cultural factors</td>
<td>Quantitative</td>
<td>Students were asked to rate the importance of each of 37 reasons for learning a second language and to answer a series of questions used to assess their level of motivation</td>
<td>N/A</td>
<td>Factor analyses, multiple regression, LISREL causal modeling and multivariate analysis of variance were used</td>
<td>The results show that four orientations, which did not include the integrative orientation, existed in all groups: general instrumental, travel, friendship, and knowledge orientations. It was also found that socio-cultural factors determined both the composition of some orientations and the importance of orientations in the learning process. Generally, orientations were more highly correlated with motivation in the Anglophone groups than in the Francophone groups. The friendship orientation was relatively more important in motivating Francophones that the other three general orientations. Anglophone students tended to rate the knowledge orientation as more important than did Francophones.</td>
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<tr>
<td>Ely 1986</td>
<td>75 first-year university students of Spanish in northern California.</td>
<td>Quantitative</td>
<td>Students were asked to complete a questionnaire survey that included the type of motivation scale and the strength of motivation scale.</td>
<td>N/A</td>
<td>Factor analysis</td>
<td>The results indicate the existence of two types of motivation clusters that indeed bear a resemblance to integrative and instrumental orientation. Both integrative and instrumental motivation clusters were positive predictors of strength of motivation.</td>
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<tr>
<td>Dörneyi</td>
<td>134 young adult</td>
<td>Quantitative</td>
<td>In the first part of the research, a</td>
<td>Course</td>
<td>Factor analyses,</td>
<td>Based on the results of the survey, a</td>
</tr>
<tr>
<td>1990 conference paper, Greece</td>
<td>English learners in Hungary</td>
<td>A motivation questionnaire with two sections was designed and administered: (1) items focusing on language use fields (2) Likert-type statements concerning intentions, beliefs, values, interests and attitudes. Six-point scales were used. In the second part, the effects of motivation on four criterion measures, course achievement, course attendance, extracurricular language use and further enrollment were investigated. Finally, the results obtained from beginner and intermediate students were compared to determine whether there were any significant differences in terms of motivation.</td>
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<tr>
<td>Gardner and MacIntyre, 1991</td>
<td>92 introductory psychology students were tested to learn the English/French word pairs in one of two conditions: experimental and control condition.</td>
<td>Quantitative</td>
<td>They were asked to respond to a series of items dealing with their opinions associated with learning French (based on AMTB). Those in the experimental condition could be paid $10 if they were successful in their learning of the English/French word pairs. The time spent considering each item constitutes the measure of viewing time (VT) and the time spent on viewing correct answers called study time (ST). VT, the French analysis of variance and correlations. Both integrative motivation and instrumental motivation facilitated learning. Subjects with higher levels of integrative motivation learned more words overall than did subjects with low levels, and those who anticipated a possible financial reward learned more than those who didn’t. Other results indicated that instrumentally motivated students studied longer than noninstrumentally motivated students when there was an opportunity to profit from learning, but this distinction disappeared when the incentive was removed.</td>
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<td>Gardner and MacIntyre 1993b</td>
<td>92 students of university-level who study French were paid $10 each for their participation in the research. They were tested in small groups. Each session lasted approximately 2 hours during which time.</td>
<td>Quantitative Eleven measures of attitudes and motivation were tested in three ways (7-point Likert scale, 7-point bipolar adjectival scales and single-item Guilford (1954) scales). In addition to these measures, four others were also included: foreign language class anxiety; orientation index; motivational intensity and identification.</td>
<td>Multitrait/multimethod analysis and factor analysis were used. The results indicated that the various subtests of AMTB (1985) assess the attributes they are presumed to measure. The factor analysis provided very strong support for the high order constructs – Integrativeness, Attitudes Toward the Learning Situation, Language Anxiety and Motivation. The strategy used to measure affective variables did influence their correlations with measures of achievement. The results demonstrated more communality among integrative orientation items and measures than among instrumental orientation measures. Neither correlated that highly with achievement, but the correlations were slightly higher for measures of integrative orientation.</td>
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<td>Clément, Dörnyei &amp; Noels 1994</td>
<td>A total of 301 Grade 11 students in Hungary</td>
<td>Quantitative Questionnaire assessing their attitude, anxiety, motivation toward learning English, perception of classroom atmosphere and cohesion.</td>
<td>Factor analysis and correlational analyses were used. The results confirmed the existence of a tricomponent motivational complex, consisting of integrativeness, linguistic self-confidence, and the appraisal of the</td>
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<td>Ushioda (1994)</td>
<td>20 undergraduate students taking French as one of their subjects of study participated in the study</td>
<td>Qualitative</td>
<td>An open-ended interview was adopted for the initial stage and semi-structured interview was adopted for the second stage to explore students’ motivation for learning French as reflected in students’ thought processes</td>
<td>The range of motivational variables identified is extensive enough to indicate that qualitative motivational differences do exist and are rather more complex than mere distinction between instrumental and integrative goals. The result also draws attention to the potential role of effective motivational thing in the L2 learning process. It may help answering questions of the direction of causality regarding motivation and achievement</td>
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<td>Tremblay and Gardner (1995)</td>
<td>75 students (31 males and 44 females) in a francophone secondary school</td>
<td>Quantitative</td>
<td>Various motivational and attitudinal measures were used. The questionnaire included scales from AMTB, attention and persistence measures, causal attribution measures, goal salience, and achievement measures. Students wrote a French essay. The final grades were obtained from the school records.</td>
<td>Support was found for a LISREL structural equation model linking different aspects of motivation with language attitudes, French language dominance, and French achievement. Additional motivational constructs could be incorporated into the model without influencing its basic structure.</td>
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<td>Schmidt, Boraie and Kassabgy (1996)</td>
<td>1,464 adult learners of English at the American University in Cairo, Center for Adult and Continuing Education, Egypt</td>
<td>Quantitative</td>
<td>Participants completed a 100-item self-report questionnaire consisting of six-point Likert scale. 50 items concerned motivation, the rest focused on preferences for classroom activities and learning strategies. Participants’ proficiency levels were shown as background information and were distributed across 6</td>
<td>Results suggest that there are three basic dimensions to motivation for learning foreign languages, which were Affect, Goal Orientation, and Expectancy. The analysis suggests a specific Egyptian orientation with respect to the precise definition and content of each dimension. Learner profiles with respect to these dimensions of motivation were related to classroom environment. All three components were associated with achievement, self-confidence and anxiety showed no relationship to classroom atmosphere.</td>
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<td>Gardner, Tremblay</td>
<td>102 university students enrolled in introductory French course</td>
<td>Quantitative</td>
<td>Participants were tested in two stages: 1) a questionnaire containing measures of attitudes, motivation, achievement, 2) a questionnaire containing measures of anxiety, learning strategies, aptitude and field dependence/independence. 7-point Likert scale was used. Next a short language history questionnaire was asked to complete.</td>
<td>Factor analysis, correlational analysis and causal modeling were used.</td>
<td>A structural equation model based on the socio-educational model of second language acquisition accounted for the relationships between attitude and motivation measures. The results indicated substantial links among the affective measures and achievement.</td>
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<td>Belmechri and</td>
<td>93 Francophone high school students learn English as a second language.</td>
<td>Quantitative</td>
<td>An adopted form of Clément and Kruidenier’s (1986) Likert-type scale questionnaire was used.</td>
<td>Factor analysis and a multiple regression analysis were run.</td>
<td>The results indicated that students’ orientations were: travel, understanding/School (for academic purpose—instrumental), friendship, understanding (for understanding English art), and career (instrumental). The existence of integrative orientation was denied because of the subjects’ negative desire to become a member of the Anglophone community.</td>
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<td>Gardner, Masgoret &amp; Tremblay 1999</td>
<td>1999</td>
<td>109 (75 males and 34 females) native English speakers enrolled in an introductory psychology course at the University of Western Ontario</td>
<td>Quantitative</td>
<td>They completed a questionnaire containing three sections: 1) dealt with antecedent variables and asked about respondents’ experiences learning French in high school; 2) asking about their current language learning attitudes and motivation, their belief self-perceptions of French proficiency; 3) evaluation of French speakers. A modification of the Can Do measure (1984) was used. They rated their ability on a 7-point scale. A high score indicates a high level of proficiency. Structural equation modeling. The results suggest a link between the cultural background and early attitudes towards the learning situation and current perceived levels of proficiency in the French language, attitudes towards French-speaking individuals and motivation to learn French.</td>
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<td>Nikolov 1999</td>
<td>1999</td>
<td>A total of 84 children between the ages of 6 and 14 in three cohorts, 45 of them included for the full length of eight years</td>
<td>Qualitative Longitudinal</td>
<td>Short questionnaire consisting of six open-ended questions, asking about the reason for learning English and the Children’s likes and dislikes concerning the learning situation. The questionnaire was administered to the children once every year during an English class, after which there was a follow-up session in which the teacher (also the researcher) discussed the responses with the children, and took notes of the main issues raised. Answers to the questions were analysed according to the main themes they contained, and the frequency of similar themes was tabulated. Following this, the results obtained from the three age groups (6-8, 9-11, 12-14) were compared. The most important motivating factor for all the age groups were situation-specific (i.e. attitudes towards the learning context, the teacher, the tasks and the materials), and these has a stronger motivational impact than integrative or instrumental motives. Knowledge as an aim gradually overtook the role of extrinsic factors like rewards and approval. Instrumental (utilitarian) motives emerged around the age of 11-12 but remained vague and general.</td>
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<td>William and Burden 1999</td>
<td>1999</td>
<td>36 learners of French in three English schools. An equal number of boys and girls were selected randomly from four age groups, stratified by three</td>
<td>Qualitative</td>
<td>Semi-structured one-to-one interviews of about 20-25 minutes with each participant in a quiet area in his or her school. The tape-recorded and transcribed data were content analysed in a grounded manner; that is no predetermined categories were imposed on the data. The students’ responses were listed in specific. The French teacher in each case graded the children as high, moderate or low in ability. The tape-recorded and transcribed data were content analysed in a grounded manner. The results indicated that most of these learners tended to judge their success by external factors such as teacher approval, marks, or grades, and that the range of attributions increased with age. Many of the attributions mentioned, however, were superficial in nature. It appears that the teacher plays a significant role in the development of students’ attributions.</td>
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ability bands (low, moderate and high).

descriptive phrases, after which the two researchers independently searched for natural groupings and overreaching constructs. These were then compared and discussed until a consensus on the groupings was reached.

**Dörnyei and Kormos 2000**

**Participants:** 46 Hungarian students studying English at an intermediate level in five classes in two Budapest secondary schools.

**Methodology:** Quantitative

Two self-report questionnaires. The first one addressed attitudinal/motivational issues, consisting of 32 Likert-type scales. The second one contained a scale assessing the level of group cohesiveness in the students’ learner group. The questionnaires were administered in class and the communicative tasks were conducted in dyads and were recoded by Dictaphones. The recordings were transcribed. Task engagement was taken to be reflected by the number of words and turns produced by the learners. The questionnaire data were computer coded.

Participants’ global language proficiency was measured by using a C-test.

The quantity of learner engagement was measured by the number of words and the number of turns produced by the participants. The questionnaire data was computing coded. Then correlational analysis was used to analyse the interrelationship between task performance and other variables.

Implications are drawn with regard to language teaching and to the nature of the learning environment.

Motivational variables (particularly the situation-specific motives) were found to make a significant impact on the learner’s task performance, with several of the correlation coefficients approaching 0.50. Correlations were considerably higher in the high task-attitude half of the sample than among students who did not consider the particular task interesting and useful. Task performance has no significant correlations with any of the social variables or with L2 proficiency.

**Noels, Pelletier and Vallerand 2000**

**Participants:** 159 English speakers who were learning French as L2 and registered in English psychology classes at a French-English bilingual university. Age were from 18 to 50, with a means

**Methodology:** Quantitative

A questionnaire with three sections: Clément and Kruidenier’s (1983) orientations; Intrinsic motivation, extrinsic motivation and amotivation; Antecedents and consequences of self-determination.

N/A

Factor analysis and correlational analysis

The results generally supported the psychometric integrity of the scale of intrinsic and extrinsic motivation for L2 learning. 7 correlated motivational subscales corresponded with different orientations. The findings suggested a mechanism to explain their importance for learners’ effort and achievement in the L2.
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<th>Study</th>
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<tr>
<td>Noels, Clément and Pelletier 2001</td>
<td>59 Québecois university students in a summer English immersion course</td>
<td>Quantitative</td>
<td>Students completed a questionnaire addressing their reasons for language learning, perceptions of autonomy and competence, effort expended in language learning, determination to pursue English studies, and course achievement.</td>
<td>N/A</td>
<td>The results of correlational analyses supported the predicted relations between theoretical antecedents and consequences of intrinsic and extrinsic orientations. The integrative orientation correlated most strongly with the intrinsic orientation. Variations in orientations that predict motivational intensity may indirectly predict English achievement.</td>
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<td>Daguo, Li 2001</td>
<td>4 Chinese research students</td>
<td>Qualitative</td>
<td>Data were collected by using semi-structured interviews at two points in time during their first year in the UK. Oral/aural English proficiency was tested.</td>
<td>The interview data were scrutinized and relevant themes and patterns were identified.</td>
<td>Main findings are: they believed that learning English was important; their main goal orientation were instrumental and extrinsic; they set learning goals and persisted to attain them; they valued their current learning environment in general and saw it as supportive of their goals; they held both positive and negative attitudes towards the British, which had differential effects on their motivation; their self-perceived support seemed to have a positive impact on their motivation and the development of self-confidence; they tended to attribute their success to stable cause such as the environment and failure to unstable but controllable causes such as effort.</td>
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<td>Ushioda 2001</td>
<td>20 students who took French (L2) as part of their undergraduate</td>
<td>Qualitative</td>
<td>Open-ended and semi-structured interview were used. The data was conducted in two stages, separated by 15-16 months. In the first round, the</td>
<td>Content analysis and Spearman rank</td>
<td>Subjects’ grade averages in post-primary public examinations in. The findings showed that subjects’ working conceptions of motivation seemed to be shaped by different temporal frames of reference, with the majority ascribing...</td>
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degree program at Trinity College Dublin. They had been learning French at school for 5-6 years. The purpose was to explore subjects’ own working conceptions of the factors motivating them to learn French. In the second round, it was to analyze their thinking in relation to aspects of motivational evolution and experience over time. Each interview lasted 15-20 minutes and was recorded. Correlation coefficients were calculated between each of the two French language measures and the respective degrees of emphasis attributed to the motivational dimensions. French were obtained and two French C-test average score.

Dörnyei & Csizsés 2002

- 8,593 13/14-year-old Hungarian pupils on two occasions, in 1993 and 1999
- Quantitative Longitudinal
- They completed a questionnaire with 37 items to assess various student attitudes toward five target languages (English, German, French, Italian and Russian) and toward six L2 communities, various aspects of the students’ language learning environment and background.
- Factor analysis and ANOVA
- N/A

- 1. The construct identified in 1993 to describe Hungarian school children’s general L2 motivational disposition—comprising: Integrativeness, Instrumentality, Direct contact with L2 speakers, Cultural interest or indirect contact, and vitality of L2 community—remained virtually unchanged
- 2. The documentation of a ‘language globalization’ process as reflected through its impact on L2 motivation. World English learning appears to be maintaining its high educational profile, and the study of non-world languages is declining.
- 3. Results concern the dynamics of motivational evolution at a national level. The increased contact with foreigners and
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<td>Gardner, Masgoret, Tennant &amp; Mihic 2004</td>
<td>Quantitative</td>
<td>197 students (77% female) enrolled in the nine sections of French course</td>
<td>They completed an adapted version of AMTB, a demographic questionnaire and a permission form to obtain their grades in their first session. Then six questions were asked related to state motivation and state anxiety in other sessions. Language achievement was tested based on 8 assessments throughout the academic year. Single-factor repeated-measures analyses of variance, Tukey honestly significant difference (HSD), single-factor multivariate analysis of variance, a series of univariate analyses of variance, two-factor split-plot multivariate analysis were used.</td>
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<td>Shoaib and Dörnyei 2005</td>
<td>Qualitative</td>
<td>15 female and 10 male participants, between the ages</td>
<td>A semi-structured interview type was adopted. The interviews took 15-20 minutes and were recorded and transcribed. It followed a ‘template approach’ to data processing. Findings support that motivation is not a stable state but a dynamic process that fluctuates over time. A variety of factors affect motivational state changes.</td>
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of 18 and 34. They were of mixed nationalities, were actively engaged in developing their English proficiency either by themselves or through institutionalized learning. There were two parts of questions: general questions to gain background knowledge and to set the scene; questions concentrated on how the interviewee’s motivation changed over the years.

Chi-keung Michael Kam 2006 247 students attending weekend Chinese schools in Sydney and 628 Hong Kong counterparts

Quantitative Students completed a questionnaire (65 items) adapted from AMTB

They were asked to rate their English performance in reading, writing, listening and speaking, plus attempt English and Chinese papers to assess their language proficiency.

Factor analysis of SPSS and confirmatory factor analysis of LISREL were used.

The results showed high relationship between motivation and achievement. The integrative motivational attitudes are highly influential on their motivation. The latent variable goal setting was not significant in determining the students’ motivation in English learning. The proficiency of students’ English and Chinese indicate negative relationship with the expected achievement.

transcribed. There were two parts of questions: general questions to gain background knowledge and to set the scene; questions concentrated on how the interviewee’s motivation changed over the years.

is a special organizing style of interpretation that uses an analysis guide, or template, as the starting point.

that had either a negative or a positive impact on their motivational disposition. Several salient ‘motivational transformation episodes’ were identified. The learning histories can shed new light on the L2 motivational complex by presenting the various motives that normally considered in isolation in a contextualized and interrelated manner.
Appendix B (Chinese version)

英语学习动机问卷调查

姓名 ___________________________ (Pinyin or Chinese) 学号 ___________________________

性别: 男 □ 女 □ 所学课程 ___________________________

E-mail __________________________________________________________________________________

住宿类型
□ 与中国人合住 □ 与来自不同国家的人合住 □ 寄宿英国人家 □ 其他 ____________________________

你有无兼职工作?
□ 有 □ 没有

如果有，与你一起工作的人是?
□ 大多数人讲中文 □ 大多数人讲英语

入学雅思分数 ___________________________

你最后一次雅思考试是什么时间 ___________________________

请根据你本人所了解的情况和你的个人感受,并按照问卷的要求选择在多大程度上（由 1 至 7 表示）同意或不同意下列条目。例如，“学习英语很难”，如你非常不同意，请选择 1。如你非常同意，请选择 7。如介于中间，请根据程度选择 2-6。读完每项条目后,请给出你即时的知觉。

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英语学习对我来说是重要的，因为

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<td>它将促进我的学习和研究</td>
<td>7</td>
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<tr>
<td>17</td>
<td>有利于今后的工作</td>
<td>6</td>
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<td>18</td>
<td>有利于在许多国际场合发挥作用</td>
<td>5</td>
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<tr>
<td>19</td>
<td>熟练掌握一门外语-英语，会让我占有优势</td>
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<tr>
<td>20</td>
<td>能帮我更有效地与讲英语的人交流</td>
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<td>能帮我更好地了解讲英语的人以及他们的文化</td>
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<tr>
<td>22</td>
<td>有助于我取得学位</td>
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在课堂上

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<td>自告奋勇回答问题会令我尴尬</td>
<td>7</td>
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<tr>
<td>24</td>
<td>当我说英语的时候我对自己从来没有把握</td>
<td>6</td>
</tr>
<tr>
<td>25</td>
<td>我总感觉其他同学比我英语讲得好</td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td>讲英语时，我会感到紧张</td>
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</tr>
<tr>
<td>27</td>
<td>讲英语时我怕其他同学嘲笑我</td>
<td>3</td>
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</tbody>
</table>

在英国，就我的专业课学习而言，我确信

<table>
<thead>
<tr>
<th>号码</th>
<th>句子</th>
<th>等级</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>我能掌握所教授的知识和技能</td>
<td>7</td>
</tr>
<tr>
<td>29</td>
<td>我会比在中国时做得更好</td>
<td>6</td>
</tr>
<tr>
<td>30</td>
<td>我会取得优秀的成绩</td>
<td>5</td>
</tr>
<tr>
<td>31</td>
<td>我有能力学好</td>
<td>4</td>
</tr>
</tbody>
</table>

在英国，就我的英语学习而言，我确信

<table>
<thead>
<tr>
<th>号码</th>
<th>句子</th>
<th>等级</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>我能掌握所教授的知识和技能</td>
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</tr>
<tr>
<td>33</td>
<td>我会比在中国时做得更好</td>
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</tr>
<tr>
<td>34</td>
<td>我会取得优秀的成绩</td>
<td>5</td>
</tr>
<tr>
<td>35</td>
<td>我有能力学好</td>
<td>4</td>
</tr>
<tr>
<td>36</td>
<td>总体上说我的英语会比在中国时提高得快</td>
<td>3</td>
</tr>
</tbody>
</table>

在学习过程中

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<tr>
<th>号码</th>
<th>句子</th>
<th>等级</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>与其他同学竞争时我学得最好</td>
<td>7</td>
</tr>
<tr>
<td>38</td>
<td>我想比班里的其他同学做得好</td>
<td>6</td>
</tr>
<tr>
<td>39</td>
<td>目前对我来说在班里取得好成绩是最重要的</td>
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你对所学专业课的态度

<table>
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<th>句子</th>
<th>等级</th>
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<tbody>
<tr>
<td>40</td>
<td>课程与我的专业紧密相关</td>
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</tr>
<tr>
<td>41</td>
<td>我满意我所学的</td>
<td>6</td>
</tr>
<tr>
<td>42</td>
<td>教学大纲设计的合理</td>
<td>5</td>
</tr>
<tr>
<td>43</td>
<td>我的老师了解学生的需求并相应备课</td>
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</tr>
<tr>
<td>44</td>
<td>我的老师考虑学生的学习风格</td>
<td>3</td>
</tr>
<tr>
<td>45</td>
<td>我的老师关心我课程的进步情况</td>
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</tbody>
</table>
## 你对所学**英语语言课程**的态度

<p>| | | | | | | | | | | |</p>
<table>
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<tr>
<th></th>
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<tr>
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<td>我满意我所学的</td>
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<td>6</td>
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<td>教学大纲设计的合理</td>
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<td>我的老师了解学生的需求并相应备课</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>51</td>
<td>我的老师关系课程的进展情况</td>
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<td>4</td>
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</table>

## 就小组学习而言

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>我喜欢和别人一起学习</td>
<td>7</td>
<td>6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>当我参与小组学习时我收获大</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>54</td>
<td>我喜欢和别人一起合作做作业</td>
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</tr>
<tr>
<td>55</td>
<td>在课堂上与他人合作的学习效果最好</td>
<td>7</td>
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<td>5</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>与别人合作时，我的工作进展更快</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ If you would like to be contacted for a further interview, please tick the box.
如果您愿意接受采访，请打勾。

感谢您的帮助！
Appendix C (English version)

English Learning Motivation Survey

Name ___________________________                   Student Number ___________________________

Gender:  F □     M □                   Course _________________________________________

E-mail __________________________________________________________________________________

Type of accommodation
□ sharing with Chinese people
□ home stay with an English family

□ sharing with people from different countries
□ other ______________________________

Do you have a part-time job?
□ Yes          □ No

If your answer is Yes, who are you working with?
□ Mostly people who speak Chinese
□ Mostly people who speak English

Overall IELTS score __________________________________________________

When did you take your last test _______________________________________

Please scale the following statement according to what you know (1 to 7) and how you feel personally. For example, ‘Learning English is difficult’, if you strongly disagree with it, please choose 1. If you strongly agree with it, please choose 7. Or choose one between 2 and 6 accordingly.

<table>
<thead>
<tr>
<th>Your attitudes toward local people you meet, they</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 are earnest</td>
<td>7</td>
<td>6</td>
<td>5</td>
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<td>3</td>
</tr>
<tr>
<td>2 are warm-hearted</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3 are patient</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>4 are polite and gentlemanlike</td>
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<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>5 are arrogant</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6 have a prejudice against Chinese</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>
### Your attitude toward English Learning

<table>
<thead>
<tr>
<th></th>
<th>I like learning English</th>
<th>Learning English is frustrating</th>
<th>Learning English is a waste of time</th>
<th>I would rather spend time doing other things than learning English</th>
<th>I hate learning English</th>
<th>Learning English is enjoyable</th>
<th>Apart from learning English in schools or at university in China, Chinese learners should learn the language in an English-speaking country</th>
<th>I don't care about improving my English, as long as I can pass my course</th>
<th>Learning English is a burden</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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</table>

### Learning English important for me, because it will

<table>
<thead>
<tr>
<th></th>
<th>facilitate my studies and research</th>
<th>be useful in my future job</th>
<th>be useful on many international occasions</th>
<th>give me great prestige to be good at English as a foreign language</th>
<th>enable me to interact more effectively with English-speaking people</th>
<th>enable me better understand English-speaking people and culture</th>
<th>help me to get my degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>7</td>
<td>6</td>
<td>5</td>
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<td>5</td>
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</tr>
</tbody>
</table>

### In the class,

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<tr>
<th></th>
<th>it embarrasses me to volunteer answers</th>
<th>I never feel quite sure of myself when I am speaking English in my class</th>
<th>I always feel that the other students speak English better than I do</th>
<th>I get nervous when I am speaking English in my class</th>
<th>I am afraid the other students will laugh at me when I speak English</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>
In the UK, for my academic studies, I am sure that

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>I can master the skills being taught</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>I will be able to do better than when I was in China</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>I will receive an excellent grade</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>I have the ability to study well</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
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</table>

In the UK, for my English learning, I am sure that

<table>
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<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
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<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>I can master the skills being taught</td>
<td>7</td>
<td>6</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>34</td>
<td>I will receive an excellent grade</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>35</td>
<td>I have the ability to study well</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>36</td>
<td>in general, my English can improve quicker than was in China</td>
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<td>6</td>
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<td>4</td>
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</tr>
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</table>

During my study

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<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>I learn best when I am competing with other students</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>38</td>
<td>I want to do better than the other students</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>39</td>
<td>getting a good grade in this class is the most important thing for me right now</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
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<td>2</td>
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</tbody>
</table>

Your attitude towards the academic modules you are studying

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<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>The course I'm studying is directly relevant to my degree course</td>
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<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>41</td>
<td>I am satisfied with what I am studying</td>
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<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>42</td>
<td>The syllabuses are designed very appropriately</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>43</td>
<td>teacher knows the students' needs and plans the lessons accordingly</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>44</td>
<td>My teacher takes more account of the students' learning styles</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>45</td>
<td>My teacher cares about my progress on the course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Your attitude towards the English class

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 The course that I'm studying is directly relevant to my degree course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>47 I am satisfied with what I am studying</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>48 The syllabuses are designed appropriately</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>49 My teacher knows the students' needs and plans the lessons accordingly</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>50 My teacher takes more account of the students' learning style</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>51 My teacher care about my progress on the course</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Your attitude towards group work

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Not sure</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>52 I prefer to study with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>53 I learn more when I study with a group</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>54 I enjoy working on an assignment with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>55 In class, I learn best when I work with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>56 I get more work done when I work with others</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

If you would like to be contacted for a further interview, please tick the box. 
如果您愿意接受采访，请打勾。

Thank you very much for your help!
Appendix D Participant Consent Form

PhD Research Project:
Understanding change in Chinese undergraduate students’ language learning motivation during the transition to UK Higher Education

Participant Consent Form

Name of Participant ________________________________

1. I consent to participate in the above project, the details of which have been explained to me.

2. I authorise the researcher (Qian Zhang) to audio record my interviews as described in the information sheet provided.

3. I hereby give the research (Qian Zhang) the right to use the data I provide for the PhD research, conference papers, journal articles and other academic publications.

4. I acknowledge that the possible effects of this research have been explained to me to my satisfaction.

5. I have been assured that the data will be collected at times that are convenient to me within the constraints of my academic course.

6. I understand that, unless I specifically request it, I will not be identified in the PhD thesis nor in any presentation or publication and that all the information I provide will be treated as confidential.

7. While accepting the above arrangement, I wish the following further restrictions to be placed on the use of the data I contribute to this research project:

I do/do not (delete as appropriate) wish my name to be used in connection with the data I contribute to this research project.

Signed: _______________________

Date: ________________________
Appendix E

Guide for Interview Questions (English and Chinese)

1. Why did you choose to study a 2+1 programme?
   您为什么选择 2+1 这个课程项目？

2. Could you please tell me something about your previous experience of English learning?
   能谈一谈您过去学习英语的有关经历吗？

3. How do you feel about the course you are attending currently?
   您对目前所学的课程感觉如何？

4. How do you think about your teachers here?
   您认为这儿的老师怎么样？

5. How do you feel about the local people?
   您对当地人感觉如何？

6. Do you like the University and learning environment here? Why?
   您喜欢这个学校和这里的学习环境吗？

7. What do you think of the local environment?
   您觉得周围环境怎么样？

8. How would you describe your current state for learning English?
   您怎样描述您目前学习英语的状态？

9. Have you experienced any learning motivational changes since you came here?
   自从来到这儿以后，您有没有经历过什么学习动机的变化？

10. Have you experienced anything that have had an impact on the way your feel about learning English or your feel about English people?
    您有没有经历过什么事情让您改变了您学习英语的方式或对英国人的态度？