

# Investigation into Motivation Types and Influences on Motivation: The Case of Chinese Non-English Majors

Lei Zhao

School of Foreign Languages, Yunnan University

2 North Cuihu Road, Kunming 650091, Yunnan Province, China

E-mail: zhaolei-35@163.com

Received: November 17, 2011

Accepted: December 13, 2011

Published: March 1, 2012

doi:10.5539/elt.v5n3p100

URL: <http://dx.doi.org/10.5539/elt.v5n3p100>

## Abstract

Motivation is one of the most important factors affecting students' performance of English learning, which is widely concerned by foreign language teachers and researchers for a long time. However, how to promote students' motivation in learning English by knowing their English learning motivation types at the initial stages and the factors that influence their sustaining motivation in the long process of English learning is still in need of exploration in the Chinese context. The paper aims to investigate Chinese non-English majors' motivation in English learning to facilitate teachers' understanding of ways to increase it.

**Keywords:** English learning, Non-English majors, Motivation

## 1. L2 Learning Motivation and Background

Motivation provides the primary impetus to initiate learning the L2 and later functions as the driving force to sustain the long and often tedious learning process (Oxford and Shearin 1994: 12). As Dörnyei (2001) says, motivation concerns the direction and magnitude of human behavior and it can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. In China, English is studied as a compulsory subject for all the college students who are non-English majors, i.e., as is often the case in foreign language learning contexts in which L2 is primarily learned as a school subject, English learning is mainly conducted in the classrooms where the language is not typically used as the medium of ordinary communication. Hedge (2000: 23) emphasizes that motivation is of crucial importance in the classroom, whether learners arrive with it or whether they acquire it through classroom experiences. However, As Crookes and Schmidt (1991) state, when teachers say that a student is motivated or not, they are not usually concerning themselves with the student's reasons for studying, but are observing whether the student studies or not, or at least whether the student engages in teacher-desired behavior or not in the classroom. According to Ellis (1994), language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation, but teachers are often unaware of their students' specific motivations for L2 language learning. Teachers' lack of knowledge about their students' real reasons for learning a language is one of conditions that impede our full understanding of students' motivation for L2 learning (Oxford and Shearin 1994). In addition, Hedge (2000) says, there are a multitude of reasons why learners may well be highly motivated to begin learning a foreign language, but it is quite another matter to sustain that motivation. Therefore, it is important to find out the underlying causes of students' motivation in English learning and the possible factors that influence students' sustaining motivation, especially in a practical sense to teachers who want to stimulate students' motivation.

## 2. Literature Review

### 2.1 Motivation Types

#### 2.1.1 Orientation and Motivation

According to Crookes and Schmidt (1991), motivation is identified primarily with the learner's orientation toward the goal of learning a second language. Orientation of motivation concerns the underlying attitudes and goals that give rise to action, i.e., it concerns the why of actions (Ryan and Deci 2000a: 54). As Dörnyei (1994a: 518) states, orientations and motivation are often interchanged in the L2 literature. The face validity of orientation is closely related to motivation because when referring to someone's motivation to do something, it is often understood as the person's reasons for doing something. Moreover, Spolsky (1989: 160) states: "A language may be learned for any

one or a collection of practical reasons. The importance of these reasons to the learner will determine what degree of effort he or she will make, what cost he or she will pay for the learning". Those different reasons for learning a language are represented by orientation (Ely 1986). Although there is no agreement about the relationship of orientation and motivation, it can still be seen that orientation can reflect and determine motivation to a certain extent. According to Belmechri and Hummel (1998), most studies indeed found orientations to be precursors of motivation and they function as predictors of motivation. Motivation is determined by a set of orientations, therefore, knowing more about students' orientations should be useful (ibid. 239). Based on the orientations that give rise to an action, motivations can be distinguished as the following types:

### 2.1.2 Integrative and Instrumental Motivation

In a social psychological framework, Gardner and Lambert (1959, 1972) first identified two types of orientations: integrative orientation and instrumental orientation (Kang 2000: 2). Integrative orientation is associated with a positive disposition toward the L2 group and a desire to interact with and even become a valued member of that group; and an instrumental orientation describes reasons for L2 learning related to the potential pragmatic gains, such as attaining an academic goal or getting a better job (Dörnyei 2001: 49). Integrative orientation is related to positive attitudes towards the L2 community, so it would be a better predictor of learners' eventual proficiency than the instrumental orientation and integratively motivated learners would demonstrate greater motivational effort in learning L2 and thus succeed in second language achievement because they were active learners (Gardner 1985). However, Dörnyei (1998) found instrumental or pragmatic dimensions to be important constituents of motivation as well. Instrumental motivation can effectively motivate learners, especially when they value the return on investment. In one of the research studies of Dörnyei (1990), the result indicated that learners with a high level of instrumental motivation are more likely than others to attain an intermediate level of proficiency in the target language. On the other hand, if go beyond this level, one has to be integratively motivated to "really learn" the target language. The currently prevalent theory of L2 learning motivation emphasizes that integrative and instrumental aspects have added a great deal to our understanding of how and why students learn L2s (Oxford and Shearin 1994).

### 2.1.3 Intrinsic and Extrinsic Motivation

In Deci and Ryan's (1985) self-determination theory, they distinguished two basic distinctions based on the different reasons or goals that give rise to an action—intrinsic and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable (Ryan and Deci 2000a: 55). Students with intrinsic motivation mean that their reasons for L2 learning are derived from their inherent pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it (Noels 2001: 45). However, not all activities are sufficiently novel, challenging, or aesthetically pleasing to be intrinsically motivating (Ryan and Deci 2000b). Extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan and Deci 2000a: 55). That is to say the reasons for the action are instrumental to some consequence apart from inherent interest in the activity (Noels 2001: 46). According to Ushioda (1996), students who are intrinsically motivated can experience greater pleasure and emotional involvement because the rewards generated from intrinsic motivation are usually positive feelings such as enjoyment, pleasure, satisfaction, and self-indulgence and students can be always motivated by those internal rewards from the learning itself to persist learning. While for students who are extrinsically motivated, they "may work efficiently in the short term in response to external rewards and incentives, but their motivation is unlikely to sustain itself autonomously if the learning experience does not generate internal or intrinsic rewards" (ibid.22). Those students who work for extrinsic rewards are comparatively passive because if the external reinforcement is not available, they have no reason to do it and they may remain stagnant.

The intrinsic and extrinsic motivation provide us another perspective to understand the source of motivation. This model is not meant to replace the integrative-instrumental distinction, but rather to complement it (Oxford 1996). According to Kang (2000), foreign language learning orientations, in settings where most learning of English takes place in the formal classroom, might consist of sub-components of Gardner's traditional integrative/instrumental orientations as well as intrinsic/extrinsic orientations, depending on the contexts. In addition, what is worth mentioning is that integrative and instrumental motivation are both extrinsic in that the language is acquired to achieve goals that are distinct from pleasure in the activity per se (Gardner 1985 cited in Noels 2001:51). However, compared to instrumental or extrinsic motivation, integrative or intrinsic motivation is believed to be related to better learning outcome (Brown 1994; Liu 2001 cited in Gao, Zhao, Cheng and Zhou 2004). Therefore, I plan to adopt both pairs of constructs, integrative/instrumental motivation and intrinsic/extrinsic motivation, in this study.

## 2.2 Factors that Influence Motivation

In the long journey of acquiring a foreign language, there are factors influencing the sustaining motivation as

reflected in the decreasing tendency of action. Dörnyei (1994b) expanded the L2 motivation framework from three levels: the language level, the learner level, and the learning situational level (Table 1). The language level focuses on orientations and motives related to various aspects of the L2. The learner level involves individual characteristics that the learner brings to the learning process. The learning situation level is associated with course-related elements and teacher-related aspects. However, as Dörnyei (1998) says, the components listed in the framework are quite diverse in nature and thus cannot be easily submitted to empirical testing. Another comprehensive framework of the L2 motivation was made by Williams and Burden (1997) as part of a larger overview of psychology for language teachers (Table 2), which includes internal factors (relating to learners' aspects) and external factors (relating to external context). With reference to both the frameworks, I presume that motivation can be influenced by the following aspects and intend to explore them empirically:

### 2.2.1 Internal Factors

People's motivation is greatly affected by their perceptions of themselves, and by whether they see themselves as in control of their actions (Williams and Burden 1997: 137).

#### Goals Setting

Oxford and Shearin (1994) conclude that goal setting can have exceptional importance in stimulating L2 learning motivation. Schunk (1991 cited in Rueda and Chen 2005) points out that the effects of goals on learning behavior depend on three properties: specificity, proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students' motivation. Proximal goals convey more reliable information about one's capabilities and according to Dörnyei (1998), proximal subgoals may have a powerful motivating function in that they mark progress and provide immediate incentive and feedback. The difficulty of a goal influences the amount of effort a learner believes to be necessary to complete the task. In making decisions to engage in an activity, setting appropriate goals becomes an important part of motivated behavior so that the decision can be carried out and the required effort sustained (Williams and Burden 1997).

#### Expectancy

Expectancy refers to the perceived likelihood of success (Dörnyei 1994b). According to expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (Dörnyei 2001). Learners who think they are likely to succeed are more highly motivated than those who expect to fail (Crookes and Schmidt 1991).

#### Anxiety

Language anxiety is one of the important affective factors in foreign language learning. According to Horwitz, Horwitz, and Cope (1986:125), anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". In their study, they proposed a model of foreign language anxiety, which consists of communication apprehension, test anxiety, and fear of negative evaluation. As Stipek (1988) says, anxiety interferes both with learning and with performance. According to Krashen (1982), anxiety works as an affective filter, which prevents students from receiving input and then makes language acquisition fails to progress (cited in Horwitz et al. 1986).

#### Self-Confidence

Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently (Dörnyei 2001). Self-confidence was first introduced in the L2 literature by Clément, Gardner and Smythe (1977) to describe a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use a L2 (*ibid.*). As Dörnyei (1994b) says, self-confidence is shown to be a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community.

#### Self-efficacy

Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed (Dörnyei 1998). According to Williams and Burden (1997), aptitudes and prior experiences will affect learners' initial beliefs about their capabilities for learning. As Bandura (1993 cited in Dörnyei 1998:119) summarizes, efficacy beliefs influence how people feel, think, motivate themselves, and behave. People with low sense of self-efficacy in a given domain perceive difficult tasks as personal threats and they dwell on their own personal deficiencies and the obstacles they encounter. Those people easily lose

faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence and to heighten and sustain effort in the face of failure.

### 2.2.2 External Factors

Since learning never occurs in a vacuum, it is essential to take contextual variables into account. Although they will be interpreted differently by each individual learner, they will nevertheless have a profound impact on a person's initial level of motivational arousal and also their continuing persistence in seeking to achieve selected goals (Williams and Burden 1997:139).

#### Teachers

As Williams and Burden (1997) state, learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class itself. Therefore, students' perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn (ibid. 133). The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity (ibid.).

#### Activities and Materials

A central element of classroom learning is the design of tasks and learning activities. Students' perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time (Good 1983 cited in Ames 1992:263). According to Ames, tasks or activities that involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control. Besides activities, materials also play an important role in motivating students' learning. According to Crookes and Schmidt (1991), the factor of interest is important for materials. Instead of using orthodox materials, using varied materials with varied typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students' interest and those materials can work as positive stimuli to arouse learners' curiosity and sustain their motivation.

#### Relevance

Dörnyei (1994b) states that relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. He further explains that at a macro level, relevance coincides with instrumentality; at the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering the L2 (ibid. 277). Relevance is a prerequisite for "sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation" (Keller 1983: 406 cited in Crookes and Schmidt 1991: 481). It can be enhanced by analyzing and addressing learner needs and goals in language study, as well as by addressing such basic needs as the need for achievement, for affiliation, and for power (Schmidt, Boraie and Kassabgy 1996).

#### Feedback

According to Williams and Burden (1997), behavioral psychologists were the first to recognize the power of feedback as motivating influence. Feedback can be an important factor (either positive or negative) that affects student motivation (Schmidt et al. 1996). It can be given by means of praise, by any relevant comment or action, or by silence, but external reinforcers in the form of rewards, merit marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners (Wheldall and Merrett 1984 cited in Williams and Burden 1997). Furthermore, feedback that provides information for promoting progress and success is motivating, while feedback that fails to give this kind of information and merely signals failure is demotivating (Schmidt et al. 1996).

#### Classroom Environment

The importance of the appropriate environmental conditions for learning to take place cannot be underestimated (Williams and Burden 1997), because as Good and Brophy (1986) state, learning is greatly influenced by the environment in which it occurs (ibid.). However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others. Williams and Burden mention that the greater the degree of concordance between one's ideal classroom and the actual classroom, the greater the degree of satisfaction there is likely to be.

### 2.3 Other Studies on Motivation in Chinese Context

Because the issue of EFL learning motivation is becoming more and more important in mainland China, a number of researchers have studied Chinese students' learning motivation. For example: research of Gao et al. (2004) achieved a bottom-up classification of Chinese university students' English learning motivation as seven types: intrinsic interest, immediate achievement, learning situation, going abroad, social responsibility, individual development and information medium and they were further generalized as instrumental, cultural, and situational motivations. Tang (2005) investigated the non-English majors' EFL learning motivation and identified three types of motivation: certificate motivation, goal motivation and expectancy-value motivation. The research of Han (2005) showed that non-English majors' motivation can be divided into four types: Synthetic type, Personal perspective type, Obligation-performing type and Indistinct type, and most students belonged to the second and third type. Zheng (2007) conducted a study with non-English majors in teachers college and discovered that both students' integrative motivation and instrumental motivation were not strong and integrative motivation was even weaker than instrumental motivation.

Those studies mostly focused on identifying motivation types in the framework of Gardner's socio-educational model or expanded the traditional integrative-instrumental motivation from different perspectives. Besides, few studies concerned with factors that would influence students' motivation. In addition, the current study was aimed to help teachers' understanding of student's motivation, so the research was also conducted from teachers' perspectives.

## 3. Methodology

### 3.1 Research Questions

1. What are the basic motivation types of Chinese non-English majors and which kind of motivation do they hold more strongly in English learning?
2. What are the possible factors that influence students' motivation in English learning, including internal factors relating to students themselves and external factors relating to learning context?
3. What differences are there between students' perspectives on their English learning motivation and teachers' understanding of their motivation?

### 3.2 Participants

This study was conducted in a college of China, which offers English course for students whose subject areas are not directly related to English language in the first two years of their four-year undergraduate study. Therefore, student participants in this study were mainly of year 1 and year 2. A total number of 124 students were randomly selected and participated in the formal study. The distribution of the participant population was shown in Tables 3 and 4. In addition, research questions were also surveyed from teachers' perspectives in order to better understand students' English learning motivation and to figure out if there is any gap between teachers' understanding and students' real situation. 12 teachers participated in the study and the descriptive information was shown in Table 5.

### 3.3 Instrument and Methods of Data Analysis

Questionnaires were adopted to collect data and the study of Gao et al. (2004) helped frame part of the questions. Teachers' questionnaires were designed based on students', but the number of items was different and the item wording was modified to suit teachers' responses. Participants were asked to rank the statements on a five-point scale ranging from "strong disagree", "disagree", "neutral", "agree" to "strongly agree", which measure the degree to which the participants agree with those statements. SPSS 15.0 for windows was employed for the analysis of data. Descriptive statistics including means, standard deviation, frequency, percentage were calculated to reveal the trend, namely, what were the opinions agreed by most of the participants.

## 4. Data Analysis

### 4.1 Students' Questionnaires

#### 4.1.1 Students' Motivation for English Learning

Items 1-28 were first classified into intrinsic and extrinsic motivation according to self-determination theory (see Tables 6 and 7). The general mean for items of intrinsic and extrinsic motivation is 3.15 and 3.19 respectively. It shows that student participants have both intrinsic and extrinsic motivation but the latter is a little bit higher than the former. Moreover, the data indicate considerable variation concerning different reasons for learning English.

In Table 6, item 28 (3.77) and item 26 (3.45) gain the highest mean ratings, reflecting that students strongly agree that they enjoy the challenge and sense of achievement in activities of learning English. Item 2 (3.34) and item 4

(3.26) take the second place. Most students agree that they enjoy learning English, especially learning it by listening to English songs or watching English movies. For the fondness and affection of English itself, the mean is comparatively low as shown in item 1 (2.74) and item 3 (2.90).

Items of extrinsic motivation paint a picture of students' learning English as a means to an end. Items 7, 8, 9 and 10 depict external achievements and rewards. Item 7 (3.62) with the highest mean among the four indicates obvious agreement that students are driven by scores of examinations. Item 8 shows "certificate motivation" which is confirmed by more than 50 percent of students. Item 9 (2.51) reveals that students are more oriented by immediate achievements, not those far-reaching goals like postgraduate study. Item 10 (2.94) suggests that a bachelors' degree does not play a prominent role in students' English learning motivation. Items 6, 14 and 17 with mean values of 2.56, 2.73 and 2.10 show that going abroad or integrating with the target community is not an end for those non-English majors. Students manifest an overwhelming agreement for items pertaining to English practical utility in communication, job opportunities and life. Items 15, 16 and 21 show students' consent on the practical value of English as an instrument for communication. Items 18, 19 and 22 reflect a tendency of viewing English learning as a means to seek good job opportunities and pursue individual development in life. Items 13 and 25 receive students' recognition that English plays as a medium to get and transmit information. They basically agree that English can facilitate their learning of other academic subjects in item 13 (3.15) and they learn English in order to let the world know more about China in item 25 (3.19). Items 11, 12 and 23 reflect student's learning English because of external requirement or pressure. Most of them agree that they learn English because it is a required subject in school but concerns little with parents' requirements or expectations. Items 20 and 27 about the value and importance of English score high in mean ratings. As a whole, 9 reasons enjoy the priorities as their mean values are all above 3 and more than half of students show their agreement (see Table 8).

The items were recategorized from another perspective, integrative and instrumental motivation, as shown in Tables 9 and 10. The general mean of instrumental motivation is 3.40, which is much higher than that of integrative motivation (2.93). It reflects that students' motivation is more instrumental rather than integrative. Although students confirm the importance and value of English in items 20 and 27, they indicate little desire to prepare themselves to be integrated into the target community and have no strong tendency to identify with the target culture in items 6, 14 and 17. By contrast, the purpose of students' L2 acquisition tends to be functional. That is to say, students are learning English because it is a supportive or pragmatic tool for other areas, such as examination, certificates, communication, job hunting, individual development and information transmission, as displayed in items 7, 8, 13, 15, 16, 18, 19, 21, 22 and 25. This result suggests that in the EFL context of China, students have limited opportunities to interact with native English speakers and they are separated from the target culture, so their initial orientations to learn English are more instrumental rather than integrative.

#### 4.1.2 Factors that Influence Students' Motivation in English Learning

This part is to explore what might influence students' sustaining motivation to keep pursuing their goals during the process of learning English. The items are divided according to internal and external factors (Tables 11 and 12).

In Table 11, the general mean of internal factors is 3.11, which indicates that internal factors have influences on students' learning motivation to a certain extent, although different aspects have effects in varying degrees. The items of goals setting and expectancy enjoy the first two priorities with general mean values of 3.44 and 3.45 respectively. For goals setting, 108 students have great consensus on item 29 that they aim to learn more English knowledge. Over half of students wish to show off their ability by good performance in class in item 30. Most students also have clear ideas about their aims of English proficiency in item 31. Generally speaking, students have clear aims about their English learning except in persistence for goal attainment in item 32. As to expectancy, a majority of students (81.5%) expect to learn English well through hard work (item 34) and they also have high expectation on English class to improve their English level (item 33). The results show that non-English majors are not so obsessed by learning anxiety in English class because the general mean of anxiety is only 2.79. However, the standard deviation of the items concerning anxiety is all above 1, which reveals that a small section of target participants do have learning anxiety because of individual differences. Some students are confident in learning English and believe they can learn English well in item 42 (3.35), but when referring to performing tasks or accomplishing goals, most students appear less than confident about their ability in item 43 (2.71). Thus the general mean of self-confidence is just 3.03, which suggests that students should have more confidence in themselves. Students do not show a strong sense of self-efficacy with a general mean of 3.03. Although 57 percent of students disagree with item 44 that past bad learning experiences would influence judgment of their English learning capability, they still indicate comparatively low self-efficacy even they have successful learning experience in item 45.

In Table 12, external factors have a great effect upon students' learning motivation with general mean 3.54 higher than that of internal factors. Relatively speaking, teachers have the least impact among the five aspects with general mean 3.31. 83.8 percent of students agree that teachers should teach in a dynamic and interesting teaching style in item 50. Item 46 indicates a tendency that if the English teacher is good, students will be more motivated to attend the class, but there is no consensus on item 47 that students' learning efforts depend on whether they like their English teachers or not. Most students have preferences for having native speakers as English teachers in item 48, although they do not think teachers' language proficiency will directly influence their language level in item 49. The general mean of materials and activities is 3.57, which shows the important role they play in students' English learning. Except for only one negation on item 51 that the quality of textbooks influences students' efforts of English learning, all the other items reach great consensus on students' preferences (The values of SD are all below 1). Materials and activities that bring challenge and arouse curiosity win students' favor, and they prefer to have more opportunities to participate in activities in pairs or small groups. Communicative activities are considered important for English class in items 56 and 57. Relevance is the second important aspect with mean value 3.72. 72.6 percent of students think what they learn should be relevant to their goals and needs. Feedback is the most important and predominant aspect with the highest mean value 3.89, clearly showing that feedback has outstanding influence on students' learning, especially the positive feedback such as teachers' confirmation, encouragement and praise as well as the high scores in exams and assignments. The aspect of classroom environment reflects students' preferences for the learning situation. Students disagree with item 62 that in English class they should only speak English, because they hope teachers can explain things in Chinese sometimes to help their understanding as stated in item 64. Item 65 indicates another students' preference that they wish to have more opportunities to express their opinions, which is against the traditional teacher-centered classroom. Item 63 with mean 3.11 brings out a tendency that the overall EFL context is regarded as an influencing factor that demotivates students.

#### 4.2 Teachers' Questionnaires

##### 4.2.1 Teachers' Perceptions of Students' English Learning Motivation

Items 1-24 were classified into intrinsic and extrinsic motivation first (see Tables 13 and 14). The general mean of intrinsic motivation is 3.63, higher than that of extrinsic motivation (3.25). It is obvious that students are stimulated to learn English mainly by intrinsic interests rather than extrinsic rewards in teachers' perspectives.

In Table 13, teachers generally agree that students learn English out of their interest in the language in item 1 and they strongly agree that students' interest in learning English is derived from their interest in English songs, movies or literature in item 2. Items 22 and 24 indicate that teachers basically consider the sense of challenge and achievement brought by activities of learning English an important source to stimulate students' motivation. In Table 14, items 4, 5, and 6 reflect teachers' responses to students' learning English for external achievements or rewards. Teachers reach great consensus on items 4 (3.67) and 5 (3.50) that students' two main purposes for English learning are passing examinations and getting certificates. Items 3, 10 and 13 present teachers' views about students' learning English as a means to go abroad or integrate with the target community. Except item 13 about emigration, both items 3 and 10 are deemed as reasons of students' English learning, especially item 3 with the highest mean 3.92 indicating teachers' strong agreement that students are motivated to learn English for the eagerness to learn the culture, history and life style of English speaking countries. Items 11, 12 and 17 concern studying English as a tool for communication. Most teachers agree that students might study English because they view it as a useful tool for communication in contemporary society in item 17, but they do not think students' learning English is necessarily connected with their desire to converse with English speakers or to use it when traveling abroad in items 12 and 11. Items 14 and 15 indicate teachers' general consent that students view English as an important instrument for seeking good job opportunities and career development. For item 18, more than half teachers show neutral responses to English's utility in students' success of life. In items 9, 20, and 21, English is regarded as a medium to get or transmit information. Teachers generally agree that English is seen as a window for students to learn the situation of the world and to let the world know more about China, but they disagree that students learn English for facilitating the learning of other subjects. As to studying for external requirement or pressure reflected in items 7, 8 and 19, except item 7 which is agreed by most teachers that students learn English because it is a required subject by schools, both items 8 and 19 are generally denied because teachers do not think students learn English for the requirement or pressure of parents. The important values of English stated in items 16 and 23 are also confirmed by teachers as important reasons for students' learning English. As a whole, the items in Table 15 are seen as the predominant reasons to motivate students' English learning in teachers' perspectives.

Tables 16 and 17 illustrate teachers' responses in reference to the division of integrative and instrumental motivation. The general mean of integrative motivation is slightly higher than that of instrumental motivation. In teachers' views, in addition to having instrumental motivation for English learning, such as the practical utility of English for

examinations, certificates, good jobs, career development, communication and information shown in items 4, 5, 14, 15, 17, 20 and 21, students also show strong integrative motivation and tendency to prepare themselves to be integrated into the target culture presented in items 3, 16 and 23. Most teachers consider that students value the significance of knowing the culture, history, life style of English countries and the importance of the language. Some teachers hold the opinions that students' integrative orientation is shown by their possibility to study abroad in item 10.

#### 4.2.2 Teachers' Perceptions of Factors that Influence Students' Motivation in English Learning

In Table 18, the general mean of internal factors is 3.51 and mean values of the five aspects are all above 3, which show that teachers consider internal factors play an important role in influencing students' learning motivation. Among the five, self-confidence is regarded as the most influencing factor with the highest mean of 4.17. 11 teachers strongly agree that if students are confident they can dispose of problems easily. Self-efficacy (3.75) takes the second place. Over half of teachers think students with bad learning experience would have low sense of self-efficacy and are likely to lose heart. There is a great agreement that success raise beliefs in personal efficacy in item 39. Those students with strong self-efficacy would be more confident in their study. Goals setting (3.56) ranks third. The majority of teachers believe that students with clear and definite goals can be more motivated and achieve good performance in English learning. 9 teachers rated either point 4 or 5 to confirm that students have high expectation of what they can obtain and achieve in English class, especially those who have good English levels in item 30. The last aspect, anxiety, is less prominent than the other four with general mean 3.33. But teachers identify four notable factors which would cause students' anxiety: embarrassment in volunteering answers, being laughed by others, difficulty on concentration, and frustration on getting little from hard work.

It is clear in Table 19 that teachers highly value the effect of external factors on students' learning motivation. The general mean of all the items is 3.71 which is higher than that of internal ones and mean values of the five aspects are basically among 3.50. Feedback gets the highest mean value, indicating teachers' strong agreement that feedback has great effect on sustaining students' motivation, especially the positive influence of teachers' encouragement and praise shown in item 53. The aspect of materials and activities comes equal second with classroom environment with general mean 3.74 and 3.72 respectively. Over half of teachers think the quality of textbooks would influence student's efforts in learning English in item 44. The majority of teachers assent to the statements that materials and activities should be challenging and interesting to promote students to learn more in items 45 and 46. In teachers' views, it is significant to involve activities in which students can participate actively to make them feel self-directed in item 47 and those activities can be in forms of pair work or small group work in item 48. Communication is also important in activities with high mean of 3.92. Items 56 and 57 about classroom environment show that teachers recognize that providing bilingual teaching and student-centered environment would be greatly in support of students' learning. The aspects of teachers and relevance take the third place. Over 70 percent of the respondents agree with items 40 and 42 that students' learning interest and enthusiasm would be influenced by whether they like the English teacher and whether the teacher has a dynamic and interesting teaching style. Teachers' language proficiency and whether English teachers should be native speakers are not fully agreed in items 41 and 43. For relevance, 8 teachers agree that what teachers teach should try to meet students' needs of relevance.

## 5. Discussion and Conclusion

### 5.1 Discussion

Through the data analysis we got a general grasp of students' English learning motivation. Some noticeable differences were shown in the findings of students' and teachers' questionnaires, all of which seemed to lead to a gap between students' learning status quo and teachers' perception of it.

#### 5.1.1 Participants' Responses to Types of English Learning Motivation

The results of this study uphold the point that reasons why learners are learning English are various so that learners are motivated in different ways and to different degrees. Both students' and teachers' questionnaires show that intrinsic-extrinsic motivation co-exist with integrative-instrumental motivation to make college non-English majors learn English. However, with respect to the question that which kind of motivation they hold more strongly in English learning, the results of students' questionnaires are quite opposite to that of teachers'. In students' questionnaires, students' extrinsic and instrumental motivation are more prominent than intrinsic and integrative motivation, i.e., non-English majors are stimulated to learn English mainly by extrinsic and instrumental motivation. This result is in accordance with the overall language learning context and non-English majors' practical situation. English is studied as a foreign language mainly in classrooms in China, students have limited opportunities to get in touch with the target community and overseas people, which, to some extent, makes it hard for them to pick up English through integrative motivation. Furthermore, since non-English majors have their own specialties, taking



English course for them is mainly for college's requirement or major needs. They also have to deal with constant English examinations every term and some proficiency tests like CET-4 and CET-6. In addition, a majority of jobs nowadays regard English as one of the determining factors, so students view English as an important language and they have to master it. Actually, many students take English more as an instrument or means to an end or to get some extrinsic outcomes. However, in teachers' questionnaires, students' intrinsic and integrative motivation are identified as a little bit stronger than extrinsic and instrumental motivation. This result highlights that teachers are often unaware of their students' specific motivations for L2 language learning, and their lack of knowledge about students' real reasons for learning a language would impede their full understanding of students' motivation.

A comparison of details between teacher and student questionnaire reveals some interesting findings. Firstly, students are not so intrinsically motivated to learn English as their teachers perceived. They only indicate strong agreement on enjoying the challenge and sense of achievement in learning English but have no strong affection or interest in the language itself. In contrast, most teachers consider their students are also intrinsically motivated out of their interest in the language especially their strong interest in English songs, movies and literature. Secondly, the prominent factors of extrinsic motivation were identified differently by students and teachers. From students' perspectives, those factors are predominant: learning English for immediate external achievements, communication, job opportunities or individual development, and its importance and values. However, teachers identified some other prominent aspects: learning English for integrating into the target culture, viewing English as a medium to get or transmit information, and learning it for external requirement. Thirdly, students' initial orientations to learn English tend to be more instrumental rather than integrative as teachers perceived. English is mainly considered as a supportive or pragmatic tool for potential gains by students. In other words, they are utilitarian-oriented to learn English. Student participants in this study do not indicate evident tendency of identification with the target community. Contrarily, such identification is demonstrated in the results of teachers' questionnaires, which reconfirms that there is a gap between the status quo of students' motivation and teachers' understanding.

#### 5.1.2 Participants' Responses to Factors that Influence Students' Motivation

First, responses to internal factors will be discussed. In students' perspectives, goals setting and expectancy are the most prominent factors in sustaining their motivation to learn English. Most students have set goals for their English learning and have high expectation of the goal-attainment. Although these two aspects do not rank at the most outstanding place in the results of teachers' questionnaires, most teachers still confirm the great effects of them. Unexpectedly, students do not show high anxiety in English class as teachers perceived. We can take it that the reason why non-English majors are not so motivated to learn English has little to do with anxiety. Self-confidence and self-efficacy are not salient in students' part. It appears that students are lacking self-confidence and with low sense of self-efficacy in general, which to a large extent makes them underpowered to sustain the effort in English learning, especially when facing obstacles or failures. Nevertheless, these two factors are highlighted in teachers' questionnaires as teachers strongly accept that confident students can deal with difficulties easily and a strong sense of self-efficacy can enhance students' achievement behavior.

Second, generally speaking, both students and teachers value the great effect of external factors on students' learning motivation. The difference is mainly reflected on the priority of the five aspects i.e. teachers, materials and activities, relevance, feedback and classroom environment according to students' and teachers' respective perception of their effects. In students' perspectives, feedback ranks as the most important factor. They do value the effect of positive feedback which can motivate their progress and success. Relevance ranks second. Students strongly consider it is important that their personal goals and needs should be met by what they are taught. Following those two are the materials/activities, classroom environment and teachers, which would flourish students' motivational wellspring on the condition that they are in line with students' goals, needs and preferences. In teachers' perspectives, the five aspects are ranked as follows: feedback takes the first place, materials/activities come equal second with classroom environment, then teachers and relevance are placed third. Yet again feedback is presented as the most prominent factor. The difference in sequencing of the other four aspects, on the one hand, indicates different perceptions between students and teachers; on the other hand, it reminds teachers to decide what students' priorities are before adjusting their teaching plans and methods to cater for students' needs, and make the five factors call into full play in promoting students' motivation to the utmost extent.

#### 5.2 Conclusion

This small-scale research study has explored the types of Chinese college non-English majors' English learning motivation and the factors that influence motivation. Through the quantitative study, we may confirm that students' initial motivation for learning English is with intrinsic and extrinsic motivation as well as integrative and instrumental motivation, but extrinsic and instrumental motivation are more prominent and stronger than intrinsic

and integrative motivation. It indicates that students learn English because they are mainly directed by external rewards or instrumental goals which may work efficiently in the short term but are unlikely to sustain the motivation of students to be more effective and successful in their English learning in the long run. In addition, the investigation displays that both internal and external factors are considered having great effect on students' learning motivation, but they are not put into full play to promote and sustain students' motivation. Besides, since internal factors are related to students themselves which could be influenced by individual differences, their prominence seems not obvious as external ones. Furthermore, this investigation highlights the gap between students' status quo of English learning motivation and teachers' perception of it, and it can provide some pedagogical implications for teachers in future teaching practices.

### Implications

First, promote various types of motivation. The research demonstrates that students are driven to learn English by different reasons but tend to be more extrinsic and instrumental. However, only with intrinsic and integrative motivation can students exert more efforts and persist longer in the learning process. In addition, as shown in teachers' questionnaires, they perceive that students are initially motivated intrinsically and integratively, which is likely to make them neglect to develop students' intrinsic and integrative motivation. Therefore, teachers should pay attention to promote students' different types of motivation especially intrinsic and integrative motivation. For example, teachers can promote students' integrative motivation by introducing them the cultural background of English with authentic materials, sharing some positive English-related experiences in class, or showing them films or TV recordings related to English culture. To facilitate students' intrinsic motivation, teachers should know what students are interested in first so that the course content can be connected with things that students already find attractive and stimulating, and teachers should encourage students to rest on their interests instead of exams or scores as the main energizer for learning.

Second, help students to build up their positive perceptions of themselves. According to the research, most students have their own goals and expectations of English study, but they show a lack of self-confidence and low sense of self-efficacy generally. So teachers, on the one hand, should increase students' goal-orientation and enhance their expectancy of success or goal-attainment by guiding students to value and set their own proximal and attainable subgoals, helping them design study plans and develop realistic expectations about English learning; on the other hand, teachers should promote students' self-confidence and help them develop a sense of self-efficacy. To achieve that, teachers can regularly praise and encourage students to project in them the belief that they will achieve their goals and make good accomplishments; provide achievable tasks to make students experience success and a sense of achievement; encourage students to compare their current performance with their past performance rather than with the other classmates' in order to develop a sense of progress; and teach students effective learning strategies so that they can deal with problems by themselves.

Third, maximize the effect of external factors and create motivational conditions in the classroom. As discussed before, teachers, materials/activities, relevance, feedback, and classroom environment are all important factors which contribute to create a pleasant and motivational classroom climate. In order to play a motivational role in the classroom, teachers should prepare for the lessons properly and try to present the content in an interesting way, at least to make students sense teachers' enthusiasm and commitment towards the course; try to establish good relationships with students by mutual trust, respecting them, being sensitive to their needs and feelings, offering concrete assistance when they are in trouble; in a word, make them sense that teachers care about them. For the purpose of increasing students' interest and involvement in English class, materials and activities should be varied and challenging; make sure the content is new or different so as to arouse their curiosity; focus on helping students improve or gain new skills (e.g., communicative abilities); give them a sense of control and encourage peer interaction through activities like pair work or group work; try to fill activities with contents that are relevant to students' needs. Teachers should recognize the power of feedback, giving positive feedback such as praise or merit marks and providing informative feedback on students' performance to encourage progress and promote success. As to the classroom where the learning takes place, teachers should know that appropriate environmental conditions can also be a positive motivational factor, but it depends on the degree of their concordance with students' preferences. Therefore, teachers have to figure out what the ideal classroom environment is like in students' perception first.

### References

- Ames, C. (1992). Classrooms: Goals, Structures, and Student Motivation. *Journal of Educational Psychology*, 84(3), 261-271. <http://dx.doi.org/10.1037/0022-0663.84.3.261>
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-48. [http://dx.doi.org/10.1207/s15326985ep2802\\_3](http://dx.doi.org/10.1207/s15326985ep2802_3)

- Belmechri, F., & Hummel, K. (1998). Orientations and Motivation in the Acquisition of English as a Second Language Among High Schools Students in Quebec City. *Language Learning*, 48(2), 219-244. <http://dx.doi.org/10.1111/1467-9922.00040>
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, New Jersey: Prentice Hall.
- Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. *Canadian Journal of Behavioural Science*, 9, 123-33
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. *Language Learning*, 41(4), 469-512. <http://dx.doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 46-78
- Dörnyei, Z. (1994a). Understanding L2 Motivation: On with the Challenge. *The Modern Language Journal*, 78(4), 515-523
- Dörnyei, Z. (1994b). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(3), 273-284
- Dörnyei, Z. (1998). Motivation in Second and Foreign Language Learning. *Language Teaching*, 31, 117-135
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*. Harlow: Pearson Education.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ely, C. M. (1986). Language Learning Motivation: A Descriptive and Causal Analysis. *The Modern Language Journal*, 70(1), 28-35. <http://dx.doi.org/10.1111/j.1540-4781.1986.tb05240.x>
- Gao, Y. H., Zhao, Y., Cheng, Y., & Zhou, Y. (2004). Motivation Types of Chinese University Undergraduates. *Asian Journal of English Language Teaching*, 14, 45-64
- Gardener, R. C., & Lambert, R. N. (1959). Motivation Variables in Second Language Acquisition. *Canadian Journal of Psychology*, 13, 266-272
- Gardener, R. C., & Lambert, R. N. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House.
- Gardener, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London, Canada: Edward Arnold.
- Good, T. (1983). Classroom research: A decade of progress. *Educational Psychologist*, 18, 127-144. <http://dx.doi.org/10.1080/00461528309529270>
- Good, T. L., & Brophy, J. E. (1986). School Effects. In M. Wittrock (ed.), *Handbook of Research on Teaching*. New York: Wiley.
- Han, M. (2005). The Survey and Analysis on Non-English Majors' Learning Motivation. *Journal of Xinzhou Teachers University*, 21(3), 90-93
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. <http://dx.doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Kang, D. H. (2000). Motivation Is Such A Complex Process in The EFL Foreign Language Classroom. *ERIC Document Reproduction Service*, No. ED 444 354
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (ed.), *Instructional Design Theories and Models* (pp.386-433). Hillsdale, New Jersey: Erlbaum.
- Krashen, S. (1982). *Principles and Practices of Second Language Acquisition*. Oxford: Paragon Press.
- Liu, S. (2001). The role of motivation in the process of English language acquisition. *Waiyu Luntan*, 2001, 1, 49-52
- Noels, K. A. (2001). New Orientations in Language Learning Motivation: Towards A Model of Intrinsic, Extrinsic, and Integrative Orientations and Motivation. In Z. Dörnyei, & R. Schmidt (2001). (eds.), *Motivation and Second Language Acquisition*. Honolulu, HI: University of Hawaii Press.
- Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *The*

*Modern Language Journal*, 78(1), 12-28

Oxford, R. L. (1996). *Language Learning: Pathways to The New Century*. Honolulu: University of Hawai'i Press.

Rueda, R., & Chen, C. B. (2005). Assessing Motivational Factors in Foreign Language Learning: Cultural Variation in Key Constructs. *Educational Assessment*, 10(3), 209-229. [http://dx.doi.org/10.1207/s15326977ea1003\\_4](http://dx.doi.org/10.1207/s15326977ea1003_4)

Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Psychology*, 25, 54-67

Ryan, R. M., & Deci, E. L. (2000b). Self-Determination: Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being. *American Psychologist*, 55, 68-78. <http://dx.doi.org/10.1037/0003-066X.55.1.68>

Schmidt, R., Boraie, O., & Kassabgy, O. (1996). Foreign Language Motivation: Internal Structure and External Connections. In R. L. Oxford (ed.), *Language Learning: Pathways to The New Century*. Honolulu: University of Hawai'i Press.

Schunk D. H. (1991). Goal setting and self-evaluation: A social cognition perspective on self-regulation. In M. L. Maehr, & P. R. Pintrich (eds.), *Advances in Motivation and Achievement*, Vol.7, pp. 85-113. Greenwich, CT: JAI Press.

Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford: Oxford University Press.

Stipek, D. J. (1988). *Motivation to Learn: from Theory to Practice*. London: Prentice Hall.

Tang, X. M. (2005). On English-learning motivations of the non-English majors. *Journal of Hefei University of Technology (Social Sciences)*, 19(4), 108-111

Ushioda, E. (1996). *Learner Autonomy 5: The Role of Motivation*. Dublin: Authentik.

Wheldall, K., & Merrett, F. (1984). *Positive Teaching: The Behavioral Approach*. London: Allen and Unwin.

Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.

Zheng, J. M. (2007). An Investigation of College Students' Motivations in Learning English. *Journal of Liuzhou Teachers College*, 22(1), 105-106, 133

Table 1. Dörnyei's (1994b) Framework of L2 Motivation

<b>Language Level</b>	Integrative Motivational Subsystem Instrumental Motivational Subsystem
<b>Learner Level</b>	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
<b>Learning Situation Level</b>	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Motive Authority Type Direct Socialisation of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Table 2. Williams and Burden’s (1997) Framework of L2 Motivation

<b>Internal factors</b>	<b>External factors</b>
Intrinsic interest of activity <ul style="list-style-type: none"> <li>• arousal of curiosity</li> <li>• optimal degree of challenge</li> </ul>	Significant others <ul style="list-style-type: none"> <li>• parents</li> <li>• teachers</li> <li>• peers</li> </ul>
Perceived value of activity <ul style="list-style-type: none"> <li>• personal relevance</li> <li>• anticipated value of outcomes</li> <li>• intrinsic value attributed to the activity</li> </ul>	The nature of interaction with significant others <ul style="list-style-type: none"> <li>• mediated learning experiences</li> <li>• the nature and amount of feedback</li> <li>• rewards</li> <li>• the nature and amount of appropriate praise</li> <li>• punishments, sanctions</li> </ul>
Sense of agency <ul style="list-style-type: none"> <li>• locus of causality</li> <li>• locus of control RE process and outcomes</li> <li>• ability to set appropriate goals</li> </ul>	The learning environment <ul style="list-style-type: none"> <li>• comfort</li> <li>• resources</li> <li>• time of day, week, year</li> <li>• size of class and school</li> <li>• class and school ethos</li> </ul>
Mastery <ul style="list-style-type: none"> <li>• feelings of competence</li> <li>• awareness of developing skills and mastery in a chosen area</li> <li>• self-efficacy</li> </ul>	The broader context <ul style="list-style-type: none"> <li>• wider family networks</li> <li>• the local education system</li> <li>• conflicting interests</li> <li>• cultural norms</li> <li>• societal expectations and attitudes</li> </ul>
Self-concept <ul style="list-style-type: none"> <li>• realistic awareness of personal</li> <li>• strengths and weaknesses in skills required</li> <li>• personal definitions and judgements of success and failure</li> <li>• self-worth concern learned helplessness</li> </ul>	
Attitudes language leaning in general <ul style="list-style-type: none"> <li>• to the target language</li> <li>• to the target language community and culture</li> </ul>	
Other affective states <ul style="list-style-type: none"> <li>• confidence</li> <li>• anxiety, fear</li> </ul>	
Developmental age and stage	
<b>Gender</b>	

Table 3. Gender and Year of Study Distribution of Student Participants

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>	<b>Year</b>	<b>Number</b>	<b>Percentage</b>
<b>Male</b>	44	35.5	<b>Year 1</b>	89	71.8
<b>Female</b>	80	64.5	<b>Year 2</b>	35	28.2
<b>Total</b>	124	100.0	<b>Total</b>	124	100.0

Table 4. Major Distribution of Student Participants

<b>Major</b>	<b>Gender</b>			
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
1. Teaching Chinese as A Foreign Language	5	14	19	15.3
2. Tourism Management	8	22	30	24.2
3. Business Administration	8	6	14	11.3
4. Computer Science and Technology	12	8	20	16.1
5. Accounting	3	18	21	16.9
6. International Economics and Trade.	8	12	20	16.1
<b>Total</b>	44	80	124	100.0

Table 5. Information of Teacher Participants

Items	Variables	Percentage (12 teachers)
<b>Gender</b>	Female	83.3% (10)
	Male	16.7% (2)
<b>Year of students currently taught</b>	Year 1	66.7% (8)
	Year 2	33.3% (4)
<b>Years of teaching experience</b>	1-3	75.0% (9)
	4-5	25.0% (3)

Table 6. Students' Intrinsic Motivation for English Learning

Items of Intrinsic Motivation	Frequency of Students' Responses (124 students)					M	SD
	1	2	3	4	5		
	F/P	F/P	F/P	F/P	F/P		
1. I fell in love with English at the first sight, without particular reasons.	14 11.3	38 30.6	43 34.7	24 19.4	5 4.0	2.74	1.027
2. I have special interests in language learning.	1 0.8	23 18.5	45 36.3	43 34.7	12 9.7	3.34	.919
3. I learn English just because I like this language.	11 8.9	41 33.1	28 22.6	37 29.8	7 5.6	2.90	1.100
4. Out of my love of English songs/movies, I have developed a great interest in the language.	3 2.4	33 26.6	31 25.0	43 34.7	14 11.3	3.26	1.051
5. Out of my love of English literature, I have developed a great interest in the language.	9 7.3	58 46.8	37 29.8	17 13.7	3 2.4	2.57	.903
26. Learning English can give me a sense of achievement.	6 4.8	15 12.1	34 27.4	55 44.4	14 11.3	3.45	1.007
28. Studying English offers a new challenge in my life.	5 4.0	8 6.5	21 16.9	67 54.0	23 18.5	3.77	.964
<b>General Mean</b>						3.15	

Table 7. Students' Extrinsic Motivation for English Learning

Items of Extrinsic Motivation	Frequency of Students' Responses (124 students)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
6. I learn English because I want to learn the culture, history and lifestyles of English speaking countries.	11 8.9	59 47.6	32 25.8	18 14.5	4 3.2	2.56	.957
7. Before entering university, my purpose of learning English was mainly to obtain high scores in the university entrance examination.	6 4.8	24 19.4	8 6.5	59 47.6	27 21.8	3.62	1.166
8. After entering university, my purpose of learning English is to get the certificates of CET-4 and CET-6.	7 5.6	45 36.3	9 7.3	44 35.5	19 15.3	3.19	1.239
9. I learn English in order to prepare for the English examination for proceeding to postgraduate study.	15 12.1	52 41.9	38 30.6	17 13.7	2 1.6	2.51	.933
10. An important purpose for my English learning is to obtain a university degree.	9 7.3	50 40.3	16 12.9	37 29.8	12 9.7	2.94	1.178
11. I learn English because it is a required subject.	10 8.1	36 29.0	17 13.7	44 35.5	17 13.7	3.18	1.223
12. I began to study English because my parents required me to learn it.	30 24.2	70 56.5	9 7.3	11 8.9	4 3.2	2.10	.978
13. I learn English in order to facilitate the learning of other academic subjects.	5 4.0	30 24.2	39 31.5	42 33.9	8 6.5	3.15	.993
14. I learn English because I want to study abroad after graduation.	11 8.9	38 30.6	53 42.7	18 14.5	4 3.2	2.73	.931
15. I want to learn English because it is useful when I travel abroad.	5 4.0	23 18.5	41 33.1	47 37.9	8 6.5	3.24	.966
16. I learn English because I want to be able to converse with people who speak English.	4 3.2	11 8.9	24 19.4	65 52.4	20 16.1	3.69	.956
17. The ultimate purpose of my English learning is to emigrate to English-speaking countries.	32 25.8	59 47.6	25 20.2	4 3.2	4 3.2	2.10	.935
18. Only with good English skills can I find a good job in the future.	2 1.6	13 10.5	19 15.3	64 51.6	26 21.0	3.80	.946
19. I learn English mainly because it is helpful to my future career development.	1 0.8	4 3.2	15 12.1	64 51.6	40 32.3	4.11	.798
20. I view English as an important language in the world.	6 4.8	11 8.9	11 8.9	66 53.2	30 24.2	3.83	1.049
21. Learning English is important for me, because English is a very useful tool for communication in contemporary society.	3 2.4	4 3.2	9 7.3	63 50.8	45 36.3	4.15	.875
22. Acquiring good English skills is a stepping-stone to one's success in life.	5 4.0	8 6.5	25 20.2	54 43.5	32 25.8	3.81	1.026
23. Only when I have a good command of English can I live up to the expectations of my parents.	11 8.9	45 36.3	20 16.1	39 31.5	9 7.3	2.92	1.152
24. I learn English in order to learn economic and technological developments in the world.	7 5.6	43 34.7	44 35.5	26 21.0	4 3.2	2.81	.940
25. I learn English in order to let the world know more about China.	5 4.0	28 22.6	41 33.1	38 30.6	12 9.7	3.19	1.026
27. Fluent oral English is a symbol of good education and accomplishment.	6 4.8	21 16.9	25 20.2	57 46.0	15 12.1	3.44	1.061
<b>General Mean</b>						3.19	

(F=Frequency; P=Percentage; M=Mean; SD= Standard Deviation)

Table 8. 9 Prominent Items

Rank	Item	M	P
1	21. Learning English is important for me, because English is a very useful tool for communication in contemporary society.	4.15	87.1%
2	19. I learn English mainly because it is helpful to my future career development.	4.11	83.9%
3	20. I view English as an important language in the world.	3.83	77.4%
4	22. Acquiring good English skills is a stepping-stone to one's success in life.	3.81	69.4%
5	18. Only with good English skills can I find a good job in the future.	3.80	72.6%
6	16. I learn English because I want to be able to converse with people who speak English.	3.69	68.5%
7	7. Before entering university, my purpose of learning English was mainly to obtain high scores in the university entrance examination.	3.62	69.4%
8	27. Fluent oral English is a symbol of good education and accomplishment.	3.44	58.1%
9	8. After entering university, my purpose of learning English is to get the certificates of CET-4 and CET-6.	3.19	50.8%

Table 9. Students' Integrative Motivation for English Learning

Items of Integrative Motivation	Frequency of Students' Responses (124 students)					M
	1	2	3	4	5	
6. I learn English because I want to learn the culture, history and lifestyles of English speaking countries.	11	59	32	18	4	2.56
14. I learn English because I want to study abroad after graduation.	11	38	53	18	4	2.73
17. The ultimate purpose of my English learning is to emigrate to English-speaking countries.	32	59	25	4	4	2.10
20. I view English as an important language in the world.	6	11	11	66	30	3.83
27. Fluent oral English is a symbol of good education and accomplishment.	6	21	25	57	15	3.44
<b>General Mean</b>						2.93

Table 10. Students' Instrumental Motivation for English Learning

Items of instrumental Motivation	Frequency of Students' Responses (124 students)					M
	1	2	3	4	5	
7. Before entering university, my purpose of learning English was mainly to obtain high scores in the university entrance examination.	6	24	8	59	27	3.62
8. After entering university, my purpose of learning English is to get the certificates of CET-4 and CET-6.	7	45	9	44	19	3.19
9. I learn English in order to prepare for the English examination for proceeding to postgraduate study.	15	52	38	17	2	2.51
10. An important purpose for my English learning is to obtain a university degree.	9	50	16	37	12	2.94
13. I learn English in order to facilitate the learning of other academic subjects.	5	30	39	42	8	3.15
15. I want to learn English because it is useful when I travel abroad.	5	23	41	47	8	3.24
16. I learn English because I want to be able to converse with people who speak English.	4	11	24	65	20	3.69
18. Only with good English skills can I find a good job in the future.	2	13	19	64	26	3.80
19. I learn English mainly because it is helpful to my future career development.	1	4	15	64	40	4.11
21. Learning English is important for me, because English is a very useful tool for communication in contemporary society.	3	4	9	63	45	4.15
22. Acquiring good English skills is a stepping-stone to one's success in life.	5	8	25	54	32	3.81
24. I learn English in order to learn economic and technological developments in the world.	7	43	44	26	4	2.81
25. I learn English in order to let the world know more about China.	5	28	41	38	12	3.19
<b>General Mean</b>						3.40



Table 11. Internal Factors that Influence Students' Motivation

Items of Internal Factors	Frequency of Students' Responses (124 students)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
<b>Goals Setting (General Mean: 3.44)</b>							
29. I really want to learn more English in the class than I have done in the past.	4 3.2	2 1.6	10 8.1	63 50.8	45 36.3	4.15	.884
30. It is important for me to do well in English class because I want to show my ability to my family/ teachers/classmates.	4 3.2	20 16.1	36 29.0	51 41.1	13 10.5	3.40	.986
31. I have a clear idea of the level of English I want to reach.	2 1.6	11 8.9	51 41.1	48 38.7	12 9.7	3.46	.850
32. I often make a list of the things I have to do in my English course.	9 7.3	40 32.3	53 42.7	19 15.3	3 2.4	2.73	.894
<b>Expectancy (General Mean: 3.45)</b>							
33. The English class will definitely help me improve my English.	7 5.6	13 10.5	43 34.7	50 40.3	11 8.9	3.36	.982
34. If I try hard, I can do well in English course.	1 0.8	4 3.2	18 14.5	61 49.2	40 32.3	4.09	.817
35. I expect to do well in English class because I am good at learning English.	9 7.3	36 29.0	45 36.3	25 20.2	9 7.3	2.91	1.036
<b>Anxiety (General Mean: 2.79)</b>							
36. It embarrasses me to volunteer answers in English class.	12 9.7	26 21.0	41 33.1	38 30.6	7 5.6	3.02	1.067
37. I am afraid other students will laugh at me when I make mistakes.	10 8.1	44 35.5	20 16.1	45 36.3	5 4.0	2.93	1.098
38. I often have difficulty in concentrating in English class.	14 11.3	46 37.1	33 26.6	27 21.8	4 3.2	2.69	1.039
39. No matter how hard I try, I can't perform well on English tests and examinations	13 10.5	54 43.5	24 19.4	20 16.1	13 10.5	2.73	1.171
40. It worries me that other students in my class seem to learn English better than I do.	16 12.9	51 41.1	23 18.5	28 22.6	6 4.8	2.65	1.112
41. If I can't learn English well, it would cause me to question my learning ability.	18 14.5	45 36.3	23 18.5	30 24.2	8 6.5	2.72	1.173
<b>Self-Confidence (General Mean: 3.03)</b>							
42. I am confident in learning English.	5 4.0	19 15.3	45 36.3	37 29.8	18 14.5	3.35	1.037
43. When facing with a hurdle in my English studies, I can get through it easily.	7 5.6	47 37.9	48 38.7	19 15.3	3 2.4	2.71	.881
<b>Self-Efficacy (General Mean: 3.03)</b>							
44. I am not quite sure of my English ability because my grades for English classes at junior and senior high schools were not very good.	14 11.3	57 46.0	16 12.9	28 22.6	9 7.3	2.69	1.157
45. I think I have talent in English learning, because I have always done well in my English study.	6 4.8	49 39.5	45 36.3	19 15.3	5 4.0	2.74	.918
<b>General Mean</b>						3.11	

(Note: the scoring for item 44 was reversed when calculating both the general mean of self-efficacy and all the internal factors)

Table 12. External Factors that Influence Students' Motivation

Items of External Factors	Frequency of Students' Responses (124 students)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
<b>Teachers (General Mean: 3.31)</b>							
46. I look forward to going class because my English teacher is good.	5 4.0	16 12.9	49 39.5	40 32.3	14 11.3	3.34	.979
47. My effort of English learning depends to a large extent on whether I like my English teacher or not.	14 11.3	36 29.0	21 16.9	43 34.7	10 8.1	2.99	1.193
48. It would be better to have native English speakers as English teachers.	5 4.0	22 17.7	39 31.5	46 37.1	12 9.7	3.31	1.005
49. If the teacher does not have high language proficiency, the students will certainly be unable to learn English well.	18 14.5	36 29.0	34 27.4	19 15.3	17 13.7	2.85	1.250
50. Teachers should teach in a dynamic and interesting teaching style.	1 0.8	5 4.0	14 11.3	68 54.8	36 29.0	4.07	.798
<b>Materials and activities (General Mean: 3.57)</b>							
51. My effort of English learning depends to a large extent on the quality of English textbooks.	12 9.7	57 46.0	27 21.8	23 18.5	5 4.0	2.61	1.026
52. In an English class, I prefer activities and materials that really challenge me so that I can learn more.	2 1.6	15 12.1	36 29.0	62 50.0	9 7.3	3.49	.860
53. I prefer activities and materials that arouse my curiosity even if they are difficult to learn.	2 1.6	8 6.5	21 16.9	76 61.3	17 13.7	3.79	.819
54. I prefer an English class in which there are lots of activities that allow me to participate actively.	2 1.6	14 11.3	36 29.0	60 48.4	12 9.7	3.53	.878
55. I like English learning activities in which students work together in pairs or small groups.	4 3.2	16 12.9	40 32.3	54 43.5	10 8.1	3.40	.928
56. Activities in English class should be designed to help the students improve their abilities to communicate in English.	1 0.8	4 3.2	8 6.5	79 63.7	32 25.8	4.10	.719
57. Communication activities are a waste of time, because I only need to learn what is necessary to pass English examinations.	43 34.7	59 47.6	14 11.3	7 5.6	1 0.8	1.90	.869
<b>Relevance</b>							
58. The teacher should know why the students are studying English so that the lessons can be made relevant to their goals and needs.	1 0.8	15 12.1	18 14.5	74 59.7	16 12.9	3.72	.870
<b>Feedback (General Mean: 3.89)</b>							
59. It is important for me to have teachers' feedback to know whether my responses are right or wrong.	2 1.6	9 7.3	23 18.5	73 58.9	17 13.7	3.76	.840
60. Teacher's encouragement and praise can promote my English learning.	1 0.8	8 6.5	11 8.9	72 58.1	32 25.8	4.02	.826
61. If I get high mark in the examinations or assignments, I am eager to put more effort into English learning.	2 1.6	11 8.9	18 14.5	61 49.2	32 25.8	3.89	.947
<b>Classroom Environment (General Mean: 3.44)</b>							
62. During English class, I would like to have only English spoken.	5 4.0	35 28.2	48 38.7	29 23.4	7 5.6	2.98	.954
63. The main reason why I cannot learn English well is that I am not in the English context.	6 4.8	34 27.4	42 33.9	24 19.4	18 14.5	3.11	1.113
64. In English class, the teacher should explain things in Chinese sometimes in order to help us to understand.	1 0.8	6 4.8	14 11.3	81 65.3	22 17.7	3.94	.747
65. In English class, the teacher should do less of the talking and give students more opportunities to express their opinions.	2 1.6	5 4.0	38 30.6	58 46.8	21 16.9	3.73	.847
<b>General Mean</b>						3.54	

(Note: the scoring for item 57 was reversed when calculating both the general mean of materials and activities and all the external factors)

Table 13. Teachers' Perceptions of Students' Intrinsic Motivation

Items of Intrinsic motivation	Frequency of Teachers' Responses (12 teachers)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
1. Students learn English out of their interest in the language.	0	1 8.3	5 41.7	5 41.7	1 8.3	3.50	.798
2. English songs, movies and literature make the students become interested in learning English.	0	1 8.3	0	7 58.3	4 33.3	4.17	.835
22. Learning English can give students a sense of achievement.	0	3 25.0	3 25.0	6 50.0	0	3.25	.866
24. Students find studying English offers a new challenge in their life.	0	1 8.3	4 33.3	6 50.0	1 8.3	3.58	.793
<b>General Mean</b>						3.63	

Table 14. Teachers' Perceptions of Students' Extrinsic Motivation

Items of Extrinsic motivation	Frequency of Teachers' Responses (12 teachers)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
3. Students enthusiasm in learning English is stimulated by their desire to learn the culture, history and life style of English speaking countries.	0	0	3 25	7 58.3	2 16.7	3.92	.669
4. The direct objective of students' learning English is to pass various examinations.	0	2 16.7	2 16.7	6 50.0	2 16.7	3.67	.985
5. Students learn English mainly for obtaining the certificates of CET-4 and CET-6.	1 8.3	2 16.7	0	8 66.7	1 8.3	3.50	1.168
6. An important purpose for students' English learning is to obtain a university degree.	0	5 41.7	3 25.0	4 33.3	0	2.92	.900
7. Students have to learn English because it is a required subject.	0	3 25.0	1 8.3	8 66.7	0	3.42	.900
8. Students learn English because their parents require them to learn it.	1 8.3	4 33.3	6 50.0	1 8.3	0	2.58	.793
9. Students believe that learning English can facilitate their learning of other academic subjects.	2 16.7	4 33.3	4 33.3	2 16.7	0	2.50	1.000
10. Students learn English because they might study abroad in the future.	0	5 41.7	3 25.0	1 8.3	3 25.0	3.17	1.267
11. Students want to learn English because it is useful when traveling abroad.	0	4 33.3	4 33.3	3 25.0	1 8.3	3.08	.996
12. Students learn English because they have the desire to converse with English speakers.	1 8.3	4 33.3	3 25.0	4 33.3	0	2.83	1.030
13. The ultimate purpose of students' English learning is to emigrate to English-speaking countries.	2 16.7	4 33.3	3 25.0	2 16.7	1 8.3	2.67	1.231
14. Students learn English in order to find good job opportunities in the future.	0	0	3 25.0	7 58.3	2 16.7	3.92	.669
15. Students think English is helpful to the future career development.	0	1 8.3	2 16.7	9 75.0	0	3.67	.651
16. Students view English as an important language in the world.	0	1 8.3	4 33.3	5 41.7	2 16.7	3.67	.888
17. Learning English is viewed important by students because they consider it as a useful tool for communication in contemporary society.	0	2 16.7	2 16.7	8 66.7	0	3.50	.798
18. Students consider that acquiring good English skills is a stepping-stone to	0	1	8	3	0	3.17	.577

one's success in life.		8.3	66.7	25.0			
19. Only when students have a good command of English can they live up to the expectations of their parents.	0	6 50.0	4 33.3	2 16.7	0	2.67	.778
20. Students think that in order to learn economic and technological developments in the world, it is necessary to learn English.	0	3 25.0	3 25.0	4 33.3	2 16.7	3.42	1.084
21. Students think that in order to let the world know more about China, it is necessary to learn English.	0	3 25.0	2 16.7	7 58.3	0	3.33	.888
23. Fluent oral English is viewed as a symbol of good education and accomplishment by students.	0	4 33.3	1 8.3	6 50.0	1 8.3	3.33	1.073
<b>General Mean</b>						3.25	

(F=Frequency; P=Percentage; M=Mean; SD= Standard Deviation)

Table 15. 11 Prominent Items

Rank	Item	M	P
1	3. Students enthusiasm in learning English is stimulated by their desire to learn the culture, history and life style of English speaking countries.	3.92	75.0%
2	14. Students learn English in order to find good job opportunities in the future.	3.92	75.0%
3	15. Students think English is helpful to the future career development.	3.67	75.0%
4	4. The direct objective of students' learning English is to pass various examinations.	3.67	66.7%
5	16. Students view English as an important language in the world.	3.67	58.3%
6	5. Students learn English mainly for obtaining the certificates of CET-4 and CET-6.	3.50	75.0%
7	17. Learning English is viewed important by students because they consider it as a useful tool for communication in contemporary society.	3.50	66.7%
8	7. Students have to learn English because it is a required subject.	3.42	66.7%
9	20. Students think that in order to learn economic and technological developments in the world, it is necessary to learn English.	3.42	50.0%
10	21. Students think that in order to let the world know more about China, it is necessary to learn English.	3.33	58.3%
11	23. Fluent oral English is viewed as a symbol of good education and accomplishment by students.	3.33	58.3%

(M=Mean, P=Percentage)

Table 16. Teachers' Perceptions of Students' Integrative Motivation

Items of Integrative Motivation	Frequency of Teachers' Responses (12 teachers)					M
	1	2	3	4	5	
3. Students enthusiasm in learning English is stimulated by their desire to learn the culture, history and life style of English speaking countries.	0	0	3	7	2	3.92
10. Students learn English because they might study abroad in the future.	0	5	3	1	3	3.17
13. The ultimate purpose of students' English learning is to emigrate to English-speaking countries.	2	4	3	2	1	2.67
16. Students view English as an important language in the world.	0	1	4	5	2	3.67
23. Fluent oral English is viewed as a symbol of good education and accomplishment by students.	0	4	1	6	1	3.33
<b>General Mean</b>						3.35

Table 17. Teachers' Perceptions of Students' Instrumental Motivation

Items of Instrumental Motivation	Frequency of Teachers' Responses (12 teachers)					M
	1	2	3	4	5	
4. The direct objective of students' learning English is to pass various examinations.	0	2	2	6	2	3.67
5. Students learn English mainly for obtaining the certificates of CET-4 and CET-6.	1	2	0	8	1	3.50
6. An important purpose for students' English learning is to obtain a university degree.	0	5	3	4	0	2.92
9. Students believe that learning English can facilitate their learning of other academic subjects.	2	4	4	2	0	2.50
11. Students want to learn English because it is useful when traveling abroad.	0	4	4	3	1	3.08
12. Students learn English because they have the desire to converse with English speakers.	1	4	3	4	0	2.83
14. Students learn English in order to find good job opportunities in the future.	0	0	3	7	2	3.92
15. Students think English is helpful to the future career development.	0	1	2	9	0	3.67
17. Learning English is viewed important by students because they consider it as a useful tool for communication in contemporary society.	0	2	2	8	0	3.50
18. Students consider that acquiring good English skills is a stepping-stone to one's success in life.	0	1	8	3	0	3.17
20. Students think that in order to learn economic and technological developments in the world, it is necessary to learn English.	0	3	3	4	2	3.42
21. Students think that in order to let the world know more about China, it is necessary to learn English.	0	3	2	7	0	3.33
<b>General Mean</b>						3.29

Table 18. Teachers' Responses to Internal Factors that Influence Students' Motivation

Items of Internal Factors	Frequency of Teachers' Responses (12 teachers)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
<b>Goals Setting (General Mean: 3.56)</b>							
25. It is good if students have the desire to learn as much English as possible.	3 25.0	0	1 8.3	5 41.7	3 25.0	3.42	1.564
26. Students' desire to show their ability to their family/teachers/classmates can promote good performance in English class.	0	3 25.0	2 16.7	7 58.3	0	3.33	.888
27. Students having clear ideas and aims about their English study are more active in the learning process.	0	1 8.3	2 16.7	6 50.0	3 25.0	3.92	.900
<b>Expectancy (General Mean: 3.44)</b>							
28. Students believe that the English class will definitely help them improve their English.	0	4 33.3	3 25.0	5 41.7	0	3.08	.900
29. Students hope they can do well in English course through hard work.	1 8.3	2 16.7	1 8.3	6 50.0	2 16.7	3.50	1.243
30. Students with good level of English have the desire to do better in English class.	1 8.3	1 8.3	1 8.3	6 50.0	3 25.0	3.75	1.215
<b>Anxiety (General Mean: 3.33)</b>							
31. Students are anxious about volunteering answers because they feel it makes them embarrassed.	1 8.3	3 25.0	1 8.3	6 50.0	1 8.3	3.25	1.215
32. Some students are afraid of being laughed at when making mistakes.	0	3 25.0	2 16.7	4 33.3	3 25.0	3.58	1.165
33. Students often have difficulty in concentrating in English class.	0	2 16.7	4 33.3	6 50.0	0	3.33	.778
34. Students will feel frustrated when hard work doesn't get satisfying results.	1 8.3	0	1 8.3	10 83.3	0	3.67	.888
35. Students may feel frustrated when finding the others do better in English learning than they do.	1 8.3	2 16.7	7 58.3	2 16.7	0	2.83	.835
36. Students might question their learning ability if they don't learn English well.	0	0	8 66.7	4 33.3	0	3.33	.492
<b>Self-Confidence</b>							
37. If students are confident in learning English, they can overcome the difficulties in their study easily.	0	1 8.3	0	7 58.3	4 33.3	4.17	.835
<b>Self-Efficacy (General Mean: 3.75)</b>							
38. Past failure in English learning makes students lose heart in study.	0	1 8.3	4 33.3	6 50.0	1 8.3	3.58	.793
39. Past success in English learning boosts students' confidence.	1 8.3	0	1 8.3	7 58.3	3 25.0	3.92	1.084
<b>General Mean</b>						3.51	

Table 19. Teachers' Responses to External Factors that Influence Students' Motivation

Items of External Factors	Frequency of Teachers' Responses (12 teachers)					M	SD
	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P		
<b>Teachers (General Mean: 3.54)</b>							
40. If students like their English teachers, they will be more enthusiastic about their English learning.	0	2 16.7	0	7 58.3	3 25.0	3.92	.996
41. If the teacher does not have high language proficiency, the students will certainly be unable to learn English well.	0	4 33.3	1 8.3	7 58.3	0	3.25	.965
42. Teachers' dynamic and interesting teaching style can motivate students to learn.	0	1 8.3	2 16.7	6 50.0	3 25.0	3.92	.900
43. Having native English speakers as English teachers can stimulate students' interest in learning.	1 8.3	2 16.7	4 33.3	5 41.7	0	3.08	.996
<b>Materials and activities (General Mean: 3.74)</b>							
44. The quality of English textbooks can influence students' efforts of English learning to a certain extent.	0	2 16.7	3 25.0	5 41.7	2 16.7	3.58	.996
45. Challenging activities and materials can promote students to learn more.	0	2 16.7	2 16.7	6 50.0	2 16.7	3.67	.985
46. Activities and materials that arouse students' curiosities can motivate them to learn even if they are difficult.	0	2 16.7	1 8.3	6 50.0	3 25.0	3.83	1.030
47. The English class should involve lots of activities that allow students to participate actively.	0	0	2 16.7	6 50.0	4 33.3	4.17	.718
48. Activities in which students work together in pairs or small groups win students' high favor.	0	2 16.7	4 33.3	6 50.0	0	3.33	.778
49. Activities in English class should be designed to help the students improve their abilities to communicate in English.	0	1 8.3	1 8.3	8 66.7	2 16.7	3.92	.793
50. Teachers should only teach what is necessary to pass English examinations according to students' needs regardless of communication activities.	3 25.0	5 41.5	1 8.3	3 25.0	0	2.33	1.155
<b>Relevance</b>							
51. The teacher should know why the students are studying English so that the lessons can be made relevant to their goals and needs.	0	2 16.7	2 16.7	8 66.7	0	3.50	.798
<b>Feedback (General Mean: 3.94)</b>							
52. It is important for students to have teachers' feedback to know whether their responses are right or wrong.	0	1 8.3	1 8.3	9 75.0	1 8.3	3.83	.718
53. Teacher's encouragement and praise can promote students' English learning.	0	0	2 16.7	6 50.0	4 33.3	4.17	.718
54. High marks in the examinations/assignments can make students eager to put more effort into English learning.	0	0	3 25.0	8 66.7	1 8.3	3.83	.577
<b>Classroom environment (General Mean: 3.72)</b>							
55. During English class, it would be better to have only English spoken to make students feel involved in an English context.	0	5 41.7	2 16.7	5 41.7	0	3.00	.953
56. In English class, the teacher should explain things in Chinese sometimes in order to help students to understand.	0	1 8.3	0	7 58.3	4 33.3	4.17	.835
57. In English class, the teacher should do less of the talking and give students more opportunities to express their opinions.	0	0	2 16.7	8 66.7	2 16.7	4.00	.603
<b>General Mean</b>						3.71	

(Note: the scoring for item 50 was reversed when calculating both the general mean of materials