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**The Motivation of Chinese Learners of English
in a Foreign and Second Language Context**

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Abstract

This study investigated differences in the motivation of Chinese EFL and ESL learners, changes in the motivation of Chinese ESL learners over a three month period of residence in an English-speaking country, and the effect of motivational strategy training on Chinese EFL learners' motivation.

This multiple-method study employed both quantitative and qualitative analyses. There were two phases in the study. In Phase One, the motivation of 132 EFL and 122 ESL learners was measured by means of a self-report questionnaire, which was adapted from Taguchi, Magid and Papi's (2009) instrument based on Dörnyei's (2005, 2009a) L2 Motivational Self System theory. In addition, 10 EFL and 11 ESL learners kept a diary of their English learning over a three month period. Their diaries were collected and analyzed to examine the ongoing changes in the learners' motivation to learn English. Data collected from follow-up interviews supplemented the data from the learner diaries. In Phase Two, an intervention study was carried out, involving the same 10 EFL learners (five in the intervention group and five in the control group). The learners in the intervention group were provided with three months' motivational strategy training. Data on the effect of the training were collected by means of learner diaries, follow-up interviews, and semi-structured interviews.

The results showed that there were some notable differences in the motivation of Chinese EFL and ESL learners (i.e., difference in their Ideal L2 Self, their attitudes to L2 community and culture, instrumentality, their attitudes to learning English, and criterion measures). The overall motivation of the ESL learners was higher than that of the EFL learners. The results revealed individual changes and general patterns of change in the motivation of the ESL learners over the three month period of residence in New Zealand. Drawing on Dörnyei's (2005, 2009a) L2 Motivational Self System, these motivational changes were analyzed in terms of three major dimensions: (1) ideal L2 self, (2) ought-to L2 self, and (3) L2 learning experience. According to the similarities and differences in the changes in their motivation, five learner types were identified based on these three dimensions. The learners belonging to three of these

learner types were able to maintain or increase their overall motivation. Learners in the other two types were not able to maintain their overall motivation: Their motivation decreased over the three months. The results also showed that the effect of the motivational strategy training on the EFL learners' motivation differed according to their motivation type. In the Conclusion chapter, the implications and limitations of the study are discussed and suggestions made for future research.

Dedication

To my parents

for their love, support, and encouragement

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List of Abbreviations

EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second/Foreign Language
AMTB	Attitude Motivation Test Battery
SLA	Second Language Acquisition
GPA	Grade Point Average
TOEFL	Test of English as a Foreign Language
MQ	Motivation Questionnaire
NZ	New Zealand
CET4	College English Test Band 4
CET6	College English Test Band 6
IELTS	International English Language Testing System

Chapter 1

Introduction

This thesis examines the motivation of Chinese learners of English. As I am Chinese, I would like to start with some personal comments about my own motivation to learn English. It is my own experiences of learning English as an EFL student and teacher in China and as a Chinese student residing in Canada and New Zealand where I studied for my master's and doctorate degree that have motivated me to study this topic for my thesis.

English has become part of my life. For me, learning English has been a life-long journey. During this long journey, my motivation to learn English has fluctuated considerably. This journey started when I entered junior high school. However, it was not my personal choice to start the journey. At that time, I did not know what English was and how important it would be in my life. I only knew that English was a compulsory subject at school, which motivated me to learn English because I did not want to let my parents down and fall behind my peers. After entering senior high school, I started to realize the importance of English as it was one of the subjects in the university entrance exams. Thus, I put a large amount of effort into learning English during that period, and my English grades improved greatly. Finally, influenced by many people around me, I chose English as my major for my undergraduate study, motivated largely by the fact that it was easier for English majors to find a good job at that time.

When studying English at university, I had opportunities to read English novels and watch some wonderful English movies, which gradually aroused my interest in English and its culture. In order to better understand these novels and movies, I invested a lot of time and effort in learning English, in particular to enlarge my vocabulary. At that time, I also had an opportunity to communicate with a native English speaker, who was the teacher of our oral English course. I valued this first opportunity for real

communication in English. Thus, my motivation to learn English increased while I was studying as an undergraduate in China.

My motivation to learn English reached its highest level when I studied in Canada although I was enrolled in an academic program rather than an English program. It was my first time to study in an English-speaking environment. The city where I resided was not large and did not have many Chinese people, but the local people were friendly, and most of my classmates were Canadians. This meant that I had to communicate in English most of the time. I needed to improve my English proficiency as quickly as possible in order to adapt to the new learning and living environment. I made friends with my Canadian classmates and my landlady and socialized with other international students and local people. I spent a lot of time reading academic articles and books in English. I watched TV programs every day and often discussed them with my landlady. However, my motivation was not consistent at that time. It increased significantly when I experienced positive contact with local people, but it went down when I was misunderstood by others because of cultural differences.

I have found that my motivation to learn English was not as high in New Zealand as it had been when I was studying in Canada. In New Zealand, I lived with my family in Auckland, which is a multicultural city and has a Chinese community. I socialized with Chinese people outside the university, and it was not necessary for me to communicate in English most of the time. Although I also spent much time reading academic articles and books in English and tried to improve my academic writing skills, I did not invest much effort in improving my oral communicative skills. To what extent, then, are my own experiences and motivation to learn English similar to those of other Chinese students?

There is no doubt about the importance of English in Chinese society given that English is a compulsory course in the school curriculum and a good knowledge of English is essential for succeeding educationally, finding a good job, and achieving promotion. However, this does not mean that every Chinese student is highly motivated to learn English. As an EFL teacher in a Chinese university, I often hear my colleagues

complaining that quite a few of their students lack motivation to learn English, which is reflected in their poor classroom performance. I also know that some students always complain that they are not interested in learning English as they realize what a painstaking process it is; others complain that they do not want to learn English or invest effort in learning English, but feel they have to make an effort to learn English due to social pressures. They often attribute their lack of interest and motivation to the examination-oriented education in China and/or the unfavourable English learning environment both inside and outside the classroom, which deprives them of opportunities for meaningful communication in English.

Therefore, it is not surprising that an increasing number of Chinese students go to study English in an English-speaking country nowadays with the expectation that by doing so they will automatically enhance their motivation to learn English because they will need to use English in their daily life. They believe that they will achieve a higher level of proficiency than their peers studying in China. However, this is not always the case. From my own experience as a Chinese student residing in Canada and New Zealand, I have seen that, partly because of cultural conflicts and partly because of their limited English proficiency, many Chinese students prefer to socialize with Chinese people and thus lack opportunities to speak English in their daily life even though they live in an English-speaking country. Since they do not always need to use English in their daily life, studying English in an English-speaking country does not lead to any increase in their motivation to learn English. Consequently, they often fail to attain the high level of English proficiency they expected.

In this case, does it mean that the motivation of Chinese learners who study English in an English-speaking country (ESL learners) is no different from that of Chinese learners who study English in China (EFL learners)? If not, what differences are there? Since an increasing number of Chinese students have invested a large amount of time and money to study English abroad, I think it worthwhile to explore these questions and to investigate what changes occur in the motivation of Chinese ESL learners. As an EFL teacher, I want to have a better understanding of Chinese students' motivational profiles

in both contexts and to find ways of maximising my students' motivation in their current learning setting.

L2 motivation has been conceptualized as a complex and multifaceted construct comprising a number of constituent components. L2 motivation researchers have developed diverse theories and models to explain these motivational factors. Although there is no agreement on the exact contribution of the various motivational components to learning behaviour and achievement, research indicates that motivation is one of the key factors influencing the rate and success of L2 learning.

Many of the pioneering studies of L2 motivation drew on Gardner's social psychological theory (Gardner & Lambert, 1959, 1972; Gardner, 1985), which is generally acknowledged as the foundation of L2 motivation research. These studies demonstrated the importance of social context in L2 motivation; that is, L2 motivation was shown to be consistently connected with attitudes toward the L2 community. However, this social view of L2 motivation cannot fully account for what motivates learners in foreign language contexts and classroom settings. In order to explain the L2 motivational construct in different language learning contexts, Dörnyei (2005, 2009a) proposed the *L2 Motivational Self System*. However, this has not yet been widely tested empirically in different language learning contexts.

Recently in L2 motivation research, much attention has been paid to the actual learning processes and dynamic and situation-specific aspects of motivation. This has led to increased interest in the practical and pedagogical implications of motivational theories and to research investigating the effect of motivational interventions involving instruction in the use of motivational strategies. The various motivational strategies proposed to date, however, can only be considered as hypotheses until their effectiveness is tested empirically (Gardner & Tremblay, 1994). Ways of exploring the dynamics of L2 motivational change (e.g., through longitudinal diary studies) also need to be explored.

This study aims to investigate differences in the motivation of Chinese EFL and ESL learners, changes in the motivation of Chinese ESL learners, and the effect of motivational strategy training on Chinese EFL learners' motivation. It is motivated by the desire to contribute to our understanding of L2 motivation as a situated and dynamic phenomenon by investigating a model of L2 motivation that is applicable to different language learning contexts. Moreover, by testing the effect of training in the use of specific motivational strategies, this study also hopes to shed light on the usefulness of specific motivational strategies for different learners.

This thesis is organised into eight chapters. Chapter One (the current chapter) explains my personal reasons for choosing the topic of this thesis and introduces the theoretical background to this study. Chapter Two presents a review of the literature. It provides a brief history of L2 motivation research and a discussion of three major motivation theories that served as the theoretical foundation for the research reported in this thesis. This chapter also introduces the key findings of previous empirical studies that have investigated the differences in motivation in a foreign and second language context, motivational change, and motivational strategies. It also discusses some intervention studies and identifies specific aspects in need of future research. Chapter Three is a report of the pilot study that tested the reliability and validity of the instruments and procedures and sought provisional answers to Research Question One. Chapter Four provides an account of the methods employed in the two phases of the main study. It gives the research questions and describes the research design, the data collection instruments and procedures, the methods of analysis, and how the intervention study was conducted. Chapters Five, Six, and Seven present the results and discussion for three research questions that informed the study. Finally, Chapter Eight summarizes the findings and considers the significance, implications, and limitations of the study.

Chapter 2

Review of the Literature

2.1 Introduction

In this chapter, I first give an overview of the history of L2 motivation research, with an emphasis on four phases in L2 motivation research and two major motivation theories relevant to the design of the present study. Second, I present the most recent comprehensive L2 motivation theory – L2 Motivational Self System. Third, I discuss L2 motivation in a foreign vs. second language learning context. In the discussion, I focus on reviewing previous empirical studies on the distinction between motivation in a foreign and second language context and on the motivation of Chinese learners of English, which have mainly adopted the social psychological approach. I also consider the applicability of L2 Motivational Self System to motivation research in foreign and second language learning contexts and the possibility of using it as the theoretical framework for the study reported in this thesis. Fourth, I examine research on the dynamics of L2 motivational change within three different research paradigms. Finally, I discuss how to develop learners' motivation by reviewing relevant motivational intervention studies and studies of motivational strategies. In this final section, I also provide an overview of Dörnyei's (2001a) framework of motivational strategies, focusing on two specific motivational strategies: setting specific learner goals and promoting self-motivating learner strategies, which served as the basis of the design of the motivational intervention in the present study.

2.2 Overview of the History of L2 Motivation Research

Motivation has been a focus of second/foreign language (L2) learning research for many years. L2 motivation is conceptualized as an intricate and multifaceted construct comprising a number of constituent components. The role played by the various

motivational components in L2 learning has been a major concern of L2 motivation researchers. They have proposed a number of diverse theories and models to explain motivational factors in L2 learning, with different theories and models focusing on different aspects of L2 motivation.

The historical development of these diverse L2 motivation theories can generally be divided into three distinct phases (Dörnyei, 2005). Through the 1960s, 70s, and 80s, L2 motivation research was characterized by the *social psychological approach*, which was developed by Gardner and his associates in Canada. The tenet of this approach is that “students’ attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language” (Gardner, 1985, p. 6). This L2 motivation research approach was originally developed to address the unique Canadian socio-political situation where English and French speaking communities co-exist. In the Canadian social psychological tradition, L2 motivation is consistently connected with attitudes toward the L2 and L2 community. However, this social argument cannot completely explain motivation in other L2 learning settings such as foreign language classrooms, which vary a great deal.

The *cognitive-situated period* in L2 motivation research during the 1990s is often seen as initiated by Crookes and Schmidt (1991). During this period, many L2 motivation researchers attempted to utilize the cognitive theories in motivational psychology for a better understanding of L2 motivation. Although they did not reject the social psychological approach, they proposed a more situated analysis of L2 motivation by narrowing down the macroperspective of L2 motivation. A lot of research linked motivation to contextual factors in order to understand the motivational features of actual L2 learning situations (see Dörnyei, 2005; Dörnyei & Ushioda, 2011, for comprehensive reviews).

The end of the 1990s was the *process-oriented period*, which was initiated by the studies of Dörnyei (e.g., 2001b), Ushioda (e.g., 2001), and their colleagues in Europe. In an attempt to operationalize the process-oriented approach, Dörnyei and Ottó (1998) built a process model of L2 motivation. This period is characterized by a focus on the

dynamic and temporal dimension of L2 motivation. The process-oriented approach has been adopted to investigate motivational change over time.

Traditionally, L2 motivation research, especially within the social psychological paradigm, adopts a product-oriented approach and concentrates on correlating measures of motivation and learning outcomes (Dörnyei, 2005). Recently, with the introduction of new motivation theories and constructs, attention has shifted to the actual learning processes and dynamic and situation-specific aspects of motivation. These form a foundation for exploring the practical and pedagogical implications, such as research on motivational interventions and motivational strategies. Accordingly, more and more L2 motivation research has focused on investigating how motivation works in actual learning situations and how to use this knowledge to motivate learners, rather than just investigating what motivation is and its relationship to language learning outcomes (Guilloteaux & Dörnyei, 2008).

Most recently, Dörnyei and Ushioda (2011) have proposed that the third phase in L2 motivation research – the process-oriented period – is developing into (or perhaps merging with) a new phase that they have called the *socio-dynamic period*. This new period is characterized by a focus on “the situated complexity of the L2 motivation process”, “its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors”, and how to “theorise L2 motivation in ways that take account of the broader complexities of language learning and use in the modern globalised world” (Dörnyei & Ushioda, 2011, p. 72). The transition to the new period is centrally defined by three new approaches to conceptualizing L2 motivation: a person-in-context relational view of motivation (Ushioda, 2009), the L2 Motivational Self System (Dörnyei, 2005, 2009a) (discussed in detail in Section 2.3), and motivation from a complex dynamic systems perspective (Dörnyei, 2009b) (see Dörnyei & Ushioda, 2011, for comprehensive reviews).

2.2.1 Gardner’s Social Psychological Theory

Gardner’s social psychological theory of L2 motivation has been extensively employed to investigate the relationships between motivational variables and L2 achievement.

Due to space limitations, I will discuss only a few important tenets of the theory that are helpful in evaluating the results of empirical studies relevant to the research reported in this thesis.

2.2.1.1 Integrative Motivation

The concept of *integrative motivation* has been the most developed and researched aspect of Gardner's motivation theory. Integrative motivation is a composite construct including three components: *integrativeness*, *attitudes toward the learning situation*, and *motivation*.

The first component *integrativeness* refers to individuals' "openness to identify, at least in part, with another language community" (Gardner & Masgoret, 2003, p. 126). According to Gardner (1985), if an individual wants to identify with another language group, he or she will be motivated to learn the language. Since integrativeness reflects emotional identification with another language group, it is measured by three criteria: integrative orientation toward learning the L2, attitudes toward the L2 community, and openness to other cultural groups/interest in foreign languages. The second component *attitudes toward the learning situation* refers to the individual's attitudes toward any aspect of the context in which the language is taught and subsumes attitudes toward the L2 teacher and the L2 course. The third component *motivation* includes three subcomponents: the effort expended in learning the L2, the desire to learn the L2 which orients this effort, and attitudes toward learning the L2. According to Gardner and Masgoret (2003), all the three components of integrative motivation are positively related to L2 achievement. Motivation is viewed as the major component contributing to L2 achievement, and integrativeness and attitudes toward the learning situation are seen as two different but correlated supports for motivation. That is, motivation is more highly related to L2 achievement than either of the other two components. In addition, they have claimed that the language learning context (second or foreign language context) has little effect on the relationship between integrative motivation and L2 achievement.

2.2.1.2 Integrative Orientation and Instrumental Orientation

Gardner (1985) makes a distinction between orientation and motivation in his theory. According to him, orientation involves a class of reasons for learning an L2, whereas motivation refers to the combination of the three subcomponents (as described above). Motivation is directly responsible for L2 achievement, and orientation indirectly influences L2 achievement. It is not orientation but motivation that is the focus of Gardner's theory. However, the distinction of these two concepts has been frequently misunderstood, and the two orientations (i.e., integrative and instrumental orientation) have become the best known concepts in his work (Dörnyei, 2001b).

An integrative orientation reflects reasons for learning an L2 that emphasize a positive disposition toward the L2 community and a desire to interact with and even become similar to valued members of the L2 community. An instrumental orientation reflects practical reasons for learning an L2 such as achieving a promotion or a higher salary, without implying any favourable interest in the L2 community. The correlation between integrative orientation and L2 achievement is generally higher than that between instrumental orientation and L2 achievement in both foreign and second language contexts (Gardner & Masgoret, 2003). The variable of instrumental orientation is not included in Gardner's core theory, but only appears in his Attitude Motivation Test Battery (AMTB). However, L2 scholars frequently misrepresent Gardner's theory as the sum of integrative and instrumental motivation (Dörnyei, 2005). Recently, in order to conceptualize instrumental motivation in his model, Gardner has proposed that other supports such as instrumental factors may contribute to motivation. These other supports are not directly associated with integrative motivation, so the combination of instrumental factors and motivation can be labelled *instrumental motivation* (Gardner, 2001).

2.2.1.3 Controversies and Critiques of Gardner's Motivation Theory

Gardner's motivation theory has aroused controversies resulting in a number of critiques. Firstly, Dörnyei (2005) has pointed out that there are two main areas of terminological difficulty in understanding his model. One is the term *integrative*, which appears at three different levels: integrative orientation, integrativeness, and integrative

motivation. The other is the term *motivation*, which appears at two levels: motivation and integrative motivation. In addition, Gardner sometimes used the term *motivation* and *orientation* inconsistently although he emphasized that they are two different concepts.

Secondly, many L2 motivation researchers have proposed that Gardner's model, which was developed for Canada, may not be applicable to all second and foreign language contexts. For example, some researchers have questioned the existence and validity of the integrative construct, as well as the integrative-instrumental orientation dichotomy in Asian EFL contexts (e.g., Apple, 2005; Chen, Warden, & Chang, 2005; Kimura, Nakata, & Okumura, 2001; Irie, 2003; Mori, 2002; Warden & Lin, 2000, see Section 2.4.1, for details). According to Dörnyei (1990), integrative motivation may be more associated with the L2 achievement of second language learners, whereas instrumental motivation may be more important than integrative motivation for foreign language learners because "foreign language learners often have not had enough contact with the target language community to form attitudes about them" (p. 69), and they often learn a foreign language for practical reasons. Later, Dörnyei modified his position in a large-scale nationwide study of motivation in Hungary by stating that it is only integrativeness, the most powerful motivational component, that directly affects L2 choice and the intended effort expended by students on L2 learning (Csizér & Dörnyei, 2005a). However, in Dörnyei's research, integrativeness is different from Gardner's model although they both attach importance to integrativeness. In Gardner's model, integrativeness reflects emotional identification with an L2 community, but in Dörnyei's (1990) opinion, the identification can be generalized to the cultural and intellectual values associated with the language, as well as the actual L2 itself, especially in foreign language contexts. Dörnyei's views about the need to extend the concept of integrativeness have been supported by some scholars who have called for the reconceptualization of integrativeness (discussed in detail in Section 2.3.2) to make it better suited to explaining the motivational construct in different language learning contexts and the motivational basis of language globalization.

Thirdly, there has been a questioning of the instrumental dimension in Gardner's motivation theory. Some researchers have found that the traditional instrumental concept in Gardner's model is not appropriate for explaining all the utilitarian factors that have emerged in empirical studies, such as travelling, making foreign friends, and understanding English songs (Dörnyei & Kormos, 2000; Dörnyei, 2002). Clément and Kruidenier (1983) also identified travel, friendship, and knowledge orientation in their research. Csizér and Dörnyei (2005a) thus extended the concept of instrumentality to include pragmatic incentives, the importance of the L2 in the world, and the contribution that knowledge of an L2 makes to becoming an educated person.

Finally, in Gardner's motivation theory, the motivated behaviour (i.e., effort or motivational intensity) is one of the three subcomponents included in the motivation construct, whereas in other studies, it is normally viewed as a behavioural criterion that is directly influenced by motivation. Instead of emphasizing the correlations between motivation and L2 achievement, Csizér and Dörnyei (2005a) suggested relating the various motivational variables to criterion measures of L2 learning behaviour (such as effort) because motivation is defined as an antecedent of behaviour rather than of achievement.

In spite of these critiques, Gardner's social psychological theory of L2 motivation has still been recognized as the foundation of L2 motivation research. But with circumstances changing in the 21st century, Gardner's model itself no longer serves as a suitable model for investigating motivation in language learners operating within a modern globalised world. However, the key concept of this model, integrativeness, has survived, but has been reconceptualised, and the integrative and instrumental motivation constructs have also been adapted and incorporated into other models such as L2 Motivational Self System, which I used as the theoretical framework of the present study.

2.2.2 Dörnyei and Ottó's Process Model of L2 Motivation

In an attempt to design classroom interventions to motivate language learners, Dörnyei and Ottó (1998) found that none of the existing L2 motivation models could be used as

a theoretical basis for educational applications. This was because these models (a) “did not provide a sufficiently *comprehensive and detailed summary* of all the relevant motivational influences on learner behaviour in the classroom” (Dörnyei & Ottó, 1998, p. 43), (b) “focus on how and why people *choose* certain courses of action, rather than on the motivational sources of *executing* goal-directed behaviour” (Dörnyei & Ottó, 1998, p. 43), and (c) “did not do justice to the fact that motivation is not a static state but rather a dynamically evolving and changing entity, associated with an ongoing process in time” (Dörnyei & Ottó, 1998, p. 44). Therefore, Dörnyei and Ottó (1998) developed their process model of L2 motivation, and then Dörnyei (2001a) employed it as an underlying organizational framework for designing motivational strategies (discussed in detail in Section 2.6).

Following Heckhausen and Kuhl’s action control theory (e.g., Heckhausen, 1991; Heckhausen & Kuhl, 1985), the motivational process in Dörnyei and Ottó’s process model is divided into three main stages: preactional stage, actional stage, and postactional stage. These three sequential stages capture “how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process” (Dörnyei, 2005, p. 84). Additionally, the three stages are fuelled by different motivational influences. Therefore, there are two dimensions in the process model: motivational functions (or action sequence) and motivational influences.

The key tenet of the process model is that the three stages are associated with different motivational factors. In this way, different motivation theories and models in the literature are synthesized into a unified framework since they focus on different motivational factors related to different stages of the motivational process. Gardner’s social psychological theory, for example, is “effective in explaining variance in choice motivation but to explain executive motivation, more situated factors need to be taken into account” (Dörnyei, 2005, p. 86). The process model lists the different motivational influences in each of the three stages (Dörnyei & Ottó, 1998; Dörnyei, 2001b; Dörnyei,

2005). However, given the goals of the current study, these motivational influences are not discussed in detail.

2.2.2.1 Preactional Stage

The preactional stage aligns with *choice motivation* in action control theory (Heckhausen & Kuhl, 1985). It is assumed that motivation is generated at this stage. This stage can be further divided into three subprocesses: *goal setting*, *intention formation*, and *the initiation of intention enactment*. Sometimes these subprocesses happen very quickly and almost simultaneously, but often the sequence can cover a longer period and even terminate before reaching action.

Goal setting is the first key step in the motivated behavioural sequence of the process model. It refers to the process in which the individual's broad wishes/hopes, desires, and opportunities are selected as an actual goal to be further pursued. The motivational factors that influence the goal-setting process include language-related subjective values and norms, incentive values associated with L2 learning, the perceived potency of the potential goal, and environmental effects. The first two factors are largely captured by Gardner's concepts of integrativeness and instrumental motivation. Goal setting does not guarantee action initiation. The goal needs to be formed into an intention, which is the immediate antecedent of action. In order to form a fully operational intention, it is necessary to add commitment to the goal and then to develop a manageable action plan. An action plan must articulate the essential details regarding the planned action, including concrete guidelines such as what subtasks to take and strategies to follow, as well as the timeframe for the action. That intentions have been formed does not mean that their implementation will immediately occur. Frequently the behavioural sequence can cover a longer period and even terminate before reaching action. Thus, there exists a separate subprocess between intention formation and action: *the initiation of intention enactment*, which entails "finding the right point in time for actualizing the intention to act, particularly with respect to seeking and utilizing suitable opportunities and the preparation of appropriate steps for implementation" (Dörnyei & Ottó, 1998, p. 56).

2.2.2.2 Actional Stage

The actional stage is related to *executive motivation* in action control theory. At this stage, “the generated motivation needs to be actively *maintained* and *protected* while the particular action lasts” (Dörnyei, 2005, p. 84). Learners have to commit themselves to the implementation of action. This stage consists of three basic processes: *subtask generation and implementation*, *appraisal*, and *action control*. Subtask generation and implementation refers to the process in which learners implement the subtasks specified in the action plan. However, when learners enact their action plans, they always find that their action plans are rarely complete, so they continue to generate further subtasks or subgoals. Appraisal refers to the ongoing process in which people continuously evaluate the environmental stimuli and their action progress. They compare their actual performances with predicted ones or with ones that would result from an alternative action sequence. Action control processes involve self-regulatory mechanisms that enable people to maintain, strengthen, and protect action, especially when ongoing appraisal shows that the action progress is slowing, halting, and backsliding. In L2 learning contexts, students can use three types of self-regulatory strategies (i.e., motivation maintenance, goal-setting, and language learning strategies) in order to “protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning and performance” (Corno, 1993, p.16).

During the actional stage, the optimal actional outcome is that the goal is accomplished, whereas the opposite outcome is that the action is completely terminated. The main motivational factors that influence the actional stage include:

- the perceived quality of the learning experience, which influences the appraisal process and relates to the five stimulus appraisal dimensions in Schumann’s (1998) theory: *novelty*, *pleasantness*, *goal/need significance*, *coping potential*, and *self and social image*;
- students’ sense of self-determination/autonomy;
- teachers’ and parents’ influence;
- type of performance appraisal, reward structure, and classroom goal structure;
- influence of the learner group and the classroom climate;

- Knowledge and use of self-regulatory strategies such as language-learning, goal-setting, and self-motivating strategies (see Section 2.6). These strategies can scaffold and enhance motivation, especially when there exists task conflict, competing action tendencies, other distracting influences, and the availability of action alternatives.

2.2.2.3 Postactional Stage

In the postactional stage, learners evaluate their action outcome and prepare for future actions. They compare their intended goal and action plan with what they have actually achieved and form causal attributions about the extent to which they have achieved the intended goal. Such evaluation allows learners to accumulate experience, elaborate their internal standards, and extend their repertoire of action-specific strategies, preparing a foundation for the future. However, before future action can take place, the original intention has to be abandoned because it has already been acted out. Following the abandonment of the initial intention, learners generate new goals and intentions and start a new motivational process.

2.2.2.4 Summary

Dörnyei (2005) argues that the process model has two key shortcomings. First, it is difficult to define where exactly an action starts in actual educational contexts. Second, it is impossible to isolate the actional process in question because learners are usually engaged in a number of other ongoing activities, which may interfere with the actional process. Recently, he points out that an additional shortcoming of the process model is that the model, which is characterized by linear cause-effect relationships, may not capture the complexity of the motivation system (Dörnyei, 2009b). Despite these shortcomings, the process model provides a comprehensive list of the key motivational factors identified in the L2 and mainstream psychology literature. It also facilitates the investigation of motivational change over time in educational settings and prepares the ground for designing intervention strategies. Using this process model as the theoretical basis and organizing principle, Dörnyei (2001a) has proposed a framework of motivational strategies, within which two specific motivational strategies served as the

basis of the design of the intervention study to address the third research question of the present study.

2.3 Dörnyei's L2 Motivational Self System

Dörnyei (2005, 2009a) recently outlined a new approach for L2 motivation research, the *L2 Motivational Self System*. As discussed in the above section, the L2 Motivational Self System is one of the important new approaches for conceptualizing L2 motivation as it reflects the transition to the socio-dynamic period in L2 motivation research. The new model is built on the combination of self and identity theory in personality psychology and previous L2 motivation research and attempts to analyze motivational variables and their interrelationships from a self perspective. The following sections first introduce the foundation of this new model and then present its three dimensions in detail.

2.3.1 Theoretical Contribution of Psychology to the L2 Motivational Self System

With more attention paid to the active and dynamic nature of the self-system in personality psychology, the self has been linked to action and motivation. Among the conceptions of the self, *possible selves*, *ideal* and *ought selves* in relation to *self-discrepancy* constitute the theoretical basis of Dörnyei's L2 Motivational Self System.

Possible selves are visions of the self in future states, involving individuals' ideas of what they would like to become, what they might become, and what they are afraid of becoming (Markus & Nurius, 1986). Possible selves give the specific self-relevant form, meaning, organization, and direction of one's hopes, goals, fears, and threats. They are important for motivating future behaviour, as well as for providing an interpretive and evaluative context for the present view of the self (Markus & Nurius, 1986). Possible selves involve tangible images and senses, and thus one can *see* and *hear* a possible self. "The more vivid and specific they become, the more one's current state can be made similar to the desired state." (Markus & Ruvolo, 1989, p.228)

Ideal and ought selves, which have been identified as two types of possible selves, were introduced by Higgins (1987) in his self-discrepancy theory. According to Higgins (1987), there are three domains of the self: (a) the *actual self*, referring to the attributes that one believes one actually possesses, (b) the *ideal self*, referring to the attributes that one would ideally like to possess (i.e., representation of hopes, aspirations, or wishes), and (c) the *ought self*, referring to the attributes that one believes one ought to possess (i.e., representation of a sense of duty, obligations, or responsibilities). Thus, the ideal self concerns one's own vision for him/herself, while the ought self concerns someone else's vision for him/her (Dörnyei & Ushioda, 2011).

The ideal and ought selves are future self-guides. People differ as to which type of self-guides they are particularly motivated to possess. Self-discrepancy theory assumes that people are motivated to reach a condition where their self-concept matches their personally relevant self-guides (Higgins, 1987). That is, motivation refers to “the desire to reduce the discrepancy between one's actual self and the projected behavioural standards of the ideal/ought selves” (Dörnyei & Ushioda, 2011, p. 82). Further, Higgins (1998) indicated that ideal selves have a promotion focus, as they are concerned with hopes, aspirations, advancements, growth, and accomplishments; whereas ought selves have a prevention focus, as they are concerned with safety, responsibilities, and obligations, although they are both associated with the attainment of a desired end-state. The first two dimensions of Dörnyei's L2 Motivational Self System (see Section 2.3.3) correspond to Higgins' ideal and ought selves.

2.3.2 Contribution of L2 Motivation Research: Reinterpretation of Integrativeness

In Gardner's motivation theory (see Section 2.2.1), L2 learners' desires to integrate with the L2 community form the basis of their motivation to learn the L2. However, many L2 motivation researchers have found that this is not basic to the motivational process in all contexts but only in specific sociocultural contexts, and moreover, World English is becoming an international language and associated with a global culture in the worldwide globalization process. Therefore, they have called for the reconceptualization of integrativeness to make it better suited to explaining the

motivational process in general contexts and the motivational basis of language globalization (e.g., Dörnyei & Csizér, 2002; Dörnyei, 2005; Dörnyei & Ushioda, 2011).

Accordingly, some researchers have proposed that the concept of integrativeness be extended to allow for identification with the global or international community rather than just identification with members of a specific L2 group. For instance, based on the studies Dörnyei and Csizér (2002) conducted in Hungary, where L2 learners do not have enough direct contact with the L2 community to form attitudes about them, they argued that the motivational component, integrativeness, may not be “so much related to any actual, or metaphorical, *integration* into an L2 community as to some more basic *identification process* within the individual’s *self-concept*” (p. 453). Dörnyei (2005) further defined this identification process as “some sort of a virtual or metaphorical identification with the sociocultural loading of a language, and in the case of the undisputed world language, English, this identification would be associated with a non-parochial, cosmopolitan, globalized world citizen identity” (p. 97). Based on research in Japan, McClelland (2000) suggested that in order to fit the perception of English as an international language, integrativeness should be redefined as “integration with the global community rather than assimilation with native speakers” (p. 109). Lamb’s (2004) investigation of English learning in Indonesia found that as English is “identified with the powerful forces of globalization”, “individuals may aspire towards a ‘bicultural’ identity which incorporates an English-speaking globally-involved version of themselves in addition to their local L1-speaking self” (p. 3). Since learners may not link English to any specific geographical or cultural community but to an international culture, they may see themselves as members of an international English-speaking community (Kaylani, 1996).

This global or international community constitutes a virtual language community and thus can be seen as an *imagined community*, as suggested by Norton (2001). She conceptualizes the imagined community as being constructed by combining personal experiences and factual knowledge from the past with imagined elements related to the future. Therefore, in this sense, integrativeness can also be interpreted as the desired integration with an imagined L2 community (Dörnyei, 2005).

Also in this aforementioned large-scale nationwide motivation research in Hungary (see Dörnyei, Csizér & Németh, 2006, for an overview), a motivational factor that was originally identified as integrativeness was found to play a key role in determining the extent of a learner's overall motivation and was closely associated with two very different factors (i.e., attitudes toward L2 speakers and instrumentality). Inspired by the idea of an extended or metaphorical or imaginary integration, Csizér and Dörnyei (2005a) further applied the framework of possible and ideal selves to explain their findings. From this self perspective, integrativeness can be conceived as the L2 representation of one's ideal self. If an L2 learner's ideal self is related to the mastery of an L2, that is, if he/she would ideally like to become the person who is proficient in the L2, he/she can be said to have an integrative disposition. Attitudes toward L2 speakers and instrumentality constitute two complementary aspects of the ideal language self, namely, personal agreeableness and professional competence. Finally, they suggested that integrativeness be relabelled as the *Ideal L2 Self*, which is the central concept in the new L2 motivation theory.

2.3.3 Three Dimensions in the L2 Motivational Self System

Building on the findings in previous self research concerning possible selves, ideal and ought selves in relation to self-discrepancy and L2 motivation research relating to integrativeness, Dörnyei (2005, 2009a) proposed a new model of L2 motivation – L2 Motivational Self System, which is composed of three dimensions: *Ideal L2 Self*, *Ought-to L2 Self*, and *L2 Learning Experience*. The two dimensions of Ideal L2 Self and Ought-to L2 Self correspond to Higgins' ideal and ought selves, as discussed above (see Section 2.3.1).

Ideal L2 Self refers to the L2-specific facet of one's ideal self, which can strongly motivate L2 learners to learn the L2 because they desire to reduce the discrepancy between their actual and ideal selves if the person they would like to become is a speaker of an L2. This dimension corresponds to traditional integrative motives. Moreover, since instrumentality can be divided into two categories in terms of the extent to which it has been internalized (i.e., the extent to which an instrumental motive

has been transferred from the outside to inside the individual), the type of instrumentality that involves internalized instrumental motives is also related to the ideal L2 identity, representing one aspect of the Ideal L2 Self (i.e., professional competence), as discussed above. To put it in another way, instrumental motives with a promotion focus (e.g., to study for the sake of professional advancement) are also related to the ideal self.

Ought-to L2 Self refers to the attributes that L2 learners believe they ought to possess in order to meet expectations and avoid possible negative outcomes. The other type of instrumentality that involves non-internalized instrumental motives belongs to this component. To put it in another way, instrumental motives with a prevention focus (e.g., to study in order not to fail an exam or course) are part of the ought self.

L2 Learning Experience refers to “situated, ‘executive’ motives related to the immediate learning environment and experience (e.g., the impact of the teacher, the curriculum, the peer group, the experience of success)” (Dörnyei, 2009a, p.29).

In line with Ushioda’s (2001) findings that all motivational factors can be classified as either teleological (concerning short-term or long-term goals and future perspectives) or causal (concerning the past and present L2-learning and L2-related experience), the learners’ Ideal and Ought-to L2 Selves are teleological because they are both associated with reaching a desired future end-state, and L2 Learning Experience is the causal dimension. Dörnyei and Ushioda (2011) have concluded that according to the L2 Motivational Self System, there are three primary sources of the motivation to learn an L2: the learner’s vision of him/herself as a competent L2 user, the social pressure from the learner’s environment, and positive learning experiences. Since the L2 Motivational Self System was originally developed to explain the L2 motivational construct in different learning contexts (even when little or no contact with L2 speakers is offered there) and the motivational basis of language globalization, I plan to use it as the theoretical framework of the present study, which investigates the motivation of Chinese learners of English in different language learning contexts.

2.4 L2 Motivation in a Foreign vs. Second Language Learning Context

2.4.1 The Distinction between Motivation in a Foreign and Second Language Context

The question of whether motivation differs between learners in a foreign and second language context has been raised by many researchers (e.g., Au, 1988; Chihara & Oller, 1978; Dörnyei, 1990; Ellis, 1994; Oller, 1978, 1981; Oxford, 1996; Oxford & Shearin, 1994; Schmidt, Borai, & Kassabgy, 1996). Generally speaking, a foreign language setting involves learning environments where the target language is usually learned in an institutional or academic context where learners have no or limited opportunities for interacting with the target language community. A second language setting, which is clearly distinct from a foreign language one, refers to a range of learning contexts where the target language is used for communication in daily life (Dörnyei, 1990).

The majority of previous studies have investigated the question of whether motivation differs between learners in a foreign and second language context within Gardner's social psychological paradigm (see Section 2.2.1). A great deal of effort has been made to examine whether Gardner's findings obtained from second language contexts were applicable to foreign language contexts. The focus of contention was on integrative motivation/orientations, instrumental motivation/orientations, and their relationships to L2 achievement in foreign and second language contexts. The question of whether motivation differs between learners in a foreign and second language context was initially raised mainly because a number of empirical studies examining integrative motivation/orientations, instrumental motivation/orientations, and their relationships to L2 achievement produced contradictory results (e.g., Au, 1988; Chihara & Oller, 1978; Lukmani, 1972; Oller, Hudson, & Liu, 1977; Oller, 1981). In response to the conflicting findings, Clément and Kruidenier (1983) suggested that the failure to explain the influence of the linguistic milieu on learners' motivation is one of the reasons for the inconsistent results. When exploring orientations in different samples in Canada (defined in terms of the learners' ethnicity, the learning milieu, and the target language), they focused on the influence of ethnicity, milieu, and target language on the emergence

of orientations. They found that four orientations (i.e., travel, friendship, knowledge, and instrumental orientations) were common to all groups of learners. However, their findings did not support the construct validity of a general integrative orientation. The integrative orientation was located only in multicultural contexts among members of a clearly dominant group. They thus concluded that orientations are largely determined by “who learns what in what milieu” (p. 288).

Drawing on this study, Dörnyei (1990) asserted that the nature and effect of certain motivation components may be affected by the environment where the learning occurs. He assumed that Gardner’s findings obtained from second language contexts were not directly applicable to foreign language contexts. In order to support his opinion, he conducted an empirical study in Hungary, a typical foreign language learning environment, to clarify the relevance and characteristics of integrativeness and instrumentality in a foreign language context. His findings suggested that instrumental motivation might be more important than integrative motivation for foreign language learners as opposed to second language learners. Oxford (1996) and Oxford and Shearin (1994) also concluded that L2 motivation of foreign and second language learners was often quite different in that integrative motivation was more important for second language learners than for most foreign language learners.

L2 motivation researchers in Asian EFL contexts have also questioned the existence and validity of the integrative construct and the integrative-instrumental orientation dichotomy. For example, Apple (2005), Kimura, Nakata and Okumura (2001), Irie (2003), and Mori (2002) suggested that the integrative-instrumental orientation dichotomy might not be applicable to Japanese students learning a foreign language in Japan. They found it nearly impossible to distinguish integrative reasons from other reasons for studying English. Chen, Warden and Chang (2005) discovered that the integrative motivation played no significant role in motivating language learning effort in the Chinese cultural environment. Warden and Lin’s (2000) findings indicated a lack of integrative motivation among Taiwan EFL learners. Yashima (2000) stated that Japanese university students did not believe that identification with the target language group was important, but perceived instrumental and intercultural friendship

orientations as being the most important. As a result, the concept of integrativeness in Gardner's model has been reconceptualised and incorporated into a new L2 motivation model – L2 Motivational Self System (see Section 2.3).

However, these studies are limited because the researchers did not actually conduct a comparison of the differences in the motivation of L2 learners in a foreign and second language context. Rather, they only compared the results of their studies conducted in foreign language contexts with Gardner's findings obtained from second language contexts. The differences in motivation they identified may have arisen not because of the difference in foreign and second language learning environments, but as a result of other contextual factors such as the learners' ethnicity, cultural background, and target language. In line with Clément and Kruidenier's (1983) conclusion that orientations are largely determined by "who learns what in what milieu" (p. 288), it is clear that motivation is affected by contextual variables (e.g., Clément & Kruidenier, 1983; Coleman, 1996; Dörnyei et al., 2006; Dörnyei & Csizér, 2002; Tachibana, Matsukawa & Zhong, 1996). Therefore, in order to investigate whether and how L2 motivation differs between learners in a foreign and second language context, comparative studies need to be conducted with L2 learners from a similar background (e.g., belonging to the same ethnic and cultural group, speaking the same first language, and learning the same target language) but who are learning in a foreign and second language setting. In this way, it is possible to exclude the influence of other contextual variables. Such comparative studies will enable us to better understand the influence of second and foreign language learning environments on L2 motivation.

Moreover, the studies that have investigated the differences in motivation within Gardner's social psychological paradigm have showed that Gardner's findings may not be relevant to all foreign and second language contexts. In this case, in order to capture the distinction between motivation in a foreign and second language context, future research needs to employ an L2 motivation theory that is applicable to both foreign and second language contexts as its theoretical basis. The present study aims to achieve this by using Dörnyei's (2005, 2009a) L2 Motivational Self System as its theoretical

framework to investigate differences in the motivation of Chinese learners of English in a foreign and second language context.

2.4.2 The Applicability of L2 Motivational Self System to Chinese Learners of English in a Foreign and Second Language Context

There have been a number of empirical studies investigating the motivation of Chinese learners of English either in a foreign (i.e., in China) or a second (i.e., outside China, in an English-speaking environment) language context. In the Chinese educational system, English is a compulsory course and one of the subjects in the university entrance exams. Great importance has been attached to English in Chinese society, and it has almost become a common view of Chinese people that a good knowledge of English is a must for succeeding educationally, finding a good job, and getting promotion.

Therefore, in China, due to an overwhelming need to improve English proficiency as quickly as possible, most studies of L2 motivation have been conducted with students at secondary school and university, focusing on the relationships between motivational variables and English proficiency or other learner factors related to English proficiency in accordance with Gardner's social psychological theory. Similar to the other researchers investigating L2 motivation in Asian EFL contexts, as discussed above, some researchers have questioned the validity of the integrative construct for the Chinese context. Gao, Zhao, Cheng and Zhou (2007), for example, noted that "studies that have focused on L2 motivation in China have mostly followed the classical theory of Gardner and associates and its expanded versions developed in Western contexts, without systematically examining their appropriateness for the EFL context in China" (p. 136).

In order to investigate Chinese learners' motivation types, they conducted a systematic bottom-up survey (Gao et al., 2007). Participants were 2,278 undergraduates at 30 universities across the country, representing the population of university undergraduates in mainland China. The motivation questionnaire they devised was based on several hundred anonymous answers to an open-ended question – "What drives you to learn English?" The findings revealed seven motivation types: *immediate achievement*,

information medium, individual development, intrinsic interest, going abroad, social responsibility, and learning situation. The first three types reflect the instrumental motivation. Intrinsic interest is a cultural motivation. Although it looks similar to integrative motivation in Gardner's model, it is an intellectual and aesthetic interest in the target language and its culture rather than a desire to integrate with the target language community. Going abroad and social responsibility include both instrumental and cultural elements. Social responsibility, which emphasizes learners' responsibility to fulfil social expectations and is based on the Confucian tradition, is not found in existing motivation literature and is particularly related to Chinese or Asian contexts. Learning situation is independent of either instrumental or cultural motivation (Gao et al., 2007). All seven motivation types can be seen to be related to the three motivational dimensions of Dörnyei's (2005, 2009a) L2 Motivational Self System. That is, the cultural motivation and the instrumental motivation with a promotion focus belong to the Ideal L2 self, the instrumental motivation with a prevention focus belongs to the Ought-to L2 Self, and the learning situation corresponds to the L2 Learning Experience. Therefore, the L2 Motivational Self System can be considered applicable to Chinese learners of English in a foreign language context (i.e., in China).

There have been a few empirical studies conducted in foreign language contexts to test and validate the L2 Motivational Self System (e.g., Csizér & Kormos, 2009; Kormos & Csizér, 2008; Ryan, 2009; Taguchi, Magid & Papi, 2009). The findings of these studies provide support for Dörnyei's L2 Motivational Self System. As discussed above, this was triggered by the results of a large-scale motivation survey in Hungary that involved over 13,000 students studying five target languages (English, German, French, Italian, and Russian) as a foreign language over a period of 12 years (see Dörnyei et al., 2006, for an overview). The question of whether the results from the Hungarian study are country-specific has been raised by Taguchi, Magid, and Papi (2009). In order to answer this question, they partially replicated the Hungarian study in three Asian countries (i.e., China, Japan, and Iran) to investigate the motivation of learners of English in these three EFL contexts, which differ from the Hungarian one culturally. The findings revealed that the Hungarian study is not country-specific and confirmed the validity of the tripartite L2 Motivational Self System for the Asian EFL contexts.

In addition to the studies conducted with EFL learners in China, some studies have also investigated the motivation of Chinese learners of English outside China, in an English-speaking environment. These studies also mostly followed Gardner's social psychological theory and examined integrative motivation/orientations, instrumental motivation/orientations, and their relationships to achievement in English, but their results were not consistent. For example, Oller, Hudson and Liu (1977) conducted a study with Chinese ESL learners in U.S. and found that the distinction between integrative and instrumental motivation was partially supported. The findings also revealed that in general, attitudes toward the target language group were positively correlated with attained proficiency in English, and learners who were apparently more integratively motivated performed better than those who were less integratively motivated.

However, Woodrow's (2006) study reported different results and questioned the applicability of Gardner's model even in a second language context. The questionnaire items used in her study to measure the motivation of Chinese ESL learners (together with ESL learners from other neighbouring Asian countries) in Australia were taken from the AMTB (Gardner, 1985). Although the participants included Chinese ESL learners as well as ESL learners from other neighbouring Asian countries, they shared a similar cultural heritage informed by Confucianism. Previous research has indicated that learners from Confucian heritage cultures may have motivational profiles different from those from Western cultures (Woodrow, 2006). Finally, this study indicated that an integrative orientation was not related to the participants' oral performance and might not be relevant to these ESL learners. Therefore, Gardner's model, which was originally developed for Canada, may not be applicable to Chinese learners of English even if they are studying in a second language context.

As discussed above, Dörnyei's (2005, 2009a) L2 Motivational Self System, which arose from his Hungarian study, is applicable to Chinese learners of English in a foreign language context. It can be assumed that it is also applicable to Chinese learners of English in a second language context. The first reason is that it was originally

developed for explaining the L2 motivational construct in diverse learning contexts and the motivational basis evident in language globalization. The second reason is that according to the L2 Motivational Self System, there are three primary sources of the motivation to learn an L2: the learner's vision of him/herself as a competent L2 user, the social pressure from the learner's environment, and positive learning experiences (Dörnyei & Ushioda, 2011). The primary source of L2 motivation concerning social pressure is particularly relevant to Chinese learners of English considering their Chinese/Confucian cultural background and the importance of English in Chinese society. However, this assumption has not been tested by empirical studies, and empirical evidence for the validity of the L2 Motivational Self System in second language contexts has also been lacking.

This present study intends to fill these gaps by using Dörnyei's (2005, 2009a) L2 Motivational Self System as its theoretical framework to investigate differences in the motivation of Chinese learners of English in a foreign (China) and second language (New Zealand) context. This study aims to test and validate the L2 Motivational Self System among Chinese learners of English in both foreign and second language contexts. Moreover, although there have been a number of empirical studies investigating the motivation of Chinese learners of English either in a foreign or a second language context, few comparative studies have been conducted in both contexts. It is expected that such a comparison will enable us to better understand the influence of foreign and second language learning environments on the motivation of Chinese learners of English. This is an important undertaking considering the increasing number of Chinese students studying English in second language contexts nowadays.

2.5 The Dynamics of L2 Motivational Change

The current L2 motivation literature emphasizes that L2 motivation is dynamic and changes over time during the L2 learning process. However, empirical studies that have investigated motivational change are scanty. For instance, Dörnyei and Ottó (1998) developed their process model of L2 motivation to capture the ongoing changes of L2

motivation over time, but few of its tenets have been tested empirically in L2 contexts. However, some researchers have attempted to explore different aspects of motivational change from different theoretical perspectives.

2.5.1 Studies within a Social Psychological Paradigm

Since it is assumed that the experience of learning an L2 can influence a learner's motivation (Gardner, 1985), most existing studies investigating motivational change within a social psychological paradigm focus on how L2 learners' motivation is influenced by the L2 courses they take in school contexts and employ a quantitative approach by administering the same questionnaire at different times during the course. The results always reveal that there is a decrease in L2 motivation over time. For example, Koizumi and Matsuo (1993) administered the same questionnaire at four different times with 296 Japanese Grade 7 students to identify a timeline of motivational change. The study revealed that there was a significant decline in students' motivation during the first three to seven months of the seventh grade and also that integrative motivation was not distinguishable in Japanese Grade 7 students because they did not have many opportunities to integrate with the target language people or culture. In order to examine the effect of the study of Arabic on Israeli students' motivation towards learning the Arabic language and culture, Inbar, Donitsa-Schmidt, and Shohamy (2001) conducted a quantitative study (i.e., administered the same questionnaire at the beginning of the course and five months later) and found a consistent decline in the students' motivation during the five months. They argued that the motivational changes were caused by external or situational factors such as the school setting. In their quantitative research on the motivational changes during a year-long intermediate-level university L2 course, Gardner, Masgoret, Tennant, and Mihic (2004) found that language attitudes and motivation generally tended to decline from the fall to the spring, and changes were most likely to occur in attitudes toward the learning situation and were less likely in integrativeness and instrumental orientation. Given that L2 learners' motivation toward learning an L2 frequently decreases over time, it can be argued that L2 motivation needs to be maintained, protected and strengthened on an ongoing basis by promoting effective use of motivational strategies (discussed in Section 2.6).

According to Gardner (1985), besides L2 courses in school contexts, experience of contact with the L2 community can also bring about changes in attitudes and motivation toward L2 learning. Most of the research on the effect of interethnic contact on attitudinal and motivational changes is associated with bicultural excursion programs. Bicultural excursion programs refer to “relatively short term interactions with members of the other language community in their own social environment with the express purpose of developing positive attitudes toward that group” (Gardner, 1985, p. 85). The findings of these studies have not always been consistent, with some reporting the positive effect of interethnic contact on attitudinal and motivational changes and others no effect and no change in attitudes and motivation.

Gardner (1985) argued that the most distinct attitudinal and motivational changes seem to emerge in relatively short bicultural excursions. The reason may be that if positive experience of contact with the L2 community can improve attitudes and motivation and negative experience makes them decrease, learners may have both positive and negative experience in long bicultural excursions, so the positive changes in attitudes and motivation may cancel out the negative ones and so the effect of experience of contact on attitudes and motivation may not change at all. Therefore, if studies of attitudinal/motivational change only compare data collected by means of AMTB at two distant points in time, they may fail to capture ongoing changes of L2 motivation and attitudes.

Pak’s (2007) study attempted to fill this gap. In order to investigate the motivational changes of Korean learners of English while they were studying English in an English-speaking environment, New Zealand, in addition to collecting questionnaire data, she employed an in-depth qualitative approach focusing on six Korean learners’ everyday learning experiences and compared their motivation before and after they came to New Zealand through interviews and written diaries. The findings showed that L2 learners’ motivation is complex, dynamic, and contingent, and is crucially related to their experiences in the social context. The limitation is that the learners’ reports on their motivation before they came to New Zealand were based solely on their memory

of studying English in Korea, as reflected in their interviews and diaries, rather than current reports of their feelings and experiences at that time.

In sum, the previous research examining L2 motivational change within Gardner's social psychological paradigm confirms that L2 motivation is dynamic and changes all the time as a result of learners' learning experiences (Ellis, 2004). Thus, there is a need to examine how the experience of learning an L2 in both school and in more naturalistic contexts (i.e., when learners live in the target language environment) influences learners' L2 motivation and leads to motivational change. Moreover, in order to capture the ongoing changes of motivation over time, more qualitative studies need to be conducted by tracking L2 learners over time in their school and naturalistic settings. The present study intends to attempt this.

2.5.2 Studies within a Process-oriented Paradigm

There have been a few empirical studies that have addressed motivational change within a process-oriented paradigm. The most prominent one is Ushioda's (2001) qualitative study of L2 learners' motivational thinking. In order to complement the quantitative tradition of research on L2 motivation with a more qualitative, ethnographic research approach, Ushioda's (2001) study does not conceptualize and explore motivation "as measurable cause or product of particular learning experiences and outcomes, but as an ongoing complex of processes shaping and sustaining learner involvement in learning" (p. 94).

In the study, Ushioda used open-ended and semi-structured interview techniques to explore learners' own thinking about their motivation and motivational evolution and experiences over time. She interviewed 20 adult learners of French at Trinity College Dublin, Ireland at two times, with an interval of 15-16 months between the two sessions. She proposed a theoretical framework of varying temporal perspectives to define learner conceptions of motivation. Within Ushioda's (2001) theoretical framework, all motivational factors can be classified as either teleological (concerning short-term or long-term goals and future perspectives) or causal (concerning the past and present L2-learning and L2-related experience). Her findings, in particular, present the evolving

dimension of goal-orientation in the learners' motivational experience. That is, goal-orientation may take considerable time to develop and assume motivational importance and clarity; in the meantime, the motivational mainspring sustaining the learners' engagement in L2 learning may well be the impact of their L2-learning and L2-related experience. It seems that the learners in her study developed a clearer definition of L2-related personal goals over the 15-16 month period. Ushioda (2001) suggests that motivational changes involve the evolving nature of goal-orientation (i.e., achieving a clearer definition of L2-related personal goals). According to Dörnyei (2005), this finding relates to the elaboration of the Ideal L2 Self and possibly the internalization of the Ought-to L2 Self (see Section 2.5.3).

Inspired by the process-oriented approach, Shoaib and Dörnyei (2005) conducted an empirical study to examine how motivation evolves over a longer period of time (i.e., in the broader frame of the lifespan). They used a qualitative research method involving interviews with 25 language learners to identify different motivational influences and various temporal patterns of language learning motivation over a period of about two decades. Their findings revealed the changing nature of L2 motivation. That is, "motivation is not a stable state but a dynamic process that fluctuates over time" (Shoaib & Dörnyei, 2005, pp. 35-6). They identified six salient temporal patterns of language learning motivation: (1) maturation and gradually increasing interest, (2) standstill period, (3) moving into a new life phase, (4) internalizing external goals and *imported visions*, (5) relationship with a *significant other*, and (6) time spent in the host environment (Shoaib & Dörnyei, 2005).

These empirical studies conducted within a process-oriented paradigm indicate that investigating the temporal progression of L2 motivation can help us better understand L2 motivation. Ushioda (2001) also argues that a more qualitative research approach should be adopted to investigate the dynamic and temporal dimension of L2 motivation. In addition to the interview techniques used in the aforementioned studies, Crookes and Schmidt (1991) suggest that longitudinal diary studies may offer a better way to explore the dynamics of motivational factors and provide interesting insights by learners themselves into motivational factors. However, few empirical studies have used

longitudinal diaries to investigate the ongoing changes of L2 motivation over time. Aiming to fill the gap, the current study collected longitudinal diary data to explore how Chinese learners' English learning experiences during a three month period of residence in an English-speaking environment influence their motivation and lead to motivational changes.

2.5.3 Studies within an Identity and Self Paradigm

Some researchers have drawn on Arnett's (2002) argument that due to globalization, "most people now develop a *bicultural* identity, in which part of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture" (p. 777). They have attempted to investigate changes in the motivation to learn English from an identity and self perspective as English is becoming associated with the global culture/community rather than with a particular English culture/community.

In his research on the L2 motivation of Indonesian young adolescents, Lamb (2004) found that many young English learners seem to aspire towards a bicultural identity, incorporating a Sumatran (or other ethnic group) Indonesian identity with an Indonesian world citizen identity. In the process of developing this *world citizen identity*, the English language is crucial because it is not only a typical attribute of the Indonesian world citizen but also an important means of becoming one. Therefore, the learners' aspiration towards a bicultural identity may contribute to a high initial level of motivation to learn English. However, since identity is in a state of flux particularly for adolescents in the globalizing world (Head, 1997), it is speculated that the L2 (English) motivation of these Indonesian school learners may change as they develop their own identities, especially during the formative years of adolescence (Lamb, 2004). For example, in the process of developing their bicultural identity, confusion may occur if the world citizen identity seems to conflict with the local identity. This kind of confusion may result in a temporary decrease in motivation to learn English.

Similarly, Giddens (2000) also pointed out that in a globalizing world, identity "has to be created and recreated on a more active basis than before" (p. 65). When investigating

English learning of immigrant language learners in Canada, Norton (2000) found that the changes in her immigrant learners' motivation to learn and speak English were closely associated with their constantly changing identities in their target language communities.

In order to explain how and under what conditions immigrant learners find, respond to, and sometimes resist opportunities to speak English, Norton (2000; Norton Peirce, 1995) proposed the three important constructs: *identity*, *power*, and *investment*. The term *identity* is used to refer to "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton, 2000, p. 5). Norton proposed that *identity* incorporates both the language learner and the language learning context. She argued that the concept of *identity* in SLA theory should be understood in relation to social structures that are reproduced in day-to-day social interaction, and the learning of a second language should be understood as a complex social practice that engages the identities of second language learners.

The term *power* is used to refer to "the socially constructed relations among individuals, institutions and communities through which symbolic and material resources in a society are produced, distributed and validated" (Norton, 2000, p. 7). Norton (2000; Norton Peirce, 1995) assumed that relations of power in the social world play a crucial role in social interactions between second language learners and target language speakers and can thus influence the construction of learners' *identity*, which is seen as multiple, a site of struggle, and changing over time.

Norton (2000; Norton Peirce, 1995) pointed out that previous theoretical approaches in L2 motivation research have failed to capture the complex relationship between relations of power, *identity* and language learning. In order to capture the dynamic processes involved, she invoked the concept of *investment* rather than motivation to describe "the socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to learn and practice it" (Norton, 2000, p. 10). She believed that learners invest in an L2 with the aim of acquiring a wider range

of symbolic and material resources, which will in turn increase the value of the learners' *culture capital*. They expect or hope to have a good return on that investment, thereby giving them access to hitherto unattainable resources (Norton, 2000).

Furthermore, the data in her study indicated that the learners' motivation to speak English is mediated by other investments that may conflict with their desire to speak. Learners' investments in the target language may thus be complex, contradictory, and constantly changing, and they are also investments in their own identities. Therefore, Norton (2000; Norton Peirce, 1995) suggested that an understanding of L2 motivation should be mediated by an understanding of learners' investments in learning the L2 – investments that are related to their changing, multiple, and contradictory identities.

Norton's (2000; Norton Peirce, 1995) research consisted of a longitudinal case study conducted with immigrant language learners in the target language context. Her findings about the processes of the immigrant L2 learners' motivational changes may not be generalized to other L2 learners, especially those who are not in the target language context and do not have opportunities to interact with the target language community.

Further, in order to explain why two motivated immigrant English learners in her study withdrew from their English classrooms, Norton (2001) introduced the notion of an *imagined community*, which is constructed by combining personal experiences and factual knowledge from the past with imagined elements related to the future. She also explicitly stated that "a learner's imagined community invited an imagined identity, and a learner's investment in the target language must be understood within this context" (Norton, 2001, p. 166). Therefore, an understanding of L2 motivation should be linked to an understanding of a learner's imagined identity, a construct that is applicable to both second and foreign language contexts.

In accordance with his conceptualization of L2 motivation from a self perspective (i.e., L2 Motivational Self System), Dörnyei (2005) suggested that motivational change may involve the elaboration of the Ideal L2 Self and the internalization of the Ought-to L2

Self. Drawing on Norton's (2001) work, Dörnyei (2005) referred to the Ideal L2 Self as incorporating the learner's membership of an imagined L2 community. It is thus assumed that the elaboration of the Ideal L2 Self and the internalization of the Ought-to L2 Self (i.e., motivational changes) are related to the ongoing process of developing an imagined L2 identity. This assumption is compatible with Norton's argument that an investment in the L2 is also an investment in the learner's own identity, which is constantly changing across time and space. However, the testing of this assumption about motivational change remains largely under-explored. The study reported in this thesis seems to remedy this gap by investigating changes in the motivation of Chinese learners who are learning World English in an English-speaking environment, New Zealand for three months. Moreover, in addition to changes in the generalized motives, motivational changes may also entail changes in situation-specific motives, which are the third dimension of the L2 Motivational Self System (i.e., L2 Learning Experience). Therefore, the L2 Motivational Self System is considered the most comprehensive and appropriate L2 motivation model for investigating the motivational changes that occur in Chinese learners of English over a three month period of residence in New Zealand.

2.6 Developing Learners' Motivation

2.6.1 Overview of Practical and Pedagogical Implications of L2 Motivation Research

Since the beginning of the 1990s, there has been a growing interest in the situation-specific and process-oriented aspects of L2 motivation. With the research paradigm shifting from the macroperspective to the microperspective, researchers have paid increasing attention to classroom-based motivation, which has led to a number of publications on motivational techniques (e.g., Chambers, 1999; Crookes & Schmidt, 1991; Dörnyei, 1994a; Dörnyei, 1994b; Dörnyei, 2001a; Dörnyei & Ottó's, 1998; Gardner, 2010; Oxford & Shearin, 1994; Williams & Burden, 1997). Some of these have attempted to consider the educational implications of L2 motivation research by proposing motivational strategies. Dörnyei (2001a) defined motivational strategies as "techniques that promote the individual's goal-related behaviour" and "those motivational influences that are consciously exerted to achieve some systematic and

enduring positive effect” (p. 28). Motivational strategies can thus be employed consciously by teachers in the classroom to generate, maintain, and protect students’ motivation; or by students themselves to control their own motivational state, especially in the face of various personal and/or environmental distractions and competing action tendencies (e.g. self-motivating strategies).

So far, researchers have proposed a number of strategies and techniques for motivating students or developing their motivation. For example, drawing on his own experience and findings in educational psychological research, Dörnyei (1994a) presented a list of strategies to motivate L2 learners. Williams and Burden (1997) provided a list of suggestions for promoting students’ motivation. Using Dörnyei and Ottó’s (1998) process-oriented model as the theoretical basis and organizing principle, Dörnyei (2001a) proposed a framework of motivational teaching practice for the L2 classroom. This framework is systematic and comprehensive, including four main dimensions of motivational strategies (see Section 2.6.3). More recently, based on his new L2 motivation theory – L2 Motivational Self System, Dörnyei (2009a) and Dörnyei and Ushioda (2011) proposed new strategic approaches for promoting students’ motivation through helping them to develop and sustain visions of their ideal language selves.

However, compared with the overall research on L2 motivation, the amount of research exploring how to motivate learners or develop their motivation is still quite small (Dörnyei, 2001b). Moreover, there is a lack of empirical studies that examine whether the motivational strategies proposed by the aforementioned researchers are effective or not. That is, there appears to be a little empirical research directly examining whether the use of these motivational strategies enhances students’ motivation. The present study reports an intervention aimed at promoting learners’ motivation.

2.6.2 The Effect of the Use of Motivational Strategies

Gardner and Tremblay (1994) pointed out that various motivational strategies should only be considered hypotheses until their effectiveness could be tested empirically. Consequently, a few researchers have conducted empirical studies of the use of motivational strategies (e.g. Bernaus & Gardner, 2008; Cheng & Dörnyei, 2007;

Dörnyei & Csizér, 1998; Guilloteaux, 2007; Guilloteaux & Dörnyei, 2008). Dörnyei and Csizér (1998) conducted an empirical investigation into the motivational strategies employed by two hundred Hungarian teachers of English. Based on these teachers' responses to two questions, namely, how important they considered 51 motivational strategies (selected from a list proposed by Dörnyei, 1994a) and how frequently they used these strategies in their teaching practice, Dörnyei and Csizér compiled a set of ten motivational macrostrategies, called the *ten commandments for motivating language learners*. In order to examine the culture-specificity of motivational strategies, Cheng & Dörnyei's (2007) conducted a large-scale empirical survey in Taiwan, involving 387 Taiwanese teachers of English. This survey is a modified replication of Dörnyei and Csizér's (1998) study. They found some differences in the preference pattern of motivational macrostrategies between the Taiwanese and the Hungarian teachers and thus proposed that some motivational strategies may be culture-dependent.

Both of these empirical studies, however, used questionnaires to find out how important the teachers considered certain strategies and how frequently they used them. They did not collect observational data concerning the students' motivation and learning behaviour. Thus, it could be argued that they did not investigate the effect of the use of motivational strategies on students' actual motivation.

In fact, very few empirical studies have really investigated the effect of the use of motivational strategies on students' motivation by collecting and analyzing observational data. Guilloteaux (2007) and Guilloteaux and Dörnyei (2008) conducted a large-scale classroom-oriented investigation in 40 EFL classrooms in South Korea, involving over 1,300 students and 27 teachers in 20 different schools. They examined how the EFL teachers' use of motivational strategies and their overall motivational teaching practice affected their students' L2 motivation and motivated classroom behaviour. In this study, Dörnyei's (2001a) framework of motivational strategies was used for the design of the classroom observation instruments. The findings indicated that the language teachers' use of motivational strategies was directly related to increased levels of the students' motivated learning behaviour and their motivational state in the classroom. However, since the study only examined how motivational

teaching practice as a whole related to students' current motivational state and motivated classroom behaviour, the effectiveness of specific motivational strategies was not clear. Moreover, even within a single course, the motivation of most students *ebbs and flows daily*, so without a longitudinal study, it is difficult to determine whether attempts to motivate students actually lead to an increase in their overall motivation.

The focus of the existing research into the effect of the use of motivational strategies has been on how teachers use these strategies to motivate students in the classroom and what effect they have on students' motivation. Given that levels of motivation are bound to fluctuate throughout the process of L2 learning, which takes considerable time, effort and commitment, and that learning also needs to be sustained outside the classroom, developing students' own motivation and self-regulatory strategies is as important as motivating them in the classroom (Ushioda, 2008). Ushioda (2003) proposed that we should also consider how to create the conditions for developing students' motivation from within and how to help them sustain this motivation. However, little research has been done to examine how to help students develop and apply motivational strategies to motivate themselves (i.e., self-motivating strategies), or to investigate what effect these motivational strategies have on their motivation. The present study intends to fill this gap by training students to use specific motivational strategies and then examining the effect of this training on students' motivation and learning behaviour over a three month period. In order to examine how to help students develop and sustain their own motivation, the motivational strategies tested in this study (i.e., used for the training) were narrowed down to two specific strategies in Dörnyei's framework of motivational strategies, which can be used by students to motivate themselves.

2.6.3 Dörnyei's Framework of Motivational Strategies

Based on Dörnyei and Ottó's (1998) process-oriented model of L2 motivation, Dörnyei (2001a) designed a comprehensive framework of motivational strategies that reflected the different phases of the motivational process. The framework consists of four main dimensions:

- (1) creating the basic motivational conditions (i.e., preparing for the effective use of motivational strategies by establishing a good relationship with the students, a pleasant and supportive atmosphere in the classroom, and a cohesive learner group with appropriate group norms),
- (2) generating initial motivation (i.e., generating positive learner attitudes toward learning by enhancing the learners' L2-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners, and creating realistic learner beliefs),
- (3) maintaining and protecting motivation (i.e., making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies, and promoting cooperation among the learners),
- (4) encouraging positive retrospective self-evaluation (i.e., promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner) (p. 29).

There are 35 macrostrategies deriving from the four main components (see Dörnyei, 2001a, for details). Two executive motivational areas (i.e. setting specific learner goals and promoting self-motivating learner strategies) will be reviewed in detail as they served as the theoretical foundation for designing the motivational intervention in the present study.

2.6.3.1 Setting Specific Learner Goals

According to Dörnyei (2001a), specific and short-term goals are very important for L2 learners to maintain their original motivation for learning. They are “not only outcomes to shoot for but also standards by which students can evaluate their own performance and which mark their progress” (p. 82). Although goal-setting can play a key role in stimulating L2 motivation, it is “basically a simple planning process that can be learned

relatively easily” (p. 83). McCombs and Pope (1994) provided a template for students to set specific goals. The seven steps in it are:

- (1) Define your goal clearly.
- (2) List steps to take to reach this goal.
- (3) Think of problems that might come up that would interfere.
- (4) Think of solutions to these problems.
- (5) Set a timeline for reaching the goal.
- (6) Evaluate your progress.
- (7) Reward yourself for accomplishments (p. 68).

Dörnyei (2001a) compiled the following set of principles for setting the goals that work best:

- (1) Goals should be:
 - *clear* and *specific*, describing concrete outcomes in as much detail as possible;
 - *measurable*, describing the outcome in terms that can be clearly evaluated;
 - *challenging* and *difficult*, but not outside the range of students’ capabilities;
 - *realistic*.
- (2) Goals should have a stated *completion date*.
- (3) Both *short-term* and *long-term* goals should be set.
- (4) Teachers should provide *feedback* that increases the students’ capability of and confidence in obtaining the goal (p. 84).

The current study used the aforementioned template and principles to guide students to set specific goals. A regular *goal-setting conference* and a *goal-setting logbook* (Dörnyei, 2001a) were also used for the motivational intervention (see Chapter 4).

2.6.3.2 Promoting Self-motivating Learner Strategies

Self-motivating strategies can enable L2 learners to take personal control of their own motivational disposition. Promoting self-motivating strategies involves raising learners’ awareness about the various mental reinforcements that they can apply to *save* the action especially when the initial motivation is decreasing (Dörnyei, 2005). Most investigations into self-motivating strategies are based on Kuhl’s (1985) action control

strategies. Dörnyei's (2001a) work is not an exception. Based on Corno and Kanfer's (1993) and Kuhl's (1987) taxonomies, Dörnyei (2001a) proposed a set of self-motivating strategies consisting of five main classes:

- (1) Commitment control strategies, referring to conscious techniques that help to preserve or increase the learners' original goal commitment,
- (2) Metacognitive control strategies, referring to conscious techniques that are used by learners to monitor and control concentration, and to stop procrastination,
- (3) Satiation control strategies, intended to eliminate boredom and add extra attraction or interest to the task,
- (4) Emotion control strategies, referring to conscious techniques that are used to manage obtrusive emotional states or moods, and generate emotions that are conducive to implementing the intentions,
- (5) Environmental control strategies, concerned with eliminating negative environmental influences and exploiting positive environmental influences by making the environment an ally in the pursuit of a difficult goal.

Altogether Dörnyei (2001a) listed 27 concrete strategies and techniques, which were used in the motivational intervention in this study (see Chapter 4).

2.6.4 Motivational Intervention Studies: Motivational Strategy Training

In Dörnyei and Ottó's (1998) process-oriented model of L2 motivation, an executive motivational influence at the actional stage is *knowledge and use of self-regulatory strategies*. According to Dörnyei (2005), the self-regulatory strategies include three categories: language-learning, goal-setting, and self-motivating strategies. L2 learners can use the self-regulatory strategies to scaffold, protect, and enhance their L2 motivation, especially when there exists task conflict, competing action tendencies, other distracting influences, and availability of action alternatives. It is thus assumed that providing L2 learners with some self-regulatory strategy training can assist them in controlling their motivational state (Dörnyei, 2001a). Goal-setting and self-motivating strategies are related to the two most powerful executive motivational areas in Dörnyei's framework of motivational strategies: setting specific learner goals and

promoting self-motivating strategies. Therefore, the motivational strategy training discussed in this study focused on training in these two specific strategies.

The effect of motivational strategy training on learners' motivation needs to be tested. However, empirical studies of motivational strategy training and its effect on students' motivation are rare in existing L2 motivation literature. An unpublished study conducted by Aloiau (2001) is an exception. Using an experimental research design, Aloiau (2001) investigated the effects of goal-setting strategy training on student motivation in an Intensive English Language Program (IELP) in Tokyo. His study was conducted over a period of 14 weeks, involving six faculty advisors and 59 advanced level students. Based on Dörnyei and Ottó's (1998) process-oriented model, he designed the goal-setting strategy training, which involved a process of goal setting, implementation, reflection, evaluation, and modification (G-SIREM). The G-SIREM procedures were implemented by four faculty advisors. 59 advanced level students were randomly assigned to one of the six advising groups at three different treatment levels: control, experimental one, or experimental two. One group was assigned to a faculty advisor. The results indicated that goal-setting strategy training did not have any significant influence on the level of the students' academic performance, English proficiency, or commitment. Claiming that the students' motivation and motivated learning behaviour would be evident in their GPA and TOEFL scores, Aloiau (2001) concluded that goal-setting strategy training did not have any significant effect on their motivation or on their motivated learning behaviour. However, that may not be the case because in addition to motivation, L2 achievement is also affected by several other factors. The findings of this study thus do not really reveal the effect of goal-setting strategy training on students' motivation.

In order to fill the gap in this area, I conducted a motivational intervention study that focused on providing motivational strategy training for Chinese EFL students and examined its effect on students' motivation and learning behaviour. The novel features of this intervention study are as follows. First, in contrast to the existing research that focuses on how teachers use motivational strategies to motivate students in the classroom and what effect these have on students' motivation, this intervention study

explored how to help students develop and sustain their own motivation by training students to use specific motivational strategies and then examining the effect of the training on their motivation and learning behaviour. Second, this intervention study used Dörnyei's L2 Motivational Self System as its theoretical framework to investigate the motivation of Chinese EFL learners because it is believed to be applicable to foreign language contexts. Third, this intervention study involved a longitudinal diary study to track the learners over time in their naturalistic environment in order to capture any changes in their L2 motivation, resulting from the motivational strategy training.

2.7 Summary

In this chapter, I first provided an overview of the history of L2 motivation research, focusing on reviewing three major motivation theories (i.e., Gardner's social psychological theory, Dörnyei and Ottó's process model of L2 motivation, and Dörnyei's L2 Motivational Self System), which provided a theoretical foundation for the research reported in this thesis.

After reviewing previous empirical studies on the distinction between motivation in a foreign and second language context, I found the gaps in these studies and pointed out the significance of conducting a comparative study to investigate differences in the motivation of Chinese learners of English in a foreign and second language context. Such a comparative study will enable us to better understand the influence of second and foreign language learning environments on L2 motivation. In order to conduct such a comparative study, I proposed to employ Dörnyei's L2 Motivational Self System as its theoretical basis because this is potentially applicable to both foreign and second language contexts, which will be examined in the present study.

Following this, I examined research on motivational change in three different research paradigms and found that L2 motivation is dynamic and is influenced by the experience of learning an L2. I thus argued that it is important to examine how the experience of learning an L2 in both school and in more naturalistic contexts influences learners' L2

motivation and leads to motivational change. In order to capture the ongoing changes of motivation, there is a need to track L2 learners over time in their school and naturalistic settings. One way of doing this is through diary studies. Also, I considered Dörnyei's L2 Motivational Self System the most comprehensive and appropriate L2 motivation model for investigating the motivational changes that occur in those Chinese learners of English in my study who spent a three month period in New Zealand.

Finally, after reviewing relevant research relating to how learners can be motivated, I found that the existing research focuses on how teachers use motivational strategies to motivate students in the classroom and what effects these have on students' motivation. The focus of my study, however, is on how to help students develop and sustain their own motivation by training them to use specific motivational strategies and on the effect that this training has on their motivation and learning behaviour. There is a need to carry out motivational intervention studies to take account of the fact that levels of motivation are bound to fluctuate throughout the process of L2 learning and that L2 learning also needs to be sustained outside the classroom.

Chapter 3

Pilot Study Report

3.1 Introduction

The pilot study was conducted with Chinese learners of English in China (EFL learners) and in New Zealand (ESL learners) during the months of December 2007 to March 2008. The EFL learners were university students who were taking a compulsory English course at a university in China, but were not English majors. The ESL learners were tertiary students who were taking general or academic English courses in New Zealand. The first aim of the pilot study was to test the reliability and validity of the instruments and procedures. The quantitative and qualitative data were collected in this study mainly by the English learner questionnaires (including *Motivation Questionnaire*, *Contact Questionnaire*, and *Background Information Questionnaire*) and learner diaries (interviews were the supplement to learner diaries). There were five specific objectives: (1) to examine the construct validity and reliability of the *Motivation Questionnaire* (MQ), (2) to check the wording of the English learner questionnaires and instructions, (3) to check whether the *Instructions for Keeping a Learner Diary* were clear and could elicit adequate data, (4) to check the survey and diary procedures and detect any problems or/and difficulties that might arise when implementing them, and (5) to obtain students' comments as a basis for further improvement. The second aim of the pilot study was to seek provisional answers to Research Question 1, "What differences are there in the motivation of Chinese ESL and EFL learners?" The pilot study was mainly divided into two parts: piloting questionnaires and piloting learner diaries.

3.2 Piloting Questionnaires

Before piloting, the English version of the questionnaires went through forward and backward translations by the researcher and one Chinese doctoral student in the

Department of Applied Language Studies and Linguistics at the University of Auckland. The latter majored in Language Teaching and Learning, worked as a research assistant, and had strong bilingual backgrounds. They translated the questionnaires independently. The researcher translated them from English into Chinese, and the doctoral student translated the Chinese version back into English. Where there were discrepancies, they then discussed the better wording. Finally, the agreed Chinese version of the questionnaires was checked by another three Chinese doctoral students in the same department to see whether there was any unclear wording or item. A few minor changes were made according to their suggestions and comments.

The Chinese version of the questionnaires was then piloted with 210 respondents. 202 (127 EFL and 75 ESL learners) of them were valid because eight respondents left out some consecutive items in the MQ. The respondents were also invited to write their comments and/or suggestions on the questionnaires, especially on any unclear wording, item or instruction. The demographic information is presented in Table 3.1.

Table 3.1: Demographic Information

		EFL learners (<i>n</i> = 127)		ESL learners (<i>n</i> = 75)		
		Year 1	Year 2	< 1 month in NZ	1–3 months in NZ	> 3 months in NZ
<i>Number</i>		42	85	20	29	26
Gender (<i>Number</i>)	Male	68		41		
	Female	59		34		
Age		Mean		22.9		
	Youngest	18		17		
	Oldest	21		31		

3.2.1 Motivation Questionnaire (MQ)

The original version of MQ contained 14 constructs with 67 items in them. All the constructs and items were the same as those in Taguchi, Magid, and Papi's (2009) work, except five items whose wording was adjusted in order to make them suitable to both Chinese EFL and ESL learners. It was composed of two sections. In the first section,

Items 1 to 49 were statements, and respondents were asked to indicate the extent to which they agree or disagree with these statements by marking one of the 6 responses ranging from *strongly agree* to *strongly disagree* on six-point Likert scales. In the second section, Items 50 to 67 were questions, and respondents were asked to answer these questions by marking one of the 6 responses ranging from *very much* to *not at all* on six-point rating scales.

The MQ data analysis in the pilot study involved four primary statistical analyses: factor analysis, reliability analysis, descriptive statistics, and t-tests. The results are presented as follows.

3.2.1.1 Factor Analysis

In order to examine the construct validity of the MQ, a factor analysis (with varimax rotation) of the entire sample's responses to the 67 MQ items was conducted. The entire sample for the factor analysis was 202 (127 EFL and 75 ESL learners). The results revealed 13 interpretable factors, which accounted for 52.4% of the total variance. The 13 factors that were labelled *Attitudes to learning English*, *Attitudes to L2 community and culture*, *Fear of assimilation*, *Meeting others' expectations*, *Ideal L2 Self*, *Instrumentality (Prevention)*, *Ought-to L2 Self*, *Family influence*, *Ethnocentrism*, *Instrumentality (Promotion)*, *English anxiety*, *Travel orientation*, and *Criterion measures* corresponded to 13 out of 14 constructs of the original version of MQ, except the construct of *Integrativeness* (see Table 3.2). A total of 62 out of the 67 items in the MQ loaded high on the 13 factors.

Table 3.2: 14 Constructs of the Original Version of MQ and 13 Factors

14 MQ constructs		13 Factors		
Construct	Items	Factor	Items	Label
Attitudes to learning English	50, 55, 60, 65	Factor 1	50, 55, 60, 65, 62, 31	Attitudes to learning English
Attitudes to L2 community	54, 59, 64, 67	Factor 2	54, 59, 64, 67, 53, 58, 63, 52	Attitudes to L2 community and culture
Cultural interest	53, 58, 63			
Fear of assimilation	8, 17, 26, 34, 44	Factor 3	8, 17, 26, 34, 44	Fear of assimilation
Ideal L2 Self	38, 29, 6, 46, 14	Factor 5	38, 29, 6, 46, 14	Ideal L2 Self
Instrumentality (Prevention)	33, 25, 7, 43, 18	Factor 6	33, 25, 7, 43	Instrumentality (Prevention)
Instrumentality (Promotion)	4, 10, 22, 16, 28, 35, 41, 48	Factor 10	4, 10, 22, 16	Instrumentality (Promotion)
		Factor 4	12, 11, 19, 5	Meeting others' expectations
Ought-to L2 Self	5, 12, 19, 27, 36, 42, 49	Factor 7	48, 49, 42, 27, 35, 2	Ought-to L2 Self
Family influence	30, 40, 21, 11, 2	Factor 8	30, 40, 21	Family influence
Ethnocentrism	39, 24, 15, 9, 32	Factor 9	39, 24, 15, 9	Ethnocentrism
English anxiety	51, 56, 61, 66	Factor 11	51, 56, 61, 66	English anxiety
Travel orientation	1, 20, 47	Factor 12	1, 47, 20	Travel orientation
Criterion measures	45, 23, 13, 3, 37, 31	Factor 13	45, 23, 13, 28, 3, 37	Criterion measures
Integrativeness	52, 57, 62			

3.2.1.2 Reliability Analysis

The internal consistency reliability of the MQ was measured by the *Cronbach Alpha coefficient*. The reliability coefficients were calculated on the EFL, ESL, and entire sample's responses to the MQ items by the 13 factors. The sample sizes were 127, 75, and 202. Table 3.3 summarizes the Cronbach Alpha coefficients for each factor.

Table 3.3: The Cronbach Alpha Coefficients for Each Factor and Each Sample

Factor (Item No.)	N of items	EFL learners (<i>n</i> = 127)		ESL learners (<i>n</i> = 75)		ALL (<i>N</i> =202) (EFL & ESL)	
		Alpha	SI Alpha	Alpha	SI Alpha	Alpha	SI Alpha
1. Attitudes to learning English (50, 55, 60, 65, 62, 31)	6	.81	.81	.87	.87	.83	.83
2. Attitudes to L2 community and culture (54, 59, 64, 67, 53, 58, 63, 52)	8	.86	.86	.78	.79	.84	.84
3. Fear of assimilation (8, 17, 26, 34, 44)	5	.80	.80	.78	.79	.81	.82
4. Meeting others' expectations (12, 11, 19, 5)	4	.79	.79	.74	.74	.77	.77
5. Ideal L2 Self (38, 29, 6, 46, 14)	5	.81	.81	.75	.76	.80	.80
6. Instrumentality (Prevention) (33, 25, 7, 43)	4	.75	.75	.82	.82	.78	.78
7. Ought-to L2 Self (48, 49, 42, 27, 35, 2)	6	.80	.80	.77	.78	.78	.78
8. Family influence (30, 40, 21)	3	.84	.84	.73	.73	.81	.81
9. Ethnocentrism (39, 24, 15, 9)	4	.73	.73	.80	.80	.76	.76
10. Instrumentality (Promotion) (4, 10, 22, 16)	4	.71	.72	.64	.69	.69	.71
11. English anxiety (51, 56, 61, 66)	4	.68	.69	.76	.76	.72	.72
12. Travel orientation (1, 47, 20)	3	.69	.69	.59	.66	.64	.66
13. Criterion measures (45, 23, 13, 28, 3, 37)	6	.69	.69	.77	.77	.73	.73

The results indicated that the Cronbach Alpha coefficients of the first nine factors exceeded 0.70 for the EFL, ESL, and entire sample's responses. The Cronbach Alpha coefficient of Factor 10 exceeded 0.70 for the EFL sample's responses. The Cronbach Alpha coefficients of Factor 11 and 13 exceeded 0.70 for the ESL and entire sample's

responses. All the reliability coefficients reached 0.60, except the alpha of Factor 12 (*Travel orientation*) for the ESL sample's responses. Moreover, for the EFL, ESL, and entire sample's responses, the reliability coefficients of Factor 12 did not reach 0.70. The *Travel Orientation* factor contained the three items in Table 3.4. An examination of the items comprising the factor revealed that Item 20 had the lowest corrected item-total correlations.

Table 3.4: The *Travel Orientation* Factor (Item-Total Statistics)

Item	Corrected item-total correlation			Cronbach Alpha if item deleted		
	EFL	ESL	All	EFL	ESL	All
1. Learning English is important to me because I would like to travel internationally.	.50	.59	.52	.60	.33	.48
20. Studying English is important to me because without English I won't be able to travel a lot.	.45	.27	.35	.65	.76	.70
47. I study English because with English I can enjoy travelling abroad.	.56	.44	.51	.51	.43	.46

3.2.1.3 Descriptive Statistics

Descriptive statistics were computed on the EFL and ESL sample's responses to each of the 13 factors (see Table 3.5). The EFL and ESL sample sizes were 127 and 75. The mean scores of the *Attitudes to L2 community and culture* and *Instrumentality (Promotion)* factor were the highest of all for both groups. The mean scores of the *Family influence* factor were the lowest for both groups.

Table 3.5: Descriptive Statistics for Each of the 13 Factors

Factor (<i>N</i> of items)	EFL (<i>n</i> = 127)		ESL (<i>n</i> = 75)	
	Mean	SD	Mean	SD
1. Attitudes to learning English (6)	3.32	.93	3.85	1.02
2. Attitudes to L2 community and culture (8)	4.57	.87	4.63	.72
3. Fear of assimilation (5)	3.21	1.11	2.46	1.02
4. Meeting others' expectations (4)	3.17	1.06	3.12	1.03
5. Ideal L2 Self (5)	3.90	.96	4.40	.84
6. Instrumentality (Prevention) (4)	3.98	1.05	3.61	1.15
7. Ought-to L2 Self (6)	3.81	.88	3.71	.89
8. Family influence (3)	3.00	1.22	2.40	1.11
9. Ethnocentrism (4)	3.57	1.08	3.22	1.15
10. Instrumentality (Promotion) (4)	4.74	.82	4.77	.73
11. English anxiety (4)	3.34	.99	3.01	1.03
12. Travel orientation (3)	4.03	1.01	4.23	.88
13. Criterion measures (6)	3.89	.69	4.33	.77

3.2.1.4 T-tests

In order to investigate the differences between the EFL and ESL sample's responses to each of the 13 factors, independent sample t-tests were performed. The level of significance was set at .05 for all statistical tests. However, for each of the multiple statistical tests, the Bonferroni correction, which involved dividing the alpha level of .05 by the number of tests, was used to adjust the level of significance. Thus, the adjusted level of significance was set at .004 (i.e., dividing .05 by 13) for the multiple t-tests on the differences between the EFL and ESL sample's responses to the 13 factors.

The results of the t-tests indicated that the differences between the EFL and ESL sample's mean scores for the *Fear of assimilation* ($t = 4.153, p < .004$), *Family influence* ($t = 3.050, p < .004$), *Attitudes to learning English* ($t = -3.232, p < .004$), *Ideal L2 Self* ($t = -3.248, p < .004$), and *Criterion measures* ($t = -3.629, p < .004$) factor were statistically significant. The EFL sample's mean scores for the *Fear of assimilation* and *Family influence* factor were significantly higher than the ESL sample's, while the ESL sample's mean scores for the *Attitudes to learning English*, *Ideal L2 Self*, and *Criterion measures* factor were significantly higher than the EFL sample's. However, the

differences between the EFL and ESL sample's mean scores for the other eight factors were very small and not statistically significant.

3.2.2 Contact Questionnaire and Background Information Questionnaire

Together with the MQ, the *Contact Questionnaire* and *Background Information Questionnaire* were also piloted in order to check whether there were unclear instructions and ambiguous wording. In the *Contact Questionnaire*, which consisted of four questions, the respondents were asked to estimate their contact with the English language and its speakers. The *Background Information Questionnaire* consisted of 12 questions and gathered personal information about the learners such as gender, age, English learning background, etc.

3.3 Piloting Learner Diaries

Learner diaries were piloted with three EFL (3 females; age mean: 18.3, youngest: 18, oldest: 19) and five ESL learners (5 males; age mean: 21.6, youngest: 18, oldest: 25) to check whether the *Instructions for Keeping a Learner Diary* could elicit adequate data and to detect and solve any problems or/and difficulties that might arise in using them. The five ESL learners had recently arrived in New Zealand and had never been to any other English-speaking country.

The eight learners kept a diary over a one month period to record their experiences and perceptions of learning English, especially their reflections on their motivation, attitudes, and beliefs in learning English. They were given some loose guidelines about possible topics for their entries (in the *Instructions for Keeping a Learner Diary*), in the hope that they would feel free to note items that they considered important. They were encouraged to use Chinese to write their entries, with a minimum requirement of one entry per week.

The data obtained from the learner diaries were analyzed by following the standard methods and procedures for analyzing qualitative data (see Chapter 4). Finally, nine

categories that were related to the motivation of Chinese learners of English were identified: (1) Promotional instrumentality, (2) Preventional instrumentality, (3) Ideal L2 self, (4) Attitudes to L2 community and culture, (5) Attitudes to learning English, (6) English learning effort, (7) English anxiety, (8) Self-confidence, and (9) Willingness to communicate in English.

3.4 Major Findings

The major findings from the pilot study are presented in terms of the reliability and validity of the instruments and procedures and differences in the motivation of the EFL and ESL learners.

3.4.1 Reliability and Validity of the Instruments and Procedures

3.4.1.1 Motivation Questionnaire

Construct Validity

The construct validity of the MQ was examined by factor analysis. The 13 factors which emerged from factor analysis related to the 13 out of 14 constructs of the original version of MQ, exclusive of the construct of *Integrativeness*. Thus, the *Integrativeness* construct was not supported by the results of factor analysis.

The *English anxiety*, *Fear of assimilation*, *Ideal L2 Self*, and *Travel orientation* construct of the MQ were totally supported by the results of factor analysis because all the items in them loaded high on Factors 11, 3, 5, and 12 correspondingly. The four factors were labelled in the same way as the constructs.

The remaining nine constructs were partly supported by the results of factor analysis. Except for one or two items, all the items loading high on Factors 1, 6, 8, 9, and 13 related to the *Attitudes to learning English*, *Instrumentality (Prevention)*, *Family influence*, *Ethnocentrism*, and *Criterion measures* construct. Thus, the five factors were still labelled in the same way as the constructs. In accordance with the five factors, some adjustments were made to improve the construct validity: adding Items 31 and 62

to the *Attitudes to learning English* construct, deleting Item 18 from the *Instrumentality (Prevention)* construct, deleting Items 2 and 11 from the *Family influence* construct, deleting Item 32 from the *Ethnocentrism* construct, deleting Item 31 from and adding Item 28 to the *Criterion measures* construct.

All the items in the *Cultural interest* and *Attitudes to L2 community* construct and Item 52 loaded high on Factor 2. Thus, Factor 2 was labelled *Attitudes to L2 community and culture*. In order to improve the construct validity, the *Cultural interest* and *Attitudes to L2 community* construct combined to form a new construct termed *Attitudes to L2 community and culture*, with the same items as in Factor 2.

Except for Items 28, 41 and 36, all the items in the *Ought-to L2 Self* and *Instrumentality (Promotion)* construct loaded high on three different factors: Factors 4, 7 and 10, which were labelled *Meeting others' expectations*, *Ought-to L2 Self*, and *Instrumentality (Promotion)*. In accordance with the three factors, some adjustments were made to improve the construct validity: deleting Items 28, 41 and 36, adding Items 2 and 11, and changing two constructs into three, which had the same labels and items as Factors 4, 7, and 10.

Therefore, the aforementioned 13 factors were the revised 13 constructs of the MQ, which can be considered a valid instrument for investigating the motivation of Chinese learners of English in a foreign and second language context.

Reliability

The Cronbach Alpha coefficients of the first nine factors exceeded 0.70 for the EFL, ESL and entire sample's responses. The Cronbach Alpha coefficient of Factor 10 exceeded 0.70 for the EFL sample's responses. The Cronbach Alpha coefficients of Factors 11 and 13 exceeded 0.70 for the ESL and entire sample's responses. All the reliability coefficients reached 0.60, except the alpha of Factor 12 (*Travel orientation*) for the ESL sample's responses. Moreover, for the EFL, ESL, and entire sample's responses, the reliability coefficients of Factor 12 did not reach 0.70. An alpha level of .70 or higher is recognized as a satisfactory reliability coefficient, and if the alpha of

a construct does not reach .60, the reliability is considered rather low (Dörnyei, 2001b). Accordingly, the reliability of the *Travel Orientation* construct was very low.

According to Table 3.4, among the three items comprising the construct, Item 20, “Studying English is important to me because without English I won’t be able to travel a lot,” had the lowest corrected item-total correlations, and if it was deleted, the Cronbach Alpha coefficient would be 0.70 for the entire sample’s responses and 0.76 for the ESL sample’s responses. However, since there were only three items in this construct, instead of deleting the item, the wording of the item was adjusted (i.e., Studying English is important to me because it will help me when I travel abroad.) in order to improve the reliability of the *Travel Orientation* construct.

Changes Made to the MQ

Based on the above discussion, some changes were made to improve the reliability and validity of the MQ. Items 18, 32, 36, 41 and 57 were deleted from the MQ, as suggested by the results of factor analysis. Moreover, in order to improve the reliability of the *Travel Orientation* construct, the wording of the item, “Studying English is important to me because without English I won’t be able to travel a lot,” was changed into “Studying English is important to me because it will help me when I travel abroad.” Finally, the layout of the originally designed MQ was adjusted to ensure that every item could be easily noticed.

3.4.1.2 Instructions for Keeping a Learner Diary

After selecting the diarists, the researcher gave the *Instructions for Keeping a Learner Diary* to them and invited them to ask questions and make comments in case some instructions were unclear, and some problems or/and difficulties might exist when carrying out the diary procedures. As a result, only one problem about collecting entries was raised by three ESL diarists, who could not use email to send their entries. The adjustment was then made to *Guideline 5* by adding the sentence, “If you can’t send them by email, I will go to your school to pick them up weekly.”

When keeping their diary according to the instructions, the diarists focused their diary entries on the effort that they put into and intended to put into their English learning, the present learning situation that they liked or disliked, their reasons and goals for learning English, their positive and negative learning experiences, their confidence in their abilities to learn English, and personal satisfaction with their progress in learning English. Thus, the *Instructions for Keeping a Learner Diary* were clear enough and could elicit adequate qualitative data.

3.4.2 Differences in the Motivation of the EFL and ESL Learners

The results of the quantitative analysis indicated that both EFL and ESL learners learned English for the sake of professional/academic growth, advancements and accomplishments, rather than for pleasing others (i.e. family, friends, teachers and peers) or meeting others' demands. Both groups had positive attitudes to English-speaking countries, native English speakers and their culture. However, although both the EFL and ESL learners did not think that they studied English for their family and that learning English would have a bad effect on the Chinese language and culture, in comparison with the EFL learners, the ESL learners more strongly believed that they studied English not for their family and were less afraid of the bad effect of learning English on the Chinese language and culture. Moreover, the ESL learners developed stronger ideal L2 selves, had more favourable attitudes toward learning English, and expended or intended to expend more effort in learning English than the EFL learners.

Chapter 4

Research Methodology

This chapter describes in detail the methods employed in the present study. It begins with presenting the research questions. This is followed by the rationale for the research design and methodology. The research design and methods, including the participants, setting, instruments, data collection procedures, and data analysis procedures in the two phases of the study, are then addressed.

4.1 Research Questions

A review of the literature indicates that there has been relatively little empirical research on the differences in the L2 motivation of Chinese learners of English in a foreign and second language context, the ongoing changes in the L2 motivation of Chinese ESL learners over time, and the testing of the effectiveness of motivational strategy training. Drawing on the literature review, the following research questions were formulated:

- 1) What differences are there in the motivation of Chinese ESL and EFL learners?

Sub-questions:

- What differences are there in the motivation of the ESL and EFL learners at Time 1?
- What differences are there in the motivation of the ESL and EFL learners at Time 2?
- What changes are there in the motivation of a) the ESL learners and b) the EFL learners from Time 1 to Time 2?
- What differences are there between the ESL and EFL learners in the motivational changes from Time 1 to Time 2?

- 2) In what ways does the motivation of Chinese learners of English who have recently arrived in New Zealand change over a three month period of residence in an English-speaking environment?
- 3) What effect does motivational strategy training have on Chinese EFL learners' motivation?

4.2 Rationale for the Research Design and Methodology

Quantitative research methods have been most commonly employed in L2 motivation research. That is, L2 motivation research has traditionally followed the quantitative traditions in social psychology, relying predominantly on questionnaires (e.g., AMTB) and processing data by means of various statistical procedures. The major advantages of this approach are its preciseness, reliability, and generalizability (Dörnyei, 2001b). L2 motivation is conceptualized and explored as a measurable cause or product of particular learning experiences and outcomes (Ushioda, 2001).

Although questionnaires can be used to measure the degree of learners' motivation, they are limited in that they do not explain why motivation occurs or how it changes. According to Dörnyei (2001b), "the downside of quantitative methods is that they average out responses across the whole sample or subsample, and by working with concepts of averages it is impossible to do justice to the subjective variety of an individual life" (p. 193). As discussed in Chapter 2, most previous studies on motivational change only compared data collected by means of questionnaires at two distant points in time, and as a result may fail to capture ongoing changes in L2 motivation. That is, the positive changes in motivation evident from time one to time two may cancel out the negative ones. Dörnyei (2001b) argues that quantitative methods are generally less sensitive to revealing motivational dynamics than qualitative methods, which focus on the participants' own perspectives rather than on the researcher's interpretations and priorities. In qualitative research the researcher endeavours to provide a trustworthy description of reality as seen by the participants

themselves (Bogdan & Biklen, 1998). The analysis of qualitative data involves discovering meaningful themes and patterns that emerge from the data. Ushioda (2001) thus argues that a more qualitative research approach should be adopted to investigate the dynamic and temporal dimensions of L2 motivation.

Further, Spolsky(2000) and Ellis (2004) point out that a better approach is to use quantitative methods alongside qualitative approaches such as interviews, learner diaries, and learner autobiographical narratives in the study of motivation. A mixed method approach is likely to provide a much richer and more personalized account of the factors contributing to motivation. It may help to improve the quality of the research through the strengths of both methods and to overcome some of their weaknesses of each (Johnson & Christensen, 2004). Moreover, a mixed method approach appeals to me because of the nature of this study, which aimed to investigate not only the general motivation of Chinese ESL and EFL learners, but also ongoing changes in their motivation. Using quantitative methods alongside qualitative approaches can enable us to better understand L2 motivation from a broad perspective and its dynamic and situated aspects.

4.3 Research Design

In order to investigate the motivation of Chinese learners of English in a foreign and second language context, this multiple-method study employed both quantitative and qualitative analyses. There were two phases in the study.

The methods of research employed in Phase One were designed to provide empirically-based answers to Research Questions 1 and 2. In order to seek answers to the two questions, English learner questionnaires, learner diaries and follow-up interviews were used. Both quantitative and qualitative data were collected and analyzed. The motivation of 254 Chinese EFL and ESL students was measured by a self-report questionnaire. Among them, 10 EFL and 11 ESL students kept a diary of their English learning over a three month period. Their diary data were collected and analyzed to examine the ongoing changes in their motivation to learn English over time.

When necessary, some diarists were interviewed in order to clarify certain items in their diary entries.

The methods of research employed in Phase Two were designed to provide empirically-based answers to Research Question 3. Qualitative data collection and analysis methods were used. After the 21 diarists in Phase One kept a diary for three months, the 10 EFL diarists continued keeping a diary over another three month period. Among them, five were randomly assigned to the intervention group, and the remaining five to the control group. In order to test the effectiveness of motivational strategy training and the effect of the use of motivational strategies on students' motivation, I provided the intervention group with motivational strategy training from the fourth month by having them keep a goal-setting logbook and fill out a self-motivating strategy questionnaire, interviewing them, and responding to their diary entries. The control group did not receive any treatment. Differences in the L2 motivation of the two groups were examined.

4.4 Phase One

4.4.1 Participants and Setting

The participants in Phase One of the study were 132 Chinese learners of English in China (EFL learners) and 122 Chinese learners of English in New Zealand (ESL learners). The latter were divided into two groups based on the length of residence in an English-speaking country, New Zealand, at the time of the first administration of the questionnaire. One group included 56 ESL(recent arrival) learners who had recently arrived in New Zealand and lived in New Zealand for less than one month. The other group consisted of 66 ESL(resident) learners who had lived in New Zealand for more than three months. A period of three months was set for the investigation because most of the Chinese ESL learners studied at a language school for at least three months after arriving in New Zealand. The selection of the participants was done by an opportunity/convenience sampling method in order to ensure a sufficient sample size. All the participants were tertiary students who were taking an English course during the period of investigation.

4.4.1.1 The Chinese EFL Learners

The 132 Chinese EFL learners were university students who were taking a compulsory English course at a university in China, but were not English majors. They were recruited from the first and second year students because English was a compulsory course for all the first and second year students at this university. They all had studied English for at least 6 years at junior and senior high school in China. None of them had been to any English-speaking country.

All the 132 Chinese EFL learners (70 males, 62 females) were between 17 and 23 years old. The average age was 19.86. Among them, 42 (31.8%) learners were the first year students and 90 (68.2%) the second year. They were asked to evaluate their own current overall proficiency in English. None of the EFL learners rated themselves as *upper intermediate and over*. 29 (22.0%) EFL learners rated themselves as *intermediate*, 53 (40.1%) *lower intermediate*, 40 (30.3%) *post-beginner*, and 10 (7.6%) *beginner*. The composition of the Chinese EFL learners and their personal background information (collected by the *Background Information Questionnaire* in the first administration of the questionnaire) is presented in Table 4.1.

Table 4.1: Participants' Personal Background Information

		EFL Learners (N = 132)	ESL Learners (N = 122)	
			ESL(recent arrival) (n = 56)	ESL (resident) (n = 66)
Age	Mean	19.86	22.27	21.82
	Youngest	17	17	17
	Oldest	23	28	32
Gender	Male	70(53.0%)	28(50%)	40(60.6%)
	Female	62(47.0%)	28(50%)	26(39.4%)
Years of learning English	> = 6 years	132(100%)	55(98.2%)	65(98.5%)
	< 6 years	0 (0%)	1(1.8%)	1 (1.5%)
English proficiency level (according to self-rating scale)	Upper Intermediate level and over	0 (0%)	1(1.8%)	7(10.6%)
	Intermediate level	29(22.0%)	25(44.6%)	29(43.9%)
	Lower Intermediate level	53(40.1%)	14(25.0%)	18(27.3%)
	Post-Beginner level	40(30.3%)	12(21.4%)	10(15.2%)
Use of English at home	Beginner level	10 (7.6%)	4(7.2%)	2(3.0%)
	Use	40(30.3%)	18(32.1%)	28(42.4%)
Amount of importance attached to English	No use	92(69.7%)	38(67.9%)	38(57.6%)
	Very much	41(31.1%)	18(32.1%)	24(36.4%)
	Quite a lot	49(37.1%)	24(42.9%)	30(45.4%)
	A little	30(22.7%)	9(16.1%)	8(12.1%)
	So-so	7 (5.3%)	3(5.3%)	4(6.1%)
	Not so much	5 (3.8%)	2(3.6%)	0(0%)
Amount of effort expended in learning English	Not at all	0 (0%)	0(0%)	0(0%)
	Very much	4 (3.0%)	2(3.6%)	3(4.6%)
	Quite a lot	15(11.4%)	7(12.5%)	8(12.1%)
	A little	23(17.4%)	11(19.6%)	15(22.7%)
	So-so	47(35.6%)	23(41.1%)	26(39.4%)
	Not so much	30(22.7%)	9(16.1%)	10(15.1%)
	Not at all	13 (9.9%)	4(7.1%)	4(6.1%)

4.4.1.2 The Chinese ESL Learners

The 122 Chinese ESL learners (ESL-total) were tertiary students who were taking general or academic English courses at eight English language schools in New Zealand. They were divided into two groups based on their length of residence in New Zealand at the time of the first administration of the questionnaire. One group included 56 ESL(recent arrival) learners who had recently arrived in New Zealand and lived in New Zealand for less than one month. The other group consisted of 66 ESL(resident) learners who had lived in New Zealand for more than three months. Normally, only a

small number of new Chinese students enrolled in the same month in an English language school. I thus recruited the participants at eight English language schools, from which I could obtain permission to approach their students. In order to ensure an adequate sample size, initially, I approached as many Chinese ESL students as possible, but some of them were excluded since they were found not to meet the residence requirements for the participants. None of the ESL learners had been to any other English-speaking country. Most of them were in homestays with local families, while some rented an apartment and lived with their friends.

The 122 ESL learners (68 males, 54 females) were between 17 and 32 years old. The average age was 22.03. The 56 ESL(recent arrival) learners (28 males, 28 females) ranged in age from 17 to 28. The average age was 22.27. The 66 ESL(resident) learners (40 males, 26 females) ranged in age from 17 to 32. The average age was 21.82. 120 ESL learners had studied English for at least six years at junior and senior high school in China, and only two (i.e., one from each group) for five years. All the ESL learners were asked to evaluate their own current overall proficiency in English. One (1.8%) ESL(recent arrival) and seven (10.6%) ESL(resident) learners rated themselves as *upper intermediate and over*, 25 (44.6%) ESL(recent arrival) and 29 (43.9%) ESL(resident) learners *intermediate*, 14 (25.0%) ESL(recent arrival) and 18(27.3%) ESL(resident) learners *lower intermediate*, 12 (21.4%) ESL(recent arrival) and 10 (15.2%) ESL(resident) learners *post-beginner*, and 4 (7.2%) ESL(recent arrival) and 2 (3.0%) ESL(resident) learners *beginner*. The composition of the Chinese ESL learners and their personal background information (collected by the *Background Information Questionnaire* in the first administration of the questionnaire) is presented in Table 4.1 above.

4.4.2 Instruments

The instruments used in Phase One of the study to collect quantitative and qualitative data were English learner questionnaires, learner diaries and follow-up interviews. A pilot study was conducted to test the reliability and validity of the instruments and procedures (see Chapter 3).

4.4.2.1 English Learner Questionnaires

The English learner questionnaire formed one of the main instruments for investigating the motivation of Chinese learners of English. It consisted of three sections: (1) motivation questionnaire, (2) contact questionnaire, and (3) background information questionnaire. All the instructions and questions were written in the participants' first language, Chinese. The participants were asked to answer all the questions in the three sections of the questionnaire. It took them approximately 30 minutes to complete the English learner questionnaire. Both English and Chinese versions of the questionnaire are presented in Appendix A.

Motivation Questionnaire (MQ)

A self-report motivation questionnaire was used to collect quantitative data. The MQ was adapted from Taguchi, Magid, and Papi's (2009) instrument based on Dörnyei's (2005, 2009a) L2 Motivational Self System theory. Before being administered in Phase One, the MQ went through piloting. The original version of MQ that underwent piloting included 14 constructs with 67 items in them. All the constructs and items were the same as those in Taguchi, Magid, and Papi's (2009) work, except five items whose wording was adjusted in order to make them suitable to both Chinese EFL and ESL learners. Based on the results of the pilot study, the original version of MQ was revised (see Chapter 3).

The final version of MQ that was used in Phase One contained 13 constructs measured by 62 items. It was composed of two sections. In the first section, Items 1 to 45 were statements, and the participants were asked to indicate the extent to which they agreed or disagreed with these statements by marking one of the 6 responses ranging from *strongly agree* to *strongly disagree* on a six-point Likert scale. In the second section, Items 46 to 62 were questions, and the participants were asked to answer these questions by marking one of the 6 responses ranging from *very much* to *not at all* on a six-point rating scale.

The MQ assessed the students' motivation to learn English. The 62 items addressed the following 13 attitudinal and motivational factors:

- (1) *Attitudes to learning English* (6 items; Items 30, 46, 51, 55, 57, 60), which refers to the feelings that the learners have toward the English language, immediate English learning environment, and learning experiences.
- (2) *Attitudes to L2 community and culture* (8 items; Items 48, 49, 50, 53, 54, 58, 59, 62), which refers to the feelings that the learners have toward members of the L2 community and cultural products of the L2 culture (i.e., the attitudes of the learners toward having direct contact with L2 speakers and cultural products associated with L2).
- (3) *Fear of assimilation* (5 items; Items 8, 17, 25, 32, 40), that is, “the extent to which the learners believe that learning and using the L2 may lead to the loss of the native language and culture” (Csizér & Dörnyei, 2005a, p. 23).
- (4) *Meeting others’ expectations* (4 items; Items 5, 11, 12, 18), that is, the extent of other people’s influence.
- (5) *Ideal L2 Self* (5 items; Items 6, 14, 28, 35, 42), which refers to the “L2-specific facet of one’s ideal self: If the person we would like to become speaks an L2, the *Ideal L2 Self* is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves” (Dörnyei, 2005, p. 106).
- (6) *Instrumentality (Prevention)* (4 items; Items 7, 24, 31, 39) “measuring the regulation of duties and obligations such as studying English in order to pass an examination” (Taguchi et al., 2009, p. 114).
- (7) *Ought-to L2 Self* (6 items; Items 2, 26, 33, 38, 44, 45) measuring “the attributes that one believes one *ought* to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009a, p. 29).
- (8) *Family influence* (3 items; Items 20, 29, 37), that is, the extent of parents’ influence.
- (9) *Ethnocentrism* (4 items; Items 9, 15, 23, 36), that is, the extent to which the learners believe that their native culture is superior to other cultures.
- (10) *Instrumentality (Promotion)* (4 items; Items 4, 10, 16, 21) “measuring the regulation of personal goals to become successful such as attaining high proficiency in English in order to make more money or find a better job” (Taguchi et al., 2009, p. 114).

- (11) *English anxiety* (4 items; Items 47, 52, 56, 61) assessing the extent to which the learners feel anxious when speaking English in different situations.
- (12) *Travel orientation* (3 items; Items 1, 19, 43) measuring the extent to which the learners study English for the sake of travel.
- (13) *Criterion measures* (6 items; Items 3, 13, 22, 27, 34, 41) measuring the amount of effort that the learners put or are willing to put into learning English.

Contact Questionnaire

The contact questionnaire was designed to estimate the participants' contact with the English language and its speakers in their daily life. It consisted of four questions concerning the amount of time that the participants spent communicating with native or fluent speakers of English, speaking English, and doing some activities in English outside the classroom. This contact questionnaire was adapted from the Language Contact Profile (Freed, Dewey, Segalowitz, & Halter, 2004). Table 4.2 presents the information about the participants' contact with the English language and its speakers outside the classroom in their daily life (collected by the *Contact Questionnaire* in the first administration of the questionnaire).

Table 4.2: Participants' Contact with the English Language and its Speakers

			EFL Learners (<i>N</i> = 132)	ESL Learners (<i>N</i> = 122)	
				ESL(recent arrival) (<i>n</i> = 56)	ESL (resident) (<i>n</i> = 66)
Contact with native or fluent speakers of English	Have	Daily	0 (0%)	32 (57.1%)	42 (63.6%)
		Weekly	6 (4.5%)	11 (19.6%)	12 (18.2%)
		Monthly	6 (4.5%)	3 (5.4%)	2 (3.0%)
		A few times a year	17 (13.0%)	0 (0%)	0 (0%)
	Not have	103 (78.0%)	10 (17.9%)	10 (15.2%)	
Contact with the English language	Listening (Doing some activities in English)	Daily	62 (46.9%)	33 (58.9%)	54 (81.8%)
		Weekly	48 (36.4%)	21 (37.5%)	12 (18.2%)
		Monthly	10 (7.6%)	2 (3.6%)	0 (0%)
		A few times a year	12 (9.1%)	0 (0%)	0 (0%)
	Speaking	Daily	38 (28.8%)	44 (78.6%)	55 (83.3%)
		Weekly	30 (22.7%)	11 (19.6%)	10 (15.2%)
		Monthly	15 (11.4%)	0 (0%)	0 (0%)
		A few times a year	12 (9.1%)	0 (0%)	0 (0%)
		Not speaking	37 (28.0%)	1 (1.8%)	1 (1.5%)
	Reading (Doing some activities in English)	Daily	3 (2.3%)	18 (32.1%)	31 (47%)
		Weekly	24 (18.2%)	22 (39.3%)	24 (36.4%)
		Monthly	32 (24.2%)	8 (14.3%)	9 (13.6%)
		A few times a year	52 (39.4%)	8 (14.3%)	2 (3%)
		Not reading	21 (15.9%)	0 (0%)	0 (0%)
	Writing (Doing some activities in English)	Daily	2 (1.5%)	9 (16.1%)	15 (22.7%)
		Weekly	13 (9.85%)	19 (33.9%)	23 (34.9%)
		Monthly	13 (9.85%)	13 (23.2%)	16 (24.2%)
		A few times a year	68 (51.5%)	15 (26.8%)	12 (18.2%)
		Not writing	36 (27.3%)	0 (0%)	0 (0%)

Background Information Questionnaire

This section contained 12 questions and gathered personal background information about the participants, such as gender, age, overseas experience, English learning

experience, use of English at home, the importance they attached to English, and English proficiency level. The English proficiency self-rating scale was modelled on Taguchi et al.'s (2009) work. The background information collected is presented in Table 4.1 above.

4.4.2.2 Learner Diaries and Follow-up Interviews

Learner diaries were employed to collect the qualitative data in Phase One of this study. 10 EFL and 11 ESL learners (see Chapters 7 and 6, for their personal information) kept a diary over a three month period to record their experiences and perceptions of learning English, especially their reflections on their motivation, attitudes, and beliefs in learning English.

At the beginning, the diarists were given a set of instructions about how to keep their diaries and what to write (i.e., *Instructions for Keeping a Learner Diary*). The instructions were designed by referring to previous diary studies (e.g., Bailey, 1990; Carter, 2006). In the instructions, the diarists were given some loose guidelines about possible topics for their diary entries, in the hope that they would feel free to note items that they considered important. The diarists were encouraged to use Chinese to write their entries, with a minimum requirement of one entry per week. Their entries were collected weekly. Both English and Chinese versions of the *Instructions for Keeping a Learner Diary* are presented in Appendix B.

Follow-up interviews were the supplement to learner diaries. Some diarists were interviewed in order to clarify certain items in their diary entries. During the three month period, loosely structured interviews were conducted with two EFL and four ESL diarists individually. The six participants were selected in the follow-up interviews because there were some unclear items in their diary entries. The follow-up interviews, which were like informal conversations with the participants, were conducted in the participants' first language, Chinese. In the interviews, I guided the respondents through a set of questions, which were different for different respondents. The guide questions were constructed on the basis of the content of their diary entries and used to encourage them to explain and clarify some items in their diary entries in more depth. Each

interview took approximately 15 – 30 minutes. All the follow-up interviews were audio-recorded with a digital recorder and broadly transcribed after each interview.

4.4.3 Data Collection Procedures

This section first explains how entry to the research sites was obtained and then presents the procedures for collecting data from the Chinese EFL and ESL learners.

4.4.3.1 Gaining Entry to the Research Sites (Ethical Considerations)

An application was made to the University of Auckland Human Participants Ethics Committee and was approved on 16 November 2007 (Reference Number 2007/390).

In China, data collection took place at a university where I had known some of the administrators and instructors. I contacted the relevant university administrator, sent him the Participant Information Sheet and Consent Form for Head of School/University, and asked him whether he would support the research. He was interested in the research and fully supported it. Therefore, he filled out and signed the Consent Form, and gave me permission to use his students as participants of the study and to use the classrooms to carry out data collection after school.

In New Zealand, data collection took place at eight English language schools. In order to recruit enough participants within a couple of months, I contacted 11 English language schools because only a small number of new Chinese students enrolled in the same month in each school. I sent the Participant Information Sheet and Consent Form for Head of School/University to the school authorities and asked for their permission and support. The English version of the questionnaires was also sent to some of the school authorities because they were interested in it. Finally, I obtained permission from eight schools to approach their Chinese students for collecting data after class.

4.4.3.2 Procedures for Collecting Data from the Chinese EFL and ESL Learners

The data were collected from 132 Chinese learners of English in China (EFL learners) during the months of September to December 2008. The data were collected from 122 Chinese learners of English in New Zealand (ESL learners) during the months of May

to September 2008. I collected data from the EFL and ESL learners by following the same procedures.

At first, all the participants were given information about the research and were asked for their cooperation. If they agreed to take part in the research, they filled out and signed a consent form.

Then the first administration of the English learner questionnaire (Chinese version) took place. The whole sample of 132 EFL and 122 ESL learners, including 56 ESL(recent arrival) and 66 ESL(resident) learners, completed the questionnaire.

After the first administration of the questionnaire, I randomly selected 15 EFL and 15 ESL(recent arrival) learners from the sample and invited them to keep a diary of their English learning over a three month period. They were given a set of *Instructions for Keeping a Learner Diary*. Their diary entries were collected once a week. Finally, 10 EFL and 11 ESL(recent arrival) learners continued keeping a diary of their English learning for a total of three months. The diary entries of these 10 EFL and 11 ESL(recent arrival) diarists were kept for this study.

During the three month period, among the 21 diarists, 2 EFL and 4 ESL(recent arrival) diarists were interviewed once in order to clarify certain items in their diary entries. All the follow-up interviews were audio-recorded with a digital recorder and broadly transcribed after each interview.

After the three months, I tried to administer the same English learner questionnaire to the same group of 132 EFL and 56 ESL(recent arrival) learners for the second time. Finally, Only 127 EFL and 20 ESL(recent arrival) learners took part in the second administration of the questionnaire.

4.5 Phase Two

4.5.1 Participants and Setting

The participants in Phase Two of the study were the 10 Chinese EFL learners who had kept a diary of their English learning for three months in Phase One. The 10 EFL diarists continued keeping a diary over another three month period in Phase Two. After keeping their diary for three months in Phase One, in Phase Two they were randomly allocated to the two groups: five (3 males and 2 females) in the intervention group and five (2 males and 3 females) in the control group (see Chapter 7, for 10 diarists' personal information). The intervention group received motivational strategy training, while the control group did not receive any treatment.

4.5.2 Motivational Strategy Training

Dörnyei (2001a) devised a set of motivational strategies. Due to the context and scope of this study, the motivational strategy training discussed here focused on two specific motivational strategies: setting specific learner goals and promoting self-motivating learner strategies. In order to investigate the effect of motivational strategy training on Chinese EFL learners' motivation, I tried out these two motivational strategies with the 5 EFL learners in the intervention group outside the classroom by having them keep a goal-setting logbook and fill out a self-motivating strategy questionnaire, interviewing them, and responding to their diary entries.

4.5.3 Instruments

This section presents the instruments for motivational strategy training and data collection.

4.5.3.1 Instruments for Motivational Strategy Training

Monthly Goal-Setting Logbook

The monthly goal-setting logbook was based on Alderman's (1999) work. After five participants were assigned to the intervention group, they were asked to keep a monthly goal-setting logbook for the following three months. In the monthly goal-setting

logbook, the participants were required to record their specific goals for each month, actions or steps they would take to accomplish the goals, how they would evaluate the accomplishment of their goals, possible difficulties in accomplishing the goals, how they planned to overcome these possible difficulties, their evaluation of their progress in accomplishing the last month goals, and how they would reward themselves for accomplishments.

The guidelines (see Appendix C) for keeping a monthly goal-setting logbook were discussed during each of the first three interviews (i.e., the goal-setting conferences). I provided them with the logbook format and items on a sheet of paper at the beginning of each interview. They were encouraged to record the details of their plans in the logbook during the interviews. I kept one copy of their logbook.

Self-Motivating Strategy Questionnaire

Before the first interview in Phase Two, I administered a self-motivating strategy questionnaire to the five EFL learners in the intervention group. The purpose of the questionnaire was to find out which self-motivating strategies they already used and how they evaluated their own self-motivating strategies.

The self-motivating strategy questionnaire (see Appendix D) consisted of two sections. Section One was an open questionnaire and contained four open questions, which aimed to investigate the participants' knowledge and use of motivational strategies. Section Two was a closed questionnaire. In the questionnaire, the participants were given a list of self-motivating strategies (Dörnyei's, 2001a) on which they rated themselves by marking one of the five responses ranging from *quite often use* to *never use* on a five-point rating scale. I kept their answers and used them for further discussion in the interviews. The participants were given a copy of the list of self-motivating strategies for reference.

Semi-Structured Interviews

A semi-structured interview technique was adopted in Phase Two of the study in order to provide the intervention group with some motivational strategy training. There was a

relatively fixed interview schedule (see Appendix E), but the interview questions were couched in open-ended terms, allowing and encouraging the participants to elaborate on the issues from their own point of view. The interviews could be partly treated as goal-setting conferences with each participant because an important aim of the interviews was to help the participants set monthly English learning goals.

Interviews were conducted in four stages over a three month period in Phase Two, each separated by about one month. The first interview was conducted at the beginning of the fourth month (i.e., after they had kept a diary for three months in Phase One). Its first purpose was to explore the participants' own conceptions of long-term and short-term goals, discuss the importance of setting short-term goals and how to set short-term goals, and help them set their first month goals. After discussion, I offered them a template with seven steps for setting goals (McCombs & Pope, 1994, p.68) and a list of the characteristics of the goals that work best (Dörnyei, 2001a, p. 84) for their reference. Its second purpose was to investigate their perceptions of their own motivation to learn English and their self-motivating strategies, raise their awareness of the importance of self-motivation, and encourage them to adopt, develop, and apply new self-motivating strategies.

The second and third interviews were conducted at the beginning of the fifth and sixth month. Their purpose was to encourage the participants to evaluate to what extent they had achieved the goals they had set for themselves in the previous month, help them set the goals for the next month, and examine the self-motivating strategies that they had used to keep up their goal commitment in the previous month.

The fourth interview was conducted at the end of the sixth month. Its purpose was to encourage the participants to evaluate to what extent they had achieved the goals they had set for themselves in the past month, the self-motivating strategies that they had used to keep up their goal commitment in the past month, and the present state of their motivation to learn English.

All the interviews were conducted in the participants' first language, Chinese, and each took approximately 30 – 45 minutes. With the participants' permission, all the interviews were audio-recorded with a digital recorder.

Responses to the Diary Entries

In the responses to the diary entries of the participants in the intervention group, I took every opportunity to remind them of their goal choice and goal commitment that they had set in their logbook and to encourage them to adopt, develop, and apply self-motivating strategies to keep up their goal commitment.

4.5.3.2 Instruments for Data Collection

Qualitative data collection methods were used in Phase Two of the study. The instruments for data collection were learner diaries, follow-up interviews, and semi-structured interviews.

Learner Diaries and Follow-up Interviews

In Phase One, 10 EFL and 11 ESL learners kept a diary over a three month period. Three months later, the 10 EFL learners maintained a diary over another three month period in Phase Two to record their experiences and perceptions of learning English, especially their reflections on their motivation, attitudes, and beliefs in learning English. Therefore, the instruments (i.e., the learner diaries and follow-up interviews) in Phase Two were the same as those in Phase One.

Semi-Structured Interviews

The first and last interviews for the motivational strategy training were also employed to collect qualitative data (as the supplement to learner diaries) in Phase Two in order to seek answers to Research Question 3. They were audio-recorded with a digital recorder and then broadly transcribed for analysis.

4.5.4 Procedures

This section presents the procedures for motivational strategy training and data collection, which took place in China during the months of December 2008 to March

2009. Entry to the Research Sites had been gained before collecting data in Phase One of the study. That is, I had obtained permission from the university to contact the participants and use the classrooms after school to carry out motivational strategy training and data collection for Phase Two. Moreover, the participants had been given information about the research. They had agreed to take part in the research and signed a consent form.

4.5.4.1 Procedures for Motivational Strategy Training

After the 10 EFL learners had kept a diary for three months, I started to provide the motivational strategy training for the five learners in the intervention group from the beginning of the fourth month. Before providing the motivational strategy training, I contacted the participants in the intervention group, gave them detailed information about what they would be invited to do in the following three months, and asked for their cooperation orally, although they had been given information about the research and agreed to take part in it by signing a consent form before collecting data in Phase One. All the participants said that they would cooperate with the research.

During the three month period of intervention, each participant in the intervention group was interviewed on four occasions, about one month apart. The participants were interviewed individually in their classroom after school. Before the first interview, a self-motivating strategy questionnaire was administered to the participants in the intervention group. During each of the first three interviews, the participants were asked to keep a monthly goal-setting logbook for each of the three months. They continued keeping a diary of their English learning during the period of intervention. Their diary entries were collected once a week. After receiving their diary entries, I responded to them.

4.5.4.2 Procedures for Data Collection

The 10 EFL learners maintained a diary of their English learning over another three month period in Phase Two. Similar to the procedures in Phase One, their diary entries were collected once a week. During this three month period, 2 EFL diarists were interviewed once in order to clarify certain items in their diary entries. All the follow-up

interviews were audio-recorded with a digital recorder and broadly transcribed after each interview.

In order to provide the motivational strategy training for the intervention group, I conducted individual, semi-structured interviews with the five participants in the intervention group on four occasions. All the interviews were audio-recorded with a digital recorder, but only the content of the first and last interviews was broadly transcribed for data collection and analysis (as the supplement to learner diaries).

4.6 Data Analysis

4.6.1 Quantitative Data Analysis for Research Question 1

Quantitative data analysis methods were used in Phase One to seek answers to Research Question 1 (see Chapter 5, for details). The quantitative data analysis involved several statistical procedures (i.e., factor analysis, reliability analysis, descriptive statistics, and t-tests) using computer software (SPSS 15.0).

A factor analysis (principal components, with varimax rotation) of the MQ was conducted to establish the construct validity of the MQ and to explore motivational factors. In order to obtain a larger sample and consider a common motivational system among Chinese learners of English, the factor analysis was computed on all the participants' responses to the 62 MQ items in the first administration of the questionnaire (at Time 1). The entire sample for the factor analysis was 254 (including 132 Chinese EFL and 122 Chinese ESL learners at Time 1).

The reliability of the MQ was examined by means of Cronbach Alpha coefficient. The reliability coefficients were calculated on all the responses from the whole group of participants including 132 EFL and 122 ESL learners in the first administration of the questionnaire (at Time 1) to obtain a larger sample and to test the reliability of the questionnaire as a general instrument applicable to Chinese learners of English in a foreign and second language context. Thus, the total sample for the reliability test was

254. The reliability alpha was computed on the 62 questionnaire items (overall reliability alpha) and each of the factors emerging from factor analysis.

Descriptive statistics, including means and standard deviations, were used to summarize the participants' responses to each of the 62 items and each of the factors emerging from factor analysis at Times 1 and 2. In order to answer Research Question 1 (including 4 sub-questions), t-tests were performed. The level of significance was set at .05 for all the statistical tests. However, for each of the multiple statistical tests, the Bonferroni correction, which involved dividing the alpha level of .05 by the number of tests, was used to adjust the level of significance to minimize Type I errors.

4.6.2 Qualitative Data Analysis for Research Question 2

Qualitative data analysis methods were used to seek answers to Research Question 2. The qualitative data obtained from the 11 ESL(recent arrival) learners in Phase One were analyzed in order to answer this research question (see Chapter 6, for details).

The standard methods and procedures for analyzing qualitative data were employed to analyze the data collected by the diaries and interviews in this study. I followed the typical sequence of a qualitative analysis: coding for themes – looking for patterns – making interpretations – building theory (Ellis & Barkhuizen, 2005). The process of analysis was inductive. Analysis of the data started with coding the data, namely, organizing the data into themes and categories (Ellis & Barkhuizen, 2005). The coding process “involves assigning codes to units of data which represent the themes and categories that emerge from the data during analysis” (Ellis & Barkhuizen, 2005, p. 253). Units of data, which can also be called “units of analysis”, can be “single words, formulaic expressions, short phrases, complete sentences, utterances or even pieces of extended discourse”, representing “a behaviour, an event, a thought, an opinion, a feeling or an attitude” (Ellis & Barkhuizen, 2005, p. 265). The data were searched carefully for the themes, which were marked by the codes being chosen to represent them.

Coding was an ongoing process (Bogdan & Biklen, 1998). After data collection was complete, the preliminary codes were defined. Then, during the formal coding process, the preliminary codes were modified. The collections of codes were examined to see how they were related to each other. Categories were then identified. A set of codes denoting similar themes was grouped together into a category (Ellis & Barkhuizen, 2005). The constant-comparative approach (Bogdan & Biklen, 1998) was used to determine the themes and categories. After the themes were assigned to the categories, patterns were identified by looking for the relationships within and between the different categories so as to generate a theory and to address the research question.

4.6.3 Qualitative Data Analysis for Research Question 3 (the Intervention Study)

Qualitative data analysis methods were also used to seek answers to Research Question 3. The qualitative data obtained from the 10 EFL learners in both Phases One and Two were analyzed in order to answer this research question. Phase Two involved an intervention study. For the sake of analysis, the diary entries and interview transcripts of the 10 EFL learners were subdivided into two stages delimited by the date of starting the motivational intervention (i.e., the motivational strategy training)

The qualitative data collected from the 10 EFL learners in the first three months (i.e., before the intervention) were analyzed using the same methods and procedures as those used to analyze the data collected from the ESL learners (see Chapter 6, for details), with a view to identifying the 10 EFL learners' motivational profiles and then categorizing them into different learner types. Also, the same qualitative analysis methods and procedures were employed to analyze the data collected from the same 10 EFL learners in the second three months (i.e., during the period of the intervention). In each of the learner types, where possible, the learners from the intervention group and from the control group were matched to identify any differences in their motivation after the intervention (see Chapter 7, for details).

4.7 Summary

In this chapter, I explained the methods employed in the present study. First, I presented the research questions. Second, I discussed the rationale for the research design and methodology. Third, I described the research design. Fourth, I discussed the participants, setting, data collection instruments and procedures in Phase One of the study. Fifth, I discussed the participants, setting, motivational strategy training, instruments and procedures for motivational strategy training and data collection in Phase Two of the study. Lastly, I presented the methods used to analyze the data, including quantitative and qualitative data analysis methods.

Chapter 5

Results and Discussion for Research Question 1

5.1 Introduction

This chapter presents the results of the quantitative analysis of the data collected by the motivation questionnaire, exploring Research Question 1, “What differences are there in the motivation of Chinese ESL and EFL learners?” Firstly, I report the results of the factor analysis which was performed to establish the construct validity of the MQ and to explore motivational factors. Secondly, I consider the overall reliability and reliability of the items in each factor of the MQ. Thirdly, I present quantitative findings concerning the first research question. Lastly, I discuss the findings.

In order to seek answers to Research Question 1, I focus on presenting findings concerning the following four sub-questions of this research question:

Research Question 1.1: What differences are there in the motivation of the ESL and EFL learners at Time 1?

Research Question 1.2: What differences are there in the motivation of the ESL and EFL learners at Time 2?

Research Question 1.3: What changes are there in the motivation of a) the ESL learners and b) the EFL learners from Time 1 to Time 2?

Research Question 1.4: What differences are there between the ESL and EFL learners in the motivational changes from Time 1 to Time 2?

In this study the entire sample included 132 Chinese learners of English in China (EFL learners) and 122 Chinese learners of English in New Zealand (ESL learners). The 122 ESL(total) learners were divided into two groups. One group included 56 ESL(recent arrival) learners who had recently arrived in New Zealand and lived in New Zealand for less than one month. The other group consisted of 66 ESL(resident) learners who had lived in New Zealand for more than three months.

5.2 Factor Analysis of the Participants' Responses to the MQ

A factor analysis (principal components, with varimax rotation) of the MQ was conducted to establish the construct validity of the MQ and to explore motivational factors. The number of factors was thus set at 13, corresponding to the 13 predetermined constructs of the MQ. In order to obtain a larger sample and consider a common motivational system among Chinese learners of English, the factor analysis was computed on all the participants' responses to the 62 MQ items in the first administration of the questionnaire (at Time 1). The entire sample for the factor analysis was 254 (including 132 Chinese EFL and 122 Chinese ESL learners at Time 1). This sample size met the Rule of 200; that is, in order to perform factor analysis, there should be at least 200 cases, regardless of the subjects-to-variables ratio (Gorsuch, 1983). Brace, Kemp, and Snelgar (2003) also suggested that "in general, the more participants you test the more likely it is that any factors that do underlie the measured variables will be revealed, and thus a sample size of 200 is a sensible minimum target" (p. 286).

Appendix F *Rotated Component Matrix* presents the factor loadings of items on the 13 factors using varimax rotation. The items that had a loading of .50 or higher were used for interpretation of the factors. It should be mentioned that a factor analysis using oblique rotation was also tried to extract underlying factors. Rotation failed to converge in 25 iterations, but rotation converged in 33 iterations. The factor solution that oblique rotation provided was nearly identical to the varimax solution, except that a few items which loaded high in varimax solution failed to load high in oblique solution. The *Component Correlation Matrix* showed that the correlation coefficients were low. In this instance a varimax rotation would be a more appropriate choice (Garson, 2008). A further question is why .50 was used as the cut-off for loadings. The reason is that using .50 as the cut-off for loadings resulted in a clean factor structure and made interpretation simpler, as Field (2005) suggested that setting this value in factor analysis is useful for assisting in interpretation. Moreover, according to Hair, Black, Babin,

Anderson, and Tatham (2006), “although factor loadings of $\pm.30$ to $\pm.40$ are minimally acceptable, values greater than $\pm.50$ are generally considered necessary for practical significance” (p. 129).

A close inspection of the items loading on each factor revealed 12 interpretable factors, which accounted for 60.8% of the total variance. Table 5.1 shows the items which had a loading of .50 or higher on each of the 12 factors and the reliability coefficient for each factor (also see Table 5.3). Table 5.2 shows the eigenvalues and variance for each factor.

Table 5.1: 12 factors

Factor	Item No.	Questionnaire Statement	Loading
Factor 1: Ideal L2 Self (Alpha = .82)	35	I can imagine myself frequently speaking English with international friends or colleagues.	.71
	14	I imagine myself as someone who is able to speak English.	.68
	6	I can imagine myself living abroad permanently and always having a discussion in English.	.65
	28	I can imagine myself speaking English as if I were a native speaker of English.	.62
	42	Whenever I think of my future career, I imagine myself using English.	.52
Factor 2: Attitudes to learning English (Alpha = .86)	51	Do you find learning English really interesting?	.78
	60	Do you really enjoy learning English?	.73
	57	How much do you like English?	.69
	41	If an English course was offered in the future, I would like to take it.	.61
	55	Do you always look forward to English classes?	.61
Factor 3: Fear of assimilation (Alpha = .83)	40	I think that, as internationalisation advances, there is a danger of losing the Chinese identity.	.81
	32	I think the cultural and artistic values of English are going at the expense of Chinese values.	.80
	25	Because of the influence of the English-speaking countries, I think the morals of Chinese people are becoming worse.	.68
	8	I think that there is a danger that Chinese people may forget the importance of Chinese culture, as a result of internationalisation.	.68
	17	Because of the influence of the English language, I think the Chinese language is becoming corrupt.	.67
Factor 4: Meeting others' expectations (Alpha = .77)	12	I consider learning English important because the people I respect think that I should do it.	.68
	11	Studying English is important to me in order to bring honours to my family.	.67
	5	I study English because close friends of mine think it is important.	.63
	18	Learning English is necessary because people surrounding me expect me to do so.	.54
	29	Being successful in English is important to me so that I can please my parents/relatives.	.54

Factor 5: Attitudes to L2 community and culture (Alpha = .83)	53	Do you like English films?	.72
	58	Do you like TV programmes made in English-speaking countries?	.70
	54	Do you like meeting people from English-speaking countries?	.67
	49	Do you like the music of English-speaking countries (e.g., pop music)?	.61
	59	Do you like to travel to/in English-speaking countries?	.59
	50	Do you like the people who live in English-speaking countries?	.55
Factor 6: Instrumentality (Prevention) (Alpha = .83)	24	Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests.	.81
	31	I have to learn English because I don't want to fail the English course.	.81
	7	I have to study English because I don't want to get bad marks in it.	.72
	39	Studying English is important to me, because I would feel ashamed if I got bad grades in English.	.68
Factor 7: Criterion measures (Alpha = .79)	3	I think that I am doing my best to learn English.	.72
	34	Compared to my classmates, I think I study English relatively hard.	.61
	13	I would like to spend lots of time studying English.	.58
	22	I am prepared to expend a lot of effort in learning English.	.58
Factor 8: English anxiety (Alpha = .77)	56	How nervous and confused do you get when you are speaking in your English class?	.77
	47	How tense would you get if a stranger asked you for directions in English?	.75
	61	How afraid are you of sounding stupid in English because of the mistakes you make?	.75
	52	How uneasy would you feel speaking English with a native speaker?	.72
Factor 9: Ought-to L2 Self (Alpha = .76)	38	Studying English is important to me because an educated person is supposed to be able to speak English.	.68
	44	Studying English is important to me in order to attain a higher social respect.	.58
	45	Studying English is important to me because other people will respect me more if I have a knowledge of English.	.57
Factor 10: Travel orientation (Alpha = .78)	43	I study English because with English I can enjoy travelling abroad.	.76
	19	Studying English is important to me because it will help me when I travel abroad.	.75
	1	Learning English is important to me because I would like to travel internationally.	.69
Factor 11: Instrumentality (Promotion) (Alpha = .73)	4	Studying English can be important to me because I think it will someday be useful in getting a good job.	.69
	16	Studying English can be important to me because I think I'll need it for further studies.	.62
	10	Studying English is important to me because English proficiency is necessary for promotion in the future.	.56
Factor 12: Ethnocentrism (Alpha = .71)	36	It would be a better world if everybody lived like the Chinese.	.78
	23	Other cultures should learn more from my culture.	.74
	9	I would be happy if other cultures were more similar to Chinese.	.67

Table 5.2: Eigenvalues and Variance for Each Factor

Factor	Eigenvalue	Percentage of Variance	Cumulative Percentage
1	11.98	19.32	19.32
2	6.98	11.27	30.59
3	2.93	4.72	35.31
4	2.50	4.04	39.34
5	2.37	3.82	43.16
6	1.98	3.20	46.36
7	1.92	3.10	49.46
8	1.60	2.58	52.04
9	1.58	2.55	54.60
10	1.39	2.25	56.84
11	1.25	2.01	58.85
12	1.22	1.97	60.82

The 12 factors (i.e., Factor 1 to Factor 12) corresponded closely to the 12 predetermined constructs of the MQ: *Ideal L2 Self*, *Attitudes to learning English*, *Fear of assimilation*, *Meeting others' expectations*, *Attitudes to L2 community and culture*, *Instrumentality (Prevention)*, *Criterion measures*, *English anxiety*, *Ought-to L2 Self*, *Travel orientation*, *Instrumentality (Promotion)*, and *Ethnocentrism*. These 12 factors addressed the motivational state of Chinese learners of English and were used in subsequent analyses. No item loaded high on the remaining factor (i.e., Factor 13), and it was thus eliminated from subsequent analyses. One predetermined construct (*Construct 8: Family influence*) failed to emerge as a clear factor and was also eliminated from subsequent analyses. The 12 factors that were retained together comprised 51 of the 62 items in the MQ. The total percentage of variance accounted for by the 12 factors was 60.8%. Thus, it can be claimed that the MQ has construct validity as a measure of motivation of Chinese learners of English.

5.3 Reliability of the MQ

The reliability of the MQ was examined by means of *Cronbach Alpha coefficient*. The reliability coefficients were calculated on all the responses from the whole group of

participants including 132 EFL and 122 ESL learners in the first administration of the questionnaire (at Time 1) to obtain a larger sample and to test the reliability of the questionnaire as a general instrument applicable to Chinese learners of English in a foreign and second language context. Thus, the total sample for the reliability test was 254.

The reliability alpha was computed on the 62 questionnaire items (overall reliability alpha). The alpha for the 62 questionnaire items was .89, and SI alpha .90. The reliability alpha was also computed on each of the 12 factors emerging from factor analysis. Table 5.3 summarizes the Cronbach Alpha coefficients for each factor. The results indicated that all the reliability coefficients exceeded 0.70. According to Nunnally (1978), Santos (1999), and Dörnyei (2003), an alpha level of 0.70 or higher is generally considered as an acceptable reliability coefficient. Therefore, the 12 factors of the MQ had acceptable reliability.

Table 5.3: Cronbach Alpha Coefficients for Each Factor

Factor (Item No.)	N of items	Alpha	SI Alpha
1. Ideal L2 Self (35, 14, 6, 28, 42)	5	.82	.82
2. Attitudes to learning English (51, 60, 57, 41, 55)	5	.86	.86
3. Fear of assimilation (40, 32, 25, 8, 17)	5	.83	.84
4. Meeting others' expectations (12, 11, 5, 18, 29)	5	.77	.77
5. Attitudes to L2 community and culture (53, 58, 54, 49, 59, 50, 62)	7	.83	.83
6. Instrumentality (Prevention) (24, 31, 7, 39)	4	.83	.83
7. Criterion measures (3, 34, 13, 22)	4	.79	.79
8. English anxiety (56, 47, 61, 52)	4	.77	.77
9. Ought-to L2 Self (38, 44, 45)	3	.76	.77
10. Travel orientation (43, 19, 1)	3	.78	.79
11. Instrumentality (Promotion) (4, 16, 10)	3	.73	.73
12. Ethnocentrism (36, 23, 9)	3	.71	.72

5.4 Quantitative Findings for Research Questions 1.1, 1.2, 1.3, and 1.4

Descriptive statistics, including means and standard deviations, were used to summarize the participants' responses to each of the 62 items and each of the 12 factors at Times 1 and 2 (see Table 5.4 and 5.5). In order to answer Research Questions 1.1, 1.2, 1.3, and 1.4, *t*-tests were performed. The level of significance was set at .05 for all the statistical tests. However, for each of the multiple statistical tests, the Bonferroni correction, which involved dividing the alpha level of .05 by the number of tests, was used to adjust the level of significance to minimize Type I errors. For example, the adjusted level of significance was set at .0042 (i.e., dividing .05 by 12, the number of *t*-tests performed for the analysis) for the multiple *t*-tests on the differences in the EFL learners' responses to the 12 factors between Times 1 and 2. The participants' responses to each of the 12 factors (i.e., mean scores for each participant on each of the 12 factors) were calculated by totalling an individual's responses to each item on a six-point scale in a factor and then dividing the total points by the number of items in the factor.

Table 5.4: Descriptive Statistics of the ESL Learners' Responses to Each of the 12 Factors

Factor (<i>N</i> of items)	At Time 1						ESL(recent arrival) (<i>n</i> = 20)			
	ESL(total) (<i>N</i> = 122)		ESL(recent arrival) (<i>n</i> = 56)		ESL(resident) (<i>n</i> = 66)		At Time 1		At Time 2	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Ideal L2 Self (5)	4.51	.77	4.36	.81	4.64	.72	4.44	.84	4.44	.78
2. Attitudes to learning English (5)	4.03	.96	3.88	.97	4.16	.94	4.05	.81	4.13	.89
3. Fear of assimilation (5)	2.39	.99	2.23	.89	2.53	1.05	2.04	.77	2.21	.98
4. Meeting others' expectations (5)	3.21	1.03	3.10	1.09	3.31	.98	3.25	1.03	3.12	1.04
5. Attitudes to L2 community and culture (7)	4.57	.78	4.39	.78	4.72	.76	4.40	.67	4.23	.84
6. Instrumentality (Prevention) (4)	3.66	1.13	3.65	1.28	3.66	1.00	3.33	1.41	3.40	1.34
7. Criterion measures (4)	4.46	.77	4.42	.81	4.50	.74	4.73	.56	4.43	.79
8. English anxiety (4)	3.07	1.04	3.11	.99	3.04	1.09	3.20	1.06	3.31	1.30
9. Ought-to L2 Self (3)	3.50	1.20	3.51	1.34	3.50	1.08	3.63	1.28	3.53	1.17
10. Travel orientation (3)	4.78	.96	4.67	1.10	4.87	.81	4.38	1.33	4.68	.93
11. Instrumentality (Promotion) (3)	5.27	.70	5.22	.76	5.30	.65	5.28	.71	4.97	.59
12. Ethnocentrism (3)	3.62	1.12	3.57	1.11	3.67	1.14	3.38	.91	3.73	.93

Table 5.5: Descriptive Statistics of the EFL Learners' Responses to Each of the 12 Factors

Factor (<i>N</i> of items)	EFL learners (<i>N</i> = 132)		EFL learners (<i>n</i> = 127)			
	At Time 1		At Time 1		At Time 2	
	Mean	SD	Mean	SD	Mean	SD
1. Ideal L2 Self (5)	4.13	1.10	4.14	1.08	4.07	1.00
2. Attitudes to learning English (5)	3.69	.97	3.70	.96	3.62	.81
3. Fear of assimilation (5)	2.70	1.17	2.70	1.17	2.79	1.09
4. Meeting others' expectations (5)	3.17	.98	3.16	.98	3.39	.90
5. Attitudes to L2 community and culture (7)	4.33	.94	4.35	.93	4.23	.86
6. Instrumentality (Prevention) (4)	4.11	1.08	4.10	1.08	4.18	.95
7. Criterion measures (4)	3.95	.97	3.97	.96	3.85	.79
8. English anxiety (4)	3.47	1.08	3.47	1.09	3.45	1.01
9. Ought-to L2 Self (3)	3.66	1.04	3.63	1.03	3.85	1.08
10. Travel orientation (3)	4.53	.95	4.49	.94	4.48	.88
11. Instrumentality (Promotion) (3)	5.23	.80	5.25	.81	4.80	.85
12. Ethnocentrism (3)	3.91	1.20	3.87	1.20	3.98	1.07

5.4.1 Quantitative Findings for Research Question 1.1

This section presents quantitative findings concerning Research Question 1.1, “What differences are there in the motivation of the ESL and EFL learners at Time 1?” In order to answer this question, I report the differences in the responses to the 12 motivational factors at Time 1 between the ESL(total) and EFL learners, between the ESL(recent arrival) and EFL learners, and between the ESL(resident) and EFL learners. The ESL(total) learners refer to the whole group of the Chinese ESL learners, including the ESL(recent arrival) and ESL(resident) learners. The ESL(recent arrival) learners refer to the Chinese ESL learners who had recently arrived in New Zealand and lived in

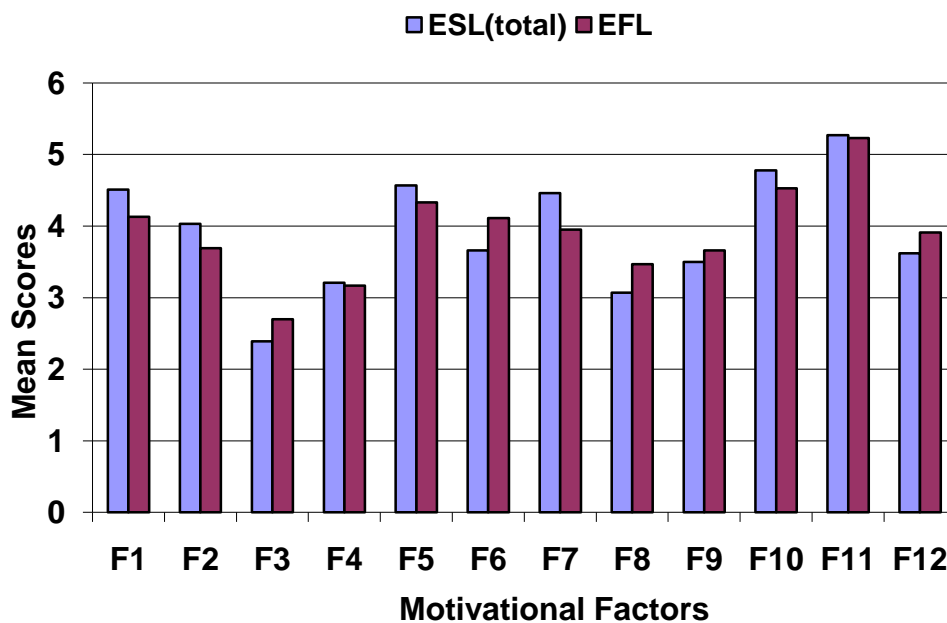
New Zealand for less than one month. The ESL(resident) learners refer to the Chinese ESL learners who had lived in New Zealand for more than three months.

Appendix G shows the mean scores of the ESL(total) and EFL learners for the questionnaire items relating to the 12 motivational factors at Time 1. The differences in the mean scores for five factors at Time 1 between the ESL(total) and EFL learners were statistically significant (i.e., Factor 1: *Ideal L2 Self*, Factor 2: *Attitudes to learning English*, Factor 6: *Instrumentality (Prevention)*, Factor 7: *Criterion measures*, and Factor 8: *English anxiety*) (see Figure 5.1, for a visual representation). The ESL(total) learners' mean score (4.51) for the *Ideal L2 Self* factor was significantly higher than the EFL learners' (4.13) at Time 1 ($t = 3.223, p = .001$). It seems that the ESL(total) learners were more likely to be motivated to learn English by their Ideal L2 Self images because when they immersed themselves in an English-speaking environment, their ideal self images regarding their proficiency in English were much stronger than the EFL learners'. The ESL(total) learners' mean scores (4.03 and 4.46) for the *Attitudes to learning English* and *Criterion measures* factor were also significantly higher than the EFL learners' (3.69 and 3.95) at Time 1 ($t = 2.888, p = .004$ and $t = 4.598, p = .000$). That is, the ESL(total) learners had more favourable attitudes to learning English and put or intended to put more effort and time into learning English than the EFL learners.

In addition, the EFL learners' mean score (4.11) for the *Instrumentality (Prevention)* factor was significantly higher than the ESL(total) learners' (3.66) at Time 1 ($t = -3.243, p = .001$). It appears that the EFL learners were more motivated by the preventional aspect of instrumentality than the ESL(total) learners. The motivation of the EFL learners was more related to avoiding failure or negative outcomes (e.g., passing tests). The EFL learners' mean score (3.47) for the *English anxiety* factor was also significantly higher than the ESL(total) learners' (3.07) at Time 1 ($t = -2.986, p = .003$). This means that the EFL learners felt more anxious and nervous when speaking English than the ESL(total) learners.

The differences in the mean scores for the other seven factors at Time 1 between the ESL(total) and EFL learners were very small and not statistically significant. It should

be noted that for both groups, the mean scores for Factor 11 *Instrumentality (Promotion)* at Time 1 were much higher than the mean scores for the other factors. They all strongly agreed with the statements that they learned English for the sake of professional or academic advancement and accomplishment ($M = 5.27, 5.23$). It seems that the promotional aspect of instrumentality was the most powerful motivator to learn English for both the ESL(total) and EFL learners at Time 1.



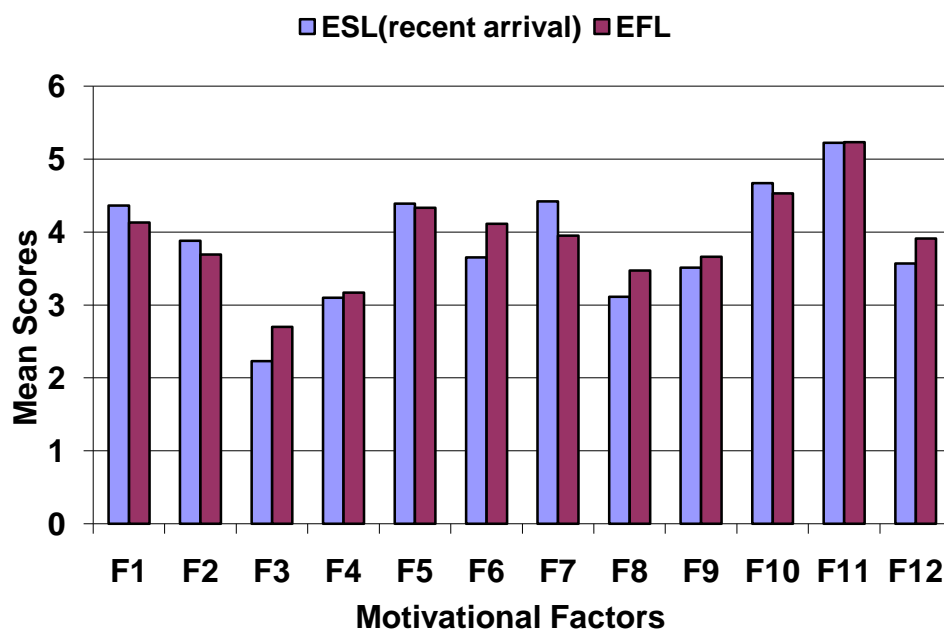
(F1 = Factor 1: Ideal L2 Self; F2 = Factor 2: Attitudes to learning English; F3 = Factor 3: Fear of assimilation; F4 = Factor 4: Meeting others' expectations; F5 = Factor 5: Attitudes to L2 community and culture; F6 = Factor 6: Instrumentality (Prevention); F7 = Factor 7: Criterion measures; F8 = Factor 8: English anxiety; F9 = Factor 9: Ought-to L2 Self; F10 = Factor 10: Travel orientation; F11 = Factor 11: Instrumentality (Promotion); F12 = Factor 12: Ethnocentrism)

Figure 5.1. Visual Representation of the 12 Motivational Factors in the Groups of 122 ESL(total) and 132 EFL Learners at Time 1

Appendix H presents the mean scores of the ESL(recent arrival) and EFL learners for the questionnaire items relating to the 12 motivational factors at Time 1. The difference in the mean scores for only one factor at Time 1 between the ESL(recent arrival) and EFL learners was statistically significant (i.e., Factor 7: *Criterion measures*) (see Figure

5.2, for a visual representation). The ESL(recent arrival) learners' mean score (4.42) for the *Criterion measures* factor was significantly higher than the EFL learners' (3.95) at Time 1 ($t = 3.148, p = .002$). In other words, the ESL(recent arrival) learners expended or intended to expend more effort and time in learning English than the EFL learners.

The differences in the mean scores for the other 11 factors at Time 1 between the ESL(recent arrival) and EFL learners were very small and not statistically significant. On the whole, it seems that the motivation of the ESL(recent arrival) learners was similar to the motivation of the EFL learners at Time 1 except that the ESL(recent arrival) learners expended or intended to expend more effort and time in learning English than the EFL learners.

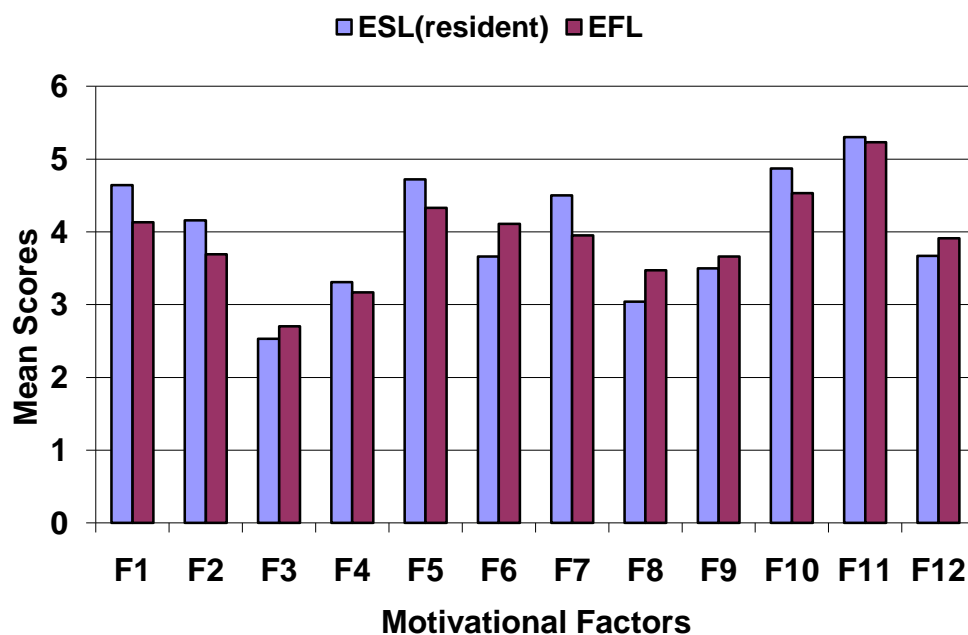


(F1 = Factor 1: Ideal L2 Self; F2 = Factor 2: Attitudes to learning English; F3 = Factor 3: Fear of assimilation; F4 = Factor 4: Meeting others' expectations; F5 = Factor 5: Attitudes to L2 community and culture; F6 = Factor 6: Instrumentality (Prevention); F7 = Factor 7: Criterion measures; F8 = Factor 8: English anxiety; F9 = Factor 9: Ought-to L2 Self; F10 = Factor 10: Travel orientation; F11 = Factor 11: Instrumentality (Promotion); F12 = Factor 12: Ethnocentrism)

Figure 5.2. Visual Representation of the 12 Motivational Factors in the Groups of 56 ESL(recent arrival) and 132 EFL Learners at Time 1

Appendix I shows the mean scores of the ESL(resident) and EFL learners for the questionnaire items relating to the 12 motivational factors at Time 1. The differences in the mean scores for four factors at Time 1 between the ESL(resident) and EFL learners were statistically significant (i.e., Factor 1: *Ideal L2 Self*, Factor 2: *Attitudes to learning English*, Factor 5: *Attitudes to L2 community and culture*, and Factor 7: *Criterion measures*) (see Figure 5.3, for a visual representation). The ESL(resident) learners' mean scores (4.64, 4.16, 4.72, and 4.50) for the *Ideal L2 Self*, *Attitudes to learning English*, *Attitudes to L2 community and culture*, and *Criterion measures* factor were significantly higher than the EFL learners' (4.13, 3.69, 4.33, and 3.95) at time 1 ($t = 3.917, p = .000$; $t = 3.316, p = .001$; $t = 2.985, p = .003$; and $t = 4.017, p = .000$). Like the whole ESL group, the ESL(resident) learners were more likely to be motivated to learn English by their Ideal L2 Self images, had more favourable attitudes to learning English, and put or intended to put more effort and time into English learning than the EFL learners. In addition, the ESL(resident) learners also showed more favourable attitudes toward the English language community and more interest in English language culture than the EFL learners.

The differences in the mean scores for the other eight factors at Time 1 between the ESL(resident) and EFL learners were very small and not statistically significant.



(F1 = Factor 1: Ideal L2 Self; F2 = Factor 2: Attitudes to learning English; F3 = Factor 3: Fear of assimilation; F4 = Factor 4: Meeting others' expectations; F5 = Factor 5: Attitudes to L2 community and culture; F6 = Factor 6: Instrumentality (Prevention); F7 = Factor 7: Criterion measures; F8 = Factor 8: English anxiety; F9 = Factor 9: Ought-to L2 Self; F10 = Factor 10: Travel orientation; F11 = Factor 11: Instrumentality (Promotion); F12 = Factor 12: Ethnocentrism)

Figure 5.3. Visual Representation of the 12 Motivational Factors in the Groups of 66 ESL(resident) and 132 EFL Learners at Time 1

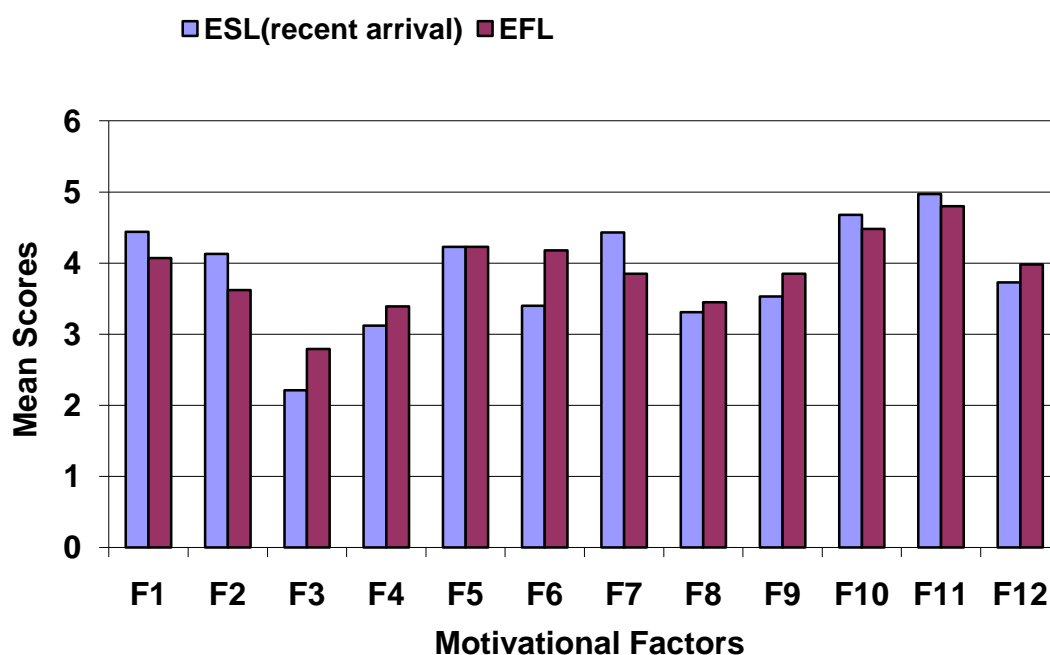
5.4.2 Quantitative Findings for Research Question 1.2

This section presents quantitative findings concerning Research Question 1.2, “What differences are there in the motivation of the ESL and EFL learners at Time 2?” The differences in the responses to the 12 motivational factors at Time 2 between the ESL and EFL learners will be reported to answer this question.

Only 20 ESL(recent arrival) and 127 EFL learners took part in the second administration of the questionnaire, so the samples for the ESL and EFL learners at Time 2 were 20 ESL(recent arrival) and 127 EFL learners. Appendix J shows the mean

scores of the 20 ESL(recent arrival) and 127 EFL learners for the questionnaire items relating to the 12 motivational factors at Time 2. The differences in the mean scores for two factors were statistically significant (i.e., Factor 6: *Instrumentality (Prevention)*, Factor 7: *Criterion measures*) (see Figure 5.4, for a visual representation). The EFL learners' mean score (4.18) for the *Instrumentality (Prevention)* factor was significantly higher than the ESL(recent arrival) learners' (3.40) at Time 2 ($t = - 3.225, p = .002$). It appears that the EFL learners were more motivated by the preventional aspect of instrumentality than the ESL(recent arrival) learners at Time 2. In other words, the motivation of the EFL learners was more related to avoiding failure or negative outcomes (e.g., passing tests) than that of the ESL(recent arrival) learners at Time 2. The ESL(recent arrival) learners' mean score (4.43) for the *Criterion measures* factor was significantly higher than the EFL learners' (3.85) at Time 2 ($t = 3.035, p = .003$). The result was similar to the result of Time 1. That is, over a three month period of residence in NZ, the ESL(recent arrival) learners still put or intended to put more effort and time into learning English than the EFL learners did three months after the first administration of the questionnaire.

The differences in the mean scores for the other 10 factors at Time 2 between the ESL(recent arrival) and EFL learners were not statistically significant. However, for both the ESL(recent arrival) and EFL learners, the mean scores for Factor 11 *Instrumentality (Promotion)* at Time 2 were higher than the mean scores for the other factors. It appears that the promotional aspect of instrumentality was the strongest motivator to learn English for both the ESL(recent arrival) and EFL learners at Time 2.



(F1 = Factor 1: Ideal L2 Self; F2 = Factor 2: Attitudes to learning English; F3 = Factor 3: Fear of assimilation; F4 = Factor 4: Meeting others' expectations; F5 = Factor 5: Attitudes to L2 community and culture; F6 = Factor 6: Instrumentality (Prevention); F7 = Factor 7: Criterion measures; F8 = Factor 8: English anxiety; F9 = Factor 9: Ought-to L2 Self; F10 = Factor 10: Travel orientation; F11 = Factor 11: Instrumentality (Promotion); F12 = Factor 12: Ethnocentrism)

Figure 5.4. Visual Representation of the 12 Motivational Factors in the Groups of 20 ESL(recent arrival) and 127 EFL Learners at Time 2

5.4.3 Quantitative Findings for Research Question 1.3

This section presents quantitative findings concerning Research Question 1.3, “What changes are there in the motivation of a) the ESL learners, and b) the EFL learners from Time 1 to Time 2?” First, I report the differences in the ESL learners’ responses to the 12 motivational factors between Times 1 and 2. Then, I present the differences in the EFL learners’ responses to the 12 motivational factors between Times 1 and 2.

The sample for the ESL learners was 20 ESL(recent arrival) learners because only 20 ESL(recent arrival) learners completed the questionnaire at both Times 1 and 2.

Appendix K shows the mean scores of the ESL(recent arrival) learners for the questionnaire items relating to the 12 motivational factors shortly after they arrived in New Zealand (at Time 1) and three months after Time 1 (at Time 2). On the whole, the mean scores of the ESL(recent arrival) learners for the 12 factors did not show a significant difference between Times 1 and 2. It appears that they did not change their motivation to learn English over a three month period of residence in NZ.

However, a close analysis of individual changes revealed that there were considerable individual shifts in their responses to the 12 factors from Time 1 to Time 2, with positive changes cancelling out negative ones. Appendix N presents the number and percentage of the ESL(recent arrival) learners who had positive, negative or no change in their responses to the 12 factors and the absolute mean changes in their responses. It shows that for each of the 12 factors, most of the ESL(recent arrival) learners (75% - 100%) actually changed their responses from Time 1 to Time 2. For example, for Factor 1 *Ideal L2 Self*, 8 (40%) learners showed positive changes in their responses and the absolute average change was 0.70, while 10 (50%) learners showed negative changes and the absolute average change was 0.56. Only 2 (10%) learners showed no change. Moreover, for the *Ideal L2 Self* factor, the average positive (0.70) and negative changes (0.56) were much greater than the difference in the mean scores of the 20 ESL(recent arrival) learners between Times 1 and 2 (0.00) as shown in Appendix K. Similar results were also found for the other 11 factors. Therefore, although on the whole, it appears there were no statistically significant differences in the ESL(recent arrival) learners' responses to the 12 factors between Times 1 and 2, among individuals there were in fact considerable changes in their responses from Time 1 to Time 2: Some are positive changes, and others are negative ones.

Appendix L presents the mean scores of the EFL learners for the 12 motivational factors at Times 1 and 2. The sample for the EFL learners was 127 because 127 EFL learners completed the questionnaire at both Times 1 and 2. Only the *Instrumentality (Promotion)* factor showed a significant difference in the EFL learners' mean scores between Times 1 and 2. For this factor, the EFL learners' mean score was significantly higher at Time 1 (5.25) than Time 2 (4.80) ($t = 6.371, p = .000$). Although the

promotional aspect of instrumentality was the most powerful motivator to learn English for the EFL learners at Times 1 and 2, it seemed to become less powerful over time.

The differences in the EFL learners' mean scores for the other 11 factors between Times 1 and 2 were very small and not statistically significant. However, similar to the ESL(recent arrival) learners, there were many individual changes in their responses in either direction. Appendix O presents the number and percentage of the EFL learners who had positive, negative or no change in their responses to the 12 factors and the absolute mean changes in their responses. In fact, most of the EFL learners (76% - 90%) positively or negatively changed their responses to each of the 12 factors from Time 1 to Time 2.

5.4.4 Quantitative Findings for Research Question 1.4

This section presents quantitative findings concerning Research Question 1.4, "What differences are there between the ESL and EFL learners in the motivational changes from Time 1 to Time 2?" In order to answer this question, I report the differences in the mean changes in the responses to the 12 factors between the ESL and EFL learners.

The samples for the ESL and EFL learners were 20 ESL(recent arrival) and 127 EFL learners because only 20 ESL(recent arrival) and 127 EFL learners completed the questionnaire at both Times 1 and 2. Appendix M compares the mean changes in the scores of the ESL(recent arrival) learners for the 12 factors with the mean changes in the scores of the EFL learners for the 12 factors. Changes in their scores for each of the 12 factors were calculated by subtracting their Time 2 scores from their Time 1 scores. It shows that there were no statistically significant differences between the ESL(recent arrival) and EFL learners in the mean changes from Time 1 to Time 2 for the 12 motivational factors. But again this may be because changes in individual learners were not reflected in group scores. As presented in Section 5.4.3, most of the ESL(recent arrival) (75% - 100%) and EFL learners (76% - 90%) positively or negatively changed their responses to each of the 12 factors from Time 1 to Time 2, and the positive and negative changes cancelled one another out in the group mean scores.

5.4.5 Summary

This section summarizes the quantitative findings reported in this chapter concerning the four sub-questions of the first research question of this study (i.e., What differences are there in the motivation of Chinese ESL and EFL learners?).

RQ 1.1: What differences are there in the motivation of the ESL and EFL learners at Time 1?

- Compared to the EFL learners, the whole ESL group (ESL-total) had stronger ideal self images regarding their proficiency in English and were thus more likely to be motivated by the Ideal L2 Self. The whole ESL group had more favourable attitudes to learning English and put or intended to put more effort into learning English than the EFL learners. Compared to the whole ESL group, the EFL learners were more motivated by the prevention aspect of instrumentality and felt more anxious and nervous when speaking English.
- In comparison with the EFL learners, the ESL learners who had recently arrived in New Zealand and had lived in New Zealand for less than one month (ESL-recent arrival) expended or intended to expend greater effort in learning English.
- In comparison with the EFL learners, the ESL learners who had lived in New Zealand for more than three months (ESL-resident) were more likely to be motivated by the Ideal L2 Self, showed more favourable attitudes to learning English and to the English language community and culture, and put or intended to put more effort into English learning.

RQ 1.2: What differences are there in the motivation of the ESL and EFL learners at Time 2?

- Over a three month period of residence in New Zealand, the ESL(recent arrival) learners still put or intended to put greater effort into learning English than the EFL learners did three months after the first administration of the questionnaire.

The EFL learners were more motivated by the prevention aspect of instrumentality than the ESL(recent arrival) learners at Time 2.

RQ 1.3: What changes are there in the motivation of a) the ESL learners and b) the EFL learners from Time 1 to Time 2?

- There were no statistically significant differences in the ESL(recent arrival) learners' responses to the 12 motivational factors between the time they had arrived in New Zealand and three months later. However, there were considerable individual differences in the degree and direction of the changes in their responses, so the positive changes cancelled out the negative ones.
- Although the promotional aspect of instrumentality was the most powerful motivator to learn English for the EFL learners at both Times 1 and 2, it seemed to become less powerful over time.

RQ 1.4: What differences are there between the ESL and EFL learners in the motivational changes from Time 1 to Time 2?

- No statistically significant differences between the ESL(recent arrival) and EFL learners in the mean changes for the 12 motivational factors from Time 1 to Time 2 were found. But again individual learners' changes were evident. Most of the ESL(recent arrival) and EFL learners positively or negatively changed their responses to each of the 12 factors from Time 1 to Time 2, and the positive and negative changes cancelled one another out in the group mean scores.

5.5 Discussion of Findings

In this section, I discuss the main findings concerning the first research question of this study, "what differences are there in the motivation of Chinese ESL and EFL learners?" The quantitative analysis revealed that there were some notable differences in the

motivation of Chinese learners of English in a foreign and second language context. These notable differences can be interpreted in terms of: (1) difference in the Ideal L2 Self, (2) difference in attitudes to L2 community and culture, (3) difference in instrumentality, (4) difference in attitudes to learning English, and (5) difference in criterion measures. In addition, the quantitative analysis also revealed that there were no overall differences in the motivation of the ESL(recent arrival) learners (i.e., their responses to the 12 motivational factors) between the time they had arrived in New Zealand and three months later.

5.5.1 Difference in the Ideal L2 Self

The first notable difference in the motivation of Chinese EFL and ESL learners was that the Chinese ESL learners had a stronger Ideal L2 Self than the Chinese EFL learners. For the *Ideal L2 Self* factor, the mean score of the ESL(total) learners (4.51) was higher than the mean score of the EFL learners (4.13) at Time 1. According to the *t*-test, this difference was statistically significant. The result seems reasonable considering the learners' access to English in the community. Compared to the EFL learners in China, when living in New Zealand, the ESL learners had more chances to interact with native or fluent speakers of English and to see, hear, and use English, which may have been more helpful for them to form a salient vision of themselves as a competent user of English. As pointed out by Dörnyei (2009a), one of the ways for creating a self vision was related to the impact of role models seen by the learners in films, on TV, or in real life. More direct contact with English and English speakers in daily life may have made it easier for the ESL learners to find powerful L2 role models, to be influenced by them, and then to develop a more salient future image of themselves as a competent speaker of English. In order to explain the finding that the Ideal L2 Self scale had a higher mean value for the university students than for the secondary school students in their study, Kormos and Csizér (2008) also suggested that the significant difference in the students' idealized self image as a competent user of English might also be due to the fact that secondary school students had a limited amount of contact with English speakers and thus did not yet perceive the importance of being a competent user of English in the future. To sum up, when immersing themselves in an English-speaking environment, the ESL learners experienced more direct contact with English and English speakers,

and thus their ideal self images as competent users of English were stronger than the EFL learners'. That is, the ESL learners were more likely to be motivated to learn English by their Ideal L2 Self than the EFL learners.

Another possible reason why the ESL learners had a stronger Ideal L2 Self than the EFL learners is the difference in the learners' aspiration to become a competent user of English. Compared to the EFL learners, before coming to New Zealand, the ESL learners may have originally had a stronger aspiration to become a competent user of English. It may have been the ESL learners' stronger initial aspiration that motivated them to come to New Zealand, an English-speaking country, and take English courses at English language schools in New Zealand. Thus, it is also possible that the ESL learners had a stronger sense of English as part of their ideal self before they came to New Zealand than the EFL learners who remained in China and had no intention of living overseas.

It is also quite interesting to find that for the *Ideal L2 Self* factor, the mean score of the ESL(recent arrival) learners (4.36) was higher than the mean score of the EFL learners (4.13) at Time 1, although the *t*-test showed that this difference was small and not statistically significant; whereas the mean score of the ESL(resident) learners (4.64) was higher than the mean score of the EFL learners (4.13) at Time 1, and the *t*-test showed that this difference was statistically significant. A possible explanation is that the ESL learners who had recently arrived in New Zealand did not have as much direct contact with English and English speakers as the ESL learners who had lived in New Zealand for more than three months, and with the contact increasing, the ESL learners were likely to develop a stronger Ideal L2 Self than the EFL learners (see Table 4.2, for contact information). This finding supports the aforementioned first possible reason why the ESL learners had a stronger Ideal L2 Self than the EFL learners; that is, the ESL learners' ideal self images as competent users of English were stronger than the EFL learners' because when immersing themselves in an English-speaking environment, the ESL learners experienced more direct contact with English and English speakers than the EFL learners. It does not support the second possible reason discussed above, namely, that the ESL learners had a stronger sense of English as part of their ideal self

before they came to New Zealand than the EFL learners. If compared with the EFL learners, the ESL learners had originally had a stronger sense of English as part of their ideal self before coming to New Zealand, there should have been statistically significant differences in the responses to the *Ideal L2 Self* factor at Time 1 between the ESL learners who had recently arrived in New Zealand and the EFL learners.

However, it is intriguing that the statistical results concerning changes in the motivation of the 20 ESL(recent arrival) learners from Time 1 to Time 2 showed that there were no statistically significant differences in the 20 ESL(recent arrival) learners' responses to the *Ideal L2 Self* factors between the time they had arrived in New Zealand and three months later. Appendix N presents individual changes in their responses to the *Ideal L2 Self* factor: 8 (40%) learners had positive changes ($M = 0.70$), while 10 (50%) learners had negative changes ($M = 0.56$). Although this result may simply reflect the very small sample size, it is also possible that besides direct contact with English and English speakers, there were some other important factors related to developing, maintaining, and strengthening the Ideal L2 Self. Moreover, because in the statistical analysis the individual positive and negative changes cancelled one another out, it may be necessary to employ qualitative analysis in order to investigate changes in the motivation of the ESL learners during their residence in NZ.

Another interesting finding was that the EFL learners also had a strong Ideal L2 Self ($M > 4.00$), although it was not as strong as the ESL learners'. That is, for the EFL learners, the Ideal L2 Self was also a powerful motivator to learn English. Here, there is a need to mention that the concept of Ideal L2 Self, which was proposed by Dörnyei (2005, 2009a) in his L2 Motivational Self System, is a replacement for the concept of integrativeness. As the focus of many previous studies investigating L2 motivation in a foreign and second language learning context, the validity and relevance of integrativeness has been questioned by researchers, especially regarding its applicability in foreign language contexts (e.g., Chen, Warden, & Chang, 2005; Dörnyei, 1990, 2005, 2009a; Kimura, Nakata, & Okumura, 2001; Irie, 2003; Lamb, 2004; McClelland, 2000; Warden & Lin, 2000; Yashima, 2002). A number of researchers have called for the reconceptualization of integrativeness in terms of an identity and self perspective so that

it would be suitable for explaining the motivational construct in different language learning contexts, even in typical foreign language contexts where the L2 is primarily learnt as a school subject, and L2 learners have little or no direct contact with the L2 community and so no opportunity to form attitudes toward them. The findings of the current study support the replacement of integrativeness with Ideal L2 Self. The first reason is that in the pilot study the integrativeness construct in the original version of MQ failed to emerge as a clear factor in the factor analysis, which was used to examine the construct validity of the MQ. That the integrativeness construct was not supported by the results of the pilot study suggests that the Chinese learners in either language learning context were not motivated to learn English by their desire to identify with native speakers of English.

The second reason is that in both the pilot and main study, the Ideal L2 Self construct in the MQ emerged as a clear factor in the factor analysis, and the mean scores of the ESL and EFL learners for the *Ideal L2 Self* factor were all more than 4.0 on the 6-point scale at both times. It can be concluded that the Ideal L2 Self was a significant motivating factor in both ESL and EFL contexts. With English becoming a world language, the Chinese learners were motivated to learn English by their desire to become competent speakers of World English rather than to integrate with a particular English-speaking community.

5.5.2 Difference in Attitudes to L2 Community and Culture

The second notable difference in the motivation of Chinese EFL and ESL learners was that the Chinese ESL learners showed more favourable attitudes toward the L2 community and culture than the Chinese EFL learners. Compared to the EFL learners, the ESL learners had a more positive disposition toward people from the English-speaking community and were more interested in the cultural products associated with English and conveyed by the media such as films. In fact, the learners' interest in these cultural products was also a reflection of their attitudes to English and its speakers.

For the two questionnaire items relating to the *Attitudes to L2 community and culture* factor, i.e., Item 54 “Do you like meeting people from English-speaking countries” and Item 53 “Do you like English films”, the mean scores of the ESL(total) learners (4.81 and 4.97) were significantly higher than the mean scores of the EFL learners (4.31 and 4.40) at Time 1. The findings suggest that the ESL learners may have had more favourable attitudes toward having direct contact with English speakers and English cultural products than the EFL learners, which seems to correspond closely to the fact that the ESL learners had more opportunities for direct contact with English speakers and English in New Zealand than the EFL learners in China.

This is also supported by the statistical results that for the *Attitudes to L2 community and culture* factor, the mean score of the ESL(resident) learners (4.72) was significantly higher than the mean score of the EFL learners (4.33) at Time 1. However, although the mean score of the ESL(recent arrival) learners (4.39) was higher than the mean score of the EFL learners (4.33) at Time 1, the *t*-test showed that this difference was small and not statistically significant. Similar to the EFL learners, the ESL learners who had recently arrived in New Zealand may not have had enough direct contact with people from the English-speaking community to form positive attitudes toward them. However, compared to the ESL learners who had recently arrived in New Zealand, the ESL learners who had lived in New Zealand for more than three months may have had more opportunities for direct contact with English speakers to form positive attitudes toward them. Thus, it appears that the ESL(resident) learners were likely to have more positive attitudes toward members of the English-speaking community and English cultural products than the EFL learners.

In addition, it should be noted that the attitudes toward having direct contact with English speakers and English cultural products may also have had an effect on the actual contact with English speakers and English. That is, the more favourable the attitudes, the more direct the contact. To put it in the opposite way, it is difficult to imagine that the learners would want to seek more direct contact with English speakers if they had negative attitudes toward having direct contact with English speakers. Since the direct contact with English speakers and English was considered as a significant

factor that influenced the learners' idealized self images as competent users of English, the attitudes toward having direct contact with English speakers and English cultural products may also have had an effect on the learners' Ideal L2 Self image. That is, the learners' Ideal L2 Self may have been influenced by their attitudes toward the L2 community and culture. Dörnyei (2009a) also suggested that our attitudes toward members of the L2 community must be related to our Ideal L2 Self image: the more positive our attitudes toward L2 speakers, the more attractive our Ideal L2 self, because L2 speakers are the closest parallels to our Ideal L2 Self.

Moreover, the statistical differences in the *Attitudes to L2 community and culture* factor among the ESL(recent arrival), ESL(resident) and EFL learners were similar to the differences in the *Ideal L2 Self* factor, which also suggests that there is a positive correlation between the learners' attitudes toward the L2 community and culture and their Ideal L2 Self. This was confirmed by the Pearson correlation coefficients which were computed between the learners' mean scores for the *Attitudes to L2 community and culture* and *Ideal L2 Self* factor. The correlations between the *Attitudes to L2 community and culture* and *Ideal L2 Self* factor for both the ESL(total) ($r = .371, p = .000$) and EFL learners ($r = .555, p = .000$) were statistically significant.

5.5.3 Difference in Instrumentality

The third notable difference in the motivation of Chinese EFL and ESL learners was that the Chinese EFL learners were more motivated by the preventional aspect of instrumentality than the Chinese ESL learners. The motivation of the EFL learners was more related to fulfilling duties and obligations than that of the ESL learners. For the *Instrumentality (Prevention)* factor, the mean score of the EFL learners (4.11) was higher than the mean score of the ESL(total) learners (3.66) at Time 1. According to the *t*-test, the difference was statistically significant. At Time 2 the mean score of the EFL learners (4.18) for this factor was also significantly higher than the mean score of the ESL(recent arrival) learners (3.40). In addition, although the mean score of the EFL learners (4.11) for this factor was not significantly higher than the mean scores of the ESL(recent arrival) and ESL(resident) groups (3.65 and 3.66) at Time 1, for Item 31 "I have to learn English because I don't want to fail the English course", which loaded on

the *Instrumentality (Prevention)* factor, the mean score of the EFL learners (4.11) was significantly higher than the mean score of the ESL(recent arrival) learners (3.41) at Time 1; and for the two questionnaire items relating to the *Instrumentality (Prevention)* factor, i.e., Item 7 “I have to study English because I don’t want to get bad marks in it” and Item 24 “Studying English is necessary for me because I don’t want to get a poor score or a fail mark in English proficiency tests”, the mean scores of the EFL learners (3.99 and 4.50) were significantly higher than the mean scores of the ESL(resident) learners (3.41 and 4.02) at Time 1.

These findings suggest that for the EFL learners avoiding failure in an English course or exam may have been a more powerful motivator to learn English than for the ESL learners. The EFL learners were more likely to study English in order to pass an English course or exam than the ESL learners. As is widely known, in China’s educational system, English is a compulsory course for high school students and the first and second year university students. In order to graduate from high school, enter a university, or get a degree, Chinese students must take English exams, and it is very important for them to pass the exams or even get a high grade in the exams. All of the participants in this study including the ESL and EFL learners had such experiences when studying in China. However, it seems that after coming to New Zealand, the ESL learners attached less importance to passing exams than the EFL learners, even though they had to pass IELTS in order to further their education in New Zealand. A possible reason is that when living in an English-speaking environment, the ESL learners may have found that even if they passed English tests and got a high grade in English courses, they still had many difficulties in using English in communicative contexts. Then they may have realized that being a competent user of English should be their ultimate goal of learning English rather than passing English exams or courses.

Compared to the EFL learners, the ESL learners were less likely to be motivated by the preventional aspect of instrumentality (e.g., avoiding failure in exams), whereas they were more likely to be motivated by their idealized self images as competent users of English. The differences between the ESL and EFL learners in these two motivators reflect the fact that instrumental motives with a prevention focus are related to the

ought-to self rather than to the ideal self. Only the instrumental motives with a promotion focus are related to the ideal self (Higgins, 1998; Dörnyei, 2005).

The promotional aspect of instrumentality seemed to be the most powerful motivator to learn English for both the ESL and EFL learners in that they had a similarly high level of promotional instrumentality. The mean scores of the ESL(total) (5.27) and EFL learners (5.23) for the *Instrumentality (Promotion)* factor were higher than their mean scores for the other factors at Time 1, and there were no statistically significant differences in their mean scores for this factor. At Time 2 the mean scores of the ESL(recent arrival) (4.97) and EFL learners (4.80) for this factor were also higher than their mean scores for the other factors, and there were no statistically significant differences in their mean scores for this factor. At both times both the ESL and EFL learners agreed that they learned English for the sake of academic or professional advancement and accomplishment (e.g., in order to further their education, find a good job, or achieve promotion). The result is not surprising considering the great importance that is attached to English in Chinese society. It is almost a common view of Chinese people that a good knowledge of English is required for succeeding educationally, searching for a good job, and achieving promotion. Moreover, this finding also confirms that the preventional and promotional aspects of instrumentality are two distinct types of instrumentality. The promotional aspect of instrumentality is related to the Ideal L2 Self because both the ESL and EFL learners had a strong Ideal L2 Self.

An interesting finding about the promotional aspect of instrumentality was that for the EFL learners, there was a notable decrease in the strength of this motivator from Time 1 to Time 2. The statistical results for changes in the motivation of the 127 EFL learners from Time 1 to Time 2 showed that the mean score of the EFL learners for the *Instrumentality (Promotion)* factor was higher at Time 1 (5.25) than Time 2 (4.80). According to the *t*-test, the difference was statistically significant. The EFL learners took part in the first administration of the questionnaire in September, when the new semester started (Time 1), and the second administration of the questionnaire in December, when the semester approached the end, and the final term exam and the CET4 came near (Time 2). Thus, a possible explanation is that under the pressure of

tests, the EFL learners may have thought less about studying English for their future, whereas without the pressure of tests, they may have thought more about studying English for their future. In other words, the pressure of tests may have caused the changes in the motivation of the EFL learners.

5.5.4 Difference in Attitudes to Learning English

The fourth notable difference in the motivation of Chinese EFL and ESL learners was that the Chinese ESL learners had more favourable attitudes toward learning English than the Chinese EFL learners. This finding is strongly supported by the statistical results. For the *Attitudes to learning English* factor, the mean score of the ESL(total) learners (4.03) was higher than the mean score of the EFL learners (3.69) at Time 1. According to the *t*-test, this difference was statistically significant. The mean score of the ESL(resident) learners (4.16) for this factor was also significantly higher than the mean score of the EFL learners (3.69) at Time 1. Although the mean score of the ESL(recent arrival) learners (3.88) for this factor was not significantly higher than the mean score of the EFL learners (3.69) at Time 1, for Item 60 “Do you really enjoy learning English” relating to the *Attitudes to learning English* factor, the mean score of the ESL(recent arrival) learners (4.09) was significantly higher than the mean score of the EFL learners (3.37) at Time 1. In addition, at Time 2 for the three questionnaire items concerning the *Attitudes to learning English* factor, i.e., Item 55 “Do you always look forward to English class”, Item 57 “How much do you like English”, and Item 60 “Do you really enjoy learning English”, the mean scores of the ESL(recent arrival) learners (3.80, 4.40 and 4.20) were significantly higher than the mean scores of the EFL learners (3.08, 3.69 and 3.31).

These findings suggest that the ESL learners may have had a more positive disposition toward their immediate English learning environment and experiences than the EFL learners. That is, in comparison with the EFL learners, the ESL learners were more interested in learning English, liked to attend their English classes better, and enjoyed the process of learning English more. This may be explained with reference to their different classroom experiences. The English classes that the EFL learners attended were usually very large, with about 50 students in each class. Since the classroom

instruction was always teacher-centred, the EFL learners had few opportunities for meaningful interaction by using English and had to passively receive a lot of knowledge in the class. Such classroom experiences may have failed to arouse their interest in learning English. The EFL learners may not have liked their English classes, but had to attend because they wanted to pass this compulsory course and CET4. However, the English classes that the ESL learners attended were always small, with fewer than 20 students in each class. Due to the student-centred classroom instruction, they had many opportunities to be actively involved in meaningful communication in English and could have fun in doing classroom activities. They may also have found that the communicative skills they acquired in the classroom were very useful in their daily life. Such classroom experiences may have enhanced their interest in learning English and helped them to enjoy the process of learning English.

Moreover, the ESL learners also had less English anxiety than the EFL learners. For the *English anxiety* factor, the mean score of the ESL(total) learners (3.07) was lower than the mean score of the EFL learners (3.47) at Time 1, and the *t*-test showed that the difference was statistically significant. It appears that compared to the EFL learners, the ESL learners felt less anxious and nervous when speaking English in different situations. This may also be due to the positive English learning experiences that the ESL learners had.

5.5.5 Difference in Criterion Measures

The *Criterion Measures* used in this study concerned one key aspect of motivated learning behaviour – the learners' effort expended in learning English, which reflects the level of their overall motivation to learn English, because by definition motivation is the antecedent of motivated behaviour (Csizér & Dörnyei, 2005b). There was a notable difference in this motivated learning behaviour between the Chinese EFL and ESL learners. In comparison with the EFL learners, the ESL learners expended or intended to expend more effort in learning English. This finding is also strongly supported by the statistical results. For the *Criterion measures* factor, the mean score of the ESL(total) learners (4.46) was higher than the mean score of the EFL learners (3.95) at Time 1. According to the *t*-test, the difference was statistically significant. The mean scores of

the ESL(recent arrival) and ESL(resident) groups (4.42 and 4.50) for this factor were significantly higher than the mean score of the EFL learners (3.95) at Time 1. In addition, the mean score of the ESL(recent arrival) learners (4.43) for this factor was also significantly higher than the mean score of the EFL learners (3.85) at Time 2.

According to these quantitative results, the ESL learners were willing to invest more effort and time in learning English after coming to New Zealand, which indicated that the ESL learners had a higher level of motivated learning behaviour than the EFL learners. In other words, the ESL learners had a higher level of overall motivation than the EFL learners.

The result is not surprising if we take into account the first four differences. It is noteworthy that the same tendency appeared in three out of the above four motivational components between the ESL and EFL learners. That is, the ESL learners also had a stronger Ideal L2 Self and showed more favourable attitudes toward the L2 community and culture and toward learning English than the EFL learners. However, the difference in the prevention aspect of instrumentality between the ESL and EFL learners was the opposite in that the EFL learners had a higher level of the prevention aspect of instrumentality than the ESL learners. A possible reason is that these three motivational dimensions (i.e., Ideal L2 Self, attitudes to L2 community and culture, and attitudes to learning English) all contributed to the learners' overall motivation to learn English and influenced their motivated learning behaviour, whereas the prevention aspect of instrumentality played a much lesser role in the learners' overall motivation and so had little effect on their motivated learning behaviour. This was confirmed by the Pearson correlation coefficients which were computed between all the learners' mean scores for the *Ideal L2 Self*, *Attitudes to L2 community and culture*, *Attitudes to learning English*, *Instrumentality (Prevention)* and *Criterion measures* factor. The correlations of the first three factors with the *Criterion measures* factor ($r = .486, p = .000$; $r = .376, p = .000$; and $r = .590, p = .000$) were statistically significant, whereas the correlation between the *Instrumentality (Prevention)* and *Criterion measures* factor was not statistically significant. Kormos and Csizér (2008) found that language learning attitudes and Ideal L2 Self were the most important predictors of motivated learning behaviour, whereas

the role of the Ought-to L2 Self in determining students' learning behaviour seemed to be marginal (Csizér & Kormos, 2009).

Therefore, it can be concluded that overall, the ESL learners were more motivated to learn English than the EFL learners. The overall motivation of the ESL learners was higher than that of the EFL learners because the ESL learners showed more positive attitudes toward members of the English-speaking community and English cultural products, developed stronger idealized self images as competent users of English, and had more favourable attitudes toward learning English than the EFL learners. Since the more positive attitudes of the ESL learners to the L2 community and culture was an important determinant of their stronger ideal L2 selves, it was the ESL learners' stronger ideal L2 selves and more positive attitudes to learning English that may have caused them to be willing to expend more effort in learning English than the EFL learners. The findings confirm the validity of the Ideal L2 Self (i.e., the central concept of the L2 Motivational Self System) and the L2 Learning Experience in Dörnyei's (2005, 2009a) L2 Motivational Self System.

It should be noted that although the EFL learners had a higher level of the preventional aspect of instrumentality than the ESL learners, they were still not willing to invest more effort in learning English than the ESL learners. Moreover, when the EFL learners were immediately under pressure to pass tests, the strength of the motivator (the promotional aspect of instrumentality) decreased, which may have negatively affected their motivated learning behaviour. This suggests that studying English in order to pass English courses or tests did not increase the EFL learners' overall motivation to learn English.

5.5.6 No Differences in the Motivation of the ESL(recent arrival) Learners Between Times 1 and 2

No quantitative differences were found in the motivation of the ESL(recent arrival) learners between the time they had arrived in New Zealand and three months later. On the whole, for the 12 motivational factors the mean scores of the 20 ESL(recent arrival) learners who completed the questionnaire at both times did not show a significant

difference between the time they had arrived in New Zealand (Time 1) and three months later (Time 2). It appears that the ESL(recent arrival) learners did not change their motivation to learn English over the three month period of residence in NZ.

However, a close analysis of the individual ESL(recent arrival) learners' changes in their responses to the 12 motivational factors from Time 1 to Time 2 shows a different picture. There were considerable individual differences in the degree and direction of the changes in their responses. For each of the 12 factors, most of the ESL(recent arrival) learners (75% - 100%) actually changed their responses from Time 1 to Time 2. Moreover, for the same factor, some learners showed a positive change, while others showed a negative change. Such individual changes in the motivation of the ESL(recent arrival) learners were not evident in the group results. There are two possible reasons. The first one is that many of the individual positive and negative changes cancelled one another out in the averaging process so that changes in individual learners were not reflected in group mean scores. The other possible reason is that only 20 ESL(recent arrival) learners completed the questionnaire at both Times 1 and 2, and the sample size of 20 may have been too small a sample to achieve statistical significance. For the above reasons, it seems that the quantitative analysis could not fully capture the motivational changes of the ESL(recent arrival) learners over the period of their residence in NZ. Therefore, it may be necessary to employ qualitative analysis in order to investigate changes in the motivation of the ESL(recent arrival) learners over a three month period of residence in NZ (see Chapter 6).

5.5.7 Summary

Figure 5.5 shows the differences in the motivation of Chinese EFL and ESL learners, as discussed in the preceding sections.

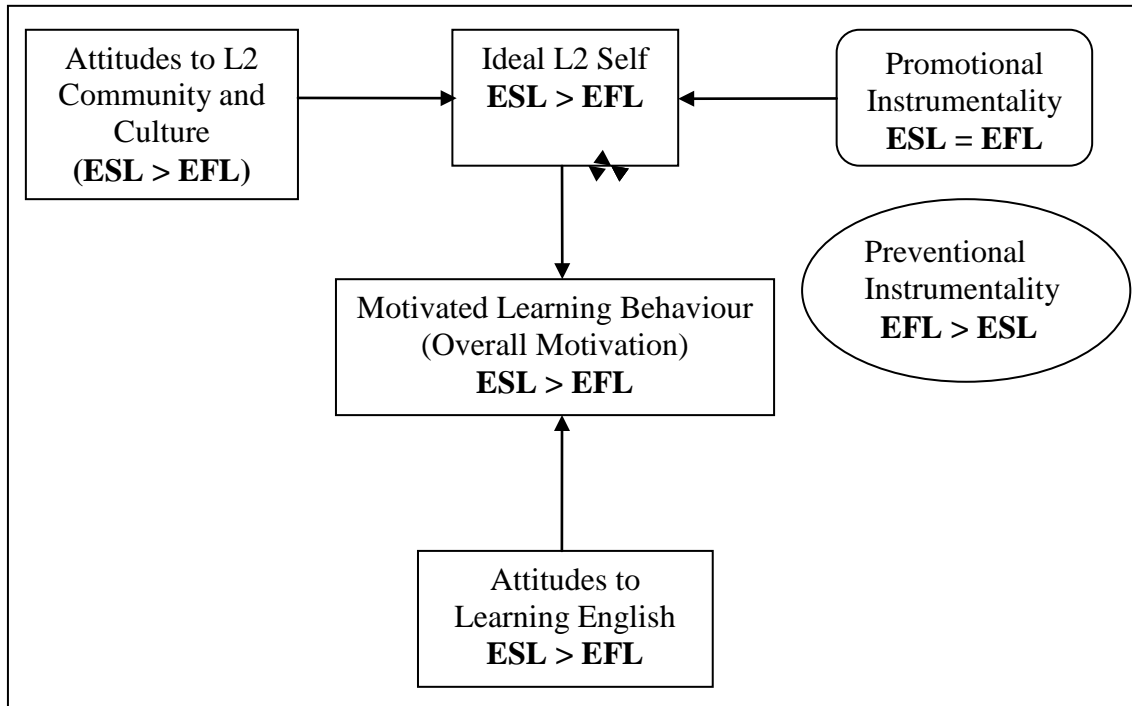


Figure 5.5. Schematic Representation of the Differences in the Motivation of the EFL and ESL Learners

The quantitative analysis revealed that overall, the ESL learners were more motivated to learn English than the EFL learners. The ESL learners expended or intended to expend more effort in learning English than the EFL learners. The overall motivation of the ESL learners was higher than that of the EFL learners because the ESL learners showed more positive attitudes toward the L2 community and culture, developed stronger ideal L2 selves, and had more favourable attitudes toward learning English than the EFL learners. Since the more positive attitudes of the ESL learners toward the L2 community and culture was an important determinant of their stronger ideal L2 selves, it was the ESL learners' stronger ideal L2 selves and more positive attitudes toward learning English that may have caused them to be willing to expend more effort in learning English than the EFL learners. Although the EFL learners had a higher level

of prevention instrumentality than the ESL learners, they were not willing to invest more effort in learning English than the ESL learners. In the case of these Chinese learners, the most powerful source of motivation (for both the EFL and ESL learners) was the promotional instrumentality, which is also related to the Ideal L2 Self.

Although the quantitative analysis revealed the differences in the motivation of Chinese EFL and ESL learners, it could not fully capture the motivational changes of the ESL(recent arrival) learners over the period of their residence in NZ. Therefore, it may be necessary to employ qualitative analysis in order to investigate changes in the motivation of the ESL(recent arrival) learners over a three month period of residence in NZ (see Chapter 6) .

Chapter 6

Results and Discussion for Research Question 2

6.1 Introduction

This chapter presents the results of the qualitative analysis of the data collected by the learner diaries and follow-up interviews, exploring Research Question 2, “In what ways does the motivation of Chinese learners of English who have recently arrived in New Zealand change over a three month period of residence in an English-speaking environment?” Firstly, I describe the participants’ background information. Secondly, I explain the procedures for collecting the qualitative data. Thirdly, I introduce the analysis of the qualitative data. Fourthly, I present qualitative findings concerning the second research question. Lastly, I discuss the findings.

6.2 Participants

11 ESL(recent arrival) learners including four males and seven females kept a diary of their English learning over a period of three months. Their average age was 22.5. They all had studied English for more than six years in China. The detailed background information of the diarists (collected by the *Background Information Questionnaire* in the first administration of the questionnaire) is presented in Table 6.1. All the diarists’ names were changed to preserve anonymity.

Table 6.1: 11 ESL Diarists' Personal Background Information

Name	Age	Gender	Years of learning English	Self-rated English proficiency level	Homestay experiences	Amount of importance attached to English	Amount of effort expended in learning English
Hui	21	F	10	Intermediate	No	Quite a lot	So-so
Wen	23	M	11	Intermediate	No	Quite a lot	A little
Feng	22	F	8	Post-Beginner	Yes	Very much	So-so
Wendy	20	F	7	Post-Beginner	Yes	Very much	So-so
Qing	20	M	7	Intermediate	Yes	A little	So-so
Lai	24	M	9	Intermediate	Yes	Very much	A little
Ling	24	F	12	Lower Intermediate	Yes	Very much	Not so much
Yu	23	F	8	Intermediate	Yes	A little	So-so
Sarah	25	F	10	Intermediate	Yes	Quite a lot	So-so
Jie	22	F	9	Post-Beginner	Yes	Quite a lot	Not so much
Jun	23	M	8	Post-Beginner	Yes	Quite a lot	Not at all

6.3 Procedures

Immediately after the first administration of the questionnaire, 11 ESL learners who had recently arrived in New Zealand started to keep a diary of their English learning. They kept it for a period of three months. Their diary entries were collected once a week. Seven diarists used Chinese to write all their diary entries, and four diarists (Wen, Wendy, Lai, and Ling) wrote their diary entries in a mixture of Chinese and English. Table 6.2 presents the length of each learner's diary, which was calculated by Chinese characters if he/she used Chinese to write all his/her diary entries, or by both Chinese

characters and English words if he/she wrote his/her diary entries in a mixture of Chinese and English.

Table 6.2: Length of Each Learner’s Diary (in the number of Chinese characters and English words).

	Hui	Wen	Feng	Wendy	Qing	Lai	Ling	Yu	Sarah	Jie	Jun
Chinese characters	4711	758	5058	1266	5061	1837	3582	6323	3859	3984	3692
English words		2332		915		795	876				

During this three month period, four diarists (Wendy, Qing, Lai, and Ling) were interviewed once in order to clarify certain items in their diary entries. These follow-up interviews were conducted in the participants’ first language, Chinese. All the follow-up interviews were audio-recorded with a digital recorder and broadly transcribed after each interview.

6.4 Analysis of the Qualitative Data

6.4.1 Examples of Coding

As discussed in Chapter 4, the standard methods and procedures for analyzing qualitative data were employed to analyze the data collected by the diaries and interviews in this study. Analysis of the qualitative data started with coding the data. The examples below illustrate how the data were analyzed and coded in this study. The origin and source of the data can be found in the brackets at the end of each quote. For instance, (Hui: dC22/05/08) indicates that the specific quote is drawn from Hui’s diary entry in Chinese on 22 May 2008. The interview is represented by i. The diary entry in English is represented by E. Most of the diary entries and all the interview transcripts were originally written in Chinese. Four ESL learners (Wen, Wendy, Lai and Ling) wrote some English diary entries. The English grammar is not corrected for the diary entries originally written in English. In this study all the participants’ quotes are presented in English.

This is an extract from Ling's diary:

It is my first time to make a magazine and learn language through cooperating with my classmates, collecting resources about my topics and writing my articles. At the same time, I can practice all my listening, speaking, reading, and writing by the activity. I enjoy the way to study. (Ling: dE18/07/08)

In this unit of data, Ling described her English course, which she thought was useful and enjoyable. Thus, the unit of data was coded as "attitudes to the English course" (code – AEC) because it indicated that the diarist showed a positive disposition toward her English course. Data with this code were then placed into the category of "attitudes to learning English," which covered data that represented the themes related to the feelings that the diarists had toward their immediate English learning environment and experiences. Finally, the category of "attitudes to learning English" belonged to the macro category of "sources of motivation".

Sometimes, if units of data were complete sentences and a participant combined two themes in one sentence, I coded the sentence twice. The following example is an extract from Feng's diary entries:

In fact, my progress in English is not as great as I expected because almost every day I stay with Chinese and we certainly speak Chinese all the time. (Feng: dC19/07/08)

I assigned two codes to this sentence: one code (SPA) to the first half sentence "my progress in English is not as great as I expected" and the other code (CCL) to the second half sentence "because almost every day I stay with Chinese and we certainly speak Chinese all the time" because the first half sentence represented the theme related to the learners' perception of their progress and achievement in learning English, while the second half sentence represented the theme related to the contact that the learners have with Chinese learners of English and other Chinese.

6.4.2 Categories for Coding

In the process of analyzing the diary and interview data collected from the 11 ESL diarists, 29 themes emerged. 29 codes were defined to code all the diary and interview data and then grouped into 11 categories. The 11 categories that were related to the

motivation of Chinese learners of English were identified as follows: (1) Promotional instrumentality, (2) Preventional instrumentality, (3) Ideal L2 self, (4) Attitudes to L2 community, (5) Interest in L2 and L2 culture, (6) Attitudes to learning English, (7) Motivated learning behaviour, (8) English anxiety, (9) Self-confidence, (10) Willingness to communicate in English, and (11) Social contact. Finally, the 11 categories were organized into four macro categories: (1) Sources of motivation, (2) Motivated learning behaviour, (3) Anxiety and self-confidence, and (4) Communicative use of English. Table 6.3 displays the categories and themes (codes) that emerged from the data collected from the ESL diarists and also provides the descriptions and examples of them.

Table 6.3: Categories, Themes (Codes), Descriptions, and Examples (*emerging from the data collected from the ESL diarists*)

Macro Category	Category	Theme (Code)	Description and Example
Sources of motivation	Promotional instrumentality	Academic/professional advancement and accomplishment (APA)	It means that the learners study English for the sake of academic/professional advancement, growth and accomplishment, such as furthering their education, getting a degree or scholarship, finding a good job, and getting promotion. e.g., <i>My aim of studying English is to enter a university, successfully finish my studies at that university [...]</i> (Jie: dC30/07/08)
		General future need (GFN)	It means that the learners study English because English is such an important language in the world that they may need it in the future. e.g., <i>The main reason I am learning English is for my future, [...]</i> . (Qing: dC05/07/08)
		Desire to study, work or live abroad (DLA)	It means that the learners study English in order to study, work or reside for a longer period in foreign countries. e.g., <i>English, to me, is necessary because I want to study here [in New Zealand]</i> . (Ling: dC07/06/08)
		Communicative need (CON)	It means that the learners study English in order to communicate with native English speakers or/and people from other countries (not from China) in English. e.g., <i>My aim of studying English is to [...]</i> and be able to better communicate with others in English. (Jie: dC30/07/08)
		Making foreign friends (MFF)	It means that the learners study English in order to get to know people from other countries and make friends with foreigners. e.g., <i>I spend more time learning English now than before because I want to make more friends. I have to be able to speak English in order that I can get to know students from other countries.</i> (Feng: dC24/08/08)
		Knowledge orientation (KOR)	It means that the learners study English in order to gain more information about the world around them or/and learn other academic subjects. e.g., <i>The main reason I am learning English is [...], and moreover, for broadening my outlook abroad and widening my knowledge.</i> (Qing: dC05/07/08)

Preventional instrumentality	Meeting family's expectations (MFE)	It means that the learners study English in order to take responsibility for their family, such as in order not to let their parents down. e.g., <i>To me, the tuition here is really much higher than in China, so I must study hard. If I don't study well, I will let my parents down.</i> (Wen: dC24/08/08)
	Avoiding failure in an English course or exam (AFE)	It means that the learners study English in order to pass an English course or exam. e.g., <i>But time can't wait for me. I don't have enough time to study English gradually in X language school, so I need to attend a course specially aimed at IELTS, which enable me to pass IELTS in a short period.</i> (Ling: dC3/06/08)
	Pressures from peers (PFP)	It means that the learners study English in order not to fall behind their peers or be considered as a weak student (i.e. in order not to lose face). e.g., <i>After I entered advanced class, I feel lots of pressure from other classmates because most of them are very good at speaking and listening and their vocabulary are also large. I already have done my best to study in order to catch up with them.</i> (Ling: dE01/08/08)
Ideal L2 self	Ideal L2 self (ISF)	It refers to the learners' dream or vision of themselves as competent users of English. For example, the learners dream that one day they will be like someone who is a successful L2 speaker (their model). e.g., <i>How I wish one day I could speak English fluently and communicate with others in English with ease. This is what I dream every day.</i> (Jie: dC30/06/08)
Attitudes to L2 community	Attitudes to members of the English-speaking community (AME)	It refers to the feelings that the learners have toward native English speakers. e.g., <i>She [My homestay mother] is so friendly that I am relaxed to speak English with her.</i> (Ling: dE01/07/08) <i>I don't like Kiwis and I hate their haughty manner.</i> (Jie: dC12/08/08)
Interest in L2 and L2 culture	Interest in English language (IEL)	It describes the learners' interest in English language, including its grammar, vocabulary, pronunciation, etc. e.g., [...], <i>I still like English.</i> (Qing: dC05/07/08)
	Interest in the culture and cultural products associated with English (ICP)	It describes the learners' interest in the culture and cultural products associated with English and conveyed by the media such as films, videos, TV programs, music, magazines, and books. e.g., <i>I like watching English movie, although having no translation, I can only understand a little English.</i> (Wen: dE12/08/08)

	Attitudes to learning English	Attitudes to the English course (AEC)	It refers to the feelings that the learners have toward their English course, such as the textbooks and associated learning materials, learning tasks, assignments, classroom atmosphere, and instruction. e.g., <i>I feel the morning class is becoming more and more boring and the classroom atmosphere isn't as active as it was before. I always feel there is no focus of each lesson, so after class I can't summarize what the teacher has taught in today's class.</i> (Yu: dC27/08/08)
		Attitudes to the English teacher (AET)	It refers to the feelings that the learners have toward their English teacher, such as the teacher's personality, teaching style, and feedback. e.g., <i>I am very happy because my English teacher is very nice [...].</i> (Wendy: dE22/07/08)
		Attitudes to the fellow students in class (ASC)	It refers to the feelings that the learners have toward their classmates and working with them. e.g., <i>I am very happy because [...] and the classmates are very friendly.</i> (Wendy: dE22/07/08)
		Attitudes to the current English learning environment outside the classroom (ALE)	It refers to the learners' opinions about their current English learning environment outside the classroom. e.g., <i>If you can't speak English, you still can live here [in Auckland] very well, so I think the living environment is not good for studying English. It can't help me to improve my English.</i> (Wen: dE18/08/08)
Motivated learning behaviour	Motivated learning behaviour	Actual English learning effort (ELE)	It refers to the amount of effort that the learners have already put into learning English. e.g., <i>Every day I spend a lot of time studying English after school, such as doing assignments and revising what I have learned.</i> (Jie: dC08/06/08) <i>During this week, I read a lot of news and did a summary after reading news. I think it is useful to my reading skill.</i> (Lai: dE07/07/08)
		Intended English learning effort (ILE)	It refers to the amount of effort that the learners are willing to or plan to put into learning English. e.g., <i>I would like to make every effort to learn English in order to achieve my goal.</i> (Sarah: dC11/06/08) <i>I want to memorize English words every day from now on.</i> (Hui: dC06/07/08)

Anxiety and self-confidence	English anxiety	English class anxiety (ECA)	It means that the learners feel anxious when they speak English in English class. e.g., <i>The first time when I spoke [in front of the class], I felt so nervous that I forgot what I had prepared [to say].</i> (Yu: dC29/07/08)
		English use anxiety (EUA)	It means that the learners feel anxious when they speak English outside the classroom. e.g., <i>I am afraid when I speak to foreigners, I can't understand their responses. For example, if I couldn't understand what they said, I felt very nervous. Then if I asked them to repeat again and again, I could clearly feel they lost patience and didn't want to talk to me. I felt ashamed.</i> (Ling: dC13/06/08)
		English test anxiety (ETA)	It means that the learners feel anxious when they take English tests. e.g., <i>But after all, it has been one year since I took IELTS last time, so I still feel nervous [when I decide to take it next month].</i> (Hui: dC26/07/08)
	Self-confidence	Confidence in one's own ability to learn English (CAL)	It refers to the learners' beliefs about their own abilities to learn English. e.g., <i>Although I have some mistakes [when doing IELTS reading], I still feel confident.</i> (Lai: dE13/07/08)
		Personal satisfaction with one's progress and achievement in learning English (SPA)	It refers to the learners' perception of their progress and achievement in learning English, such as performance in English class or test and level of English proficiency. e.g., <i>Having been in NZ for more than three months, I feel my overall English proficiency has improved, especially my listening and reading skills.</i> (Lai: dC02/09/08)
Communicative use of English	Willingness to communicate in English	Willingness to communicate in English (WTC)	It refers to the learners' inclination to communicate in English. e.g., <i>[...] and I am willing to communicate with others in English.</i> (Sarah: dC18/06/08)
	Social contact	Contact with native English speakers (CNS)	It refers to the contact that the learners have with native English speakers. e.g., <i>On Saturday evening my homestay mother took me to her friend's birthday party. She had told me there would be many people there and I could practice my English with them.</i> (Qing: dC13/07/08)
		Contact with Chinese learners of English and other Chinese (CCL)	It refers to the contact that the learners have with Chinese learners of English and other Chinese. e.g., <i>After lecture, I am always making friends with Chinese, so I don't often use English in daily life.</i> (Wendy: dE09/07/08)

		Contact with English learners from other countries and other non-native English speakers (CLO)	It refers to the contact that the learners have with English learners from other countries and other non-native English speakers. e.g., <i>Two Japanese students in our class will leave soon. Although we got to know each other only one month ago, we have formed friendships and often practice English together. I really don't want them to leave.</i> (Feng: dC17/08/08)
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Note.

[] analyst's change

[...] analyst's omission

6.4.3 Trustworthiness

Due to the different nature of qualitative and quantitative research, the conventional terms *internal validity*, *external validity*, *reliability*, and *objectivity* in quantitative research are not appropriate for qualitative research (Lincoln & Guba, 1985). Instead, Lincoln and Guba (1985) suggest using the alternative terms *credibility*, *transferability*, *dependability*, and *confirmability* to deal with the same research issues. They argue that the trustworthiness of qualitative research may be established when credibility, transferability, dependability, and confirmability are enhanced. In order to achieve trustworthiness of the qualitative analysis in this study, the following techniques were used:

- **Credibility:** prolonged engagement (collecting data over a period of three months).
- **Transferability:** thick description (providing detailed description of the participants and setting, and reporting the results and findings with sufficient details and examples from the data).
- **Credibility, Dependability, and Confirmability:** triangulation (using multiple methods of data collection).
- **Dependability and Confirmability:** coding done independently by two researchers. After coding the data using the categories and themes that are presented in Table 6.3, I selected two samples of the diary entries and interview transcripts and underlined the statements that I had coded in them. Then, together with the coding system, I gave the samples to a Chinese doctoral student majoring in Language Teaching and Learning and working as a research assistant in the Department of Applied Language Studies and Linguistics at the University of Auckland. I explained the coding system to her and asked her to use it to code the samples of data. After she finished coding the data independently, I compared her coding with my original coding and discussed with her where there were discrepancies. According to our discussion, I refined the descriptions of the categories. Finally, we reconciled the disagreed coding and came to total agreement about the coding of each category.

6.5 Qualitative Findings for Research Question 2

This section presents qualitative findings concerning Research Question 2, “In what ways does the motivation of Chinese learners of English who have recently arrived in New Zealand change over a three month period of residence in an English-speaking environment?” The qualitative analysis of the diary and interview data identified four macro categories related to the motivation of these Chinese learners of English: (1) Sources of motivation, (2) Motivated learning behaviour, (3) Anxiety and self-confidence, and (4) Communicative use of English.

6.5.1 Sources of Motivation

This section presents the ESL learners’ perceptions about sources of motivation to learn English. The sources of motivation identified in their statements were grouped into six categories: promotional instrumentality, preventional instrumentality, ideal L2 self, attitudes to L2 community, interest in L2 and L2 culture, and attitudes to learning English.

6.5.1.1 Promotional Instrumentality

A total of six themes were identified in the category of promotional instrumentality. Table 6.4 presents the six themes, which participants mentioned each theme, and the number of times that they mentioned each theme in each of the three months they kept their diary.

Table 6.4 shows that except for Lai and Jun, all the ESL learners mentioned at least one of the six themes concerning promotional instrumentality. The most commonly mentioned theme was *academic/professional advancement and accomplishment*, which was mentioned a total of 16 times by six ESL learners in their diaries and follow-up interviews over the three month period of residence in New Zealand. This theme indicated that the ESL learners studied English for the sake of academic or professional advancement, growth and accomplishment, such as furthering their education, getting a degree or scholarship, finding a good job, and achieving promotion. The result is not

surprising considering the great importance that has been attached to English in Chinese society. It has almost become a common view of Chinese people that a good knowledge of English is required for succeeding educationally, searching for a good job, and achieving promotion. No pattern of change could be found in the frequency and distribution of mention of this theme over the three months.

Table 6.4: Six Themes in the Category of Promotional Instrumentality.

	ESL learners mentioning each theme (Number of times they mentioned each theme)		
	First month	Second month	Third month
Academic/ professional advancement and accomplishment	Wen(1), Hui (1), Yu (1), Sarah (3)	Hui (2), Sarah (3), Jie (1)	Yu (1), Sarah (1), Jie (1), Wendy (1)
General future need	Feng (1)	Qing (2), Jie (1)	Sarah (1),
Desire to study, work or live abroad	Ling (1), Jie (1)	Sarah (1)	
Communicative need	Ling (1), Sarah (1)	Jie (1)	
Making foreign friends			Feng (1)
Knowledge orientation		Qing (1)	Qing (1)

Sarah, who mentioned the theme most (7 times), stated in her diary that the main reason she learned English was that she wanted to study for a Master's degree at a good university and then find a good job after graduation. Every time she reflected on her reasons for learning English in her diary, she indicated that they had not changed. For example, she wrote in her first diary entry:

I study English here mainly because I want to apply for a Master's program at a good university. Up to now I have still stuck to this goal. [...] In China, there are fierce competitions for jobs. If you want to be more competitive in the job market, you need to improve your abilities and education. In order to find a satisfactory job, I must have an advanced degree. In order to enter a well-known university to study for a Master's degree, I must study English because English is a requirement for admission. (Sarah: dC11/06//08)

In the third month, she still emphasized, “My reasons for learning English haven’t changed. I feel there is a need, or I should say, it is really important for me to learn English in order to further my education and find a job” (Sarah: dC12/08/08). As with Sarah, the other five students (i.e., Wen, Hui, Yu, Jie, and Wendy) also indicated that they studied English in order to improve their education and obtain a higher degree, and furthermore they did not change this goal for learning English during the three months.

The second most commonly mentioned theme was *general future need*, which was mentioned a total of five times by four ESL learners. This theme indicated that the ESL learners studied English because English was such an important language in the world that they might need it in the future. The result is also related to the importance of English in China. In addition, as English has become an international language due to rapid globalization, many Chinese people always feel that English is a must in many aspects of their life. Qing mentioned the theme twice in his diary in the second month. He stated that the main reason he was learning English was for his future and his reasons for learning English had not changed so far. He gave an example: “No matter where you come from, no matter what language you speak, if you can speak English, you can go to many countries. So studying English is very useful for me to travel abroad in the future” (Qing: dC26/07/08). The other three students (i.e., Feng, Jie, and Sarah) mentioned it once. They all indicated that they studied English because English would be needed in their future life. They did not comment on changes in this reason for learning English.

The theme of *desire to study, work or live abroad* was mentioned a total of three times by three ESL learners (i.e., Ling, Jie, and Sarah). This theme indicated that the ESL learners studied English in order to study, work or reside for a longer period in foreign countries. For example, Ling wrote in her first diary entry, “English, to me, is necessary because I want to study here [in New Zealand]” (Ling: dC07/06/08). The theme of *communicative need* was also mentioned a total of three times by three ESL learners. Ling, Sarah, and Jie indicated, respectively on 7 June, 18 June, and 30 July, that they studied English in order to communicate with native English speakers or/and people from other countries (not from China) in English. Only Feng mentioned the theme of

making foreign friends on 24 August: “I spend more time learning English now than before because I want to make more friends. I have to be able to speak English in order that I can get to know students from other countries” (Feng: dC24/08/08). Only Qing mentioned the theme of *knowledge orientation* twice. For example, he wrote, “The main reason I am learning English is [...], and moreover, for broadening my outlook abroad and widening my knowledge” (Qing: dC05/07/08). None of the ESL learners commented on changes in these four reasons for learning English.

6.5.1.2 Preventional Instrumentality

A total of three themes were identified in the category of preventional instrumentality. Table 6.5 presents the three themes, which participants mentioned each theme, and the number of times that they mentioned each theme in each of the three months they kept their diary.

Table 6.5: Three Themes in the Category of Preventional Instrumentality.

	ESL learners mentioning each theme (Number of times they mentioned each theme)		
	First month	Second month	Third month
Meeting family’s expectations	Wen (1), Feng(2)	Yu(1), Wendy(2)	Hui (1), Wen(1), Feng(1)
Avoiding failure in an English course or exam	Hui(1), Feng(2), Qing(1), Ling(1), Sarah(5)	Hui(2), Wen(1), Lai(2), Ling(2), Sarah(3), Jie(1)	Hui(5), Lai(2), Qing(1), Ling(3), Yu(1), Sarah(2), Jie(1), Wendy(1)
Pressures from peers	Feng(1)	Ling(1), Sarah(1), Jie(1)	Ling(1), Jie(1)

Table 6.5 shows that except for Jun, all the ESL learners mentioned at least one of the three themes concerning preventional instrumentality. The most commonly mentioned theme was *avoiding failure in an English course or exam*, which was mentioned a total of 37 times by ten ESL learners (except Jun) over the three months. This theme indicated that the ESL learners studied English in order to pass an English course or exam. It was mentioned 10 times by five participants in the first month, 11 times by six participants in the second month, and 16 times by eight participants in the third month.

The frequency and distribution of mention of this theme increased over the three months. Moreover, all of the ESL learners who mentioned this theme indicated that they studied English in order to pass IELTS.

Sarah, who mentioned the theme most (10 times), indicated that one of the main reasons she learned English was that she needed to take IELTS and get a satisfactory score. Although the number of times she mentioned the theme decreased over the three months, when she reflected on her reasons for learning English in her diary, she always emphasized, “My goals of learning English are very specific. [...] That is because I am aimed at the test [IELTS]. Up to now, I haven’t changed my goals of learning English” (Sarah: dC02/09/08). Hui, who mentioned the theme the second highest number of times (8), indicated in the first month that she would study English hard because she planned to take IELTS in September. The number of times she mentioned the theme increased over the three months. It appears that with the IELTS approaching, Hui thought more about studying English in order to pass it. For example, she wrote on 26 July, “Now I am starting to prepare for IELTS. [...] I hope I can learn English well so that I can pass IELTS” (Hui: dC26/07/08). After a week, she wrote, “Next Monday we’ll have a monthly test. I hope I can get a better score. After all, I will take IELTS soon. Actually, now I am studying English under some pressures because I need to take IELTS” (Hui: dC03/08/08). Then on 16 August, she wrote, “I am studying English hard now and preparing for IELTS every day” (Hui: dC16/08/08). Similar to Hui, most of the other students also thought more about studying English in order to pass IELTS when they had some plans to take it.

The theme of *meeting family’s expectations* was mentioned a total of nine times by five ESL learners (i.e., Wen, Feng, Yu, Wendy, and Hui). These students stated that they studied English in order to take responsibility for their family. They all mentioned that their parents paid a lot for their tuition in order to let them study English in New Zealand, so they must try their best to study it well and could not let their parents down. Finally, there were four ESL learners (i.e., Feng, Ling, Sarah, and Jie) who considered *pressures from peers* as a motivator to learn English because they did not want to fall behind their peers or be considered a weak student (i.e. lose face) in learning English.

No pattern of change could be found in the frequency and distribution of mention of these two themes over the three months.

6.5.1.3 Ideal L2 Self

Only one theme (i.e., *ideal L2 self*) was identified in the category of ideal L2 self. The theme of *ideal L2 self* was mentioned a total of six times by five ESL learners. Jie mentioned it twice in the first and third month respectively. Qing, Yu, Feng, and Ling mentioned it once. They either indicated that they dreamed one day they could become competent users of English, or how they admired someone who was a successful L2 speaker. For instance, Jie wrote, “How I wish one day I could speak English fluently and communicate with others in English with ease. This is what I dream every day” (Jie: dC30/06/08). Thus, it seems that in comparison with promotional instrumentality and preventional instrumentality, ideal L2 self was considered by fewer of these ESL learners as a source of motivation to learn English.

6.5.1.4 Attitudes to L2 Community

The category of attitudes to L2 community involved the learners’ expressions about their feelings and disposition toward members of the English-speaking community. Five ESL learners (i.e., Qing, Ling, Yu, Jie, and Jun) mentioned positive or negative attitudes to people from the English-speaking community. In fact, all five expressed their feelings toward their homestay family members who were native English speakers and with whom they had direct contact. Qing mentioned this theme four times. In his first diary entry, he wrote, “My homestay family is very nice to me. They treat me well and help me a lot” (Qing: dC01/06/08). After two weeks, he commented, “At home, they are very kind to me. They often encourage me to talk. They talk with me and also correct my pronunciation” (Qing: dC15/06/08). Then on 5 July, he still wrote, “I am also very happy in my daily life because I get on well with my homestay family. They’d like to talk to me and often give me some movie DVDs to watch so that I can practice my listening skills” (Qing: dC05/07/08). Finally, he concluded in his diary in the third month, “Now I feel it is very good to stay with local families. I think we should do it especially when we just arrive in New Zealand because it can help us learn English, especially practice our speaking skills; and moreover, know more about the New

Zealand society” (Qing: dC17/08/08). It seems that Qing’s positive homestay experiences helped him form positive attitudes to members of the English-speaking community. Like Qing, Ling, Yu, and Jun also showed their favourable attitudes toward their homestay family members, but they only mentioned this theme once.

In contrast to Qing, Jie, who also mentioned the theme four times, did not seem to have happy homestay experiences. For example, on 8 June, she wrote, “I seldom talk with my homestay family members because they look very unfriendly and always seem very busy” (Jie: dC08/06/08). Two weeks later, she moved to a new homestay. After staying with her new homestay for several weeks, she commented, “But now I feel very terrible living here. This week we had a brush with them [homestay family members] over some trifles and they spoke rudely to us” (Jie: dC06/08/08). Then she summarized her feelings: “I don’t like Kiwis and I hate their haughty manner” (Jie: dC12/08/08). It seems that Jie’s unhappy homestay experiences made her form negative attitudes to members of the English-speaking community.

6.5.1.5 Interest in L2 and L2 Culture

Two themes (i.e., *interest in English language* and *interest in the culture and cultural products associated with English*) were identified in the category of interest in L2 and L2 culture. The first theme involved the learners’ expressions about their interest in English language. Only Qing mentioned this theme three times. He also emphasized that he had not changed his interest in English. For example, he commented, “I haven’t changed my feeling toward English. It is still the same as before. I am still interested in English” (Qing: dC20/07/08).

The second theme involved the learners’ expressions about their interest in the culture and cultural products associated with English and conveyed by the media such as films, videos, TV programs, music, magazines, and books. Only Wen, Ling, and Yu mentioned this theme once. For example, Wen wrote, “I like watching English movie, although having no translation, I can only understand a little English” (Wen: dE12/08/08). Yu commented, “Because I can know more about the life styles, values and customs of the local people [New Zealanders], I feel it very interesting” (Yu: dC05/09/08). However,

most of the ESL learners did not mention their interest in English language and the culture and cultural products associated with English. It appears that they were not especially interested in English and its culture.

6.5.1.6 Attitudes to Learning English

The category of attitudes to learning English involved the learners' expressions about their feelings toward their immediate English learning environment and experiences. It was the most commonly noted source of motivation to learn English. All of the ESL learners commented on positive or negative attitudes to learning English. A total of four themes were identified in the category of attitudes to learning English. Table 6.6 presents the four themes, which participants mentioned each theme, and the number of times that they mentioned each theme in each of the three months they kept their diary.

Table 6.6 shows that the most commonly mentioned theme was *attitudes to the English course*, which was mentioned a total of 48 times by ten ESL learners (except Lai) over the three months. All of them showed positive attitudes to the English course, such as the textbooks and associated learning materials, learning tasks, assignments, classroom atmosphere, and instruction. Besides positive attitudes, five of them (i.e., Hui, Wen, Feng, Yu, and Wendy) also showed negative attitudes to the English course. In her diary in the first month, Hui expressed both positive and negative attitudes to the English course. For example, she wrote on 5 June, "[...], but grammar is also taught in this school. [...] Besides grammar, what we practice most is spoken English. Actually, I feel it good to learn English like this" (Hui: dC05/06/08). However, sometimes she still complained about her English class: "This Wednesday morning we spent all the time doing grammar exercises. It was very boring. I felt very tired of it" (Hui: dC13/06/08). In the second and third month, she only showed positive attitudes to the English course. It seems that her attitudes to the English course became positive over the three months. Similar to Hui, Wen, Feng, and Wendy also showed positive shifts in their attitudes to the English course. However, Yu seemed different from them in that she expressed both positive and negative attitudes to the English course over the three months. It appears that she did not show a consistent change in her attitudes to the English course. Also, it

should be pointed out that the other five ESL learners (i.e., Ling, Qing, Jun, Jie, and Sarah) only expressed positive attitudes to the English course over the three months.

Table 6.6: Four Themes in the Category of Attitudes to Learning English

		ESL learners mentioning each theme (Number of times they mentioned each theme)		
		First month	Second month	Third month
Attitudes to the English course	Positive	Hui(2), Qing (2), Ling (2), Yu(2), Sarah(2), Jie(2),	Hui(2), Wen(1), Feng(1), Ling(2), Yu(1), Sarah(4), Jie(1), Jun(2), Wendy(1)	Hui(1), Wen(1), Feng(1), Ling(1) Yu(2), Qing (1), Wendy(1)
	Negative	Hui(2), Wen(2), Feng(2), Yu(2), Wendy(2)	Feng(1), Yu (1)	Yu(1),
Attitudes to the English teacher	Positive	Feng(1), Qing(1), Ling(1), Yu(1), Jun(1),	Feng(1), Qing(1), Yu(2), Jun(1), Wendy(1)	Hui(1), Feng(2), Qing(2), Lai(1), Ling(2), Yu(2), Wendy(1)
	Negative	Hui(3), Feng(1), Qing(1), Ling(1), Yu(1),	Qing(1),	Qing(1),
Attitudes to the fellow students in class	Positive	Hui(1), Feng(1), Qing(2), Sarah(1), Jun(1),	Feng(2), Wendy(2)	
Attitudes to the current English learning environment outside the classroom	Positive	Sarah(1)	Qing(1), Sarah(1)	Hui(1), Feng(1), Qing(3), Lai(2), Ling(1), Yu(1), Sarah(1), Jun(1)
	Negative	Wen(2)	Wendy(2)	Wen(1), Jie(2), Wendy(3)

The theme of *attitudes to the English teacher* was mentioned a total of 31 times by eight ESL learners (i.e., Hui, Feng, Qing, Lai, Ling, Yu, Jun, and Wendy). All of them showed positive attitudes to the English teacher, such as the teacher's personality, teaching style, and feedback. Besides positive attitudes, five of them (i.e., Hui, Feng, Qing, Ling, and Yu) also showed negative attitudes to the English teacher. Similar to the theme of *attitudes to the English course*, more students showed negative attitudes to

the English teacher in the first month than in the other two months. In the first month, Feng, Ling, and Yu expressed both positive and negative attitudes to the English teacher, and Hui expressed only negative attitudes, whereas in the second and/or third month, they only showed positive attitudes to the English teacher. It seems that their attitudes to the English teacher became positive over the three months. However, Qing, who expressed both positive and negative attitudes to the English teacher in all the three months, did not seem to show a consistent change in his attitudes to the English teacher. Moreover, the other three ESL learners (i.e., Jun, Wendy, and Lai) only expressed positive attitudes to the English teacher over the three months.

The theme of *attitudes to the fellow students in class* was the least commonly mentioned theme among the five. Six ESL learners (i.e., Hui, Feng, Qing, Sarah, Jun, and Wendy) expressed positive attitudes to their classmates and working with them in the first and second month. For example, Wendy commented, “I am very happy because [...] and the classmates are very friendly” (Wendy: dE22/07/08). No pattern of change could be found in their attitudes to the fellow students in class over the three months.

The theme of *attitudes to the current English learning environment outside the classroom* was mentioned a total of 24 times by all the ESL learners. Eight of them (i.e., Hui, Feng, Qing, Lai, Ling, Yu, Sarah, and Jun) expressed positive attitudes to the current English learning environment outside the classroom because they thought that when living in New Zealand they had opportunities to use English in their daily life, which was helpful for them to learn English. However, three (i.e., Wen, Jie, and Wendy) expressed negative attitudes because they felt they had too much contact with Chinese even though they lived in New Zealand and the English learning environment was not as good as they had anticipated. For example, Wen commented, “I speak Chinese more than English after class. [...] If you can’t speak English, you still can live here [in Auckland] very well, so I think the living environment is not good for studying English. It can’t help me to improve my English” (Wen: dE18/08/08). It seems that their attitudes to the current English learning environment outside the classroom depended on whether they were satisfied with the quantity and quality of their social contact with English in their daily life.

6.5.2 Motivated Learning Behaviour

This section presents the ESL learners' perceptions about their actual and intended English learning effort. The English learning effort mentioned by the ESL learners mainly included studying vocabulary by themselves, revising what was taught in class, going to library to study after school, watching television, reading newspapers, doing exercises in reference books, seeking out opportunities to communicate in English, and spending all the spare time learning English, etc. All the ESL learners described the amount of effort that they had already put into and/or were willing to or planned to put into learning English in their diaries and follow-up interviews. Two themes (i.e., *actual English learning effort* and *intended English learning effort*) were thus identified. The theme of *actual English learning effort* was mentioned a total of 58 times by 11 ESL learners, and the theme of *intended English learning effort* was mentioned a total of 46 times by ten ESL learners. No pattern of change could be found in the frequency and distribution of mention of the two themes over the three months for the group.

However, individual learners still commented on changes in their English learning effort over the three months. That is, Hui, Feng, Ling, and Yu demonstrated positive changes in their English learning effort, Wendy, Wen and Jun demonstrated negative changes, and Qing, Lai, Sarah, and Jie demonstrated no change. The following examples are Hui's comments in chronological order:

I listen to English and speak English at school every day. I think it will improve my listening and speaking skills. Besides, after school I finish my assignments and do some writing every day. [...] I plan to go to such places, like church, in the future so that I can also practice English outside school in my daily life, which I think will enable me to speak fluent and idiomatic English. (Hui: dC22/05/08)

I need to memorize more English words. [...], so I'll study harder and put more effort into memorizing English words. (Hui: dC27/06/08)

I want to memorize English words every day from now on. (Hui: dC06/07/08)

The very good thing is that I have recently studied harder and not skipped a class. But last month I skipped several classes. (Hui: dC19/07/08)

I intend to go to the library to study English and prepare IELTS after school every day from next week [...]. (Hui: dC16/08/08)

I feel this week I studied English much harder than before. Every day I went to the library after school. I feel it not bad to study there because I could study more attentively there than at home. (Hui: dC23/08/08)

Hui's comments showed a positive change in her English learning effort over the three month period of residence in New Zealand. Similar to Hui, Feng, Ling, and Yu also demonstrated positive shifts in their English learning effort. They all indicated that the amount of effort they put into learning English increased over time. For example, Yu concluded in the third month:

When I just came here, I took the general English course and didn't have any pressure. At that time, we often played games in class and what was taught in class was easy for me to learn. [...] But now I am taking the academic English course, which is not as easy as the general English course for me, so I expend more effort and time in learning English than before. I need to memorize larger vocabulary and can't laze away my time any more. (Yu: dC05/09/08)

It should be noted that three ESL learners (i.e., Wendy, Wen, and Jun) showed negative shifts in their English learning effort over the three month period of residence in New Zealand. In the first month, Wendy mentioned once that she worked hard at English, such as spending two hours studying English in the library after school and watching some English movies, whereas in the second and third month she blamed herself several times for not investing enough effort into learning English. For example, she wrote on 22 July, "[...] because I don't have enough time to study English. I don't have time...maybe...that's just my excuse. Maybe because I don't want...Anyway, I should have studied English hard" (Wendy: dC22/07/08). She always felt compunction because she thought her parents paid a lot for her tuition and she shouldn't let them down, so she also expressed her intention to study English hard in each month. However, she still could not sustain her involvement in learning English. Finally, she indicated that the amount of effort she put into learning English decreased over the three months:

I spent more time and energy learning English when I just came here because at that time I thought English was very important when living in New Zealand. However, after living here for a period of time, I found, in fact, I seldom needed to speak English in my daily life. So I become lazier and spend less time on English. [...] After school, I seldom study English, except spending about half an hour doing my assignment. (Wendy: iC16/08/08)

Although Wen and Jun indicated that they studied and intended to study English diligently, in the third month they still concluded that they did not put as much effort into learning English as before because more distractions interfered with their English learning after they had lived in New Zealand for a couple of months and had become familiar with the surroundings.

The remaining four ESL learners (i.e., Qing, Lai, Sarah, and Jie) did not seem to show any change in their English learning effort over the three months. They all indicated that they worked hard at English all the time. For example, Jie commented, “Every day I spend a lot of time studying English after school, such as doing assignments and revising what I have learned” (Jie: dC08/06/08). Lai always made plans for his English study: “During this week, I read a lot of news and did a summary after reading news. I think it is useful to my reading skill” (Lai: dE07/07/08). Sarah wrote, “So far, I’ve spent most of time after class on English in order to learn it well” (Sarah: dC06/09/08).

6.5.3 Anxiety and Self-confidence

This macro category was divided into two categories: English anxiety and self-confidence. The category of English anxiety dealt with statements that indicated how anxious and nervous the learners felt when speaking English in different situations and taking English tests. The category of self-confidence was identified in statements that indicated the learners’ beliefs about their own abilities to learn English and perception of their progress and achievement in learning English.

6.5.3.1 English Anxiety

A total of three themes (i.e., *English class anxiety*, *English use anxiety* and *English test anxiety*) were identified in the category of English anxiety. The most commonly mentioned theme was *English test anxiety*, which was mentioned a total of 21 times by

six ESL learners (i.e., Wen, Hui, Lai, Ling, Yu, and Jie) during the three months. All of them mentioned that they felt anxious when taking IELTS or thinking about the IELTS they would take soon. It was not surprising because they all indicated that passing IELTS was one of their goals of learning English in New Zealand and thus it was regarded as important by them.

The theme of *English use anxiety* was mentioned a total of 15 times by five ESL learners (i.e., Ling, Sarah, Jie, Qing, and Wendy). They all expressed how anxious and nervous they felt when speaking English outside the classroom. Except Wendy, all of them emphasized that they felt less anxious and nervous when they spoke English outside the classroom after living and studying English in New Zealand for a period of time. They all attributed this change to the progress that they made in English. For example, Ling wrote in the first month:

I am afraid when I speak to foreigners, I can't understand their responses. For example, if I couldn't understand what they said, I felt very nervous. Then if I asked them to repeat again and again, I could clearly feel they lost patience and didn't want to talk to me. I felt ashamed. (Ling: dC13/06/08)

Then in the third month, she stated, "I think I have made great progress in my listening and speaking skills. [...] Now I don't feel nervous when I talk with foreigners in English" (Ling: iC27/08/08).

The theme of *English class anxiety* was mentioned a total of nine times by only three ESL learners (i.e., Qing, Yu, and Jie). They indicated that they felt nervous when speaking English in front of the class or with their English teachers. Qing and Jie also mentioned that although they experienced less anxiety when speaking English outside the classroom over time, they still felt anxious when speaking English in class because they were afraid of making grammar mistakes in front of their teachers.

6.5.3.2 Self-confidence

Two themes were identified in the category of self-confidence. Table 6.7 presents the two themes, which participants mentioned each theme, and the number of times that they mentioned each theme in each of the three months they kept their diary.

Table 6.7: Two Themes in the Category of Self-confidence

		ESL learners mentioning each theme (Number of times they mentioned each theme)		
		First month	Second month	Third month
Confidence in one's own ability to learn English	Positive	Hui(1), Lai(3), Jun(1),	Hui(1), Qing(1), Lai(1), Jun(1), Jie(1)	Hui(1),Feng(1), Ling(1), Sarah(1)
	Negative	Wen(2), Wendy(1), Feng(1), Jie(1),	Wen(2), Feng(1), Ling(1), Sarah(1),	
Personal satisfaction with one's progress and achievement in learning English	Positive	Hui(6), Wen(1), Feng(1), Qing(2), Lai(2), Yu(1), Sarah(4), Jie(2), Jun(5), Wendy(2)	Hui(2), Wen(1), Qing(3), Lai(4), Sarah(1), Jie(2), Jun(1), Wendy(2)	Hui(4), Wen(1), Lai(2), Qing(6), Yu(2), Feng(2), Jie(4), Ling(3), Jun(1), Sarah(2), Wendy(1)
	Negative	Wen(2), Qing(1), Ling(2), Jie(3), Sarah(1), Jun(1),	Hui(1), Wen(3), Feng(1), Qing(1), Lai(1), Ling(2), Yu(2), Sarah(2), Jie(2), Jun(1), Wendy(1)	Lai(1), Yu(2), Sarah(1), Jie(1), Wendy(2)

Table 6.7 shows that the more commonly mentioned theme was *personal satisfaction with one's progress and achievement in learning English*, which was mentioned a total of 104 times by all the 11 ESL learners. No pattern of change could be found in the frequency and distribution of mention of the theme over the three months. All of the ESL learners evaluated their progress in learning English and expressed both satisfaction and dissatisfaction with their progress and achievement over the three months. In the first and third month, more students showed their satisfaction with their progress in learning English, whereas in the second month, more students showed their dissatisfaction. This suggests that they felt that their progress and achievement made in learning English fluctuated over the three months.

The theme of *confidence in one's own ability to learn English* was mentioned a total of 24 times by ten ESL learners (except Yu). Four of them (i.e., Hui, Lai, Jun, and Qing)

expressed confidence in their own ability to learn English. Another four (i.e., Jie, Feng, Ling, and Sarah) expressed that they lacked confidence in their own ability to learn English only in the first or second month, but in the second or third month, they expressed confidence. It seems that they became more confident in their own ability to learn English over time. The remaining two (i.e., Wen and Wendy) complained that they lacked confidence in their own ability to learn English, especially when they met some difficulties in their English learning.

6.5.4 Communicative Use of English

This section presents the ESL learners' opinions about their communicative use of English over the three month period of residence in New Zealand. Their opinions about communicative use of English were classified into two categories: willingness to communicate in English and social contact. The category of willingness to communicate in English involved the learners' expressions about their inclination to communicate in English. The category of social contact involved the learners' opinions about their opportunities to communicate in English and/or actual English communicative behaviour. In this study, communication in English specifically refers to oral communication (face-to-face communication).

6.5.4.1 Willingness to Communicate in English

All of the ESL learners except Wendy expressed their willingness to communicate in English over the three month period of residence in New Zealand. Table 6.8 presents which participants mentioned the theme and the number of times that they mentioned it in each of the three months they kept their diary.

Table 6.8 shows that the frequency and distribution of mention of this theme increased over the three months. Yu and Sarah indicated their willingness to communicate in English three times in the first, second, and third month respectively. In her first diary entry, Yu mentioned that she found her English had improved since she had moved to her current homestay. She attributed her progress to her willingness to talk with her homestay father, who was a native English speaker. More than a month later, she once again showed her inclination to talk in English when she had a chance to do so: "Now

when I go shopping, like buying cosmetics, I can make it without Chinese service. I am willing to talk to them in English and also becoming used to communicating in English gradually” (Yu: dC17/07/08). Finally, in her last diary entry, Yu concluded that the great progress she made after coming to New Zealand was due to the effort she had made to speak English with others. Similar to Yu, Sarah also showed her willingness to communicate in English all the time from the beginning to the end of her diary. Their inclination to talk in English did not change over the three month period of residence in New Zealand.

Table 6.8: The Theme of Willingness to Communicate in English.

	ESL learners mentioning the theme (Number of times they mentioned the theme)		
	First month	Second month	Third month
Willingness to communicate in English	Feng(1), Yu(1), Sarah(1)	Qing(1), Ling(1), Yu(1), Sarah(1), Jie(1)	Hui(1), Wen(1), Qing(1), Lai(2), Ling(1), Yu(1), Sarah(1), Jun(1)

Three ESL learners (i.e., Ling, Qing, and Lai) mentioned the theme of *willingness to communicate in English* twice during the three month period. All of them mentioned it in the second and/or third month, but not in the first month. It seems that Ling, Qing, and Lai became more willing to communicate in English as time passed. For example, in her diary in the second month, Ling first expressed her willingness to talk with her homestay mother when they watched TV at home: “When we watched some programs that were not very difficult for me to understand, that is, I could understand most of them, I would ask her if I had questions or discuss the programs with her” (Ling: dC08/07/08). Near the end of the third month, Ling mentioned the theme for the second time. She wrote, “[...], but my spoken English is better. I feel less pressure and more at ease when speaking English than before. So it seems I am becoming more willing to talk with others in English” (Ling: dC22/08/08). Ling’s comments suggested that the positive changes in her willingness to communicate in English might have been due to the improvement in her English proficiency and her increased self-confidence in using

English. Moreover, both Qing and Lai showed their readiness to seek out more opportunities to communicate in English, which suggested that their willingness to communicate had increased.

Besides Ling, Qing, and Lai, it appears that Hui, Wen, Jun, and Jie, who mentioned the theme only once, also became more willing to communicate in English over the three month period of residence in New Zealand. Hui, Wen, and Jun expressed their willingness to communicate in English only in the third month, and Jie only in the second month. For example, in his last diary entry, Wen concluded that the language environment at school was very helpful for him to learn English because at school he had many chances to speak English and became more and more inclined to initiate communication with the teachers, staff and fellow students, such as talking with them about the problems in his study or life. When Jie mentioned her willingness to communicate, she wrote:

I guess I've made a little progress in my spoken English. Anyway, now I am willing to communicate with others, which is not like when I just arrived in New Zealand. At that time, I could hardly speak out an English sentence, and even didn't dare to speak English with others. (Jie: dC30/07/08)

Similar to Jie, Hui's comments also suggested that her willingness to communicate in English might be related to her perception of her progress in English proficiency.

Feng also mentioned the theme only once. In the first diary entry, she expressed her eagerness to communicate in English and her worries about communicating:

In fact, I really want to chat with foreigners both inside and outside the classroom, but my vocabulary is so limited. Maybe because of my poor English competence or some other reasons, sometimes when I chatted with others, I wanted to mean this, but listeners got different meaning. Although I wanted to explain again, I seldom did that because I was afraid I couldn't make myself clearly understood even if I explained. So the result was always I exited the conversation. (Feng: dC25/05/08)

On the one hand, due to her lack of confidence in her English proficiency, Feng failed to make use of her communicative opportunities. On the other hand, she attributed her poor spoken English to her lack of communicative behaviour: "[...], but my spoken

English hasn't improved. The problem is I rarely communicate with foreigners. I have tried to change this situation, but because of my personality, I still can't..." (Feng: dC21/06/08). It appears that although Feng had the desire to communicate in English, she was not really ready to communicate at that time because of her personality and perceived low English competence.

6.5.4.2 Social Contact

In this study the 11 ESL learners mentioned three different kinds of social contact that they had after school, namely, contact with native English speakers, contact with English learners from other countries and other non-native English speakers, and contact with Chinese learners of English and other Chinese. The quantity and quality of their different kinds of social contact reflected both opportunities to communicate in English and their willingness to communicate in English. Table 6.9 presents the number of times that each ESL learner mentioned each kind of social contact.

Table 6.9 shows that it was Wendy who only mentioned her contact with Chinese learners of English and other Chinese. It appears that Wendy found no opportunities to talk in English after school. For example, she wrote on 29 July, "But I feel my spoken English is poor all the time. It may be because I only speak English at school and after school I don't speak English. All my friends are Chinese, so we speak Mandarin" (Wendy: dC29/07/08). Moreover, she also commented on 16 August that if she went shopping, Chinese supermarket was always the first choice; and if she was served by an English-speaking shop assistant, she seldom talked with him/her, just picked up the goods, and paid according to the price tag because she was afraid she could not express herself clearly. Wendy's comments suggested that although she knew communication in English was very important for her to improve her English, because of her lack of confidence in her English proficiency, she was unwilling to talk in English after class and finally could not create or make use of opportunities to communicate in English. Not surprisingly, she did not mention the theme of *willingness to communicate in English*.

Table 6.9: Number of Times Each ESL Learner Mentioned Each Kind of Social Contact

	Contact with native English speakers	Contact with English learners from other countries and other non-native English speakers	Contact with Chinese learners of English and other Chinese
Hui	1	1	2
Wen	0	2	4
Feng	0	2	1
Qing	6	2	0
Lai	3	0	0
Ling	4	2	0
Yu	3	3	0
Sarah	3	0	1
Jie	1	4	1
Jun	1	2	0
Wendy	0	0	4

Like Wendy, Hui, Wen, Feng, Sarah, and Jie also mentioned their contact with Chinese people and realized that too much contact with Chinese people might negatively affect their English learning. For example, Wen wrote, “In fact, my progress in English is not great because almost every day I stay with Chinese and we certainly speak Chinese all the time” (Wen: dE31/05/08). It should be noted, however, that unlike Wendy, Hui, Wen, Feng, Sarah, and Jie still expressed their willingness to communicate in English even though they had a lot of Chinese contacts. Thus, they had some contact with native and/or non-native English speakers and sometimes used English communicatively after class.

Eight ESL learners (i.e., Hui, Qing, Lai, Ling, Yu, Sarah, Jie, and Jun) mentioned their contact with native English speakers after school. Most of them commented on their communication with their local homestay family who were native English speakers. It seems that the more supportive and receptive the homestay family were to them, the

more chances they had to communicate with native English speakers, as shown by Qing and Ling's comments:

Now I don't have many difficulties in communicating with my homestay family. [...] On Saturday evening my homestay mother took me to her friend's birthday party. She had told me there would be many people there and I could practice my English with them. (Qing: dC13/07/08)

My homestay mother told me that I would use English all day. [...] I try to take advantage of opportunities to live with native speakers. She [My homestay mother] is so friendly that I am relaxed to speak English with her. So I often talk with her at home. (Ling: dE01/07/08)

In addition, comparing Table 6.9 with 6.8, it can be found that Qing, Lai, Ling, Yu, and Sarah, who mentioned their contact with native English speakers more than the other learners, also mentioned the theme of *willingness to communicate in English* more than the other learners. This suggests that the amount of contact that the ESL learners had with native English speakers was related to their willingness to communicate in English: if they were more inclined to communicate in English, they were more likely to seek out opportunities to communicate with native English speakers. Wen and Feng's stories support such a claim. Wen only expressed his willingness to communicate in English with members of the school community, so he did not have any contact with native English speakers after school. As discussed above, although Feng had the desire to communicate in English, she was not really ready to communicate at that time because of her personality and perceived low English competence. Thus, she did not mention her communication with native English speakers in her three months' diary. Even though she lived with a local homestay family, she said that she always socialized with Chinese people.

However, there were still some positive changes that happened to Feng over the three months. She mentioned her contact with English learners from other countries in the third month: "Two Japanese students in our class will leave soon. Although we got to know each other only one month ago, we have formed friendships and often practice English and play together. I really don't want them to leave" (Feng: dC17/08/08). It seems that Feng had started to create some communicative opportunities.

6.5.5 Summary

This section summarizes the qualitative findings reported in this chapter concerning Research Question 2, “In what ways does the motivation of Chinese learners of English who have recently arrived in New Zealand change over a three month period of residence in an English-speaking environment?” Four macro categories related to the motivation of these Chinese learners of English were identified: (1) Sources of motivation, (2) Motivated learning behaviour, (3) Anxiety and self-confidence, and (4) Communicative use of English. The major findings were as follows:

6.5.5.1 Individual Changes

Table 6.10 presents individual changes in terms of the four macro categories.

Table 6.10: Individual Changes

	Sources of motivation	Motivated learning behaviour	Anxiety and self-confidence	Communicative use of English
Hui	Her attitudes to the English course and English teacher became positive.	She showed a positive change.		She became more willing to communicate in English.
Wen	His attitudes to the English course became positive. He expressed negative attitudes to the current English learning environment outside the classroom.	He showed a negative change.		He became more willing to communicate in English (at school).
Feng	Her attitudes to the English course and English teacher became positive.	She showed a positive change.	She became more confident.	She started to create some communicative opportunities.
Wendy	Her attitudes to the English course became positive. She expressed negative attitudes to the current English learning environment outside the classroom.	She showed a negative change.	She experienced English use anxiety.	She did not express her willingness to communicate in English and found no opportunities to talk in English after school.

Qing	He showed positive attitudes to members of the English-speaking community and interest in English over time.	He showed no change.	He experienced less English use anxiety.	He became more willing to communicate in English.
Lai	He expressed positive attitudes to the current English learning environment outside the classroom.	He showed no change.		He became more willing to communicate in English.
Ling	She showed positive attitudes to members of the English-speaking community and interest in its culture. Her attitudes to the English teacher became positive.	She showed a positive change.	She experienced less English use anxiety and became more confident.	She became more willing to communicate in English.
Yu	She showed positive attitudes to members of the English-speaking community and interest in its culture. Her attitudes to the English teacher became positive.	She showed a positive change.		She showed willingness to communicate in English all the time.
Sarah	She expressed positive attitudes to the current English learning environment outside the classroom.	She showed no change.	She experienced less English use anxiety and became more confident.	She showed her willingness to communicate in English all the time.
Jie	She showed negative attitudes to members of the English-speaking community and the current English learning environment outside the classroom.	She showed no change.	She experienced less English use anxiety and became more confident.	She became more willing to communicate in English.
Jun	He did not mention any goals or reasons for learning English. He showed positive attitudes to members of the English-speaking community.	He showed a negative change.		He became more willing to communicate in English.

6.5.5.2 *General Patterns of Change*

Sources of Motivation

- Promotional instrumentality. The majority of the learners (except Lai and Jun) studied English in order to achieve personal goals which seemed promotional. They did not show any change in their reasons for learning English over the three month period of residence in New Zealand. Academic or professional advancement, growth, and accomplishment was the most commonly mentioned goal.
- Preventional instrumentality. The majority of the learners (except Jun) studied English in order to avoid failure or negative outcomes and meet their perceived obligations. Passing IELTS was the most important reason for their English learning. Moreover, with the IELTS approaching, most of them thought more about studying English in order to pass it.
- Ideal L2 Self. In comparison with promotional and preventional instrumentality, ideal L2 self was considered by fewer of these learners as a source of motivation to learn English.
- Attitudes to L2 community. Less than half of the learners expressed their feelings and disposition toward members of the English-speaking community (e.g., toward their homestay family members who were native English speakers and with whom they had direct contact). Homestay experiences influenced their attitudes towards members of the English-speaking community.
- Interest in L2 and L2 culture. Most of the learners did not show their interest in the English language and the culture and cultural products associated with English. It appears that they did not study English because they were particularly interested in English and its culture.
- Attitudes to learning English. This was the most commonly noted source of motivation to learn English. All of the learners expressed their feelings toward

their immediate English learning environment and experiences. Most of the learners expressed positive attitudes to the English course and English teacher, and some of them showed positive shifts in their attitudes to the English course and English teacher over the three months. More learners expressed positive attitudes to the current English learning environment outside the classroom than negative attitudes. It seems that their attitudes to the current English learning environment outside the classroom depended on whether they were satisfied with the quantity and quality of their social contact with English in their daily life.

Motivated Learning Behaviour

- All of the learners described the amount of effort that they put and/or intended to put into learning English. Four of them showed positive changes in their English learning effort over the three months, three showed negative changes, and four showed no changes.

Anxiety and Self-confidence

- More than a third of the learners felt less anxious and nervous when they spoke English outside the classroom after living and studying English in New Zealand for a period of time. They attributed this change to the progress that they made in English.
- All of the learners evaluated their progress in learning English and expressed both satisfaction and dissatisfaction with their progress and achievement over the three months. More than a third of the learners seemed to become more confident in their own ability to learn English.

Communicative Use of English

- All of the learners except Wendy expressed their willingness to communicate in English. More than half of the learners became more willing to communicate in English over the three month period of residence in New Zealand. The positive changes in their willingness to communicate appeared to be related to their

perception of their progress in English proficiency and their increased self-confidence in using English.

- The amount of contact that the learners had with native English speakers was related to their willingness to communicate in English: if they were more inclined to communicate in English, they were more likely to seek out opportunities to communicate with native English speakers.

6.6 Discussion of Findings

In this section, I discuss the main findings concerning the second research question of this study, “In what ways does the motivation of Chinese learners of English who have recently arrived in New Zealand change over a three month period of residence in an English-speaking environment?” As presented in the previous sections, the qualitative analysis revealed individual changes and general patterns of change in the motivation of Chinese learners of English who had recently arrived in New Zealand and spent three months in an English-speaking environment. Drawing on Dörnyei’s (2005, 2009a) L2 Motivational Self System, I interpret these motivational changes in terms of three major dimensions: (1) ideal L2 self, (2) ought-to L2 self, and (3) L2 learning experience.

Dörnyei’s (2005, 2009a) L2 Motivational Self System is composed of three dimensions: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. Ideal L2 Self refers to the L2-specific facet of one’s ideal self, which can strongly motivate L2 learners to learn the L2 because they desire to reduce the discrepancy between their actual and ideal selves, if the person they would like to become speaks an L2. From the self perspective, if an L2 learner would ideally like to become the person who is proficient in the L2, he/she can be said to have an *integrative* disposition. Thus, traditional integrative and internalized instrumental motives would typically belong to this component. Ought-to L2 Self refers to the attributes that L2 learners believe they ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to the less internalized types of instrumental motives. It should thus be noted that

instrumentality can be divided into two categories in terms of its extent of internalization. Accordingly, there are two types of instrumentality based on Higgins's (1998) distinction: instrumentality with a promotion focus is related to the ideal self, whereas instrumentality with a prevention focus is part of the ought self. L2 Learning Experience refers to situated, executive motives related to the immediate learning environment and experience (e.g., the impact of the teacher, the curriculum, the peer group, the experience of success). In accordance with his conceptualization of L2 motivation from a self perspective, Dörnyei (2005, 2009a) suggested that motivational changes may involve the elaboration of Ideal L2 Self and the internalization of Ought-to L2 Self during the L2 learning process, and moreover, not everyone is expected to have a developed ideal or ought-to self guide (Higgins, 1987, 1996), which can explain the lack of sufficient motivation in many people. Therefore, I interpret the motivational changes identified in this study from a self perspective.

In order to interpret these motivational changes in terms of the three dimensions in Dörnyei's (2005, 2009a) L2 Motivational Self System, according to the similarities and differences in the changes in their motivation, I categorize the 11 learners into the following five types: (1) having an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences, (2) having an ought-to L2 self and positive L2 learning experiences, but no ideal L2 self, (3) having an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences, (4) having positive L2 learning experiences, but no ideal or ought-to L2 self, and (5) having an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences. Table 6.11 shows the five learner types in terms of the three components: ideal L2 self, ought-to L2 self, and favourable L2 learning experiences.

Table 6.11: Five Learner Types

L2 Motivational Self System	Type 1	Type 2	Type 3	Type 4	Type 5
Ideal L2 Self	√		√		
Ought-to L2 Self	√	√	√		√
Favourable L2 Learning Experiences	√	√		√	

6.6.1 Type 1: Ideal and Ought-to L2 Self and Positive L2 Learning Experiences

Five learners (i.e., Ling, Qing, Yu, Sarah, and Feng) belong to the first type (i.e., an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences). The qualitative findings revealed that Ling, Qing, Yu, Sarah, and Feng studied English in order to achieve personal goals which seemed promotional (i.e., academic or professional advancement and accomplishment, general future need, desire to study, work or live abroad, communicative need, making foreign friends, and knowledge orientation). For example, Yu and Sarah indicated that they studied English hard mainly because they wanted to enter good universities to improve their education and obtain higher degrees in their favourite majors. Feng stated that she spent more time learning English because she wanted to make more foreign friends. Qing indicated that studying English was very useful for him to travel abroad in the future and broaden his outlook. One of Ling's reasons for learning English was communicating with others in English. It seems that the five learners internalized these instrumental motives because they regarded them as meeting their own needs rather than just meeting others' (e.g., their parents') expectations or conforming to common social norms. This suggests that for the five learners, these instrumental motives were really promotional and related to their ideal self. In addition, Qing, Ling, Feng and Yu also described their idealized self images as competent users of English; that is, they either indicated that they dreamed one day they could become competent users of English, or how they admired someone who was a successful L2 speaker. Therefore, it appears that these five learners, who had

internalized instrumental motives and/or had formed a vision of themselves as competent users of English, had a sense of English as part of their ideal self; that is, they had an ideal L2 self because they would ideally like to become a person who is proficient in English.

According to Dörnyei (2009a), “if the person that we would like to become is proficient in the L2, we can be described in Gardner’s (1985) terminology as having an integrative disposition” (p. 27). He also argued that because L2 speakers are the closest parallels to the idealized L2 speaking self, our attitudes toward members of the L2 community must be related to our ideal L2 self image: the more positive our disposition toward the L2 speakers, the more attractive our idealized L2 self, and thus instrumentality and attitudes toward members of the L2 community constitute two complementary aspects of the ideal L2 self (Dörnyei, 2005, 2009a). However, although each of the five learners would ideally like to become a person who is proficient in English, they could not be simply described as having a desire to integrate with native speakers of English in that the only native speakers they interacted with outside the classroom were their homestay family members. Based on Dörnyei’s (2005, 2009a) argument, a possible explanation is that these learners’ ideal L2 selves were not fully-developed and the degrees of elaborateness and vividness of their ideal L2 selves were somewhat limited.

The qualitative findings revealed that Ling, Qing, and Yu showed positive attitudes to members of the English-speaking community. On the one hand, they showed positive attitudes to their local homestay family members and homestay experiences, which might have provided them with opportunities to interact with native English speakers; on the other hand, their homestay family members were supportive and receptive to them. It appears that the relationships between them and their homestay family members promoted interaction between them. They identified themselves as members of the homestay families, which gave them the right to speak (Norton Peirce, 1995) English at home and increased their opportunities to communicate with native English speakers outside the classroom. Moreover, they always maintained their goal commitment and were willing to communicate in English over the three months. This suggests that their ideal L2 selves were becoming elaborate enough to motivate them to

learn English. However, since they lived in an English-speaking environment for only three months, their ideal L2 selves may not have been fully-developed in that they did not manifest a positive disposition toward other native English speakers, apart from their homestay family members, and the native English speakers that they had contact with were always their homestay family members. It also suggests that they had not yet identified themselves as members of the English-speaking community outside the home and classroom.

Similarly, the other two learners, Sarah and Feng, also did not seem to identify themselves as members of an English-speaking community. Sarah only showed positive attitudes to having contact with her homestay family members. Feng only showed her willingness to contact and socialize with English learners from other countries and other non-native English speakers. It appears that Feng associated English with a global English-speaking community rather than with a particular English-speaking community (i.e. local New Zealanders). She showed positive attitudes to this global community and identified herself as a member of it, as Dörnyei (2005), Kaylani (1996) and McClelland (2000) have suggested happens with some learners. In this sense, her ideal L2 self image might be related to members of the international English-speaking community rather than to members of a particular English-speaking community. Moreover, Sarah and Feng also maintained their goal commitment over the three months. This suggests that they might also have an effective ideal L2 self, which helped to maintain their overall motivation, even though their ideal L2 selves were still not fully-developed.

In addition, the five learners also had a salient ought-to L2 self. The qualitative findings indicated that they studied English in order to avoid failure or negative outcomes and to meet their perceived obligations (e.g., take responsibility for their family, pass an English course or exam, and not fall behind their peers). Moreover, they did not show any change in their reasons for learning English over the three month period of residence in New Zealand. According to Higgins (1998) and Dörnyei (2005, 2009a), these non-internalized instrumental motives with a prevention focus (e.g., to study in order not to fail an exam) are part of the learners' ought self. The five learners had a

strong ought-to L2 self because they always thought that they ought to master English in order to avoid negative outcomes and to meet expectations over the three months.

The five learners' ideal and ought-to L2 selves seemed relatively stable over the three months because they did not show any change in their goals or future perspectives for learning English or in their attitudes to members of the English-speaking community. However, it is interesting to find that most of them demonstrated changes in attitudes to learning English (i.e. attitudes to the English course/teacher/fellow students in class/current English learning environment outside the classroom), which reflected their English learning experiences both inside and outside the classroom. In fact, the qualitative findings indicated that their attitudes to learning English was the most commonly noted source of motivation to learn English. All these ESL learners expressed their feelings toward their immediate English learning environment and experiences both inside and outside the classroom. This finding supports Dörnyei's (2005, 2009a) L2 Motivational Self System, in which L2 learning experience is one of the three motivational components.

Ling, Yu, and Feng demonstrated positive changes in attitudes to the English course and/or English teacher; that is, their classroom learning experiences became positive as time passed. Qing and Sarah always showed positive attitudes to their classroom learning experiences over the three months. Moreover, all five learners always showed positive attitudes to the current English learning environment outside the classroom. Accordingly, Ling, Yu, and Feng demonstrated positive changes in their English learning effort over the three months, and Qing and Sarah were able to sustain their involvement in learning English. This suggests that all the learners in the first group had positive English learning experiences both inside and outside the classroom, which helped to maintain or even increase their overall motivation.

6.6.2 Type 2: Ought-to L2 Self and Positive L2 Learning Experiences

Two learners (i.e. Hui and Lai) belong to the second type (i.e., an ought-to L2 self and positive L2 learning experiences, but no ideal L2 self). The qualitative findings indicated that like the learners in the first learner type, Hui and Lai studied English in

order to avoid failure or negative outcomes and to meet their perceived obligations (e.g., take responsibility for their family, pass an English course or exam, and not fall behind their peers). Moreover, they did not show any change in their reasons for learning English over the three months. Passing IELTS was the most important reason for their English learning and with the IELTS approaching, the number of times that they mentioned this reason increased over time. This suggests that they always had a salient ought-to L2 self.

Besides these preventional instrumental motives, Hui also indicated that she studied English for the sake of academic or professional advancement and accomplishment (e.g., furthering her education, getting a degree, and finding a good job). In fact, passing IELTS and academic or professional advancement and accomplishment were the two most commonly mentioned goals for learning English. It seems that all these Chinese ESL learners took it for granted that they studied English in order to take IELTS, further their education, find a job, and take responsibility for their family. The result is not surprising because these goals of learning English are deeply rooted in Chinese culture. Chinese parents always fix their hopes on their children and want to send their children abroad, especially to an English-speaking country, to study English and then to get an overseas degree even at a great cost because they think that a good knowledge of English plus an overseas degree is a shortcut to their children's future success. Studying English for the sake of academic or professional advancement and accomplishment has become a common view of Chinese people. The learners in the first type had internalized this promotional motivation and thus had incorporated it into their ideal self. However, Hui indicated that her parents spent much money in order to let her study abroad, so she should try her best to study English and then to further her education and find a good job in order not to let her parents down. Thus, for her, academic or professional advancement and accomplishment were still preventional and part of her ought self. She had not yet internalized the instrumental motives. In their quantitative study, Taguchi et al. (2009) also found substantial correlations between the *Promotional Instrumentality* and the *Ought-to L2 Self* variables in their Chinese samples and pointed out that depending on the context, the same instrumental motive can be preventional or promotional. Lai also did not provide any evidence of

promotional instrumentality. Thus, it appears that Hui and Lai did not internalize the instrumentality to the extent that it became part of their ideal L2 self.

Both Hui and Lai had positive English learning experiences. Hui demonstrated positive changes in attitudes to the English course and English teacher; that is, her classroom learning experiences became positive as time passed. Lai always showed positive attitudes to his classroom learning experiences. Besides positive attitudes to their classroom learning experiences, they always showed positive attitudes to the current English learning environment outside the classroom. Hui increased the effort she spent learning English, and Lai sustained his involvement in learning English over the three months. In addition, both of them became more willing to communicate in English. This suggests that even though they lacked an effective ideal L2 self, Hui and Lai were still able to maintain or even increase their overall motivation because of their positive English learning experiences.

6.6.3 Type 3: Ideal and Ought-to L2 Self but Negative L2 Learning Experiences

Only one learner, Jie, belongs to the third type (i.e., an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences). Similar to the learners in the first learner type, Jie studied English for the sake of academic or professional advancement and accomplishment, general future need, desire to study, work or live abroad, and communicative need. Since she internalized these instrumental motives, they were promotional and related to her ideal self. In addition, she also described her idealized self image as a competent user of English. This suggests that she had a sense of English as part of her ideal self.

However, her unhappy homestay experiences made her form negative attitudes towards members of the English-speaking community (i.e. local New Zealanders), which suggests that she did not have a fully-developed ideal L2 self. Although her contact with native English speakers was rather limited due to her unhappy homestay experiences, she liked to contact and socialize with English learners from other countries and other non-native English speakers, which made her feel learning English was purposeful. Similar to Feng in the first group, she seemed to link English with a

global English-speaking community rather than with a particular English-speaking community (i.e. local New Zealanders). She identified herself as a member of the global English-speaking community. Thus, her ideal L2 self image drew on her sense of an international English-speaking community. She became more willing to communicate in English and the amount of effort she put into learning English remained constant. This suggests that she might have an effective, but not fully-developed ideal L2 self, which helped her to maintain her overall motivation.

Similar to the learners in the first two types, she also had a salient ought-to L2 self in that she had strong and stable prevention instrumental motives, such as studying English in order to pass an English course or exam and a fear of falling behind her peers.

Unlike the learners in the first two types, Jie did not always have positive English learning experiences. It seems that she had positive classroom learning experiences because she showed positive attitudes to the English course. However, she evinced negative attitudes to the current English learning environment outside the classroom throughout the three months. She was not satisfied with her contact with English in her daily life. A possible explanation is that because her unhappy homestay experiences made her form negative attitudes to members of the English-speaking community (i.e. local New Zealanders), she only socialized with Chinese and other non-native English speakers and had limited contact with native English speakers outside the classroom, which made her feel that she was deprived of opportunities to practice English in her daily life even though she lived in an English-speaking environment. It appears that she had negative English learning experiences outside the classroom. However, she was still able to maintain her goal commitment. A possible reason is that her ideal L2 self contributed significantly to her motivation.

6.6.4 Type 4: Positive L2 Learning Experiences

Only one learner, Jun, belongs to the fourth type (i.e., positive L2 learning experiences, but no ideal or ought-to L2 self). Jun was the only student who did not mention any goals or future perspectives for learning English in his diary over the three months.

According to Dörnyei (2005), “the Ideal and the Ought-to L2 Selves are by definition teleological, concerning future motivational perspectives (as they concern imagined future end-states)” (p.106). Since Jun did not link English with his future, he might not have developed an ideal or ought-to L2 self.

However, Jun always had positive attitudes to his English course, English teacher, classmates, and the current English learning environment outside the classroom over the three months, which suggests that he had positive English learning experiences both inside and outside the classroom. Unfortunately, he demonstrated negative changes in his English learning effort over the three months. He started to work part-time in a Chinese restaurant after living in New Zealand for about a month, which occupied much of his spare time, so he indicated that he spent less time and effort learning English. Another possible reason for the decrease in his learning effort is that Jun did not have clear goals or future perspectives for learning English, namely a developed ideal or ought-to L2 self, and thus could not maintain the original momentum in face of distractions even though he had positive learning experiences. This confirms Dörnyei’s (2009a) argument that not everyone will have a developed ideal or ought-to self guide (Higgins, 1987, 1996).

6.6.5 Type 5: Ought-to L2 Self but Negative L2 Learning Experiences

Two learners (i.e., Wen and Wendy) belong to the fifth type (i.e., an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences). The qualitative findings revealed that Wen and Wendy studied English in order to avoid failure or negative outcomes and to meet their perceived obligations (e.g., take responsibility for their family and pass an English course or exam). Moreover, they did not show any change in their reasons for learning English over the three months. These strong preventional instrumental motives suggested that they always had a salient ought-to L2 self.

Although they also indicated that they studied English for the sake of academic or professional advancement and accomplishment, similar to Hui in the second group, they did not internalize the instrumentality to the extent that it became part of their ideal L2 self. Instead, it remained part of their ought-to L2 self.

Moreover, Wen and Wendy did not always have positive English learning experiences. While their classroom learning experiences became positive because of the positive changes in their attitudes to the English course, they always showed negative attitudes to the current English learning environment outside the classroom because they were not satisfied with their contact with English in their daily life. After living in New Zealand, they gradually found that the English learning environment outside the classroom was not as good as they had anticipated. Even though they lived in an English-speaking environment, they had no need to speak English in their daily life and no contact with native English speakers after school. Wen lived with his Chinese friends in an apartment and did not have any homestay experiences, and Wendy moved to live with her Chinese friends after staying with her local homestay family for only a month because she did not live their lifestyle. Neither learner made any effort to seek opportunities to interact with native English speakers outside the classroom. Instead, they just passively waited for opportunities to practice English with native English speakers after school. They always socialized with Chinese people and thus found few opportunities to talk in English after school. This indicates that they had negative English learning experiences outside the classroom. Moreover, Wen and Wendy also demonstrated negative changes in their English learning effort over the three months. A possible explanation is that without an ideal L2 self, their ought-to L2 selves were not able to sustain their involvement in learning English, given their negative learning experiences. This confirms Dörnyei's (2005) argument that non-internalized instrumental motives associated with the ought self are not likely to provide the sustained commitment needed for mastery of an L2.

6.6.6 Summary

The qualitative analysis of the data revealed individual changes and general patterns of change in the motivation of these Chinese learners of English who had recently arrived in New Zealand and spent three months in an English-speaking environment. Five learner types have been identified based on Dörnyei's L2 Motivational Self System. Table 6.12 summarizes the previous discussion of these five types (11 ESL learners' motivational profiles).

Table 6.12: 11 ESL learners' Motivational Profiles

L2 Motivational Self System	Type 1 (Ling, Qing, Yu, Sarah and Feng)	Type 2 (Hui and Lai)	Type 3 (Jie)	Type 4 (Jun)	Type 5 (Wen and Wendy)
Ideal L2 Self	Effective, but not fully-developed	No	Effective, but not fully-developed	No	No
Ought-to L2 Self	Strong	Strong	Strong	No	Strong
L2 Learning Experiences	Positive	Positive	Negative	Positive	Negative
Overall Motivation	Maintained or increased	Maintained or increased	Maintained	Decreased	Decreased

The five types of learners differed in the three components of the L2 Motivational Self System. The learners belonging to the first three learner types were able to maintain or increase their overall motivation; they were the more motivated learners. The learners in the last two learner types were not able to maintain their overall motivation. In fact, their motivation decreased over the three months; they were the less motivated learners. The learners lived in an English-speaking environment for only three months, so it is not surprising that their ideal and ought-to L2 selves remained relatively stable. For this reason, it was their English learning experiences outside the classroom that significantly influenced their overall motivation to learn English. A positive learning experience together with a strong ought-to L2 self ensured the motivation to learn English. However, a negative learning experience even with a strong ought-to L2 self was not sufficient to maintain the motivation. If the learners had developed an ideal L2 self, they were able to maintain their overall motivation even though they had a negative learning experience. Without an ideal or ought-to L2 self, the learners were not able to overcome the difficulties that interfered with their English learning and when they met

these difficulties, their overall motivation was likely to decrease even though they had a positive learning experience.

Chapter 7

Results and Discussion for Research Question 3

7.1 Introduction

This chapter presents the case studies of ten Chinese EFL learners, exploring Research Question 3, “What effect does motivational strategy training have on Chinese EFL learners’ motivation?” Firstly, I describe the participants’ information, including their personal background information and their learner types. Secondly, I present qualitative findings from the case studies, concerning the third research question. Lastly, I discuss the findings.

In order to address this research question, an intervention study was carried out, involving ten Chinese EFL learners, five in the intervention group and five in the control group. The intervention study aimed to test the effectiveness of motivational strategy training and the effects of the use of certain motivational strategies on Chinese EFL learners’ motivation. It was conducted by providing the intervention group with three months’ motivational strategy training. This consisted of having them keep a goal-setting logbook and fill out a self-motivating strategy questionnaire, interviewing them, and responding to their diary entries (see Chapter 4, for details). The control group did not receive any intervention. Due to the context and scope of this study, the motivational strategy training focused on two specific motivational strategies (i.e., motivation maintenance strategies): setting specific learner goals and promoting self-motivating learner strategies, which were chosen from a set of motivational strategies devised by Dörnyei (2001a).

The data were collected by means of the learner diaries, follow-up interviews, and semi-structured interviews. The 10 learners in both groups kept a diary of their English learning over the same period of six months. Their diary entries were collected once a week. They all used Chinese to write their diary entries. During this six month period,

four diarists (three in the control group: Jiao, Meng, Bing; and one in the intervention group: Xin) were interviewed once in order to clarify certain items in their diary entries. These follow-up interviews were conducted in the participants' first language, Chinese, audio-recorded with a digital recorder, and broadly transcribed after each interview. After keeping their diary for three months, the five learners in the intervention group started to receive the intervention (i.e., motivational strategy training), which also lasted for three months, that is, till the end of the sixth month of keeping their diary. The first and last semi-structured interviews, which were conducted with each learner in the intervention group for the motivational strategy training, were also employed to collect qualitative data.

The qualitative data collected from these ten EFL learners in the first three months (i.e., before the intervention) were analyzed using the same methods and procedures as those used to analyze the data collected from the ESL learners in Chapter 6, with a view to identifying what learner type each of the ten EFL learners belonged to. Then, the ten learners were categorized according to their motivational profiles. In each of the learner types, where possible, the learners from the intervention group and from the control group were matched in terms of their motivation to learn English at the start of the intervention. The results of the qualitative analysis of the first three months' data are presented in the Participants Section below.

Also, the same qualitative analysis methods and procedures were employed to analyze the data collected from these ten EFL learners in the second three months (i.e., during the period of the intervention). In each of the learner types, where possible, the learners from the intervention group and from the control group were matched to identify any differences in the motivational state between the two groups after the intervention and thus to examine the effect of the motivational strategy training on the Chinese EFL learners' motivation.

7.2 Participants

In this section I first introduce the participants' personal background information. Then I explore each participant's motivational profile based on the analysis of the data collected in the first three months (i.e., before the intervention).

7.2.1 Personal Background Information

10 Chinese EFL learners including five males and five females kept a diary of their English learning for a period of six months. After keeping their diary for three months, they were randomly allocated to the two groups: 5 (3 males and 2 females) in the intervention group and 5 (2 males and 3 females) in the control group. Their average age was 20.2. All of them were second year, non-English major university students. Table 7.1 summarizes the personal background information of the 10 diarists, which was collected by the *Background Information Questionnaire* in the first administration of the questionnaire (see Chapter 4, for details). All the diarists' names were changed to preserve anonymity.

Table 7.1: 10 EFL Diarists' Personal Background Information

Name	Age	Gender	Years of learning English	Self-rated English proficiency level	<i>I</i> or <i>C</i> group	Amount of importance attached to English	Amount of effort expended in learning English
Ting	21	F	11	Lower Intermediate	I	Very much	Quite a lot
Liu	21	F	8	Lower Intermediate	I	A little	So-so
Fang	20	M	10	Lower Intermediate	I	Quite a lot	So-so
Zhong	19	M	8	Lower Intermediate	I	Quite a lot	A little
Xin	20	M	10	Lower Intermediate	I	A little	So-so
Judy	19	F	8	Intermediate	C	Very much	A little
Jiao	20	F	7	Lower Intermediate	C	A little	So-so
Tian	21	M	11	Lower Intermediate	C	Quite a lot	So-so
Bing	20	M	7	Lower Intermediate	C	Very much	Quite a lot
Meng	21	F	9	Lower Intermediate	C	A little	So-so

Note. *I* = Intervention; *C* = Control

7.2.2 Each Participant's Motivational Profile

The qualitative analysis of the data collected in the first three months (i.e., before the intervention) identified what learner type each of the ten EFL learners belonged to in terms of their motivational profiles. The five learner types based on Dörnyei's L2 Motivational Self System presented in the last chapter are: (1) having an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences, (2) having an ought-to L2 self and positive L2 learning experiences, but no ideal L2 self, (3) having an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences, (4) having positive L2 learning experiences, but no ideal or ought-to L2 self, and (5) having an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences.

7.2.2.1 Ting

Ting was a 21-year-old female university student, who majored in computer science. She frequently mentioned that her goals for learning English were to study, work or reside for a longer period in foreign countries and to communicate with foreigners in English. For example, she wrote, “I study English because I want to go abroad. I hope I can fluently communicate with foreigners in English and live a good life abroad without any trouble, which may be caused by low English proficiency” (Ting: dC28/09/08). Every time she reflected on her goals for learning English in her diary, she indicated that they had not changed. Moreover, she indicated that she admired those people who could speak English fluently and wanted to become a person like them. It appears that Ting had internalized these instrumental motives and had formed a vision of herself as a competent user of English. This suggests that she had a sense of English as part of her ideal self; that is, she had an ideal L2 self.

However, she also commented:

Although I have still stuck to my goals for learning English, which is not just to deal with exams, it seems that in the current situation, I have to say passing exams is also an important reason for my English learning. For example, with the CET4 approaching this semester, I feel much pressure and I think I need to study harder than before in order to pass it. [...] If a lot of my classmates can pass it, but I can't, I may feel ashamed. (Ting: dC04/10/08)

Her comments indicated that besides the internalized instrumental motives, she also had non-internalized instrumental motives with a prevention focus, such as studying English in order to avoid failure or negative outcomes (i.e., pass an English course or exam and not fall behind her peers). This suggests that she also had a salient ought-to L2 self.

Although Ting had clear goals and future perspectives for learning English, her attitudes to learning English were not always positive. Sometimes she showed negative attitudes to her English course:

I feel today's class was very boring because the teacher spent most of the time explaining the vocabulary in the new text and teaching the knowledge about affix. How can I remember so many words in such a short time? [...] I often feel I couldn't absorb what the teacher had taught in class. I mean, it seems I listened

to the teacher carefully, but I couldn't remember anything after class. (Ting: dC22/10/08)

Sometimes she complained that she lacked an effective way to learn English and gradually lost interest in learning English because under the pressure of exams, she had to read practice books on how to take tests, memorize the words, and do a lot of exercises in these books, which were very boring. Moreover, she found that although she spent much time memorizing words, reading grammar practice books, and doing a lot of exercises after class, in some sense, her English proficiency still stagnated in that she still felt very anxious when speaking English, did not know how to clearly express herself in English, and thus was not able to make use of opportunities to communicate in English even though she was eager to do so:

Sometimes I felt an impulse to speak English with foreign students when I met them on campus, but the words always stuck in my throat, as I was so nervous and afraid of making mistakes and being laughed at by others. (Ting: dC25/11/08)

It appears that Ting did not always have favourable English learning experiences. However, she still frequently mentioned in her diary that she spent much time studying English after class. It seems that unfavourable learning experiences did not decrease the amount of effort she put into learning English, and she was still able to maintain her motivation to learn English. A possible explanation is that her ideal L2 self contributed significantly to her motivation. This indicated that Ting belonged to the third learner type (i.e., an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences).

7.2.2.2 Liu

Liu was a 21-year-old female university student, who majored in computer science. She indicated that she studied English only because English was a compulsory course at university and she needed to pass CET4, otherwise she would fall behind her peers. She did not show any change in her reasons for learning English over the first three months. For example, she wrote, "I don't think English will be really useful in my future life. I mean, I don't think I will need to use it in my future job. [...] Anyway, I don't want to go abroad. [...] I wonder why English is a compulsory course and we have to study English" (Liu: dC19/11/08). She also commented, "Now Chinese is becoming popular

in the world. More and more foreigners study Chinese now. I hope one day we can communicate with them in Chinese so that we don't need to study English if we don't like it" (Liu: dC24/09/08). She concluded that without CET4 or if English had not been a university compulsory course, she would not have studied English. This indicated that Liu did not have an ideal L2 self, but only an ought-to L2 self because she only had prevention instrumental motives.

In addition, she also expressed negative attitudes to learning English. For example, she felt it was very hard for her to learn English well, especially to memorize new words. She complained that her English course was boring, she did not like the teaching style of her English teacher, and the English learning environment outside English class was unfavourable because there was no need to use English after class. She indicated that she did not put or wanted to put effort into learning English unless before exams. Obviously, Liu belonged to the fifth learner type (i.e., an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences).

7.2.2.3 Fang

Fang was a 20-year-old male university student, who majored in engineering. Similar to Liu, he emphasized that he studied English in order to avoid failure or negative outcomes and to meet others' expectations (e.g., take responsibility for his family, pass an English course or exam, and not fall behind his peers). These prevention instrumental motives suggested that he had an ought-to L2 self. It should be noted that unlike Liu, besides these prevention instrumental motives, he also indicated that he studied English for the sake of academic or professional advancement and accomplishment (e.g., succeeding educationally, searching for a good job, and achieving a higher social status). For example, he wrote on 8 October, "I know, I think everybody knows, the importance of English in job searching in the future. I hope to find a good job after graduation, so I want to do well in English" (Fang: dC08/10/08). However, he further wrote on 22 October:

I am always doubtful about the usefulness of my learning English, if English were not the compulsory course and needed in the job searching. I think in the future I may not need to communicate with foreigners. I may have a very common job and have no chances to use English. [...] In my daily life, English

may still be useless because all my friends and the persons I contact with are Chinese and we all speak Chinese, of course. Maybe at certain times and under certain circumstances, having a knowledge of English may give me some help and convenience, but it is rare since I live in China. I think most of us won't need to use English frequently after graduation from the university. [...] I am not interested in English, but I have to study it well because it has become a criterion to judge a university graduate in the job market. (Fang: dC22/10/08)

Fang's comments suggested that he did not internalize the instrumentality to the extent that it became part of his ideal self but only experienced it as part of his ought-to self.

Since Fang thought that he had to do well in English under the social pressures, he always felt studying English was a burden on him. He did not enjoy the process of learning English and showed negative attitudes to learning English. For example, he showed negative attitudes to his English course:

Sometimes the English class was very boring and I was often absent-minded. [...] I think most of what we have learned is formal English and used in writing. It's not useful in daily life. So although we have learned English, we still can't express ourselves orally. (Fang: dC23/09/08)

Moreover, he also complained that the learning environment outside the classroom was not good for learning English: "Because we don't have a good English learning environment and don't speak English after class, learning English is a very hard job for me" (Fang: dC29/10/08). It appears that he always had negative English learning experiences. Although he clearly knew that he needed to put more effort into learning English in order to improve his English proficiency, he was still not able to sustain his involvement in learning English. He often blamed himself: "This week, the time I spent on English learning was so little because [...]. I think if I had tried, I should have saved some time for English learning" (Fang: dC19/11/08). Therefore, like Liu, Fang belonged to the fifth learner type (i.e., an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences).

7.2.2.4 Zhong

Zhong was a 19-year-old male university student, who majored in Chinese. He not only mentioned that he studied English for the sake of academic or professional advancement and accomplishment, general future need, communicative need, and

knowledge orientation, but also showed positive attitudes towards members of the English-speaking community and interest in English and its culture. For example, he wrote:

Although I major in Chinese, I am still interested in English literature. I enjoy reading English novels, which enables me to know more about English culture. [...] I would like to experience the beauty of different languages, or I would say that is my aim...(Zhong: dC09/11/08)

It appears that Zhong had internalized the promotional instrumentality and thus had incorporated it into his ideal self.

Besides an ideal L2 self, Zhong also had an ought-to L2 self in that he indicated that passing CET4 and CET6 was important for him and in order to pass these tests, he did a lot of exercises and practiced test taking skills, although he thought these would not really help to improve his English ability.

However, unlike the above three learners, Zhong showed positive attitudes to learning English. For example, he always showed positive attitudes to his English course:

Today's class was very interesting. Our teacher let us watch an episode of the English video program – Family Album, U.S.A. She asked us to pay attention to the differences in structure and expression between formal and informal English. [...] It's very interesting to know that the same meaning could be expressed in such different ways in English, just like we do in Chinese. This kind of diversity may be the charm of language. (Zhong: dC15/11/08)

Moreover, he also mentioned that he enjoyed the process of learning English. For example, he felt happy to read English aloud and liked to go to the English corner to practice English on weekends. He was ready to make every effort to speak English outside the classroom and felt a sense of success when he could communicate with others in English. Obviously, he had positive English learning experiences. Zhong thus belonged to the first learner type (i.e., an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences).

7.2.2.5 *Xin*

Xin was a 20-year-old male university student, who majored in engineering. Among the 10 EFL learners, he was the only one who did not mention any clear goals or future perspectives for learning English in his diary and follow-up interview over the first three months. Unlike the other learners, he did not want to take CET4 or study test taking skills. In addition, he wrote:

I study English because I am interested in it. To be exact, I like watching English movies, especially those Hollywood blockbusters. I like listening to the dialogues in those movies, which sound beautiful, even though I can't understand many of them. [...] I know everyone wants to pass CET4, but I don't want to study for it. I'm just wondering why English is a university compulsory course and a must in our job searching, even though English won't be really needed in most of our future jobs and life. (Xin: dC08/10/08)

It appears that although Xin showed interest in English and the cultural products associated with English, he did not link English with his future. Thus, he might not have developed an ideal or ought-to L2 self.

Although Xin did not mention any clear goals or future perspectives for learning English, he indicated that he enjoyed learning English in his own way, such as through watching English movies and TV programs, listening to English songs, chatting with others in English online, and going to the English corner, etc. Since he did not care much about test scores or passing CET4, he did not spend as much effort or time studying his textbooks, memorizing words, doing test training exercises, or taking practice tests as many university students normally did. He commented that he only learned what he liked to learn: "If I don't like memorizing words in the textbooks, I just don't do it. I am keen on English movies, so I watch them, through which I think I can still enlarge my vocabulary" (Xin: dC09/12/08). Since he liked his way of learning English, in this sense, he had positive English learning experiences. However, he also indicated that he sometimes skipped class if he was not interested in it. It seems that because he studied English only for pleasure, he did not really make much effort to learn English. Roughly speaking, Xin belonged to the fourth learner type (i.e., positive L2 learning experiences, but no ideal or ought-to L2 self).

7.2.2.6 *Judy*

Judy was a 19-year-old female university student, who majored in computer science. She indicated that she studied English for the sake of academic or professional advancement and accomplishment, communicative need, and knowledge orientation. For example, she wrote:

Suddenly I recalled my initial motivation to learn English: I met a foreign family during a tour when I was a Grade Two student. They were very kind people. But it was a pity I couldn't understand what they said. At that time, it was the first time that I wanted to learn English in order to communicate with foreigners. Later, when I grew older, I still didn't change my initial motivation. [...] Moreover, due to the importance of English in our society, I want to learn it well in order to find a good job in the future. (Judy: dC20/09/08)

Besides the promotional instrumentality, Judy also showed positive attitudes towards members of the English-speaking community and interest in the cultural products conveyed in the media such as films, TV programs, music, and books. For example, she commented, "I like rock-and-roll very much, which also encourages me to learn English, because I want to understand the words of every song I listen to" (Judy: dC20/09/08). This suggested that Judy had a salient ideal L2 self because she not only wanted to appear professionally successful but also personally agreeable (Dörnyei, 2005).

In addition, Judy also indicated that she studied English in order to avoid failure or negative outcomes, such as to pass CET4 and not to fall behind her classmates. For example, she wrote, "I have planned to take the CET4 this semester, so now I am spending more time doing a lot of exercises concerning CET4. Even though I am not interested in them, I ought to do them in order to pass CET4" (Judy: dC06/11/08). These non-internalized instrumental motives with a prevention focus were part of her ought self; that is, she had an ought-to L2 self.

The qualitative analysis of the first three months' data also revealed that Judy had positive English learning experiences. She always showed positive attitudes to her English course and teacher: "I think our English teacher is very nice and responsible. I like to attend his class. [...] And I am always an active participant in the class activities" (Judy: dC22/10/08). Outside the classroom, she also had positive English learning

experiences. For example, she indicated that since she was keen on English music, she listened to English songs every day and found that listening to English songs was an effective way to learn English, especially to improve her listening skills. She also mentioned that she was interested in English literature and liked reading English novels and poems, sometimes together with a Chinese translation, which helped to improve her reading skills and enlarge her vocabulary. She always put a lot of effort into learning English and was able to maintain her overall motivation to learn English. Thus, Judy belonged to the first learner type (i.e., an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences).

7.2.2.7 Jiao

Jiao was a 20-year-old female university student, who majored in computer science. She always emphasized that she studied English in order to avoid failure or negative outcomes and to meet her perceived obligations (e.g., take responsibility for her family, pass an English course or exam, and not fall behind her peers). For example, she wrote, “For me, studying English is a task assigned by my teachers and parents. I have to finish the task in order not to let them down. [...] Everybody expects me to pass CET4. If I can’t, I will lose face in front of them” (Jiao: dC28/09/08). Moreover, she did not show any change in her reasons for learning English over the first three months. These strong preventional instrumental motives indicated that she had a salient ought-to L2 self.

In addition to these preventional instrumental motives, Jiao also indicated that she studied English for the sake of academic or professional advancement and accomplishment (e.g., succeeding educationally, searching for a good job, and achieving a higher social status). For example, she wrote:

I should say it is necessary for me to learn English in order to get a degree and find a good job. Although I may not need to use English in the future, I need some English proficiency certificates for my future. (Jiao: dC15/10/08)

She also commented:

I started to learn English from junior high school, later than many of my peers. From that time, my parents often told me that English was important for my future, so I should study hard at English in order to catch up with others; if my English was not as good as others, I might be less competitive than others when entering a higher school and searching for a job. They are right: this is the social reality. So... I should study English well. (Jiao: dC04/10/08)

Jiao's comments suggested that she did not internalize these instrumental motives because she regarded them as meeting her parents' expectations and conforming to common social norms rather than meeting her own needs. For her, academic or professional advancement and accomplishment were still preventional and part of her ought-to self. Jiao did not internalize the instrumentality to the extent that it became part of her ideal self. It was still only related to her ought-to self.

Moreover, Jiao did not always show positive attitudes to learning English. She often showed negative attitudes to her English course:

I don't like attending English classes, maybe because I am not interested in English. I also don't like the teacher to ask me questions because I am especially afraid of speaking English in front of the teacher and classmates. [...] And sometimes our assignments are so many and so difficult that I don't want to do them, but I have to finish them...Task is a task. (Jiao: dC08/10/08)

She indicated that because she did not enjoy learning English, she was unwilling to spend much effort on it; but in order to pass CET4, she had to do many exercises and memorize a lot of words, which was very boring and made her hate learning English sometimes. She also complained that she did not have a good memory or language sense and lacked an effective way to learn English, so it was very difficult for her to improve her English proficiency and she often felt frustrated at her progress in English. For example, she wrote:

Last week I spent some time memorizing the new words in Unit 6. Tomorrow we will have a dictation in class, so today I revised them again. Oh, my God! I forgot nearly half of them. What a poor memory! Maybe I need to spend more time studying vocabulary every day? Ah, I don't want to..." (Jiao: dC29/10/08)

It appears that she often had negative English learning experiences. Therefore, Jiao belonged to the fifth learner type (i.e., an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences).

7.2.2.8 Tian

Tian was a 21-year-old male university student, who majored in engineering. He indicated that he studied English for the sake of academic or professional advancement and accomplishment, general future need, and knowledge orientation. For example, he wrote, “I want to have a good knowledge of English not only because [...], but also because it will help me to learn a lot of other knowledge, gain more information about the world, and the most practical, finding a good job in the near future” (Tian: dC08/10/08). He did not show any change in his reasons for learning English over the first three months. Moreover, he also showed interest in the cultural products associated with English, such as films and TV programs. For example, he mentioned that he liked watching English movies, which helped him to learn about different cultures and customs. He indicated that he enjoyed listening to the different characters’ dialogues in these movies and liked imitating their pronunciation and intonation. He hoped that he could speak English as fluently and naturally as they did one day. It appears that Tian had formed a vision of himself as a competent user of English. He had internalized the promotional instrumentality and thus had incorporated it into his ideal self.

In addition to the promotional instrumentality, Tian also mentioned that he studied English in order to avoid failure or negative outcomes and to meet his perceived obligations (e.g., take responsibility for his family, pass an English course or exam, and not fall behind his peers). For example, he wrote, “The CET4 is coming soon. Now I am studying hard at it. [...] Although passing it may not be really a proof of my English proficiency, I still need to pass it...and later CET6” (Tian: dC08/10/08). The preventional instrumentality indicated that Tian also had a strong ought-to L2 self.

Although Tian had clear goals and future perspectives for learning English, he did not always have positive English learning experiences. He sometimes showed negative attitudes to his English course. For example, he complained that there were too many

students in his English class, the atmosphere of his English class was not conducive to learning, and some classmates were not cooperative in group work. In addition, he also expressed negative attitudes to the English learning environment outside the classroom. He indicated that he had few opportunities to speak English in his daily life, especially to communicate with native English speakers; and even though very occasionally, he had an opportunity to speak with native English speakers, he found he could not express himself clearly and fluently. However, although Tian had negative English learning experiences, he still put and intended to put much effort into learning English and was able to sustain his involvement in learning English. A possible explanation is that his ideal L2 self contributed significantly to his motivation to learn English. This suggested that Tian belonged to the third learner type (i.e., an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences).

7.2.2.9 Bing

Bing was a 20-year-old male university student, who majored in engineering. The qualitative analysis of the first three months' data revealed that he studied English for the sake of academic or professional advancement and accomplishment, general future need, desire to study, work or live abroad, and communicative need. Every time he reflected on his goals for learning English in his diary, he indicated that they had not changed. In addition, he also described his idealized self image as a competent user of English: "Whenever I saw someone who could fluently communicate with foreigners in English, I admired him very much and thought when I could be like him" (Bing: dC28/10/08). This suggested that Bing had internalized these promotional instrumental motives and had a sense of English as part of his ideal self.

In addition to an ideal L2 self, Bing also had an ought-to L2 self in that he had strong preventional instrumental motives, such as studying English in order to avoid failure or negative outcomes (i.e., pass an English course or exam and not fall behind his peers). For example, he commented:

I know passing CET4 and CET6 is not my ultimate goal for learning English, but it is still important for me. I have to pass them... And after passing them, I also plan to take TOEFL. [...] This semester I have already started to spend more time preparing for these coming tests. (Bing: dC08/10/08)

Although Bing was prepared to put more effort into preparing for these coming English tests, he still questioned the long-term effectiveness of examination-oriented learning and even criticized the current examination-oriented education in China. For example, he commented:

There is a craze for getting English proficiency certificates among university students because we all want to be more competitive in the job market. It seems that since I started to learn English, I have been pushed to learn English by the pressure of different kinds of tests and such pressure has made me gradually lose interest in learning English. I am fed up with this kind of examination-oriented education and learning. Moreover, I don't think studying English for certificates can really improve my English competence. For example, I have done a lot of reading exercises in order to improve my reading skills, but I find I still can't appreciate English poetry. Two days ago, I went to our new campus by school bus. On the bus, a new foreign student happened to sit by me. We talked about this city. I should have introduced more about the city to him, but I just didn't know how to express. Poor me! My vocabulary is so limited, or I should say the vocabulary that I can use is too limited because for the sake of examinations, I have memorized many words, but I don't know how to use them. (Bing: dC17/10/08)

Bing also expressed his dissatisfaction with the progress that he had made in English and sometimes showed negative attitudes to his English course. This suggested that he did not always have favourable English learning experiences. Therefore, Bing belonged to the third learner type (i.e., an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences).

7.2.2.10 Meng

Meng was a 21-year-old female university student, who majored in computer science. She indicated that she studied English in order to avoid failure or negative outcomes and to meet others' expectations (e.g., take responsibility for her family, pass an English course or exam, and not fall behind her peers). She did not show any change in her goals for learning English over the first three months. This suggested that she had an ought-to L2 self. Moreover, she always emphasized that she was not interested in English at all and did not think that she would often need it after graduation from the university. For example, she wrote:

Last weekend, I met my cousin, who graduated from the university two years ago. She told me that she seldom studied English after graduation because she didn't need to use it in her job or life, so she forgot much of what she had learned before. In this case, she felt it was a waste of time learning English at university. She also said maybe in the future, she will need to pass some English exam in order to obtain the higher professional title, but it's not late to cram for it according to the examination syllabus at that time. I totally agree with her. It seems that we learn English mainly for dealing with the different examinations. (Meng: dC15/10/08)

Meng did not mention any internalized instrumental motives with a promotion focus. It appears that Meng did not have a sense of English as part of her ideal self.

The qualitative analysis of the first three months' data also revealed that Meng showed negative attitudes to learning English. For example, she complained that sometimes her English course was so boring that it could not arouse her interest, she was afraid of speaking English in class because she lacked confidence in her English, and like her, many classmates were reluctant to speak, so sometimes the classroom atmosphere was very dull. She also felt that it was difficult for her to improve her English by remembering vocabulary and figuring out complicated grammar rules. She finally admitted that she regarded learning English as a headache and could not enjoy the pleasure of learning English. She did not put effort into learning English unless she had to finish assignments or prepare for exams and quizzes. This suggested that Meng had negative English learning experiences. Thus, she belonged to the fifth learner type (i.e., an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences).

7.2.3 Summary

The qualitative data collected from the ten EFL learners in the first three months (i.e., before the intervention) were analyzed to identify what learner type each of the ten EFL learners belonged to. Table 7.2 summarizes the results of the qualitative analysis of the first three months' data; that is, the motivational profile of each of the ten EFL learners in both groups.

Table 7.2: Motivational Profile of Each of the 10 EFL Learners in Both Groups

	Type 1 (an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences)	Type 3 (an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences)	Type 4 (positive L2 learning experiences, but no ideal or ought-to L2 self)	Type 5 (an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences)
Intervention group	Zhong	Ting	Xin	Fang, Liu
Control group	Judy	Bing, Tian		Jiao, Meng

According to Table 7.2, the ten learners were categorized into four learner types in terms of their motivational profiles. Type 1, 3 and 5 included learners from both groups, so in each of these three learner types, the learners from the intervention group and from the control group were matched in terms of their motivation to learn English at the start of the intervention. Type 4 included only one learner from the intervention group.

7.3 Qualitative Findings for Research Question 3

This section presents qualitative findings from the case studies of ten Chinese EFL learners, concerning Research Question 3, “What effect does motivational strategy training have on Chinese EFL learners’ motivation?” To address the question, based on the analysis of the data collected in the second three months (i.e., during the period of the intervention), I compared the learner(s) from the intervention group with the learner(s) from the control group in Types 1, 3 and 5 in terms of the three major dimensions in Dörnyei’s (2005, 2009a) L2 Motivational Self System: (1) Ideal L2 Self, (2) Ought-to L2 Self, and (3) L2 Learning Experience, with a view to identifying any differences between the two groups after the intervention. Since Type 4 included only one learner, Xin, who was from the intervention group, I also considered changes in

Xin's motivation after the intervention. Therefore, I present the findings in terms of these four learner types.

7.3.1 Type 1 (Zhong and Judy)

Zhong and Judy belonged to the first learner type; that is, they had an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences before the motivational strategy training. Zhong was in the intervention group, and Judy was in the control group.

In general, Zhong took the motivational strategy training seriously in that he seriously set monthly English learning goals, made detailed plans to accomplish his goals, evaluated his progress in accomplishing his goals, and solved possible problems and difficulties in accomplishing his goals. The first month's goals he set were related to the forthcoming CET4 (i.e., passing the CET4) and final term exam (i.e., getting at least 85 points in the final term exam), the second month's goals he set were reading an English article every day, watching two English movies every week, and reading an English novel in the coming winter vacation. The third month's goals he set at the beginning of the new semester were mainly related to his English course and the CET6 taking place about four months later (e.g., learning 300 CET6-related new words and taking three practice tests). Moreover, he made an effort to adopt the newly introduced self-motivating strategies to help to handle the distractions in his English learning, but finally found that his old self-motivating strategies (e.g., "Focusing on what would happen if the original intention failed", which was also one of the strategies listed in the self-motivating strategy questionnaire) were more effective in keeping up his goal commitment than some of the newly introduced ones.

The qualitative analysis of the second three months' data revealed that during the period of the intervention, Zhong also manifested an ideal L2 self. That is, he had internalized promotional instrumentality and thus had incorporated it into his ideal self. He not only described his vision of himself as a competent user of English, but also mentioned that he studied English for the sake of academic or professional advancement and accomplishment, general future need, communicative need, and knowledge orientation

and showed positive attitudes toward members of the English-speaking community and interest in English and its culture. For example, he commented:

However, I think without these English tests, I would still study English because I am interested in English and English literature. [...] And what's more, English seems to be a universal language and is widely used and learned all over the world, which makes it possible for people from different parts of the world to communicate with each other. It is just like a bridge to the world. I want to learn more about the outside world, so want to learn English well. (Zhong: iC15/03/09)

There was no evidence to show that the degree of elaborateness and vividness of his idealized L2 self changed during the period of the intervention.

In addition, he still indicated that passing such English tests as the final term exam, CET4, and CET6 was one of his main reasons for learning English because he did not want to fall behind his peers in these tests or let his family down. For example, he commented just before the CET4, "My goal at present is to pass the CET4, which is coming soon. These days I was spending all my time making a frantic last-minute effort to prepare for it" (Zhong: dC18/12/08). Then, after he knew that he had passed it, he wrote:

I finally passed the CET4 although the score was not very high, so I did not waste my energy to prepare for it. [...] I don't think that passing the CET4 means that my English proficiency has improved. It just means that I meet the expectations of our society...(Zhong: dC01/03/09)

Obviously, this preventional instrumentality indicated that Zhong still had a strong ought-to L2 self, which did not change during the period of the intervention.

During this period, Zhong still always showed positive attitudes to his English course and teacher:

This term I take another teacher's course, which is also good. And the new teacher is not bad too. It seems that she speaks English faster and uses less Chinese than the old one. I think it's good for us to improve our listening and speaking skills. (Zhong: dC22/02/09)

Moreover, he often mentioned that he enjoyed the process of learning English and was willing to put effort into learning English. It appears that Zhong's English learning experiences remained as positive as before.

Similar to Zhong, during the second three months, Judy also manifested a salient ideal L2 self and ought-to L2 self. She not only indicated that she studied English for the sake of academic or professional advancement and accomplishment, general future need, communicative need, and knowledge orientation, but also showed positive attitudes toward members of the English-speaking community and interest in English and the cultural products associated with English. For example, she wrote:

Having a good knowledge of English is important for my future, such as finding a good job after graduation. [...] Moreover, I want to learn English because I want to communicate with foreigners and learn more about their countries and cultures, which is a very interesting thing. (Judy: dC07/03/09)

Her comments suggest that she had internalized promotional instrumentality and thus had incorporated it into her ideal self. It appears that Judy's ideal L2 self image did not change during the second three months. In addition, Judy also indicated that she studied English in order to avoid failure or negative outcomes, such as to pass the CET4 and the final term exam and not to fall behind her classmates. These non-internalized instrumental motives with a prevention focus were part of her ought self; that is, she still had the same ought-to L2 self motivator as during the first three months. Moreover, Judy also had positive English learning experiences. For example, she often showed positive attitudes to her English course and expressed her willingness to take part in the class activities. She also mentioned that she liked learning English in her own ways, which made her feel it was interesting to learn English, so she wanted to spend time and effort in learning English. It appears that she did not show any change in her English learning experiences.

The result of comparing Zhong with Judy in terms of the ideal L2 self, ought-to L2 self, and L2 learning experience indicated that there was no difference between them after the intervention. That is, neither of them showed any change in these three dimensions.

Since Zhong responded to the intervention properly, it is reasonable to conclude that overall, Zhong's motivational profile did not change as a result of the intervention.

7.3.2 Type 3 (*Ting, Bing, and Tian*)

Ting, Bing, and Tian belonged to the third learner type; that is, they had an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences before the motivational strategy training. Ting was in the intervention group. Bing and Tian were in the control group.

During the period of the intervention, Ting seriously kept a monthly goal-setting logbook, in which she clearly recorded her specific goals for each of the three months. All the goals she set were mainly related to the final term exam, CET4, and CET6. She also recorded the detailed plans to accomplish these goals, such as specifying a time for studying English every day, placing emphasis on reviewing the exam-related materials given by the teacher, memorizing a certain number of new words within a period of time, etc. In her diary, she constantly mentioned her monthly English learning goals and evaluated her progress in accomplishing her goals. In addition, she applied some self-motivating strategies to overcome possible distractions and difficulties in accomplishing her goals and evaluated the effectiveness of the newly introduced strategies. It appears that Ting really involved herself in the motivational strategy training.

During this period, Ting still indicated that she studied English in order to study, work or reside for a longer period in foreign countries and communicate with foreigners in English. She often mentioned that she admired those people who could speak English fluently and dreamed that she would be like them in the future. For example, she wrote, "Last night I watched some English news programs on TV. [...] All the anchors and reporters spoke English as fluently as native speakers. I admired them very much. How I wish I could speak English like them one day" (Ting: dC18/01/09). Ting's comments suggested that she had internalized the promotional instrumentality and formed a vision of herself as a competent user of English. Therefore, she continued to manifest an ideal

L2 self during the period of the intervention. There was no evidence to show that the degree of elaborateness and vividness of her ideal L2 self changed.

In addition to an ideal L2 self, Ting also demonstrated an ought-to L2 self as she did before. For example, she frequently mentioned that she studied English in order to pass tests and not to fall behind her peers: “Although CET4 is not connected with our degrees now, everybody still wants to pass it, maybe because it is the threshold of finding a good job. I just go with the stream and don’t want to fall behind others” (Ting: dC24/12/08). Ting’s comments indicated that she had maintained non-internalized instrumental motives with a prevention focus.

Moreover, she always showed negative attitudes to her English course and teacher: “I don’t like attending English class because it was always tedious and boring. The teacher always follows the same teaching procedure and like me, most of my classmates are not active in class” (Ting: dC29/12/08). She also indicated that although she spent much time learning English and passed the CET4, she was not satisfied with the progress that she had made in learning English and did not have self-confidence when speaking English. It appears that Ting’s English learning experiences remained as negative as before.

Similar to Ting, during the second three months, Bing and Tian also continued to demonstrate an ideal and ought-to L2 self. Whenever they reflected on their goals for learning English in their diaries, they indicated that their goals had not changed. They both had maintained their internalized promotional instrumentality and a sense of English as part of their ideal selves. For example, Bing wrote, “In order to achieve the target of my life, I need to learn English well. For example, if I want to study abroad, I need it; if I want to study for my masters, I need it; and if I want to find a good job, I need it” (Bing: dC16/02/09). They also showed interest in the cultural products associated with English, such as English films, TV programs, music, and books. For example, Tian commented, “I like watching English movies and TV programs. I feel English sounds so beautiful. I hope I can speak such beautiful English one day” (Tian: dC19/01/09). It appears that their ideal L2 self images did not change during the second

three months. In addition, Bing and Tian had also maintained strong preventional instrumental motives, such as studying English in order to pass an English course or exam, to take responsibility for their families, and not to fall behind their peers. For example, Bing commented:

Recently, I have mainly concentrated my effort on dealing with these tests and mechanically memorized a lot of test-related materials. [...], but I have to because if I failed in these tests, I would fall behind my peers and thus lose some opportunities, and I might be considered as a weak or lazy student. (Bing: dC22/12/08)

Tian made similar comments, “Anyway, I need to take it [CET6] sooner or later because these tests are the criterion used by the society to judge us university students. [...] I have to study for them although I think they were meaningless” (Tian: dC05/03/09). These non-internalized instrumental motives with a prevention focus were part of their ought selves. It appears that their ought-to L2 selves did not change during the second three months.

During this period, they also showed negative attitudes to their English courses. They complained about the dull classroom atmosphere, large class size, uninteresting textbooks, and meaningless exercises. They indicated that although they were tired of the examination-oriented learning, which could not arouse their interest in English learning, they still involuntarily studied hard for such big English tests as CET4 and CET6. Although they had passed the CET4 and put much effort into learning English, they did not feel a sense of success because their English competence, especially their English communication ability, did not improve as much as they expected. It appears that they did not show any change in their English learning experiences, which remained as negative as before.

The result of comparing Ting with Bing and Tian in terms of the ideal L2 self, ought-to L2 self, and L2 learning experience showed that there was no difference between them after the intervention. That is, none of them showed any change in these three dimensions. Since Ting responded positively to the intervention, it is reasonable to

conclude that by and large, Ting's motivational profile did not change as a result of the motivational intervention.

7.3.3 Type 4 (Xin)

Only one learner, Xin, belonged to the fourth learner type; that is, he had positive L2 learning experiences, but no ideal or ought-to L2 self before the motivational strategy training. Xin was in the intervention group. He generally responded positively to the intervention in that he seriously kept a monthly goal-setting logbook and often reflected on the monthly goals that he had set (e.g., the extent to which he had achieved his monthly goals), which he had never done before.

During the period of the intervention, Xin did not develop an ideal L2 self. He did not have any internalized instrumental motives or a sense of English as part of his ideal self. For example, he wrote:

After entering the university, I had never thought about my long-term or short-term goals for learning English until Teacher Li talked with me about them. Frankly speaking, I don't think I need any long-term goals for learning English because I don't think English will be indispensable in my future job or life after graduation. For me, in the future, English may be only related to entertainment, like watching English movies, listening to English songs, or playing some computer games, etc. These can't be called goals for learning English, but may be regarded as ways of learning English. If I still enjoy this kind of entertainment in the future, I may keep on learning English; otherwise, I may give up learning English. (Xin: dC16/12/08)

However, he commented that since he was asked to keep a monthly goal-setting logbook, he started to consider what his short-term goals for learning English were, which he had never thought about for a long time. For example, he wrote:

Unlike my classmates, I don't care much about test scores or passing CET4 or CET6, so I seldom set goals or made plans for tests in the past. But this semester is exceptional: I was asked to set monthly goals for learning English. The first month goal I set was to get 70 points in the final term exam because I thought only this sort of specific goal could be easily measured and reached by making some study plans. [...] The result was not bad: I achieved my goal. I got 75 points, the highest score I have got after entering the university! (Xin: dC16/01/09)

During the first three months, he indicated that he did not want to take CET4 or study for it. However, during the period of the intervention, especially after he knew that many of his classmates had passed the CET4, he seemed to feel some pressure and started to think about taking it: “Wow, so many classmates passed the CET4. Do I need to put CET4 on my agenda?” (Xin: dC03/03/09). It seems that he started to form an ought-to L2 self.

In addition, Xin still had positive English learning experiences because he indicated that he enjoyed learning English in his own way as he had mentioned before. Moreover, he mentioned that he spared some time to study his textbook before the final term exam in order to achieve his first month goal. Although he did not like studying English for tests, he finally found that if he allocated time in a reasonable way, he could still enjoy the pleasure of learning English and at the same time get a good score in the exam. This suggested that his English learning experiences still remained as positive as before, but he put more effort into learning English than before. In conclusion, Xin’s overall motivational profile changed in that he started to form an ought-to L2 self during the period of the intervention.

7.3.4 Type 5 (Fang, Liu, Jiao, and Meng)

Fang, Liu, Jiao, and Meng belonged to the fifth learner type; that is, they had an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences before the motivational strategy training. Fang and Liu were in the intervention group. Jiao and Meng were in the control group.

In general, Fang took the motivational strategy training seriously in that he set monthly English learning goals, made detailed plans to accomplish his goals, evaluated the progress in accomplishing his goals, and tried to use self-motivating strategies to overcome possible distractions and difficulties in accomplishing his goals. All the monthly goals he set were related to the final term exam and CET4. He frequently reflected on his goals in his diary. In contrast, Liu did not take the motivational strategy training seriously. Although she kept a monthly goal-setting logbook, she seldom did as

she had planned, especially after taking the CET4 and final term exam. For example, she indicated in her diary that she seldom studied English after class in the last two months, which went against the goals she had set for these two months.

During the period of the intervention, Fang and Liu did not develop an ideal L2 self. Although Fang indicated that he studied English for the sake of academic or professional advancement and accomplishment (e.g., succeeding educationally, searching for a good job, and achieving a higher social status), he did not internalize the instrumentality to the extent that it became part of his ideal self or have a sense of English as part of his ideal self. For example, he commented:

In order to find a good job after graduation, I have to have a good knowledge of English or, to be exact, have some English proficiency certificates, which many university students strive to obtain nowadays, because English is a must in the job market and employing units always use it to judge a university graduate. If I don't have, I may fall behind my peers and thus lose opportunities. (Fang: iC18/03/09)

He also wrote, "I think after I graduate from the university and get a good job, I may not need English any longer because English is not my major and I live in China" (Fang: dC05/02/09). Liu always indicated that she studied English only because English was a compulsory course at university and she needed to pass CET4 in order not to fall behind her peers. She did not have any internalized instrumental motives, but only preventional instrumental motives. Thus, she did not have a sense of English as part of her ideal self.

Although Fang and Liu did not develop an ideal L2 self, they continued to demonstrate an ought-to L2 self in that they maintained strong preventional instrumental motives, such as studying English in order to take responsibility for their families, to pass an English course or exam, and not to fall behind their peers. They frequently mentioned two exams that they considered important and needed to pass: one was the CET4 (taking place in the first week of this period) and the other was the final term exam (taking place in the third week of this period). For example, Fang wrote:

As I had planned, this week I started to spend more time studying English partly because the final term exam is coming and the teacher has given us revision outline. Certainly, I don't want to fail the course or disappoint my parents or

myself, so I need to make a concentrated effort to prepare for the exam according to the revision outline. (Fang: dC24/12/08)

During this period, they both took the final term exam. Fang did not take the CET4 and planned to take it next time, but Liu did and passed it. Before the CET4, Liu described how she invested quite a lot of effort into studying for it. After the CET4 and the final term exam, she indicated that she seldom studied English after class. Their strong preventional instrumental motives indicated that they had an ought-to L2 self, which did not change during the period of the intervention.

Moreover, they both indicated that they studied English under many pressures and did not enjoy the process of learning English. They complained that the English course was boring and could not arouse their interest. Although Liu had passed the CET4, she still had no confidence in her English proficiency and felt as nervous as before when speaking English. It appears that they still had negative English learning experiences during the period of the intervention. However, it should be noted that Fang put more effort into learning English than before. He did not take the CET4 as most of his classmates did during this period because he thought that his English was so poor that he needed more time to prepare for it. Thus, in his monthly goal-setting logbook, he made detailed study plans to prepare for it, such as spending more time memorizing new words, doing more exercises concerning CET4, and making good use of his winter vocation to study English, etc. For example, he wrote:

Normally, before final term exams, I crammed for them; after exams, I threw English aside and did not touch it during my vocations. But this winter vocation is unusual and I am doing something different. I have taken my English reference books home and also bought some new ones. Almost every day except the Spring Festival, I saved some time to study English. (Fang: dC12/02/09)

He tried his best to carry out his plans and used self-motivating strategies, even in class:

In order to push me to concentrate on what the teacher said, I sat in the first row, switched off my cell phone, and only took the English textbook and notebook to the classroom. Although I was occasionally absent-minded and thought about other things in class, I think I was much better than before. (Fang: dC11/03/09)

Although he still complained that the English course was boring, he admitted that if he listened to the teacher attentively in class and spent more time on his textbook after class, he could learn more from the course. This suggested that Fang put more effort into learning English than before. Unlike Fang, the amount of effort Liu put into learning English decreased during this period.

The two students in the control group, Jiao and Meng, also did not develop an ideal L2 self during the second three months in that they did not have any internalized instrumental motives or a sense of English as part of their ideal selves. For example, although Jiao mentioned that she studied English for the sake of academic or professional advancement and accomplishment, she still complained:

I always feel that we study English not for getting the knowledge, but for getting the certificates, which are needed in job searching or future promotion. [...] I don't like English, but I have to learn it well. Because I am a student, I need to meet the social needs; and I am a daughter, I need to take my parents' feelings into account. (Jiao: dC12/02/09)

Jiao's comments indicated that she did not internalize these instrumental motives because she regarded them as conforming to common social norms and meeting her parents' expectations rather than meeting her own needs. For her, these instrumental motives were still preventional and part of her ought self. Therefore, although Jiao and Meng did not develop an ideal L2 self, they continued to manifest an ought-to L2 self. They always indicated that they studied English in order to avoid failure or negative outcomes and to meet their perceived obligations. There was no evidence to show that their ought-to L2 selves changed during the second three months.

During this period, Jiao and Meng still emphasized that they were not interested in English and did not enjoy the process of learning English. For example, Jiao wrote before the winter vacation, "In the past few weeks, I have taken the CET4 and final term exam. I am so tired of learning English every day. The winter vacation is coming. I think I can have a good rest now" (Jiao: dC15/01/09). After knowing that she had not passed the CET4, Meng felt frustrated and ashamed, but still commented that she did

not want to put effort into learning English any longer even though she would take it again next time:

It's really a headache to pass the CET4. I really don't want to spend more time on it. [...] I know I have to take it again this semester. But I think even if I spend more time on it this time, I still may not pass it. I'm that kind of person who doesn't have a talent for English. (Meng: dC10/03/09)

During the last two months of keeping their diaries, they both mentioned that they did not put effort into learning English. Moreover, they still showed negative attitudes to their English courses. For example, they mentioned that they did not like to participate in class activities or want to be noticed or asked questions by the teachers in class because they were afraid of making mistakes and losing face. Although Jiao had passed the CET4, she still had no self-confidence when speaking English. It appears that their English learning experiences remained as negative as before, and they still could not maintain their overall motivation.

The result of comparing Fang and Liu with Jiao and Meng in terms of the ideal L2 self, ought-to L2 self, and L2 learning experience showed that there was no difference among Liu, Jiao and Meng, but there were a few differences between Fang and the other three after the intervention. That is, the amount of effort Fang put into learning English increased, while the other three did not show any change. Therefore, Liu's motivational profile did not change. Since Fang responded positively to the intervention, it can be concluded that the intervention positively influenced the effort Fang put into learning English, although his overall motivational profile did not change significantly as a result of the intervention.

7.3.5 Summary

This section summarizes the qualitative findings from the case studies reported in this chapter concerning Research Question 3, "What effect does motivational strategy training have on Chinese EFL learners' motivation?" The ten Chinese EFL learners were categorized into four learner types in terms of their motivational profiles. The effect of the motivational strategy training on the motivation of the EFL learners in each learner type was as follows:

Learner Type 1 (Zhong)

The motivational strategy training had no effect on his motivational profile. That is, he still had an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences.

Learner Type 3 (Ting)

The motivational strategy training had no effect on her motivational profile. That is, she still had an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences.

Learner Type 4 (Xin)

During the period of the intervention, his motivational profile changed in that he started to form an ought-to L2 self. In addition, he still did not develop an ideal L2 self and his L2 learning experiences remained positive. His overall motivation (i.e., the effort he put into learning English) increased.

Learner Type 5 (Fang and Liu)

The motivational strategy training had no effect on Fang's motivational profile. That is, he still had an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences. However, it positively influenced his overall motivation (i.e., the effort he put into learning English).

Liu's motivational profile did not change. She did not respond positively to the motivational intervention.

7.4 Discussion of Findings

As presented in the previous sections, the qualitative analysis revealed that the motivational strategy training affected the Chinese EFL learners' motivation in different ways, which can be summarized in terms of the three motivational components in

Dörnyei's (2005, 2009a) L2 Motivational Self System: (1) Ideal L2 Self, (2) Ought-to L2 Self, and (3) L2 Learning Experience.

7.4.1 No Effect on Ideal L2 Self

The qualitative analysis revealed that the motivational strategy training had no effect on the learners' ideal L2 self. That is, if the learners had an ideal L2 self before the intervention, the motivational strategy training did not affect it; and if the learners did not have an ideal L2 self before the intervention, the motivational strategy training did not help them to develop it. These two findings can be explained as follows.

In the case of Zhong and Ting, who belonged to the first and third learner types (i.e. the more motivated learners) respectively and responded positively to the intervention, the elaborateness and vividness of their ideal L2 selves did not change as a result of the motivational strategy training. One possible reason is that before the intervention, they already had an effective ideal L2 self, which could help to maintain their overall motivation. That is, for the more motivated learners in the first and third learner types, their idealized self images as competent users of English already had a sufficient degree of elaborateness and vividness to be effective in motivating them to learn English before they received the motivational strategy training. Therefore, the motivational strategy training had no real effect on their ideal L2 selves as they still manifested an effective ideal L2 self and could maintain their goal commitment during the period of the intervention.

Another possible reason is that the motivational strategy training, which focused on two specific individual motivational strategies, setting specific learner goals and promoting self-motivating learner strategies, was not appropriate for the more motivated learners in the first or third learner types. These two specific individual motivational strategies were basically targeted at maintaining and protecting motivation (Dörnyei, 2001a), which is related to the actional stage in Dörnyei and Ottó's (1998) process model of L2 motivation. Before the intervention, the more motivated learners already had an ideal L2 self, which is by definition involved in the preactional stage in Dörnyei and Ottó's (1998) process model of L2 motivation (Dörnyei, 2005), so the potential effect of the

motivational strategy training, if fitted into the self framework, was supposed to help the learners to maintain and enhance their idealized self images as competent users of English rather than to create their self images during the period of the intervention. However, it seems that the more motivated learners had already frequently used these strategies to sustain and strengthen their vision as competent users of English before the intervention. For example, when answering the self-motivating strategy questionnaire just before the intervention, both Zhong and Ting indicated that they quite often used the strategy “keeping in mind favourable expectancies or positive incentives and rewards”, one of the commitment control strategies that could help to maintain or enhance their original goal commitment (Dörnyei, 2001a). Therefore, the motivational strategy training did not alter their ideal L2 selves.

In the case of Fang, Liu, and Xin, who belonged to the fifth and fourth learner types (i.e., the less motivated learners) respectively, the motivational strategy training did not help them to develop an ideal L2 self. Since Liu did not respond positively to the intervention, it is unreasonable to expect that the motivational strategy training would help her to develop an ideal L2 self. As for Fang and Xin, who responded positively to the intervention, a possible reason can be attributed to the design of the training. Before the intervention, Fang and Xin did not have an ideal L2 self, so “the first step in a motivational intervention following the self approach is to help learners to construct their Ideal L2 Self, that is, to *create their vision*” (Dörnyei’s, 2009a, p.33). However, as discussed above, the motivational strategies used for the training were basically targeted at maintaining and protecting motivation. If fitted into the self framework, they were mainly aimed at elaborating the learners’ ideal L2 selves (i.e., strengthening their vision) rather than constructing their ideal L2 selves (i.e., creating their vision). Therefore, the motivational strategy training did not help them to develop an ideal L2 self.

7.4.2 Some Effect on Ought-to L2 Self in Some Circumstances

The qualitative analysis revealed that the motivational strategy training did not affect the ought-to L2 self of those learners who already had an ought-to L2 self before the intervention, but might make the learners form an ought-to L2 self if they had not had it before the intervention.

Four learners, Zhong, Ting, Fang, and Liu, had an ought-to L2 self before the intervention. They always thought that they ought to learn English in order to avoid failure or negative outcomes and to meet others' expectations (e.g., take responsibility for their families, pass an English course or exam, and not fall behind their peers), and moreover, these goals for learning English were deeply rooted in their minds as a result of outside pressures, not only before the intervention but also during it. This suggests that their ought-to L2 selves were unlikely to change through the motivational intervention. A possible explanation is that their ought-to L2 selves, which were always strong and stable, were external to the learners, so they were not influenced by any motivational intervention given that the learners' learning contexts remained unchanged.

Only one student, Xin, who belonged to the fourth learner type, did not have an ought-to L2 self before the intervention. Among the 10 EFL learners, he was the only one who did not have any clear goals or future perspectives for learning English before the intervention. However, it seems that during the period of the intervention, Xin started to form an ought-to L2 self. A possible explanation is that the motivational strategy training helped him form an ought-to L2 self. Since he did not have any clear goals for learning English before the intervention, the strategy "setting specific learner goals" (i.e., one of the motivational strategies used for the training) might have helped him to set short-term English learning goals during the period of the intervention. For example, the first month goal that he set was to get a satisfactory score in the forthcoming final term exam because he thought that this goal was achievable. According to Dörnyei (2009a), a motivational factor labelled *short-term instrumental motivation*, focusing on getting good grades, which was proposed by Kyriacou and Benmansour (1997), parallels the preventional instrumentality relating to the Ought-to L2 Self in his L2 Motivational Self System. For Xin, studying English for the sake of tests constituted a non-internalized instrumental motive, so this short-term goal had nothing to do with his ideal self and became part of his ought self. Moreover, the fact that near the end of the intervention, he started to think about studying for CET4 in order not to fall behind his classmates also indicated that he might start to form an

ought-to L2 self due to the effect of the motivational strategy training. However, since no one in the control group was matched with him before the intervention, the motivational strategy training may not have been the only factor that made him form an ought-to L2 self.

Therefore, although the motivational strategy training did not affect the developed ought-to L2 self, it might make the learners form an ought-to L2 self if they lacked it before the intervention. In the case of Xin, it seems that after he set short-term English learning goals (i.e., started to form an ought-to L2 self), he put more effort into learning English, which suggests that the motivational strategy training might also help him increase his overall motivation. This confirms the finding in the previous chapter that positive learning experiences together with an ought-to L2 self provided the motivation to learn English. Moreover, the findings also support Alison's (1993) claim that "goal-setting techniques can also be used effectively with demotivated, reluctant students, who have no general goals whatsoever associated with language learning" (Dörnyei, 2001a, p.84).

7.4.3 No Effect on L2 Learning Experience

The qualitative analysis revealed that by and large, the motivational strategy training had no effect on the learners' L2 learning experiences. That is, if the learners had positive L2 learning experiences before the intervention, they still remained positive during the period of the intervention; if the learners had negative L2 learning experiences before the intervention, they still remained negative during the period of the intervention.

By definition, the motivational dimension *L2 Learning experience* refers to "situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (Dörnyei, 2009a, p. 29). It parallels *executive motivation* associated with the actional stage in the process model of L2 motivation, which is particularly relevant to learning in the classroom environment (Dörnyei, 2001a). Since the motivational strategies (i.e., setting specific learner goals and promoting self-motivating learner strategies) used for

the training were basically targeted at maintaining and protecting motivation (Dörnyei, 2001a), which is also related to the actional stage in the process model of L2 motivation, theoretically, these motivational strategies should be related to L2 learning experiences. However, the findings revealed that none of the learners showed any significant change in their English learning experiences as a result of the motivational strategy training. A possible reason is that their learning context did not change. Since their immediate learning context remained unchanged, it cannot be expected that their attitudes to this learning context (e.g. attitudes to their English course, English teacher, fellow students in class) would change significantly over a short period of three months as a result of the intervention.

However, for the learners (i.e. Zhong and Xin) who had positive English learning experiences before the intervention and also responded positively to the intervention, the motivational strategies used for the training may have helped them to maintain their positive attitudes to their immediate learning environment and/or experiences, namely, by keeping their English learning experiences positive. For example, Zhong belonged to the first learner type (i.e. the more motivated learners) and as discussed above, the more motivated learners might use their own motivational strategies, including the strategies used for the training, to help to maintain their goal commitment both before and after the intervention. Xin belonged to the fourth learner type (i.e. the less motivated learners) and did not have any clear goals for learning English before the intervention. During the period of the intervention, he started to set short-term goals for learning English as suggested. After having achieved his first month goal, he felt a sense of success and enjoyment. This suggests that the motivational strategy training helped to keep his English learning experiences positive.

The other three learners (i.e. Ting, Fang, and Liu) had negative English learning experiences (i.e., they always showed negative attitudes to their English learning context) before the intervention and did not show any significant change in their English learning experiences as a result of the intervention, again because their English learning context remained unchanged. However, although their attitudes to their English learning context could not be changed significantly by the three-month intervention, the

extent to which they were involved in learning might change as a result of the intervention. That is, although the motivational strategy training did not significantly change their English learning experiences, it might positively influence the effort they put into learning English during the period of the intervention.

This finding is supported by the case of Fang. Fang showed positive changes in the amount of effort he put into learning English even though his English learning experiences still remained negative. Fang belonged to the fifth learner type (i.e., the less motivated learners) and responded positively to the intervention. Before the intervention, he was not able to sustain his involvement in learning English although he knew that he should put more effort into learning English in order to pass CET4. During the period of the intervention, he broke down the goal of passing CET4 into subgoals (i.e. the monthly English learning goals he set for the training), which might have provided him with an immediate incentive because, compared with passing CET4, these subgoals were more realistic. In order to achieve his monthly goals, he put more effort into learning English and also tried some self-motivating learner strategies that were introduced to him in the training, such as concentrating on what the teacher said, sitting in the first row, switching off his cell phone, and only taking the English textbook and notebook to the classroom. This suggested that the motivational strategy training positively influenced the effort he put into learning English and increased his overall motivation. Another less motivated learner, Xin, also showed positive changes in the amount of effort he put into learning English as a result of the intervention. Although Liu belonged to the same learner type as Fang, she did not respond positively to the intervention, so it cannot be expected that the motivational strategy training would influence the effort she put into learning English. As for the more motivated learners (i.e. Zhang and Ting), since they always put a lot of effort into learning English and could maintain their overall motivation, the effect of the motivational strategy training on the effort they put into learning English could not be clearly identified.

7.4.4 Summary

The qualitative analysis revealed that the effect of the motivational strategy training on Chinese EFL learners' motivation differed according to their motivation type. For the

more motivated learners in the first and third learner types, the motivational strategy training had no obvious effect on their motivational profiles. They maintained their overall motivation irrespective of whether they received the motivational strategy training or not. For the less motivated learners in the fourth learner type, the motivational strategy training may have had some effect on their motivational profile in that it might have made them form an ought-to L2 self. For the less motivated learners in the fifth learner type, the motivational strategy training had no effect on their motivational profile. However, for the less motivated learners in the last two learner types, the motivational strategy training positively influenced the effort they put into learning English and helped to increase their overall motivation irrespective of whether it had an effect on their motivational profiles or not. Therefore, it can be concluded that this particular type of motivational intervention I designed was not well suited to all the types of learners. I will discuss the appropriateness of the motivational strategy training that I provided in the Conclusion chapter of the thesis.

Chapter 8

Conclusion

8.1 What Motivated my Study

The study reported in this thesis investigated the motivation of Chinese learners of English in a foreign and second language context. There were three significant issues that informed my study: (1) the differences in the motivation of Chinese EFL and ESL learners, (2) changes in the motivation of Chinese EFL and ESL learners over time, and (3) the effects of motivational intervention. It is clear that motivation is affected by contextual variables (e.g., Clément & Kruidenier, 1983; Coleman, 1996; Dörnyei *et al.*, 2006; Dörnyei & Csizér, 2002; Tachibana, Matsukawa & Zhong, 1996). However, although there have been a number of previous empirical studies investigating the motivation of Chinese learners of English either in a foreign or second language context, few comparative studies have been conducted. The study has contributed to a better understanding of L2 motivation as a situated phenomenon and of the influence of foreign and second language learning environments on the motivation of Chinese learners of English.

Since L2 motivation is dynamic and changes all the time as a result of learners' learning experiences (Ellis, 2004), there was a need to examine how the experience of learning an L2 in both school and in more naturalistic contexts (i.e., when learners live in the target language environment) influences learners' L2 motivation and leads to motivational changes. The investigation of changes in the motivation of the Chinese EFL and ESL learners has helped us to better understand the dynamic and situated aspects of L2 motivation and the influence of language learning contexts on the motivation of Chinese learners of English.

Moreover, in recent L2 motivation research, the investigation of the actual learning processes and the dynamic and situated aspects of motivation has led to increased

interest in the practical and pedagogical implications of motivational theories. Researchers have proposed a number of strategies and techniques for motivating students. However, the various motivational strategies proposed to date can only be considered as hypotheses until their effectiveness is tested empirically (Gardner & Tremblay, 1994). Therefore, there was a need to carry out research investigating the effect of motivational interventions involving training in the use of motivational strategies on learners' motivation in order to test the effectiveness of specific motivational strategies. This helped to shed light on the usefulness of specific motivational strategies for different learners in their current learning context.

In order to deal with these three significant issues, this study investigated differences in the motivation of Chinese EFL and ESL learners, changes in the motivation of Chinese ESL learners over a three month period of residence in an English-speaking country, and the effect of a motivational strategy training on Chinese EFL learners' motivation. The multiple-method study employed both quantitative and qualitative analyses. The differences in the motivation of Chinese EFL and ESL learners were investigated quantitatively by means of a questionnaire. However, surveys cannot easily reveal changes in the motivation of Chinese EFL and ESL learners. It was possible that many of the individual positive and negative changes in responses to the questionnaire at two different times cancelled one another out in the averaging process so that changes in individual learners are not reflected in group mean scores. Since such an approach cannot fully capture the motivational changes of the EFL and ESL learners, a qualitative approach was needed to investigate ongoing changes of motivation. Ushioda (2001) also argued that a more qualitative research approach should be adopted to investigate the dynamic and temporal dimensions of L2 motivation. Crookes and Schmidt (1991) suggested that longitudinal diary studies offer a better way to explore the dynamics of motivation and provide interesting insights from the learners themselves. Therefore, this study also collected and analyzed longitudinal diary data to explore changes in the motivation of Chinese ESL learners over a three month period of residence in New Zealand and the effect of motivational strategy training on the Chinese EFL learners' motivation.

8.2 Summary of Main Findings

8.2.1 Research Question 1

What differences are there in the motivation of Chinese ESL and EFL learners?

The motivation of 132 EFL and 122 ESL learners was measured by means of a self-report questionnaire, which was adapted from Taguchi, Magid and Papi's (2009) instrument based on Dörnyei's (2005, 2009a) L2 Motivational Self System theory. The quantitative analysis revealed that there were some notable differences in the motivation of Chinese ESL and EFL learners. First, the ESL learners had a stronger Ideal L2 Self than the EFL learners. Second, the ESL learners showed more favourable attitudes toward the L2 community and culture than the EFL learners. Third, the EFL learners had a higher level of the prevention instrumentality than the ESL learners. Fourth, the ESL learners had more favourable attitudes overall toward learning English than the EFL learners. Lastly, the ESL learners expended or intended to expend more effort in learning English than the EFL learners, which indicated that the ESL learners had a higher level of motivated learning behaviour than the EFL learners. Overall, the ESL learners were more motivated to learn English than the EFL learners.

The overall motivation of the ESL learners was higher than that of the EFL learners because the ESL learners showed more positive attitudes toward members of the English-speaking community and English cultural products, developed stronger idealized self images as competent users of English, and had more favourable attitudes toward learning English than the EFL learners. It was the ESL learners' stronger ideal L2 selves and more positive attitudes to learning English and to the L2 community and culture that led them to be willing to expend more effort in learning English than the EFL learners.

Moreover, although the EFL learners had a higher level of prevention instrumentality than the ESL learners, they were less willing to invest effort in learning English than the ESL learners. However, in the case of both the Chinese EFL and ESL learners, the most powerful source of motivation was the promotion instrumentality.

8.2.2 Research Question 2

In what ways does the motivation of Chinese learners of English who have recently arrived in New Zealand change over a three month period of residence in an English-speaking environment?

In order to answer this research question, I collected data from 11 ESL learners, who kept a diary of their English learning over a three month period. The qualitative analysis of the data revealed individual changes and general patterns of change in the motivation of the learners over a three month period of residence in an English-speaking environment. According to the similarities and differences in these learners' motivation, five learner types were identified based on Dörnyei's L2 Motivational Self System: (1) having an ideal L2 self, an ought-to L2 self, and positive L2 learning experiences, (2) having an ought-to L2 self and positive L2 learning experiences, but no ideal L2 self, (3) having an ideal L2 self, an ought-to L2 self, but negative L2 learning experiences, (4) having positive L2 learning experiences, but no ideal or ought-to L2 self, and (5) having an ought-to L2 self, but no ideal L2 self, and negative L2 learning experiences. The learners belonging to the first three learner types were able to maintain or increase their overall motivation; they were the more motivated learners. The learners in the last two learner types were not able to maintain their overall motivation. Their motivation decreased over the three months; they were the less motivated learners.

Moreover, during this three month period, the ESL learners' ideal and ought-to L2 selves remained relatively stable. It was their English learning experiences outside the classroom that significantly influenced their overall motivation to learn English. A positive learning experience together with a strong ought-to L2 self provided the motivation to learn English. However, a negative learning experience even with a strong ought-to L2 self was not sufficient to maintain the motivation. If the learners had developed an ideal L2 self, they were able to maintain their overall motivation even though they had a negative learning experience. Without an ideal or ought-to L2 self, the learners were not able to overcome the difficulties that interfered with their English learning and when they met with these difficulties, their overall motivation was likely to decrease even though they had a positive learning experience.

8.2.3 Research Question 3

What effect does motivational strategy training have on Chinese EFL learners' motivation?

In order to answer this research question, I conducted a motivational intervention study, involving 10 EFL learners (five in the intervention group and five in the control group). The results showed that the 10 EFL learners belonged to four learner types (i.e., Types 1, 3, 4, and 5) in terms of their motivational profiles. The effect of the motivational strategy training on the EFL learners' motivation differed according to their motivation type. For the more motivated learners in the first and third learner types, the motivational strategy training had no obvious effect on their motivational profiles. They maintained their overall motivation irrespective of whether they received the motivational strategy training or not. For the less motivated learners in the fourth learner type, the motivational strategy training appeared to have had some effect on their motivational profile in that it helped them form an ought-to L2 self. For the less motivated learners in the fifth learner type, the motivational strategy training had no effect on their motivational profile. However, for the less motivated learners in the last two learner types, the motivational strategy training positively influenced the effort they put into learning English and helped to increase their overall motivation irrespective of whether it had an effect on their motivational profiles or not.

8.3 Theoretical Implications

In general, it can be argued that the findings of this study confirm the validity of Dörnyei's L2 Motivational Self System in both foreign and second language contexts. Firstly, the quantitative analysis revealed that the Ideal L2 Self construct in the MQ emerged as a clear factor in the factor analysis. The mean scores of the ESL and EFL learners for the *Ideal L2 Self* factor were all greater than 4.0 on the 6-point scale. The qualitative analysis also revealed that the ESL and EFL learners had an ideal L2 self because they had internalized instrumental motives and/or had formed a vision of themselves as competent users of English. The results support the Ideal L2 Self as the

central concept of the L2 Motivational Self System because the Ideal L2 Self was shown to be a significant motivating factor in both ESL and EFL contexts. With English becoming a world language, these Chinese learners were motivated to learn English by their desire to become competent speakers of World English rather than to integrate with a particular English-speaking community. Secondly, the results support two distinct types of instrumentality: promotional instrumentality related to the Ideal L2 Self and preventional instrumentality related to the Ought-to L2 Self. The Ought-to L2 Self (i.e., the second dimension in the L2 Motivational Self System) was found to be a motivator for both the Chinese ESL and EFL learners mainly due to the social pressure from their environment. Lastly, the finding that the ESL and EFL learners' attitudes to learning English played an important role in their overall motivation confirms the importance of L2 Learning Experience (i.e. the third dimension in the L2 Motivational Self System).

The quantitative analysis also demonstrated the validity of the motivation questionnaire which was based on the L2 Motivational Self System. It is clear that this instrument is an effective tool for investigating differences in the motivation of EFL and ESL learners. The comparison of the motivation of Chinese learners of English in a foreign and second language context in this study indicates that language learning context does impact on motivation, which supports the results of other studies and the more general claim that to some extent motivation is a situated phenomenon. Moreover, the results of the qualitative analysis revealed that the longitudinal diary approach can be adopted to capture the ongoing changes of motivation over time and provide interesting insights from the learners themselves about the factors that influence their motivation.

The findings of the motivational intervention study reported in this thesis revealed that the effect of the motivational strategy training on Chinese EFL learners' motivation differed according to their motivation type but also that the particular type of motivational intervention I designed was not well suited to all the types of learners. Moreover, the results showed that the language learning contexts influenced the motivation of Chinese learners of English and caused differences in the motivation of the EFL and ESL learners (e.g., there was a difference in the Ideal L2 Self). This

suggests that motivational interventions need to take account of the learner type and language learning context.

Dörnyei (2009a) proposed a number of practical teaching applications of his L2 Motivational Self System. This multi-componential framework of motivational strategies outlines six main dimensions of how teachers can assist their students to create an *attractive vision* of their ideal language self and thus help them to develop and sustain effective motivational self-guides: (1) construction of the Ideal L2 Self: creating the vision, (2) imagery enhancement: strengthening the vision, (3) making the Ideal L2 Self plausible: substantiating the vision, (4) developing an action plan: operationalising the vision, (5) activating the Ideal L2 Self: keeping the vision alive, and (6) considering failure: counterbalancing the vision (Dörnyei, 2009a; Dörnyei & Ushioda, 2011). The set of motivational strategies Dörnyei proposed addresses the first component of the system (i.e., the Ideal L2 Self), complementing more traditional motivational strategies such as the strategies I used in the intervention study. The fact that the EFL and ESL learners differed in their Ideal L2 Self suggests that the new model of motivational intervention based on the L2 Motivational Self System needs to take account of the context where the learning takes place. In addition to the future self-guides, the third dimension in the L2 Motivational Self System (i.e., L2 Learning Experience) involves situated, executive motives related to the immediate learning environment and experience. This suggests that the new model of motivational intervention based on the L2 Motivational Self System also needs to include traditional motivational strategies based on Dörnyei and Ottó's (1998) process model of L2 motivation, which takes fuller account of the immediate learning environment.

8.4 Practical Implications

The findings of this study have important practical implications for Chinese EFL and ESL students as well as teachers and educators. First, Chinese learners of English should not naïvely think that studying English in an English-speaking country will

automatically enhance their motivation to learn English and thus lead to a higher level of English proficiency than studying in China. Although the language learning context does influence their motivation, if they do not try to develop, sustain, and strengthen their motivation themselves, their motivation may decrease during the long and painstaking English learning process no matter where they are studying English.

Second, since it is important for learners to develop and sustain their own motivation, teachers should not only try to use motivational strategies to motivate students in the classroom, but also help students to use motivational strategies to motivate themselves. In the new model of motivational intervention based on the L2 Motivational Self System, generating and sustaining the Ideal L2 Self is an important component in promoting learners' motivation. However, as discussed above, a motivational intervention needs to take account of the learner type and language learning context. For example, in the EFL context in China, in order to help EFL students to develop and sustain salient visions of themselves as competent users of English, it is essential that the content of English education, including curriculum, textbooks, learning activities and tasks, enable students to find it personally meaningful to learn English, foster a sense of English as part of their ideal selves, and construct their relationship to the globalized world as English learners and speakers. Beyond the teaching of language skills, teachers need to focus on cultivating students' interests and positive attitudes associated with English and its culture by presenting powerful role models, increasing students' opportunities for direct contact with English, promoting meaningful interactions using English, and making the classroom environment more conducive to learning. It is also imperative that teachers help students to set up and internalize their goals for learning English instead of just focusing on passing exams (e.g., CET4) or courses.

In the ESL context, Chinese ESL learners have more opportunities for direct contact with English and its speakers than EFL learners but they need to be willing to take advantage of these opportunities. In order to help ESL students to develop and sustain salient visions of themselves as competent users of English, teachers should help them to find powerful role models for their potential future language selves, encourage them

to seek opportunities to communicate in English in their daily life, remind them of potential problems that may arise when interacting with native English speakers due to cultural differences and teach them how to deal with these, cultivate their positive attitudes toward the English-speaking community and its culture, and help them to construct relationships with English-speaking residents.

In addition to generating and sustaining the Ideal L2 Self, developing positive attitudes toward the immediate learning environment also plays a role in promoting learners' motivation. In both EFL and ESL contexts, teachers can provide students with training in the use of self-regulatory strategies such as self-motivating strategies, which students can use to control their own motivation, especially in the face of the various personal and/or environmental distractions and competing action tendencies they experience. This will help to keep their learning experiences positive. However, the findings of this study revealed that this kind of training may not be well suited to the more motivated learners because they have already developed some motivational strategies to control their own motivational state. The findings of this study also revealed that the Chinese EFL learners who had negative English learning experiences always showed negative attitudes to their English class. For these EFL learners, only providing them with training in the use of the kind of self-regulatory strategies selected for training in this study did not enable them to show any significant change in their English learning experiences because their immediate learning context remained unchanged. In short, it cannot be expected that their attitudes to their learning context (e.g. attitudes to their English course) will change unless there is a change in the instruction they receive. This suggests that in the EFL context in China, teachers also need to improve their teaching methods by focusing on developing communicative skills and encouraging collaborative learning, by reducing class size, and by ensuring that the teaching materials are relevant for the students. The findings of this study also showed that most of the Chinese ESL learners had positive attitudes to their English class. The ESL learners who had negative English learning experiences always showed negative attitudes to their current English learning environment outside the classroom. Their attitudes to the current English learning environment outside the classroom depended on whether they were satisfied with the quantity and quality of their social contact with

English in their daily life. This suggests that in the ESL context, teachers may need to help students learn more about the English culture and local culture, customs, and life styles, give them suggestions about how to socialize with native English speakers, and help them to build self-confidence in communicating in English.

8.5 Limitations

This study has several limitations. First, the participants were selected by means of an opportunity/convenience sampling method in order to ensure a sufficient sample size, so the sampling of the participants was limited to the first and second year university students at one university in China and tertiary students at eight English language schools in New Zealand. As a result, the sample may not be representative of Chinese EFL and ESL learners in general, and it is thus not quite clear how generalizable the findings are to other Chinese EFL and ESL learners in different contexts.

Second, only an exploratory factor analysis of the motivation questionnaire was conducted to establish the construct validity of the motivation questionnaire and to explore motivational factors for the Chinese learners of English. I did not carry out a confirmatory factor analysis/structural equation modelling, which would have tested the extracted motivational factor structure and specified the relationships between the motivational factors and the actual questionnaire items. Employing structural equation modelling would also have enabled me to examine the causal relationships among the motivational factors for the Chinese learners of English. By way of justification for the absence of a confirmatory factor analysis/structural equation modelling, I would point out that my study focused on investigating differences in the motivation of Chinese EFL and ESL learners, rather than on examining the causal relationships among their motivational factors. However, the data I collected will enable me to subsequently explore these causal relationships.

Third, there was perhaps a lack of a theoretical basis for the choice of the motivational

strategies in the intervention study. In the motivational intervention, two specific motivational strategies (i.e., setting specific learner goals and promoting self-motivating learner strategies) were chosen from a set of motivational strategies devised by Dörnyei (2001a) in order to examine how to help students develop and apply motivational strategies to motivate themselves. I chose these two specific motivational strategies because they were self-regulatory strategies: i.e. goal-setting and self-motivating strategies. L2 learners can use the self-regulatory strategies to scaffold, protect, and enhance their L2 motivation, especially when there are task conflicts, competing action tendencies, other distracting influences, and availability of action alternatives. It is thus assumed that providing L2 learners with self-regulatory strategy training would assist them in controlling their motivational state (Dörnyei, 2001a). However, these two specific motivational strategies were targeted at maintaining and protecting motivation (Dörnyei, 2001a), which is related to the actional stage in Dörnyei and Ottó's (1998) process model of L2 motivation, rather than at generating motivation (e.g., creating a vision of one's ideal language self). Without a theoretical framework for the choice of the motivational strategies, the motivational strategies used in the intervention study were not ideal for inducing change in the underlying structure of the learners' motivation (i.e., effecting change in their L2 Motivational Self System). Moreover, another limitation in the intervention study was that it was not possible to pilot the instruments and procedures for motivational strategy training. This intervention study should thus be viewed as exploratory; it serves as the basis for further motivational intervention studies.

8.6 Suggestions for Further Research

Since the intervention study reported in this thesis lacked a theoretical basis for the choice of motivational strategies, and the instruments and procedures were not piloted, the intervention study needs to be repeated to investigate how to develop learners' motivation, the effectiveness of specific motivational strategies, and the effect of motivational interventions involving training in the use of motivational strategies on

learners' motivation. Future motivational intervention research can be conducted based on the L2 Motivational Self System, for example by investigating training in the motivational strategies directed at effective motivational future self-guides and improvement of the immediate learning environment and experience. It is also important to explore which motivational strategies are appropriate for which types of learners in terms of their motivational profiles in different learning contexts.

In this study, the sampling of the participants was limited to the first and second year university students at one university in China and tertiary students at eight English language schools in New Zealand. Therefore, it would be useful to conduct further research with different groups of English learners (e.g., with different native languages, cultural or education backgrounds, or language learning settings) in order to better understand differences in the motivation of English learners in a foreign and second language context from a self and identity perspective.

The findings of this study revealed differences in the motivation of Chinese EFL and ESL learners. The ESL learners had a higher level of motivated learning behaviour than the EFL learners. Whether these differences in their motivation lead to differences in their achievement in learning English also needs investigating.

This study collected and analyzed longitudinal diary data to explore changes in the motivation of Chinese ESL learners over a three month period of residence in an English-speaking environment and found that their ideal and ought-to L2 selves remained relatively stable. In order to examine changes in learners' motivation, especially in their future self-guides (e.g., their Ideal L2 Self), it would be useful to track learners over a longer period of time. The diary approach used in this study would be an effective way of undertaking this.

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Appendices

Appendix A: English Learner Questionnaire

INSTRUCTIONS: I would like to ask you to help me by participating in a survey to better understand the thoughts and beliefs of Chinese learners of English. This questionnaire is not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it. I am interested in your personal opinion. The results of this survey will be used only for research purpose so please give your answers sincerely to ensure the success of this project. Thank you very much for your help!

Part I Motivation Questionnaire

In this part, I would like you to tell me how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree					
1	2	3	4	5	6					
<i>(Example)</i> If you strongly agree with the following statement, write this:										
I like skiing very much.				1	2	3	4	5	6	
1	Learning English is important to me because I would like to travel internationally.				1	2	3	4	5	6
2	My parents/family believe that I must study English to be an educated person.				1	2	3	4	5	6
3	I think that I am doing my best to learn English.				1	2	3	4	5	6
4	Studying English can be important to me because I think it will someday be useful in getting a good job.				1	2	3	4	5	6
5	I study English because close friends of mine think it is important.				1	2	3	4	5	6
6	I can imagine myself living abroad permanently and always having a discussion in English.				1	2	3	4	5	6
7	I have to study English because I don't want to get bad marks in it.				1	2	3	4	5	6
8	I think that there is a danger that Chinese people may forget the importance of Chinese culture, as a result of internationalisation.				1	2	3	4	5	6
9	I would be happy if other cultures were more similar to Chinese.				1	2	3	4	5	6
10	Studying English is important to me because English proficiency is necessary for promotion in the future.				1	2	3	4	5	6
11	Studying English is important to me in order to bring honours to my family.				1	2	3	4	5	6
12	I consider learning English important because the people I respect think that I should do it.				1	2	3	4	5	6
13	I would like to spend lots of time studying English.				1	2	3	4	5	6

14	I imagine myself as someone who is able to speak English.	1	2	3	4	5	6
15	Most other cultures are backward compared to my Chinese culture.	1	2	3	4	5	6
16	Studying English can be important to me because I think I'll need it for further studies.	1	2	3	4	5	6
17	Because of the influence of the English language, I think the Chinese language is becoming corrupt.	1	2	3	4	5	6
18	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
19	Studying English is important to me because it will help me when I travel abroad.	1	2	3	4	5	6
20	I must study English to avoid being punished by my parents/relatives.	1	2	3	4	5	6
21	Studying English is important because with a high level of English proficiency I will be able to make a lot of money.	1	2	3	4	5	6
22	I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6
23	Other cultures should learn more from my culture.	1	2	3	4	5	6
24	Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests.	1	2	3	4	5	6
25	Because of the influence of the English-speaking countries, I think the morals of Chinese people are becoming worse.	1	2	3	4	5	6
26	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	1	2	3	4	5	6
27	The things I want to do in the future require me to use English.	1	2	3	4	5	6
28	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5	6
29	Being successful in English is important to me so that I can please my parents/relatives.	1	2	3	4	5	6
30	I would like to concentrate on studying English more than any other topic.	1	2	3	4	5	6
31	I have to learn English because I don't want to fail the English course.	1	2	3	4	5	6
32	I think the cultural and artistic values of English are going at the expense of Chinese values.	1	2	3	4	5	6
33	Studying English is important to me because it offers a new challenge in my life.	1	2	3	4	5	6
34	Compared to my classmates, I think I study English relatively hard.	1	2	3	4	5	6
35	I can imagine myself frequently speaking English with international friends or colleagues.	1	2	3	4	5	6
36	It would be a better world if everybody lived like the Chinese.	1	2	3	4	5	6
37	My family put a lot of pressure on me to study English.	1	2	3	4	5	6
38	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6
39	Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6
40	I think that, as internationalisation advances, there is a danger of losing the Chinese identity.	1	2	3	4	5	6

41	If an English course was offered in the future, I would like to take it.	1	2	3	4	5	6
42	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5	6
43	I study English because with English I can enjoy travelling abroad.	1	2	3	4	5	6
44	Studying English is important to me in order to attain a higher social respect.	1	2	3	4	5	6
45	Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5	6

These are new questions but please answer them the same way as you did before.

not at all	not so much	so-so	a little	quite a lot	very much		
1	2	3	4	5	6		
<i>(Example)</i> If you like "curry" very much and "green pepper" not very much, write this:							
Do you like curry?	1	2	3	4	5	6	
How much do you like green pepper?	1	2	3	4	5	6	
46	Do you like the atmosphere of your English classes?	1	2	3	4	5	6
47	How tense would you get if a stranger asked you for directions in English?	1	2	3	4	5	6
48	How much would you like to become similar to the people who speak English?	1	2	3	4	5	6
49	Do you like the music of English-speaking countries (e.g., pop music)?	1	2	3	4	5	6
50	Do you like the people who live in English-speaking countries?	1	2	3	4	5	6
51	Do you find learning English really interesting?	1	2	3	4	5	6
52	How uneasy would you feel speaking English with a native speaker?	1	2	3	4	5	6
53	Do you like English films?	1	2	3	4	5	6
54	Do you like meeting people from English-speaking countries?	1	2	3	4	5	6
55	Do you always look forward to English classes?	1	2	3	4	5	6
56	How nervous and confused do you get when you are speaking in your English class?	1	2	3	4	5	6
57	How much do you like English?	1	2	3	4	5	6
58	Do you like TV programmes made in English-speaking countries?	1	2	3	4	5	6
59	Do you like to travel to/in English-speaking countries?	1	2	3	4	5	6
60	Do you really enjoy learning English?	1	2	3	4	5	6
61	How afraid are you of sounding stupid in English because of the mistakes you make?	1	2	3	4	5	6
62	Would you like to know more about people from English-speaking countries?	1	2	3	4	5	6

Part II Contact Questionnaire

Instructions: Please think about contact you have with the English language and its speakers in your daily life. Then answer the following questions.

1. Do you have any opportunities to communicate with native or fluent speakers of English in English outside the classroom?
 Yes No

If yes, on average, how often do you communicate with them in English?

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

2. Do you try to speak English outside the classroom?

Yes No

If yes, on average, how often do you speak English outside the classroom?

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

3. On average, how often do you do each activity below in English outside the classroom?

a. watching English language television programs

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

b. reading English language newspapers

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

c. reading English language magazines

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

d. reading books in English, other than your school textbooks

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

e. listening to songs in English

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

f. listening to the radio in English

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

g. watching movies or videos in English

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

h. reading email or Internet web pages in English

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

i. writing something (e.g., email) in English, other than your homework assignments

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

4. Please list any other activities that you commonly do using English outside the classroom.

Activity 1 _____

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

Activity 2 _____

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

Activity 3 _____

daily weekly monthly a few times a year

On average how many hours

0-1 1-2 2-3 3-4 4-5 more than 5

Part III Background Information Questionnaire

Directions: Please provide the following information by ticking (✓) in the box or writing your response in the space so that I can interpret your previous answers better.

1. Gender: Male Female

2. Your age (in years): _____

3. How long have you lived in an English-speaking country (if any)? Specify the name of the country and the length of your residence in that country (including New Zealand).

Country One _____	Length of residence _____
Country Two _____	Length of residence _____
Country Three _____	Length of residence _____

4. How long have you been learning English? _____

5. When you learned English before, where did you learn it? (Please tick more than one option if necessary.)

<input type="checkbox"/> at Kindergarten	<input type="checkbox"/> at primary school	<input type="checkbox"/> at secondary school
<input type="checkbox"/> at college / university	<input type="checkbox"/> at language school	<input type="checkbox"/> with private tutor
<input type="checkbox"/> other (please specify) _____		

6. How much effort did you expend in learning English?

very much quite a lot a little so-so not so much not at all

7. Is there anyone in your family who can speak English? Yes No

If yes, please indicate who they are and how often you speak English with them.

Family member 1 _____	how often _____
Family member 2 _____	how often _____
Family member 3 _____	how often _____

8. How important do you think English will be for your future life?

very much quite a lot a little so-so not so much not at all

9. Have you taken the CET? Yes No

If yes, which one? _____ What was your mark? _____

Have you taken any other test, such as TOEFL, IELTS, etc.? Yes No
If yes, which one? _____ What was your mark? _____

10. Please rate your current overall proficiency in English by ticking one.

- Upper Intermediate level and over**— Able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.
- Intermediate level** — Able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.
- Lower Intermediate level** — Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.
- Post-Beginner level** — Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.
- Beginner level** — Able to give simple greetings using set words and phrases. Able to read simple sentences, grasp the gist of short passages, and write a simple sentence in basic English.

11. When did you first arrive in New Zealand? _____ (ESL learners)

12. How long do you plan to take English courses in New Zealand? _____ (ESL learners)

11. What year are you in school? _____ (EFL learners)

12. What's your major? _____ (EFL learners)

英语学习者调查表

问卷说明：真诚地邀请您参加一项问卷调查。这项问卷调查的目的是为了更好地了解中国英语学习者的观念和想法。这个问卷不是一项测试，因此答案因人而异，完全没有对与错的区别。而且您也不需要上面写出自己的姓名。研究者只是对您个人的观点感兴趣。这项调查的结果仅供研究之用，因此请认真地依照您个人状况回答，以确保这个研究项目的成功。非常感谢您的帮助！

第一部分

在这部分问卷中，希望你从 1 至 6 中圈出一个数字来表明你赞成或反对下列陈述的程度。请不要遗漏任何一个句子。

	强烈反对	反对	有点反对	有点赞成	赞成	强烈赞成				
	1	2	3	4	5	6				
(例如) 如果你强烈赞成下列这种看法，就像这样圈选数字：										
	我非常喜欢滑雪。				1	2	3	4	5	6
1	学习英语对我很重要，因为我想到世界各地旅游。				1	2	3	4	5	6
2	我的父母/家人相信：为了成为一个受过良好教育的人，我必须学习英语。				1	2	3	4	5	6
3	我认为我正在尽全力学习英语。				1	2	3	4	5	6
4	学习英语可能对我很重要，因为我想以后某一天它会有助于我找到一个好工作。				1	2	3	4	5	6
5	我学习英语是因为我的好友认为它很重要。				1	2	3	4	5	6
6	我能想像出自己长期在国外居住并且总是要用英语与人进行讨论时的情形。				1	2	3	4	5	6
7	我不得不学习英语，因为我不想英语得分很差。				1	2	3	4	5	6
8	我认为有这样一个危险：中国人可能会因为推动国际化，而忘记中华文化的重要性。				1	2	3	4	5	6
9	如果其他文化都更类似于中华文化，我会很高兴。				1	2	3	4	5	6
10	学习英语对我很重要，因为英语水平对于将来的提升是必需的。				1	2	3	4	5	6
11	学习英语对我很重要，是为了给我的家庭带来荣耀。				1	2	3	4	5	6
12	我认为学习英语很重要，因为我所尊敬的人认为我应该学习英语。				1	2	3	4	5	6
13	我愿意花很多时间来学习英语。				1	2	3	4	5	6

14	我把自己想像成为一个会说英语的人。	1	2	3	4	5	6
15	和中华文化相比，大多数其他文化都很落后。	1	2	3	4	5	6
16	学习英语可能对我很重要，因为我认为进一步的深造会需要它。	1	2	3	4	5	6
17	我认为由于英语的影响，汉语正在被破坏。	1	2	3	4	5	6
18	学习英语是有必要的，因为我周围的人都希望我学英语。	1	2	3	4	5	6
19	学习英语对我很重要，因为当我出国旅游时，它将给我带来帮助。	1	2	3	4	5	6
20	我必须学习英语，才能避免被父母/亲属惩罚。	1	2	3	4	5	6
21	学习英语很重要，因为高水平的英语能让我将来赚大钱。	1	2	3	4	5	6
22	我准备花大量的精力来学习英语。	1	2	3	4	5	6
23	其他文化应该更多地向中华文化学习。	1	2	3	4	5	6
24	我有必要学习英语，因为我不想英语水平测试中得分很差或不及格。	1	2	3	4	5	6
25	我认为由于受到英语国家的影响，现在中国人的道德水准变得更差。	1	2	3	4	5	6
26	学习英语对我很重要，是为了要获得同学/老师/家人/老板的赞赏。	1	2	3	4	5	6
27	我将来想做的事需要我使用英语。	1	2	3	4	5	6
28	我能想像自己象一个英语为母语的人一样，在说英语。	1	2	3	4	5	6
29	学好英语对我很重要，因为只有这样才能取悦我的父母/亲属。	1	2	3	4	5	6
30	和其他科目相比，我更愿意集中精力学习英语。	1	2	3	4	5	6
31	我不得不学习英语，因为我不想英语课程不及格。	1	2	3	4	5	6
32	我认为英语文化和艺术价值观的流行，是以牺牲中国人的价值观为代价的。	1	2	3	4	5	6
33	学习英语对我很重要，因为在我的生活中，它给我提供了一个新的挑战。	1	2	3	4	5	6
34	我认为与我的同学相比，我学习英语比较努力。	1	2	3	4	5	6
35	我能想像出自己经常和世界各国的朋友或同事说英语的情形。	1	2	3	4	5	6
36	如果每一个人都像中国人一样生活，那么世界将变得更美好。	1	2	3	4	5	6
37	我家里人给我很大的压力，要我学英语。	1	2	3	4	5	6
38	学习英语对我很重要，因为一个受过教育的人按理应该会说英语。	1	2	3	4	5	6
39	学习英语对我很重要，因为如果我英语成绩差，我会感到惭愧。	1	2	3	4	5	6

40	我认为由于推进国际化，中国人的民族特性有丧失的危险。	1	2	3	4	5	6
41	如果将来还开设英语课程的话，我还愿意上。	1	2	3	4	5	6
42	无论什么时候，只要想到我将来的事业，我都会想像到自己在使用英语。	1	2	3	4	5	6
43	我学习英语是因为如果我懂英语，我就能享受出国旅游的乐趣了。	1	2	3	4	5	6
44	学习英语对我很重要，是为了要获得更高的社会尊敬。	1	2	3	4	5	6
45	学习英语对我很重要，因为如果我掌握了英语知识，其他人将会更加尊敬我。	1	2	3	4	5	6

这部分增加了几个新问题，但还是请按照前面的方法来回答。

一点也不	不是非常	一般	有一点	相当	非常		
1	2	3	4	5	6		
<i>(例如)</i> 如果你非常喜欢“加喱”，并且不是非常喜欢“青椒”，就像这样圈选数字：							
你喜欢加喱吗？	1	2	3	4	5	6	
你有多么喜欢青椒？	1	2	3	4	5	6	
46	你喜欢你们英语课的课堂气氛吗？	1	2	3	4	5	6
47	如果一个陌生人用英语向你问路，你会有多么紧张？	1	2	3	4	5	6
48	你有多愿意像那些说英语的人？	1	2	3	4	5	6
49	你喜欢英语国家的音乐吗（例如：流行音乐）？	1	2	3	4	5	6
50	你喜欢居住在英语国家的人吗？	1	2	3	4	5	6
51	你发现学习英语真的很有趣吗？	1	2	3	4	5	6
52	和一个英语为母语的人说英语，你会感到有多么不自在？	1	2	3	4	5	6
53	你喜欢英文电影吗？	1	2	3	4	5	6
54	你喜欢结识来自英语国家的人吗？	1	2	3	4	5	6
55	你总是盼着上英语课吗？	1	2	3	4	5	6
56	当你在英语课上说英语时，你有多么紧张和发慌？	1	2	3	4	5	6
57	你有多么喜欢英语？	1	2	3	4	5	6
58	你喜欢英语国家制作的电视节目吗？	1	2	3	4	5	6
59	你想去/在英语国家旅游吗？	1	2	3	4	5	6

60	你真的享受学习英语的乐趣吗？	1	2	3	4	5	6
61	你有多么担心，因为你犯的错误，说出来的英语让人听起来愚蠢？	1	2	3	4	5	6
62	你愿意更多地了解来自英语国家的人吗？	1	2	3	4	5	6

第二部分

请想一下你在日常生活中接触英语以及跟说英语的人打交道的情况，然后回答下列问题。

1. 在课堂之外，你有机会和英语为母语或英语说得很流利的人用英语交流吗？

- 有 没有

如果有，你平均多久和他们用英语交流一次？

- 每天 每周 每月 一年几次

平均每次多少小时？

- 0-1 1-2 2-3 3-4 4-5 超过 5

2. 在课堂之外，你有试着说英语吗？

- 有 没有

如果有，你平均多久说一次？

- 每天 每周 每月 一年几次

平均每次多少小时？

- 0-1 1-2 2-3 3-4 4-5 超过 5

3. 你平均多久进行一次下列各项需要使用英语的课外活动？

a. 观看英文电视节目

- 每天 每周 每月 一年几次

平均每次多少小时？

- 0-1 1-2 2-3 3-4 4-5 超过 5

b. 阅读英文报纸

- 每天 每周 每月 一年几次

平均每次多少小时？

- 0-1 1-2 2-3 3-4 4-5 超过 5

c. 阅读英文杂志

- 每天 每周 每月 一年几次

平均每次多少小时？

- 0-1 1-2 2-3 3-4 4-5 超过 5

- d. 阅读除学校课本之外的其他英文书籍
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5
- e. 听英文歌曲
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5
- f. 听英文广播
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5
- g. 观看英文电影或录像
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5
- h. 阅读英文电子邮件或互联网网页
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5
- i. 用英文书写除家庭作业之外的东西(例如: 电子邮件)
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5

4. 请列出其他你通常用英语进行的课外活动。

活动之一 _____
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5

活动之二 _____
 每天 每周 每月 一年几次
 平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5

活动之三 _____

- 每天 每周 每月 一年几次
平均每次多少小时?
 0-1 1-2 2-3 3-4 4-5 超过 5

第三部分

请提供下列个人信息,以便研究者能更好地理解你前面的答案。请在所选项的方框内打勾,或在所给的空白处填写你的回答。

1. 性别: 男 女
2. 年龄: _____
3. 你在英语国家住过多长时间 (如果住过的话)? 请详细说明该国的名称和你在该国居住的时间。
 第一个国家 _____ 居住时间 _____
 第二个国家 _____ 居住时间 _____
 第三个国家 _____ 居住时间 _____
4. 你学习英语有多长时间了? _____
5. 你曾经在哪里学过英语? (如果必要, 请选择多项)
 幼儿园 小学 中学 大学
 语言学校 在家教那里 其他地方 (请说明是何处) _____
6. 你曾经在英语学习上花过多大的精力?
 非常多 相当多 有点多 一般 不是非常多 一点也没有
7. 你家里有人会说英语吗? 有 没有
 如果有的话, 请指出他们是谁, 和他们多久说一次英语。
 家庭成员 1 _____ 多久一次 _____
 家庭成员 2 _____ 多久一次 _____
 家庭成员 3 _____ 多久一次 _____

8. 你认为对于你将来的生活, 英语将会有多重要?
 非常 相当 有点 一般 不是非常 一点也不

9. 你参加过 (中国) 全国大学英语考试吗? 是 否
如果是, 是哪一级? _____ 成绩是多少? _____
你参加过其他像托福, 雅思之类的考试吗? 是 否
如果是, 是哪一种? _____ 成绩是多少? _____

10. 请在下列各项中选择一项, 自我评估一下你现在的英语整体水平。

- 中等以上水平**— 能就日常生活中的一般问题和个人专业进行交谈; 能领会演讲和广播的要点; 能阅读难度较高的材料, 例如报纸; 能书面表达个人的想法。
- 中等水平**— 能就日常生活中的一般问题进行交谈; 能阅读与日常生活有关的一般材料; 能写简单的段落。
- 中等以下水平**— 能就熟悉的日常话题进行交谈; 能阅读有关熟悉的日常话题的材料; 能写简单的信函。
- 略高于初学者水平**— 能进行某个简单的谈话, 例如: 打招呼并介绍某人; 能阅读简单的材料; 能用基本的英语写一个简单的段落。
- 初学者水平**— 能用指定的单词和短语简单地打招呼; 能阅读简单的句子; 能领会短段落的主旨; 能用基础英语写一个简单的句子。

11. 你第一次到达新西兰是什么时候? _____ (ESL learners)

12. 你计划在新西兰上多长时间的英语课程? _____ (ESL learners)

11. 你是大学几年级的学生? _____ (EFL learners)

12. 你的专业是什么? _____ (EFL learners)

Appendix B: Instructions for Keeping a Learner Diary

Thank you for agreeing to take part in this research. The aim of the research is to better understand the real thoughts and beliefs of Chinese learners of English. I would like to ask you to help me by keeping a learner diary in which you will reflect on your English learning over the following three (or six) months. In your diaries, please record your experiences and perceptions of learning English, especially your reflections on your motivation, attitudes and beliefs in learning English.

(My email address: qli075@ec.auckland.ac.nz)

Here are some guidelines for keeping your diary and examples of comments:

1. If you feel at a loss about what to write at anytime, here are some areas that you might explore:
 - a) What is the main reason you are learning English?
 - b) Have your reasons for learning English changed so far?
 - c) How much effort do you presently make to improve your English proficiency?
 - d) How much effort do you want to make to improve your English proficiency in the future?
 - e) How successful are you now in improving your English proficiency?
 - f) What do you think of your progress in improving your English proficiency?
 - g) What is the effect of your evaluation of your progress on your decision about how much effort you would make to learn English in the future?
 - h) Do you presently enjoy or not enjoy studying English?
 - i) Why do you presently enjoy or not enjoy studying English?
 - j) Has anything happened to you that has influenced the way you feel about studying English?
 - k) What do you like or dislike about your present English learning situation?

- 1) Do you feel confident or anxious when communicating in English?
2. Make entries on a regular basis. Spend about five minutes each day to record anything (activities, events, details, feelings, etc.) related to your English learning both in and outside the classroom. Record as much as you could and write in as much detail as possible. Whatever is notable to you in your English learning experiences is of interest to me.
3. If you are unable to write something each day, try to write at least one longer entry per week.
4. There is no stipulated length for each entry, but try to make each one at least 6 sentences long.
5. I will collect your entries weekly. Please email me your entries. (My email address: qli075@ec.auckland.ac.nz). If you can't send them by email, I will go to your school to pick them up weekly.
6. You are encouraged to write in Chinese. However, if you feel you can express your thoughts clearly in English, you may write in English or a mixture of the two languages.
7. I will email you a response after I receive your entry.
8. Here are some examples of comments:
 - My morale is very much like a yo-yo; it goes up and down by the minute. One day I feel I'm coping with my English studies and the next day, I feel the opposite. Actually, I am definitely coping better with English now, even though my listening skills have not improved a great deal.
 - I don't feel extremely comfortable speaking English in class or with English speakers. I think they're probably thinking, "Man, she has the worst accent!..." But I still speak English as much as possible, even though I feel a little uncomfortable, because I know I won't get better if I don't.
 - These days I am not doing as much homework as I should but when I do some, I get down to it for a good two hours. Now I am convinced that one day I am going to speak English relatively well but never as well as Chinese.
 - I always said that even though I considered myself fairly linguistically gifted, that's a language I wouldn't like to learn. English sounds horrible. I don't like English culture.
 - I am beginning to feel a bit more at ease in English even though I'm still having problems understanding spoken English. The more I'm

around people who speak English, the more I want to be able to understand what they are saying.

- The fact that the lessons are not very good is not very motivating. The teacher has taken some sort of grammatical knowledge for granted. I sometimes get angry and frustrated because many exercises are too far above me and the teacher asks me to comment but I cannot think of anything to say.

记录英语学习的日记的基本要求

非常感谢您愿意参加这项研究。这项研究的目的是为了更好地了解中国英语学习者的观念和想法。我想请您用记日记的方式反思一下未来三个(或六个)月的英语学习。在您的日记中,请记录您学习英语的经历和感受,特别是反思一下您在学习英语时的动机,态度和信心。(我的电子邮件地址: qli075@ec.auckland.ac.nz)

下面给您一些有关日记内容的提示,记日记的要求和相关的例子:

1. 无论何时如果您不知从何下笔,您可以参考下列话题,从这些方面来写:
 - a) 您学习英语的主要原因是什么?
 - b) 迄今为止,您学习英语的原因是否有所改变?
 - c) 目前您花了多大的精力来提高您的英语水平?
 - d) 将来您想花多大的精力来提高您的英语水平?
 - e) 目前在提高英语水平方面,您取得了多大的成绩?
 - f) 在提高英语水平方面,您认为您的进展如何?
 - g) 评估一下自己的进展,会对您决定将来花多大的精力来学习英语有什么影响?
 - h) 目前您是喜欢学习英语,还是不喜欢学习英语?
 - i) 为什么目前您喜欢学习英语,或是不喜欢学习英语?
 - j) 在您身上发生过什么事曾经影响到您对英语学习的感受和看法?
 - k) 您为何喜欢,或是不喜欢您目前的英语学习环境?
 - l) 在用英语进行交流的时候,您是感到自信,还是感到担忧,焦虑不安?
2. 请定期有规律地记日记。如果可能,最好每天花 5 分钟左右,记录一些发生在课内和课外有关英语学习的事和您的感受。请尽可能多记,详细地记。在您的英语学习中,任何您认为值得注意的事我都感兴趣。
3. 如果您不能每天都记,请每周至少记一次,写得稍长一些。
4. 每次记的内容多少没有规定,但是每次请至少写 6 个句子。
5. 我每周收集一次您写的日记。请把您写的日记通过 email 发给我。(我的电子邮件地址: qli075@ec.auckland.ac.nz) 如果您不能用电子邮件发给我,我会每周去您学校取一次。
6. 您最好用中文记日记。但是如果您认为您能用英语表达清楚您的想法,您也可以英文,或是混合使用两种语言。
7. 我收到您的日记后,我会发 email 给您。
8. 下面是一些例子。

- 我英语学习的劲头就好像是“悠悠球”，它在每一分钟都有高有低。某一天我会觉得英语学得还不错，可是第二天的感觉就相反了。事实上，我现在确实有进步，即使我的听力还没有太大的进步。
- 在课堂上说英语或是和老外说英语，我还是感到不是很舒服。我想他们或许在想：天哪，她的口音最糟糕！...但是我仍然尽可能多说英语，即使我感到有点不舒服。因为我知道，如果我不说的话，我就不会进步。
- 这几天，我没有做我应该做的那么多作业。但是当我做的话，我会集中精力做上两小时。现在我坚信，有一天我的英语会说得相当好，但是不会和汉语一样好。
- 我总是说，即使我认为我相当有语言天份，但是我也不愿意学习英语。英语说起来真难听。而且我也不喜欢英语语言文化。
- 我慢慢开始感到说英语时轻松些了，虽然我在听力理解上还有些问题。我越多地和说英语的人在一起，我越希望能够听懂他们在说什么。
- 英语课没意思，它不能激发我的学习兴趣。老师总是理所当然地认为某些语法知识人人皆知。我有时很恼火，也很沮丧，因为很多练习对我来说都太难了。老师还叫我发言，可是我根本不知道说什么。

Appendix C: Monthly Goal-setting Logbook Guidelines

1. My specific goals for this month are:
2. Actions or steps I will take to accomplish these goals are:
3. How I will know I have accomplished my goals is by:
4. Possible difficulties that may interfere with my accomplishing these goals and how I can overcome them are:
5. My evaluation of my progress in accomplishing the last month goals is:
(used for the second and third month logbook)
6. How I plan to reward myself for accomplishments is by: (used for the second and third month logbook)

制定每月英语学习目标的记录表

1. 本月我明确而具体的目标是：
2. 为了实现以上这些目标，我将采取的行动和步骤是：
3. 我将通过以下方法来了解我是否已经达成了以上这些目标：
4. 可能会妨碍我实现这些目标的困难有：

我会如此克服这些可能出现的困难：
5. 我对上一个月目标达成情况的评估是：（适用于第二，第三个月）
6. 因为实现了上月的目标，我打算如此奖赏我自己：（适用于第二，第三个月）

Appendix D: Self-motivating Strategy Questionnaire

Section One:

1. Please list prominent disturbances to working and studying at home and in class.
2. Please list the strategies you have already used to handle these distractions, and indicate if they are effective or not.
3. Do you plan to try out any new strategies to handle these distractions? If yes, what are they?
4. Do you know any strategies that are used by other students, but are not suitable for you? If yes, what are they?

Section Two:

The following is a list of self-motivating strategies. Check one box in each item to indicate how you use them. For example: If you use Strategy 1 quite often, then you check the box named *Quite often use*.

	Quite often use	Often use	Sometimes use	Seldom use	Never use
1. Keeping in mind favourable expectancies or positive incentives and rewards					
2. Focusing on what would happen if the original intention failed					
3. Giving yourself regular self-reminders to concentrate, such as 'Concentrate, you're losing your edge!'					
4. Imagining the potential consequences of a lack of concentration					
5. Giving yourself regular self-reminders of the deadline					
6. Intentionally ignoring attractive alternatives or irrelevant aspects					
7. Identifying recurring distractions and developing defensive routines					
8. Cutting short any purposeless or counterproductive procrastination					

9. Using starter rituals to get into focus					
10. Focusing on the first steps to take					
11. Add a twist to the task to make it more fun or more challenging and demanding					
12. Use your fantasy to liven up the task					
13. Generating useful diversions					
14. Self-affirmation					
15. Constructing positive narratives of events					
16. Self-encouragement					
17. Using relaxation and meditation techniques					
18. Counting to ten before blowing up with anger					
19. Finding humorous elements in a less-than-amusing situation					
20. Sharing your feelings with someone else in order to elicit help to process them					
21. Praying					
22. Eliminating environmental sources of interference (such as noise, friends)					
23. Eliminating environmental temptations (such as a packet of cigarettes when you want to give up smoking)					
24. Inviting a working party or arranging a meeting with the explicit purpose of getting the work started					
25. Making a promise or a public commitment to do or not to do something					
26. Getting yourself to reach a 'point of no return' situation					
27. Asking friends to help you (e.g. not to allow you to do something)					

有关自我激励策略的问卷调查

第一部分：

1. 请列出那些在家里和在课堂上明显干扰你学习，使你分心的事情/事物。
2. 请列出你已经用来对付这些干扰和分心的事情/事物的策略，并且指出它们是否有效。
3. 你打算尝试一些新的策略来对付这些干扰和分心的事情/事物吗？如果是，它们是哪些？
4. 你知道其他同学运用哪些策略，并且这些策略并不适合你吗？如果是，它们是什么？

第二部分：

下面是一系列自我激励的策略。根据你运用每一个策略的情况，在每一个策略后面的适当的一个格子里画勾。例如：如果你相当常用策略 1，你就在 *相当常用* 这个格子里画勾。

	相当常用	经常用	有时用	很少用	从未用过
1. 脑子里总是想着能起促进作用的期望或是能起积极作用的刺激和回报					
2. 关注着如果最初的目的没有达到，会发生什么后果					
3. 经常提醒自己要思想集中，例如：对自己说“思想集中，你太不像话了！”					
4. 想象如果思想不集中可能出现的后果					
5. 经常给自己有关最终期限的自我提醒					
6. 故意不注意那些吸引你注意力的事物或不相关的方面					
7. 识别出那些反复出现的，使你分心的事情/事物，并且找到抵制它们的常规方法					
8. 缩短任何无目的的，或是会造成预期目标达不到的拖延					

9.使用开启仪式来表明你要开始做正事了					
10. 集中精力做好第一步					
11. 给你的作业/学习任务增添一点小变化, 让它更加有意思,更加具有挑战性,和要求更高					
12. 运用自己的想象力,使你的作业/学习任务具有吸引力和活力					
13. 找到有帮助的,能起调剂作用的消遣活动					
14. 自我肯定					
15. 积极和肯定地叙述事件/事物					
16. 自我鼓励					
17. 运用一些放松和沉思的技巧和手段					
18. 在要发火之前,数到十					
19. 在不怎么有趣的情形下, 尽量找出一些幽默有趣的元素					
20. 为了寻求别人的帮助, 把你的感受和别人分享					
21. 祈祷					
22. 消除环境干扰的来源(例如: 噪音, 朋友等)					
23. 消除环境的诱惑 (例如: 当你想戒烟的时候, 给你一包烟)					
24. 邀请一个工作团队或安排一次会议, 其明确的目的是为了开始工作/学习					
25. 许诺(或是在大家面前许诺)要做某些事或不做某些事					
26. 让自己到达一个“回不了头”的状况					
27. 请你的朋友帮助你 (例如: 不要让你做某些事)					

Appendix E: Interview Schedule

First round: (at the beginning of the fourth month)

1. What is the main reason you are learning English?
2. How much effort do you presently make to learn English?
3. What are your long-term English learning goals?
4. What do you think of long-term and short-term goals?
5. Which do you think is more important and relevant to your daily learning process? Which is stronger to maintain the original momentum during your learning process?
6. What are the characteristics of the goals that work best?
7. How do you set short-term goals for your English learning?
8. What are your goals for this month?

(After the above discussion, the researcher will help the interviewee set the first month goals.)

9. You are exposed to a great number of distracting influences during the learning process. Please list prominent disturbances to working and studying at home and in class.
10. Do you think if you can still manage to continue to make strong effort to learn English in spite of the distractions?
11. (If yes) How do you manage to continue to make strong effort to learn English?
12. Do you believe that you can use any strategies to make yourself continue to make strong effort to learn English in spite of the distractions?

(The researcher will encourage them to adopt, develop, and apply some self-motivating strategies. They will be given a list of strategies in the self-motivating strategy questionnaire.)

Second and third round: (at the beginning of the fifth and sixth month)

1. How would you evaluate your progress in accomplishing the last month goals?
2. What actions or steps have you actually taken to accomplish your goals?
3. Are there any difficulties or distractions that have interfered with your accomplishing your goals? If yes, have you overcome them or part of them?
4. If yes, how have you overcome them? What self-motivating strategies have you used to keep up your goal commitment in the past month? If no, have you tried to use any self-motivating strategies? If no, why not?
5. What do you think of the effectiveness of the self-motivating strategies that you have already used or tried to use?

6. What are your goals for this month?
(The researcher will help the interviewee set the month goals.)

Fourth round: (at the end of the sixth month)

1. How would you evaluate your progress in accomplishing this month goals?
2. What actions or steps have you actually taken to accomplish your goals for this month?
3. Are there any difficulties or distractions that have interfered with your accomplishing your goals? If yes, have you overcome them or part of them?
4. If yes, how have you overcome them? What self-motivating strategies have you used to keep up your goal commitment in this month?
If no, have you tried to use any self-motivating strategies? If no, why not?
5. What do you think of the effectiveness of the self-motivating strategies that you have already used or tried to use?
6. Have your reasons for learning English changed so far?
7. How much effort do you want to make to learn English in the future?
8. Are you satisfied with your progress so far in improving your English proficiency? Why or why not?

访谈计划

第一轮访谈: (第四个月初)

1. 你学习英语的主要原因是什么?
2. 你目前花了多大的精力来学习英语?
3. 你学习英语的长远目标是什么?
4. 你是如何看待长远目标和短期目标的?
5. 你认为哪一种目标对你日常的学习更重要, 并和日常学习更相关? 哪一种目标更能够让你在日常学习过程中维持原有的学习冲劲?
6. 最有效的目标会具有哪些特征?
7. 你是如何制定英语学习的短期目标的?
8. 你接下来这个月的学习目标是什么?

(上述问题讨论后, 帮助受访者制定第一个月的学习计划)

9. 在学习过程中, 你会碰到许多让你分散学习注意力的事情/事物。请列出那些在家里和在课堂上明显干扰你学习,使你分心的事情/事物。
10. 尽管面临这些干扰和让你分心的事情/事物, 你认为你是否仍然能设法继续努力地学习英语?
11. (如果是) 你是如何设法继续努力地学习英语的?
12. 你相信尽管面临这些干扰和让你分心的事情/事物, 你仍能使用某些策略让你自己能够继续努力地学习英语吗?

(鼓励受访者制定并运用一些自我激励的策略, 并把自我激励策略问卷调查表中的策略提供给他们)

第二和第三轮访谈: (第五个月和第六个月初)

1. 你是如何评价你上个月英语学习目标的达成情况的?
2. 事实上,你已经采取了哪些行动和步骤来实现你的目标?
3. 是否有一些困难和分心的事物干扰了你实现你的目标? 如果有, 你已经克服了吗,或是部分克服了吗?
4. 如果是, 你是如何克服它们的? 在过去的这个月里,你运用了哪些自我激励的策略来保持你实现目标的干劲的? 如果没有克服, 你是否设法运用过某些自我激励的策略呢? 如果没有设法运用过, 为什么不设法运用呢?
5. 你是如何看待那些你已经运用过的,或是设法运用的自我激励的策略的有效性的?
6. 你接下来这个月的学习目标是什么?

(帮助受访者制定本月的学习计划)

第四轮访谈: (第六个月末)

1. 你是如何评价你这个月英语学习目标的达成情况的?
2. 事实上,你已经采取了哪些行动和步骤来实现你这个月的目标?
3. 是否有一些困难和分心的事物干扰了你实现你的目标? 如果有,你已经克服了吗,或是部分克服了吗?
4. 如果是,你是如何克服它们的? 在过去的这个月里,你运用了哪些自我激励的策略来保持你实现目标的干劲的?
如果没有克服,你是否设法运用过某些自我激励的策略呢? 如果没有设法运用过,为什么不设法运用呢?
5. 你是如何看待那些你已经运用过的,或是设法运用的自我激励的策略的有效性的?
6. 迄今为止,你学习英语的原因已经改变了吗?
7. 将来你想花多大的精力来学习英语?
8. 你对自己到目前为止英语水平提高的进展满意吗? 为什么满意? 或为什么不满意?

Appendix F: Rotated Component Matrix(a)

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Item 35	.708	.173	-.036	.027	.177	-.177	.152	-.030	.081	.153	.021	-.141	.050
Item 14	.681	.150	-.042	.186	.131	.088	.085	.002	-.049	.039	.230	.012	-.088
Item 6	.645	.073	-.029	.063	.237	.064	.183	-.064	-.019	.156	.103	-.009	-.144
Item 28	.615	.239	-.020	-.056	.155	.054	.085	.054	.324	.141	-.006	-.021	.175
Item 42	.520	.432	.140	.066	.090	.041	.150	-.011	.262	.099	.157	.000	.164
Item 33	.478	.392	-.144	-.028	-.073	-.020	.169	-.130	.077	.182	.207	-.043	-.024
Item 48	.474	-.040	-.224	.158	.232	.061	.119	.212	-.029	-.021	.232	-.100	.056
Item 27	.391	.261	-.087	.029	.090	.006	.277	-.221	.182	.148	.251	-.075	.060
Item 51	.137	.775	-.168	.121	.159	-.082	.103	-.105	-.016	.068	.126	-.029	-.048
Item 60	.082	.728	-.111	.023	.300	-.046	.158	-.084	.020	.185	.002	-.065	-.149
Item 57	.271	.691	-.154	.088	.287	.024	.230	-.036	.037	.001	.128	-.020	-.056
Item 41	.214	.611	-.089	.044	.060	.098	.067	.001	.147	-.084	.257	-.015	.228
Item 55	.120	.607	.026	.072	.223	.021	.425	.088	.106	.093	.048	-.121	-.108
Item 40	-.020	-.116	.812	-.094	-.029	.068	-.047	.028	.056	-.027	.007	.021	-.046
Item 32	-.013	-.102	.797	.046	-.075	.166	-.049	.019	-.025	-.050	-.103	.071	-.002
Item 25	-.020	-.078	.681	.230	-.134	-.056	-.046	.129	.072	-.059	-.008	.082	-.026
Item 8	-.106	-.029	.676	-.013	.008	.140	-.095	-.043	-.072	.032	-.039	.239	-.065
Item 17	-.052	.032	.666	.069	-.073	.072	-.205	.070	-.179	-.117	-.123	.244	.176
Item 15	.002	-.127	.488	.056	-.126	.070	.177	.049	.026	-.083	-.179	.431	.025
Item 12	.118	.077	.035	.677	.061	.296	.093	.057	.035	.037	.047	.055	-.100
Item 11	.191	.091	-.047	.669	.070	.118	.182	-.043	.247	-.011	.131	-.021	-.150
Item 5	-.007	.138	.041	.628	.060	-.008	.094	-.026	-.088	.162	.016	.137	-.005
Item 18	.076	-.007	.005	.543	-.034	.298	.074	.082	.085	.043	.025	.186	.059
Item 29	-.046	-.060	.247	.537	.055	.256	.179	.055	.396	-.080	-.062	.006	.207
Item 21	.235	.226	.003	.488	-.040	.007	-.170	.004	.185	.122	.161	.086	.259
Item 20	-.152	-.202	.404	.480	-.010	.212	-.068	.070	.200	-.223	.068	-.112	.115
Item 26	-.053	.057	.119	.452	-.030	.289	.159	.108	.346	.141	-.180	-.041	.134
Item 53	.082	.167	.025	.047	.719	-.023	.016	-.200	-.118	-.023	-.040	-.116	.010
Item 58	.036	.214	-.014	.019	.697	-.102	.210	-.070	.203	.086	.080	-.057	.036
Item 54	.332	.188	-.141	-.049	.668	.051	.047	.007	-.030	.171	.042	-.111	-.017
Item 49	.066	.025	-.098	.139	.610	.081	.061	-.052	-.069	.040	.111	-.011	.486
Item 59	.101	.068	-.140	-.019	.585	.035	.019	.006	.173	.415	.105	.120	-.214
Item 50	.293	.143	-.077	.190	.551	-.088	-.018	.134	-.081	.158	-.029	.011	.303
Item 62	.345	.131	-.195	-.133	.545	.006	.048	.179	.125	.114	.188	.095	-.199
Item 24	.041	.019	.090	.200	.023	.809	-.091	.071	-.013	.104	-.003	.013	.061
Item 31	-.004	-.064	.184	.104	-.049	.805	-.084	.153	.107	.015	.017	-.012	.020
Item 7	-.035	-.012	.064	.236	-.034	.717	.041	.084	.030	.060	.038	.183	.036
Item 39	.126	.091	.048	.145	.015	.677	.024	.018	.320	.007	.085	.045	-.014
Item 37	-.065	-.250	.300	.324	.005	.348	-.013	.015	.252	-.116	.146	-.043	.008
Item 3	.095	.138	-.099	.063	.057	-.120	.719	-.087	-.033	.174	.118	-.002	-.170
Item 34	.234	.178	-.005	.130	.010	-.118	.613	-.137	.040	.044	-.053	.104	.017
Item 13	.221	.341	-.171	.227	.187	.080	.581	-.049	-.039	.066	.283	.050	.031
Item 22	.229	.272	-.261	.116	.141	.073	.575	.003	-.012	.074	.222	-.047	.058
Item 30	.161	.444	-.083	.087	.068	.109	.487	.146	.203	.071	.010	-.010	.309

Item 56	.157	-.007	.046	.038	.019	.027	-.096	.767	-.002	.015	-.090	.087	-.090
Item 47	-.031	.115	.052	.084	-.072	.154	-.111	.751	-.058	-.093	.040	.017	.051
Item 61	.021	-.084	.087	.000	-.002	.128	.030	.747	.126	.032	.216	-.006	-.053
Item 52	-.157	-.119	.005	-.008	-.062	.010	.024	.720	.054	.019	.007	-.047	.074
Item 38	.063	.166	-.102	.110	-.013	.148	.013	.678	.078	.139	.133	.143	
Item 44	.414	.037	.042	.341	-.010	.234	-.013	.579	.114	.013	-.046	-.142	
Item 45	.392	.046	.047	.377	.034	.242	.007	.569	.097	-.066	-.014	-.230	
Item 2	.016	.034	-.084	.267	.124	.068	-.014	-.046	.457	-.025	.436	.192	.009
Item 43	.204	.039	-.027	.152	.187	.115	.128	-.041	.068	.760	-.049	.014	.028
Item 19	.159	.103	-.145	.079	.114	.092	.019	.058	-.022	.753	.288	-.086	.138
Item 1	.159	.121	-.080	.037	.155	-.006	.197	-.044	.105	.688	.215	-.020	-.137
Item 4	.135	.120	-.047	.058	.032	.014	.068	.071	.096	.207	.687	.021	.021
Item 16	.282	.280	-.084	-.028	.019	.067	.111	.083	-.043	.178	.622	-.051	-.014
Item 10	.316	.161	-.182	.105	.208	.061	.275	.096	.061	.031	.560	-.029	-.004
Item 36	-.121	.087	.167	.071	-.061	.081	.091	-.005	.110	-.050	-.122	.778	.074
Item 23	.008	-.140	.179	.116	-.074	.098	-.067	.022	-.031	.107	-.014	.739	.071
Item 9	-.067	-.077	.183	.078	.029	-.001	-.015	.018	.057	-.086	.212	.666	-.118
Item 46	.126	.340	-.056	.095	-.075	-.246	.177	.065	-.167	.071	.026	-.104	-.442

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

Appendix G: Mean Scores of the ESL(total) and EFL Learners for the 12 Motivational Factors at Time 1 (t-tests)

Factors	ESL(total) (N = 122)		EFL (N = 132)		Mean Diff.	<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD			
1. Ideal L2 Self	4.51	.77	4.13	1.10	.38	3.223	.001
2. Attitudes to learning English	4.03	.96	3.69	.97	.34	2.888	.004
3. Fear of assimilation	2.39	.99	2.70	1.17	-.31	-2.256	n.s.
4. Meeting others' expectations	3.21	1.03	3.17	.98	.04	.332	n.s.
5. Attitudes to L2 community and culture	4.57	.78	4.33	.94	.24	2.219	n.s.
6. Instrumentality (Prevention)	3.66	1.13	4.11	1.08	-.45	-3.243	.001
7. Criterion measures	4.46	.77	3.95	.97	.51	4.598	.000
8. English anxiety	3.07	1.04	3.47	1.08	-.40	-2.986	.003
9. Ought-to L2 Self	3.50	1.20	3.66	1.04	-.16	-1.097	n.s.
10. Travel orientation	4.78	.96	4.53	.95	.25	2.054	n.s.
11. Instrumentality (Promotion)	5.27	.70	5.23	.80	.04	.318	n.s.
12. Ethnocentrism	3.62	1.12	3.91	1.20	-.29	-1.939	n.s.

Independent-samples t tests

Appendix H: Mean Scores of the ESL(recent arrival) and EFL Learners for the 12 Motivational Factors at Time 1 (t-tests)

Factors	ESL(recent arrival) (<i>n</i> = 56)		EFL (<i>N</i> = 132)		Mean Diff.	<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD			
1. Ideal L2 Self	4.36	.81	4.13	1.10	.23	1.415	n.s.
2. Attitudes to learning English	3.88	.97	3.69	.97	.19	1.280	n.s.
3. Fear of assimilation	2.23	.89	2.70	1.17	-.47	-2.703	n.s.
4. Meeting others' expectations	3.10	1.09	3.17	.98	-.07	-.441	n.s.
5. Attitudes to L2 community and culture	4.39	.78	4.33	.94	.06	.411	n.s.
6. Instrumentality (Prevention)	3.65	1.28	4.11	1.08	-.46	-2.517	n.s.
7. Criterion measures	4.42	.81	3.95	.97	.47	3.148	.002
8. English anxiety	3.11	.99	3.47	1.08	-.36	-2.154	n.s.
9. Ought-to L2 Self	3.51	1.34	3.66	1.04	-.15	-.833	n.s.
10. Travel orientation	4.67	1.10	4.53	.95	.14	.859	n.s.
11. Instrumentality (Promotion)	5.22	.76	5.23	.80	-.01	-.116	n.s.
12. Ethnocentrism	3.57	1.11	3.91	1.20	-.34	-1.789	n.s.

Independent-samples t tests

Appendix I: Mean Scores of the ESL(resident) and EFL Learners for the 12 Motivational Factors at Time 1 (t-tests)

Factors	ESL(resident) (<i>n</i> = 66)		EFL (<i>N</i> = 132)		Mean Diff.	<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD			
1. Ideal L2 Self	4.64	.72	4.13	1.10	.51	3.917	.000
2. Attitudes to learning English	4.16	.94	3.69	.97	.47	3.316	.001
3. Fear of assimilation	2.53	1.05	2.70	1.17	-.17	-.984	n.s.
4. Meeting others' expectations	3.31	.98	3.17	.98	.14	.936	n.s.
5. Attitudes to L2 community and culture	4.72	.76	4.33	.94	.39	2.985	.003
6. Instrumentality (Prevention)	3.66	1.00	4.11	1.08	-.44	-2.786	n.s.
7. Criterion measures	4.50	.74	3.95	.97	.55	4.017	.000
8. English anxiety	3.04	1.09	3.47	1.08	-.43	-2.619	n.s.
9. Ought-to L2 Self	3.50	1.08	3.66	1.04	-.16	-.989	n.s.
10. Travel orientation	4.87	.81	4.53	.95	.34	2.481	n.s.
11. Instrumentality (Promotion)	5.30	.65	5.23	.80	.07	.599	n.s.
12. Ethnocentrism	3.67	1.14	3.91	1.20	-.24	-1.345	n.s.

Independent-samples t tests

Appendix J: Mean Scores of the ESL(recent arrival) and EFL Learners for the 12 Motivational Factors at Time 2 (t-tests)

Factors	ESL(recent arrival) (n = 20)		EFL (n = 127)		Mean Diff.	t	p
	Mean	SD	Mean	SD			
1. Ideal L2 Self	4.44	.78	4.07	1.00	.37	1.576	n.s.
2. Attitudes to learning English	4.13	.89	3.62	.81	.51	2.597	n.s.
3. Fear of assimilation	2.21	.98	2.79	1.09	-.58	-2.258	n.s.
4. Meeting others' expectations	3.12	1.04	3.39	.90	-.27	-1.207	n.s.
5. Attitudes to L2 community and culture	4.23	.84	4.23	.86	.00	.012	n.s.
6. Instrumentality (Prevention)	3.40	1.34	4.18	.95	-.78	-3.225	.002
7. Criterion measures	4.43	.79	3.85	.79	.58	3.035	.003
8. English anxiety	3.31	1.30	3.45	1.01	-.14	-.547	n.s.
9. Ought-to L2 Self	3.53	1.17	3.85	1.08	-.32	-1.200	n.s.
10. Travel orientation	4.68	.93	4.48	.88	.20	.949	n.s.
11. Instrumentality (Promotion)	4.97	.59	4.80	.85	.17	.867	n.s.
12. Ethnocentrism	3.73	.93	3.98	1.07	-.25	-.969	n.s.

Independent-samples t tests

Appendix K: Mean Scores of the ESL(recent arrival) Learners for the 12 Motivational Factors at Times 1 and 2 (t-tests)

Factors	Time 1 (n = 20)		Time 2 (n = 20)		Mean Diff.	t	p
	Mean	SD	Mean	SD			
1. Ideal L2 Self	4.44	.84	4.44	.78	.00	.000	n.s.
2. Attitudes to learning English	4.05	.81	4.13	.89	-.08	-.409	n.s.
3. Fear of assimilation	2.04	.77	2.21	.98	-.17	-.849	n.s.
4. Meeting others' expectations	3.25	1.03	3.12	1.04	.13	.714	n.s.
5. Attitudes to L2 community and culture	4.40	.67	4.23	.84	.17	.927	n.s.
6. Instrumentality (Prevention)	3.33	1.41	3.40	1.34	-.07	-.365	n.s.
7. Criterion measures	4.73	.56	4.43	.79	.30	1.890	n.s.
8. English anxiety	3.20	1.06	3.31	1.30	-.11	-.490	n.s.
9. Ought-to L2 Self	3.63	1.28	3.53	1.17	.10	.509	n.s.
10. Travel orientation	4.38	1.33	4.68	.93	-.30	-1.339	n.s.
11. Instrumentality (Promotion)	5.28	.71	4.97	.59	.31	2.826	n.s.
12. Ethnocentrism	3.38	.91	3.73	.93	-.35	-1.444	n.s.

Paired-samples t tests

Appendix L: Mean Scores of the EFL Learners for the 12 Motivational Factors at Times 1 and 2 (t-tests)

Factors	Time 1 (n=127)		Time 2 (n=127)		Mean Diff.	t	p
	Mean	SD	Mean	SD			
1. Ideal L2 Self	4.14	1.08	4.07	1.00	.07	.982	n.s.
2. Attitudes to learning English	3.70	.96	3.62	.81	.08	1.221	n.s.
3. Fear of assimilation	2.70	1.17	2.79	1.09	-.09	-1.221	n.s.
4. Meeting others' expectations	3.16	.98	3.39	.90	-.23	-2.884	n.s.
5. Attitudes to L2 community and culture	4.35	.93	4.23	.86	.12	2.163	n.s.
6. Instrumentality (Prevention)	4.10	1.08	4.18	.95	-.08	-.930	n.s.
7. Criterion measures	3.97	.96	3.85	.79	.12	1.686	n.s.
8. English anxiety	3.47	1.09	3.45	1.01	.02	.239	n.s.
9. Ought-to L2 Self	3.63	1.03	3.85	1.08	-.22	-2.903	n.s.
10. Travel orientation	4.49	.94	4.48	.88	.01	.135	n.s.
11. Instrumentality (Promotion)	5.25	.81	4.80	.85	.45	6.371	.000
12. Ethnocentrism	3.87	1.20	3.98	1.07	-.11	-1.060	n.s.

Paired-samples t tests

Appendix M: Mean Changes in the Scores of the ESL(recent arrival) and EFL Learners for the 12 Factors (t-tests)

Factors	ESL(recent arrival) (n = 20)		EFL (n = 127)		Mean Diff.	t	p
	Mean	SD	Mean	SD			
1. Ideal L2 Self	.00	.75	.07	.85	-.07	-.367	n.s.
2. Attitudes to learning English	-.08	.87	.08	.80	-.16	-.855	n.s.
3. Fear of assimilation	-.17	.90	-.09	.90	-.08	-.334	n.s.
4. Meeting others' expectations	.13	.81	-.23	.88	.36	1.694	n.s.
5. Attitudes to L2 community and culture	.17	.83	.12	.65	.05	.295	n.s.
6. Instrumentality (Prevention)	-.07	.92	-.08	.98	.01	.024	n.s.
7. Criterion measures	.30	.71	.12	.83	.18	.898	n.s.
8. English anxiety	-.11	1.03	.02	.93	-.13	-.584	n.s.
9. Ought-to L2 Self	.10	.88	-.22	.86	.32	1.551	n.s.
10. Travel orientation	-.30	1.00	.01	.88	-.31	-1.442	n.s.
11. Instrumentality (Promotion)	.31	.50	.45	.80	-.14	-.731	n.s.
12. Ethnocentrism	-.35	1.08	-.11	1.17	-.24	-.858	n.s.

Independent-samples t tests

Appendix N: The Number and Percentage of the ESL(recent arrival) Learners Showing Changes in their Responses to the 12 Factors and the Absolute Mean Changes (n = 20)

Factors	Positive change	Negative change	No change
1. Ideal L2 Self	8 (40%) M = 0.70	10 (50%) M = 0.56	2 (10%)
2. Attitudes to learning English	9 (45%) M = 0.76	8 (40%) M = 0.65	3 (15%)
3. Fear of assimilation	8 (40%) M = 1.05	7 (35%) M = 0.71	5 (25%)
4. Meeting others' expectations	7 (35%) M = 0.69	10 (50%) M = 0.74	3 (15%)
5. Attitudes to L2 community and culture	8 (40%) M = 0.66	12 (60%) M = 0.73	0
6. Instrumentality (Prevention)	9 (45%) M = 0.89	9 (45%) M = 0.72	2 (10%)
7. Criterion measures	6 (30%) M = 0.46	11 (55%) M = 0.80	3 (15%)
8. English anxiety	10 (50%) M = 0.95	10 (50%) M = 0.73	0
9. Ought-to L2 Self	5 (25%) M = 1.13	11 (55%) M = 0.70	4 (20%)
10. Travel orientation	12 (60%) M = 0.91	7 (35%) M = 0.71	1 (5%)
11. Instrumentality (Promotion)	4 (20%) M = 0.42	12 (60%) M = 0.67	4 (20%)
12. Ethnocentrism	10 (50%) M = 1.2	7 (35%) M = 0.71	3 (15%)

Appendix O: The Number and Percentage of the EFL Learners Showing Changes in their Responses to the 12 Factors and the Absolute Mean Changes (n = 127)

Factors	Positive change	Negative change	No change
1. Ideal L2 Self	49 (38%) M = 0.75	63 (50%) M = 0.73	15 (12%)
2. Attitudes to learning English	42 (33%) M = 0.76	65 (51%) M = 0.66	20 (16%)
3. Fear of assimilation	60 (48%) M = 0.76	45 (35%) M = 0.73	22 (17%)
4. Meeting others' expectations	63 (50%) M = 0.90	47 (37%) M = 0.61	17 (13%)
5. Attitudes to L2 community and culture	40 (32%) M = 0.59	69 (54%) M = 0.57	18 (14%)
6. Instrumentality (Prevention)	53 (42%) M = 0.98	58 (46%) M = 0.72	16 (12%)
7. Criterion measures	43 (34%) M = 0.78	70 (55%) M = 0.71	14 (11%)
8. English anxiety	52 (41%) M = 0.85	62 (49%) M = 0.75	13 (10%)
9. Ought-to L2 Self	56 (44%) M = 0.95	40 (32%) M = 0.63	31 (24%)
10. Travel orientation	46 (36%) M = 0.88	58 (46%) M = 0.72	23 (18%)
11. Instrumentality (Promotion)	21 (17%) M = 0.76	82 (64%) M = 0.89	24 (19%)
12. Ethnocentrism	56 (44%) M = 1.12	50 (39%) M = 0.97	21 (17%)