THE RELATIONSHIP BETWEEN MOTIVATION AND

ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING

IN A SIXTH FORM COLLEGE IN HONG KONG

Thesis submitted for the degree of

Doctor of Education
(TESOL)

at the University of Leicester

by

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February 2008

ABSTRACT

Motivation is crucial in learning a foreign language as it probably determines one's success in mastering the target language. This study attempts to unveil the relationship between motivation and achievement in learning English in a sixth form college in Hong Kong.

The methodological dimensions of the investigation were twofold. First, by means of questionnaires distributed to 33 Advanced-level students, their motivation intensity and orientations in learning English were explored. Pearson Product Moment Correlation was computed to examine the students' motivation components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. Second, four high, four average and four low achievers of learning English, altogether 12 students aged 17 to 20, were invited to attend semi-structured interviews. Through the account of their English learning experience, the relationship between motivational factors and academic achievement in foreign language learning was investigated.

The findings indicated that there was a positive relationship between motivation and achievement among this sample of Hong Kong Advanced-level students in this sixth form college. The results also indicated that all the high, average and low achievers had strong extrinsic motivation, but this did not have any significant correlation with students' English attainment. Instead, it was intrinsic motivation that had a positive correlation with students' English grades.

The results further suggested that, in this sample, intrinsic and extrinsic motives did not inhibit each other as they had no significant correlation. Students pursuing both intrinsic and extrinsic orientations achieved better grades in English than those whose main motivation was extrinsic. Thus it might be necessary to create a learning environment where intrinsic and extrinsic values of learning English were equally emphasized. Finally, some suggestions on how to enhance Advanced-level students' motivation in learning English were also offered.

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and heartfelt gratitude to Professor Paul Cooper, my dedicated supervisor whose professional guidance, precious advice and enormous support not only for this thesis, but also for other aspects of my postgraduate work. His endless patience, inspiration, kindness and encouragement are highly appreciated. I am so honoured and blessed to be his student as he is really a committed, responsible, caring and generous scholar who is always a role model for me.

My sincere appreciation also goes to Dr. Kevin Armstrong and Professor Winnie Cheng who have provided insightful comments and invaluable suggestions for this thesis. With their professional advice, this thesis can be immensely improved and certainly be more complete.

No acknowledgements would be complete without thanking the numerous people involved in the execution of and participation in the study. I would like to give thanks to the students who have completed the questionnaire. Special thanks should also go to the students being interviewed who have provided precious information for the study.

Warmest acknowledgements are owed to my husband, Jordan, being there as a source of support during the duration of this thesis.

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CHAPTER 1   **INTRODUCTION**

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> *"Motivation is such a basic factor in language learning that I cannot see how any teacher could avoid being concerned with his pupils' motivation."*   *(Girard, 1977:97)*

Being a language teacher, I am certainly very concerned with the motivational problem of my students in learning English. Gottfried and Gottfried (2004:129) actually consider that "teaching the desire to learn may be as important as teaching academic skills". Motivation is often regarded as one of the main elements that determine success in foreign or second language learning. Dornyei (1998:117) argues that this is because "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process". This perspective argues that motivation is responsible for a particular action as well as the effort and persistence for that action to continue, thus it certainly plays a vital role in a learner's achievement.

To have a thorough investigation of the relationship between motivation and achievement in foreign language learning in a sixth form college in Hong Kong, some background information needs to be presented first. These include the political and socio-cultural backgrounds as they relate to English language learning in Hong Kong, the current role and status of the English language in Hong Kong, the educational systems, the rationale of the research topic, the theoretical aims and research questions underpinning the current study as well as the overview of the thesis. The following sections will deal with all these aspects respectively.

1.1   Political and Socio-cultural Backgrounds

Hong Kong is a city inhabited by 98% Chinese. Most of the local people speak their native tongue, Cantonese, for their daily communication (Peng, 2005). English became an official language in Hong Kong when it became a colony under the British rule in the 1840s. This was the case until 1997, when sovereignty was returned to the Chinese government. This background has greatly influenced policy and practice in relation to the English language in Hong Kong (Qian, 2008).

During and since the period of the British colonisation, English has been an important language in the government, education, business and the law courts in Hong Kong. The economic structure of Hong Kong shifting from manufacture to financial and service industry since 1980's also requires more demand for English. The primary concern of the business sector has been and continues to be that "the educational system could somehow produce enough school-leavers and graduates to meet the language needs, both Chinese and English, of a rapidly changing Hong Kong" (Boyle, 1995:300). Hence, for most of the Hong Kong people, having a good knowledge of the English language still means a better chance of getting a job with better prospects.

Since the return of sovereignty of Hong Kong in 1997, the status of Chinese as the official language of Hong Kong has been reaffirmed. Putonghua, the national language, is getting popular among the local residents as it is essential for having more frequent contacts with mainland China and a sense of national identity. As Boyle (2000:71) reports:

> *"Elective courses in Putonghua in the universities are all heavily oversubscribed and extramural evening classes in Putonghua for working adults are also extremely popular".*

However, since Hong Kong is still as one of the most important financial, commercial and tourism centres in the world after its return to China, recognizing the status of English is a crucial factor in enhancing the economic competitiveness of Hong Kong worldwide. As So (2000:22) points out:

> *"Whether one likes it or not in the next millennium the English language is going to be the lingua franca of members of international communities in trade and commerce as well as in science and technology. Being able to use English and use it well will be a mark of membership of these communities".*

Hence these factors are likely to encourage Hong Kong people to have pragmatic and instrumental motivation for learning English since it is recognized as the international language of trade and commerce.

1.2   Role and Status of English Language in Hong Kong

For the historical, colonial reasons and due to the fact that Hong Kong is a prosperous commercial centre, English actually has a very important status in society. It is used as the medium of communication in education, business and government. Before 1997, English was more widely used in certain domains such as government administration, commerce and education. If a distinction between a foreign language and a second language is to be made, English should be a second language in the community at this stage.

After 1997, it is natural that Chinese (Cantonese/ Putonghua) is replacing English in government administration and becomes a language of equal importance. Lai (1999:280) points out,

> *"The realities of economic and demographic integration with China make it likely that English in Hong Kong in the years ahead will increasingly take on the features of a foreign rather than a second language, both in education and in everyday life".*

According to a recent survey conducted by the Hong Kong Polytechnic University, written English have become more important in the workplace since the handover (Nip, 2008).

It has been argued that as Hong Kong will retain its present status as an international city, English will continue to be the main language functioning mainly in finance, commerce, technology and tourism (Peng, 2005). It has traditionally been a prestige language which is regarded as providing access to good education and better career prospects though it is rarely used in the daily life of the majority of the Hong Kong people. As Adamson and Lai (1997:90) state,

> *"English language is perceived by many sectors of society as an essential subject for the economic prosperity of individuals and Hong Kong as a whole, even though it is largely irrelevant in the daily life of the general population".*

Adamson and Lai (1997:91) further maintain that "colonial transition does not appear to have impinged upon English language in the school curriculum in Hong Kong. English remains a high-status subject in the primary and secondary school curricula and as a key element in assessment for placement in secondary education and entry to tertiary education". In this respect, English is a crucial component in providing an access to academic achievement.

To sum up, Berry and McNeill (2005:371) clearly state that "despite the return of sovereignty to China in 1997, the Hong Kong government acknowledges that a high level of English language ability is still required among the workforce in order to maintain Hong Kong's position as an international commercial centre". Hence, English still maintains a high status in an international commercial and financial city, like Hong Kong.

1.3 Educational Systems

To keep pace with the social and economic development in Hong Kong, it is natural for the local government to attach significant importance to English, thus it always plays a crucial role in the educational systems. English is a compulsory subject for all students from primary to the secondary level. There are six years of primary education and three years of junior secondary education.

In 1971, Hong Kong implemented six-year free compulsory primary education and nine-year free compulsory education (from Primary One to Form Three) in 1978 (Leung, 1992). Senior secondary education consists of Form Four and Five leading to the Hong Kong Certificate of Education Examination (HKCEE) and two years in Form Six and Seven leading to the Hong Kong Advanced Level Examination (HKALE). Apart from being a compulsory subject from primary to the secondary level, English is required to be passed in the public examinations if students want to further their studies.

Recently, the Hong Kong Education Bureau is launching a new secondary and tertiary academic structure, namely 3-3-4 educational reform. That means there is a switch to four-year university degrees after three years of junior secondary and three years of senior secondary education in 2012. The move is from seven years of secondary education to six years and from three years of degree courses to four years.

The Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination will be scrapped under the new structure. Instead, they will be replaced by the Hong Kong Diploma of Secondary Education which Form Six students will sit in 2012. Students have to take two to three electives in addition to English, Chinese, Mathematics and Liberal Studies (Yau, 2008).

In the field of education, no matter it is before or after the reform, English still plays a crucial role in the school curriculum. Basically, English as a foreign language is compulsory for all students beginning from kindergarten and extending to the end of the secondary stage. By the time students finish their secondary education, they should have studied English for at least sixteen years. Secondary school students have to face the public examination in which the English language results are crucial to their further studies and future careers.

At the secondary level, there is a perennial debate about whether English should be employed as the medium of instruction. For those schools using English as the medium of instruction (EMI), "all subjects except for Chinese Literature and Chinese History are taught in English or at least make use of English textbooks" (Chan, 1987:241). Because of the pragmatic value of English, the social, economic and technological factors support the use of EMI. In order to let children have more chances either professionally or academically in the future, quite a lot of parents opt for EMI secondary schools for their children (Wu, 2008).

Conversely, in a proposal by the working group on review of secondary school places allocation and medium of instruction for secondary schools (Education Department, 2003), it is argued that the mother tongue is the most effective medium of instruction for students. Learning through a foreign language inevitably creates language barriers in studying. In light of this, the educational, pedagogical and psychological considerations all point to the advantages of using Chinese as the medium of instruction (CMI). Choi (2005:164) states that "classroom participation and student-teacher interaction were much better in classrooms using Chinese as the teaching medium".

As the categorisation of schools into CMI and EMI is based on the evidence of students' ability and teachers' capability, only those schools which are able to demonstrate their advantages in these respects can apply for adopting EMI. Chow and Mok-Cheung (2004:151) maintain "both parents and students believe that attending English-medium schools would offer better opportunities for jobs and further studies".

There is a strong belief, particularly among parents, that an English-medium education leads to better job prospects and social status. As Morris (1997:7) points out:

> *"Two factors are perceived by parents as the key determinants of a school's status: its academic record, which is primarily a function of the pupils' performance in public examinations, and the school's policy on the language of instruction. Schools which claim to use English have generally been accorded a higher status than those which use Chinese".*

As a result, most of the people normally consider those schools using English as the medium of instruction as their first choice in Hong Kong.

1.4   Rationale of the Research Topic

English is a compulsory subject and achievements in the public examinations have great impacts on students' further studies as well as their career prospects. Whether students are interested in learning this foreign language or not, they have no choice. Some students are actually very afraid of learning English and they find it hard to be motivated to learn it. The following feedback of an EFL student from an interview of Tsui (1996:145) typically reflects quite a lot of Hong Kong students' feelings:

> *"... I think my English level is not good, so I am shy to talk English ... I hate English very much because I think English is quite difficult to*

learn ... Educational system is stressful ... because many people if fail
in English ... they effect (sic, affect) their life."

From the above, the student really has some motivation problems in learning English. However, English is an important subject for all students since it is the main language for higher education and possesses high social prestige within the community. Thus all students have to learn it and language teachers have to teach it.

According to Hui and Chan's (1996) study of teacher stress, it has been confirmed that students' poor motivation to learn is the most frequent source of stress for teachers. This is particularly the case where schools use English as the main medium of instruction. If students do not want to learn English and are not competent enough, this will probably affect their learning in other subjects. As the student interviewed by Tsui above shows, if students fail in English, not only their learning at school will be affected but it will also have a major influence on their prospects in general. This shows the importance of learning English in Hong Kong.

It has been claimed that many Hong Kong students have low English motivation intensity and their learning motivation is more extrinsically oriented. Lai (1999) investigates attitudes of university students towards learning English and it is found that they are strongly motivated to improve their English proficiency mainly due to instrumental and career-related purposes. That means English is considered as an indispensable tool to gain access to knowledge of higher education and a better career prospect. It is undeniable that good English is an advantage to gain access to universities and nearly 80% of the courses use English textbooks in universities (Peng, 2005).

Though most of the Hong Kong students place a high value on English, not many of them have high proficiency in it. When they are asked if they would like to

be proficient in English, they will respond positively. Unfortunately, not many of them have converted their wish into greater motivation and desired achievement in this language (Lai, 1997). This is because English is treated as merely a school subject, implying that most students only learn English in the classroom and rarely use it in their daily lives. Actually it is not easy to find an ideal language environment outside school and students are being pushed by their parents to learn English well (Peng, 2005). In light of this, it is necessary for educators to create authentic English language environment to stimulate higher motivation that will lead to better learning achievement.

Motivation can be regarded as one of the major sources that account for educational success. Crookes and Schmidt (1991) identify three main stages of behaviour regarding language learning motivation. First, learners decide to choose and engage in a particular language. Second, they persist or persevere in the learning activity over an extended period of time. Third, they maintain a high learning activity level.

For the first aspect, whether students will choose and engage in English language learning, it does not seem to be applicable in the Hong Kong context since English classes are mandatory in all schools. The more important issue is what makes a language learner persist and maintain a high level of learning activity. In other words, what motivates a student to work for the target language over a long period of time. Motivation that only enables a learning activity to start but fails to sustain it through an extended period is unlikely to end in successful achievement (Kelly, 1983).

1.5   Theoretical Aims and Research Questions

As an English teacher for 15 years, my aim for this study is, in general, to learn more about motivation in foreign language learning. According to Oxford and Shearin (1994:15), "without knowing where the roots of motivation lie, how can teachers water those roots?" It is believed that a more thorough understanding of student motivation can result in teachers being able to motivate students more effectively by designing more suitable curricula for students. There is no doubt that effective teaching along with highly motivated students will lead to better learning outcomes. In this respect, this study focuses on the source of motivation in foreign language learning as it is very crucial to teachers who want to improve students' language proficiency.

Although some studies have been done on motivation in learning English among Hong Kong students, very few studies specifically discuss the Advanced-level students' motivation and their achievement in learning English. In this regard, this study is designed to examine how Advanced-level students' motivation affects their English learning and focus on the relationship between motivation and achievement in foreign language learning.

I was teaching in a sixth form college which provided a two-year matriculation course for students aged 17-20. English was a compulsory subject for all of them and they had to pass this subject in the Hong Kong Advanced Level Examination before entering the university. In light of this, students seemed to be very extrinsically or instrumentally oriented in learning English. As Biggs (1996:8) points out, "most students focus their learning on what they think they will be tested on: the test becomes the curriculum". In fact, the teaching schedule and material of

this school were very examination-oriented. However, could this extrinsic or instrumental motive be good enough to sustain students' motivation to learn English?

In order to help my students achieve better results in the public examination, I intended to investigate the motivation and achievement in learning English in this specific context for my research project. Specifically, the aim of the present study was to identify the key factors in sustaining Hong Kong Advanced-level students' persistence in the process of English learning and the relationship of these motivational factors to students' achievement.

With respect to a sixth form college in Hong Kong, the following research questions were addressed:

1. What were the motivation levels among the Advanced-level students?

2. What were the influences on the students' motivation levels in this context?

3. What types of motivation (intrinsic/ extrinsic) were more important in relation to students' academic achievement in learning English?

4. What were the potential implications of the findings from this study for increasing the effectiveness of teaching the Advanced-level English in Hong Kong?

It was hoped that a deeper understanding of the crucial relationship between motivation and achievement in foreign language learning would help teachers further improve their pedagogy and curriculum planning.

1.6 Overview of the Thesis

Following this introductory chapter, the second chapter is devoted to the literature review of different dimensions of motivation. It starts with the definitions of motivation. Then various dichotomies, including mastery versus performance goals, intrinsic versus extrinsic motivation, the Origin versus the Pawn and integrative versus instrumental motivation are presented. Furthermore, attribution theory, the relationship between motivation and achievement as well as teachers' role in learners' motivation in foreign language learning are discussed. The final part of Chapter Two also illustrates Hong Kong students' motivation in learning English and the English language teaching in Hong Kong.

Chapter Three concerns the methodology of the present study. The background information is first provided, followed by the research aims and research questions. The research design clearly demonstrates the ethics issue of doing the study, the subjects involved as well as the instruments used, including questionnaires and interviews. After the reliability and validity of the study are discussed, the procedure part shows how the pilot study and the main study of both questionnaires and interviews are conducted. In the end, the limitations of the study are mentioned.

Chapter Four demonstrates all the findings of both questionnaires and interviews. Five motivation components, including motivation intensity, achievement motivation, attribution motivation, intrinsic motivation and extrinsic motivation are identified. The relationship of these five motivation components and learners' English achievement is investigated. In addition, the interview results of twelve informants are illustrated under ten main categories.

Chapter Five discusses and analyses the findings of the present study in relation to three research questions, answering the motivation levels of the Advanced-

level students in a sixth form college in Hong Kong; the influences on the students' motivation levels in this context and whether intrinsic or extrinsic motivation is more important in relation to students' academic achievement in learning English.

Chapter Six derives some pedagogical implications from the research results for increasing the effectiveness of teaching the Advanced-level English in Hong Kong. These include enhancing intrinsic motivation, reducing language anxiety, creating an authentic English environment, developing a sense of satisfaction and promoting causal attribution to effort.

Finally, the concluding chapter gives a whole summary of the thesis, contains a brief account of the strengths and weaknesses of the study and suggests a direction for further research.

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CHAPTER 2   Dimensions of Motivation

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This chapter explores some key concepts of motivation, including goal orientation theory (mastery and performance goals), self-determination theory (intrinsic and extrinsic motivations), attribution theory (internal and external factors), the Origin-Pawn concept as well as integrative and instrumental motivations. In addition, the relation of motivation to achievement and the teacher's responsibility in motivating students to learn are also discussed. Some of the motivation studies of Hong Kong students in foreign language learning and the situations of English language teaching in Hong Kong are to be illustrated too. In the opening section, definitions of motivation are to be explored.

2.1 Motivation Defined

The term 'motivation' is familiar in psychology and it is a central topic in education. It is derived from the Latin verb "*movere*", that means to move (Pintrich and Schunk, 1996). To be motivated means to be moved to do something. They explain that "the idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us moving and helps us get jobs done" (p.3).

From a psychological point of view, Brown (1980:112) states that "motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action". It is usually defined as "the processes involved in arousing,

directing and sustaining behaviour" (White, 1977:2) or "an innate state that arouses, directs and maintains behaviour" (Woolfolk, 1993:336). Psychologists have described motivation as a 'drive'. This means that motivation provides a direction for us to invest our energy so as to satisfy what we need. It is a process in which our interests are aroused, our efforts are persisted and our behaviours are maintained.

From the educational point of view, Ormrod (2000:472) state that "motivation is something that energizes, directs and sustains behaviour; it gets students moving, points them in a particular direction, and keeps them going". Pintrich and Schunk (1996:4) define "motivation as the process whereby goal-directed activity is instigated and sustained". They further elaborate that motivation certainly involves goals which provide a direction for our effort to expend. Williams and Burden (1997) also point out that to motivate somebody is to arouse his/her interest, sustain that interest and invest time and energy to achieve certain goals. It can be seen that motivation inevitably involves goals. Masgoret and Gardner (2003:128) further propose,

> *"The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/ or failure, is aroused, and makes use of strategies to aid in achieving goals".*

Woolfolk (1993:361) concludes that "the study of motivation is essentially a study of how and why people initiate actions directed towards specific goals and persist in their attempts to reach these goals". In relation to goals, motivation is usually distinguished between these two categories - intrinsic and extrinsic. Pintrich and Schunk (1996) define these terms in the following way:

> *"Intrinsic motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they find them enjoyable. Task participation is its own reward and does not depend on explicit rewards or other external constraints. In contrast, extrinsic motivation is motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on*

tasks because they believe that participation will result in desirable outcomes such as a reward, teacher praise or avoidance of punishment" (pp.257-258).

Generally, it is assumed that students can achieve better learning outcomes if they pursue more intrinsic motivation. This is because intrinsic motives relate to students' genuine interest in learning but extrinsic ones are to be associated with the practical reasons of learning. The different features of intrinsic and extrinsic motivations will further be discussed in Section 2.3. In the meantime, it is more appropriate to consider how motivation is defined in foreign language learning. Cook (1991:97) simply says, "it has chiefly been used to refer to the long-term fairly stable attitudes in the students' minds". Gardner (1990) gives a detailed explanation and identifies motivation in foreign language learning to have three elements, including:

    i. a desire to learn the language;

    ii. effort expended towards learning the language;

    iii. favourable attitudes towards learning the language.

In other words, motivation in learning a foreign language can be considered as a process in which a learner has desire, persistence and a positive attitude to attaining the goal of learning the target language. It is characterized by long-term, quality involvement in learning and commitment to the process of learning. The well-known socio-psychological model related to language learning motivation belongs to Gardner and Lambert (1972:3) who have categorized motivation in language learning into integrative and instrumental orientations as follows:

> *"The orientation is said to be instrumental in form of the purposes of language study reflect the more utilitarian value of linguistic achievements, such as getting ahead in one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group."*

In short, learning the language to take part in the culture of its people is regarded as integrative motivation whereas learning the language for some practical reasons is considered as instrumental motivation. This will be further discussed in Section 2.5 below.

2.2 Mastery versus Performance Goals

It is necessary to discuss motives by referring to goals since these direct our behaviour to fulfill our needs or satisfy our wants. Pintrich and Schunk (1996:4) state, "motivation involves goals that provide impetus for and direction to action". That means goals provide students with direction and a purpose to engage in an activity. They further claim that even though goals may not be well formulated and may be changed, the point is that individuals have something in mind that they are trying to attain. A variety of studies show that students' goal orientations determine their cognitive and behavioural reactions as well as their educational outcomes (Ames and Archer, 1988; Valle et al., 2003).

According to Ames (1992), students' goal orientations are classified as two kinds, including mastery and performance goals. Students who pursue mastery goals are concerned with developing their ability over time and acquiring the skills needed to master a particular task (Mattern, 2005). In other words, students with mastery goals develop competence by their willing and effort to undertake activities that make them improve their knowledge. They seek opportunities to increase their competence and master new challenges. They also accept mistakes as a normal step in the learning process.

In contrast, students pursuing performance goals regard ability as fixed and efforts are perceived negatively. They consider errors as indicative of a lack of ability

and are less likely to be intrinsically motivated (Gonzalez et. al., 2001). In short, the focus of mastery orientation is on the content of learning while the focus of performance orientation is on demonstrating ability, getting good grades and surpassing other learners.

Generally, it is assumed that students can achieve better learning outcomes if they pursue a mastery orientation or a more intrinsic motivation. This is because mastery goals help to promote students' interest in learning while performance goals are to be associated with surface processing of study materials. As performance goals are related to negative learning outcomes, such as surface processing of study material or reduced task enjoyment, students should be encouraged to adopt mastery goals instead of performance goals (Ames, 1992).

Though Harackiewicz and Sansone (1991) acknowledge the positive effects of performance goals, they argue that these two goal orientations are not mutually exclusive. Meece and Holt (1993) also find that students can be both high in mastery and performance orientations. While mastery goals help to promote students' interest in learning, performance goals can stimulate students to perform well in the assessment.

As students might hold both mastery and performance goals and that both goals can be beneficial. Mattern (2005) compares the achievement patterns of college students who hold both goals simultaneously to students who have either mastery or performance goals only. The results suggest that students who have a mastery goal demonstrate higher levels of academic achievement than those with a performance goal.

From this viewpoint, analysing how students' goal orientations relate to academic outcomes has significant implications for teaching. It is suggested that

when educators or teachers want to improve students' academic achievement, understanding the potential goal orientation that enhance students' learning motivation should be of primary concern.

As Ames and Archer (1988) point out that students who place an emphasis on mastery goals in the classroom have a higher level of task enjoyment and are positively related to intrinsic motivation. Mastery goals are said to promote intrinsic motivation by fostering perceptions of challenge, encourage task involvement, generating excitement and supporting self-determination while performance goals are the opposite. Performance goals are considered as undermining intrinsic motivation by instilling perceptions of threat, disrupting task involvement, and creating anxiety and pressure (Elliot and Harackiewicz, 1996).

Ormrod (2000:483) also differentiates "students with mastery goals are more likely to be intrinsically motivated to learn course material, but those with performance goals are more likely to be extrinsically motivated". In relation to this, intrinsic and extrinsic motivations are then to be discussed in detail in the next section.

2.3 Intrinsic versus Extrinsic Motivation

Deci and Ryan's (1985) self-determination theory categorizes goals that commonly motivate academic achievement behaviour as either intrinsic or extrinsic. Intrinsic motivation activities are those which learners engage in for their own sake because those activities are enjoyable and satisfying to do (Dornyei, 2003). Intrinsic motivation tends to be linked with a deep approach to learning whereas extrinsic motivation tends to be linked with a surface approach to learning (Keys and

Fernandes, 1993). The former arises from the desire to invest effort in learning for its own sake whilst the latter depends upon external rewards or incentives.

Deci and Ryan (1985:256) maintain that "being intrinsically motivated to learn improves the quality of learning and that those conditions that are autonomy supporting and informational will promote more effective learning as well as enhanced intrinsic motivation and self-esteem". That is an individual with a high level of intrinsic motivation is likely to demonstrate autonomy in his/her learning and lead to a higher achievement.

Research results suggest that extrinsic motivation is not as important as intrinsic motivation in learning (Gottfried, 1985). It is argued that people learn best when they are engaging in learning behaviour for their own intrinsic reasons. Learning for intrinsic reasons, in other words because people are interested in acquiring knowledge or skills, is believed to be more enjoyable and ultimately to result in more learning than if the learning is for extrinsic reasons, such as to please somebody, to escape punishment or to obtain a reward. Learners who are intrinsically motivated are believed to be more persistent in language learning, and this persistence may in turn contribute to learners' achievement.

According to Deci and Ryan (1985), extrinsically oriented learners may tend to attribute a poor performance to a lack of intelligence or ability (a stable and internal factor). Then they will feel helpless and are not motivated to further improve themselves. On the other hand, intrinsically oriented learners may be more inclined to attribute a poor performance to a variable or unstable factor like effort and thus accept it as a motivating challenge to try harder. Such different responses can explain why intrinsically motivated learners may learn better. This is because intrinsically

motivated learners may be less likely to succumb to feelings of helplessness and low self-esteem when they face failure.

Extrinsically motivated behaviours are considered to be controlled by external constraints and less self-determined than intrinsically motivated ones. Pittan et al. (1983) propose when the primary concern of a learner is to achieve an extrinsic goal, s/he will try to finish the task as quickly and with as little effort and frustration as possible. Such a learning approach is unlikely to lead to effective learning.

Brophy (1983) mentions that if we want students to engage in academic activities seriously, it will be important to develop their intrinsic motivation in learning. That is developing students' tendencies to value knowledge for its own sake as well as enjoy the learning process and ultimately gain the personal benefit that accrues from learning. Dornyei (1990) actually claims that an intrinsically motivated learner is more likely to attain a higher proficiency in a language than a learner whose main motivation is extrinsic. In light of this, students who are intrinsically motivated are more likely to achieve their goals that will give a sense of satisfaction.

On the other hand, it may be argued that both intrinsic and extrinsic motivations are essential in schools. It is, of course, the ideal to create intrinsic motivation by meeting the students' interests and needs. However, teachers may find it difficult to motivate students intrinsically all the time since not everything can be intrinsically interesting in classrooms. Moreover, it takes a long period to learn about each individual student personally. As a result, learners may sometimes need to recognise the importance of extrinsic motives and rely on these motives to engage themselves in learning. For instance, students normally need to study and prepare for examinations. It is undeniably that extrinsic motivation has a role to play in the school curriculum.

It is unlikely that a learner will experience intrinsic or extrinsic motivation exclusively, there is likely to be at least some extrinsic motivation involved (Deci and Ryan, 1985). There are situations when external incentives are necessary. According to the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007:70), students may have different sources of motivation to learn English in Hong Kong as follows:

> *"While teachers seek to enhance learners' intrinsic motivation by making English learning interesting and pleasurable, learners are also motivated by various external factors, such as the drive to do well academically, to strengthen their employment opportunities, and to develop the level of English proficiency needed for them to succeed in an international city where the language is widely used. At senior secondary level, it is essential that learners continue to be motivated in different ways, so that language learning becomes for them a practical, enjoyable and rewarding experience."*

In view of the above, teachers need to pay attention to students' intrinsic and extrinsic motives, so that students can have an enjoyable and practical experience in learning English.

Ur (1996) also considers that both intrinsic and extrinsic motivations have an important part to play in the classroom because both are at least partially accessible to teacher influence. Sometimes extrinsic motivation is derived from the influence of some kind of external incentive, such as parents or peer-group influences, it is inaccessible to the teacher's influence. However, there are still some other sources of extrinsic motivation that are certainly affected by the teacher. For instance, the teacher can reinforce desirable behaviour by using rewards. Similarly s/he can discourage undesirable behaviour by using some form of punishment. This kind of external incentive may help to motivate students and it always exists in the classroom.

On the other hand, Ur (1996:280) argues that "intrinsic motivation is largely rooted in the previous attitudes of the learners". This means whether students see

learning as being worthwhile or not. Some of the students might have had some bad experiences in learning English, so they have already developed a hostile attitude towards it, just as the EFL student mentioned before (p.6) says, "I hate English very much ...".

Under such circumstances, how can teachers help to develop students' intrinsic motivation? Ur (1996:280) suggests, "it is the arousing of interest, perhaps, that teachers invest most effort, and get most immediate and noticeable pay-off in terms of learner motivation". In other words, teachers should try to find interesting and attractive language materials as well as lively learner centred teaching methodologies. These will be further discussed in Section 2.8 below.

2.4 The Origin versus the Pawn

In relation to intrinsic and extrinsic motivations, Deci et al.'s (1991) self-determination theory illustrates when a behaviour is self-determined, the person is free to choose to perform an activity intrinsically; whereas when it is controlled, the person will depend on the extrinsic rewards to perform the task. This locus of causality refers to the perceived location of a cause as internal or external to the person. The concept is based on one of the important motivation theories - personal causation (deCharms, 1968). He introduces the terms 'Origin' and 'Pawn' to distinguish between two motivational states. A Pawn is a small piece in chess of the lowest rank. Figuratively it refers to a person who is pushed around or manipulated by others. When a person who is free or self-directing and goes about seeking his/her goals, s/he can be said to originate his/her own behaviour, then s/he is considered an 'Origin'. deCharms (1976:4) clearly explains:

> *"An Origin is a person who feels that he is in control of his fate; he feels that the cause for his behaviour is within himself. A Pawn feels that he is pushed around, that someone else pulls the strings and he is the puppet. He feels that the locus of causality for his behaviour is external to himself".*

Since Origins believe that it is within their own ability to control and to affect changes in their lives. They are therefore self-directed and internally motivated. In contrast, Pawns feel that much in their lives is controlled by external forces. Hence, "they are less likely to initiate activities for their own personal satisfaction and are more likely to require external reinforcement to display sustained motivation towards an activity" (Goodwin and Klausmeier, 1975:378). In short, Origins are those who regard their own behaviour as self-determined while Pawns are those who regard their behaviour as determined by external forces which are beyond their control. deCharms (1976:5) further gives a vivid description of the characteristics of the Origins and the Pawns as follows:

> *"The Origin is positively motivated, optimistic, confident, accepting of challenge. The Pawn is negatively motivated, defensive, irresolute, avoidant of challenge. The Origin feels potent; the Pawn feels powerless."*

The characteristics of the Pawn are sometimes reflected in some of the Hong Kong students' behaviour in their English lessons. As they always think that they are forced to learn English, they act just like the powerless Pawns. However, the underlying problem may not be due to the compulsory nature of English. There is a need to search out whether or not the problem is lying in the teaching or learning process. Lee (1999) does regard classrooms in Hong Kong as being teacher-centred and teacher-dominant, particularly in questioning.

deCharms (1984) approaches teachers with the Origin-Pawn concept and a 4-year longitudinal study is carried out to give 'Origin' training to teachers who, in turn, try to train their students to be Origins. Students are found to have greater academic

achievement, more adaptive risk taking and fewer absences when comparing to students in control classroom. In light of this, he advises teachers to give suitable levels of choice to students, so that they have an opportunity to develop from within and act as Origins.

deCharms (1984:279) also considers four related concepts to the ideas of the Origin and the Pawn. These are choice, freedom, responsibility and ownership of behaviour.

> *"In a nutshell, originating one's own actions implies choice; choice is experienced as freedom; choices imposes responsibility for choice-related actions and enhances the feeling that the action is 'mine' (ownership of action). Put in the negative, having actions imposed without (Pawn behaviours) abrogates choice; lack of choice is experienced as bondage, releases one from responsibility, and allows, even encourages, the feeling that the action is not mine."*

In this respect, it can be concluded that students are encouraged to have choice in learning and take more responsibility for their own behaviour, so that their motivation in learning can be ultimately heightened. The drive to be in charge of oneself is a guiding principle which should be used in understanding student attitudes towards schoolwork and in structuring the curriculum (Hawley and Hawley, 1979). When the learning task is presented in a way that students feel they are in charge of themselves, like Origins, their motivation towards the work will be high. This is because they feel that they have some measure of control over their actions and this permits high levels of initiative and responsibility. This commitment can generate a high level of effort which, in turn, increases the chances for success and satisfaction. Indeed, Ryan and Grolnick (1986) find that the more students perceive their classrooms to be Origin focused, the greater their sense of self-worth, internal control and intrinsic motivation.

On the other hand, when the learning task is given to students in a manner that they feel powerless like Pawns, feeling that someone else is manipulating or controlling them, then their motivation towards the work will be low. This is because they do not feel that they have any control over their destiny, they have little commitment to the task, and so work with minimal effort. Then the resulting performance will be unsuccessful and dissatisfaction. This lack of satisfaction further diminishes effort and low effort, poor performance and dissatisfaction may reinforce one another in a downward spiral that ultimately destroys any remaining motivation.

Knowles (1995) concludes that people who take initiative in learning (proactive learners) learn much better than those who sit at the feet of teachers, passively waiting to be taught (reactive learners). This is because they enter into learning more purposefully and with greater motivation. As learned helplessness reactions are likely to appear in classrooms where teachers use controlling strategies, teachers should respond to students' autonomy needs by allowing them frequent opportunities to make choices (Brophy, 2004). That means if students are allowed to make choices in learning, "they are more likely to be interested in what they are doing, to work diligently, to complete assignments quickly and efficiently, and to take pride in their work" Ormrod (2000:480).

The above Origin-Pawn concept in learning is certainly vital for me to have a better understanding of how to enhance my students' motivation in general. On the other hand, in order to investigate students' motivation particularly in language learning, two important motivation orientations introduced by Gardner and Lambert (1972) have to be evaluated in the following section.

2.5 Integrative versus Instrumental Motivation

According to Gardner and Lambert (1972), a learner who learns with integrative motivation has a genuine interest in the second language community. S/he wants to learn the language in order to communicate with its members and take part in their culture. On the other hand, a learner with instrumental motivation is more interested in how the second language can be used to achieve some other goals, such as obtaining a degree or a good job. That is learning the language for some practical reasons.

Gardner and Lambert (1972:16) hypothesise that "the integratively oriented learner might be better motivated because the nature of his goals is more likely to sustain the long-term effort needed to master a second language". From their studies of the learners of French in Canada, they posit that a learner with an integrative motive is likely to achieve better proficiency in language learning than an instrumental one. This is because the integrative motive is considered as rooted in the personality of the learner. Hence s/he is more likely to expend effort to achieve cumulative progress. In this regard, it is important for teachers to create an authentic language learning environment so as to develop learners' integrative motivation in the target language.

Though Gardner and Lambert (1972) support the generalisation that an integrative motive does facilitate second language learning and is superior to the instrumental one. As Ellis (2008:679) states, "integrative orientation was seen as a more powerful predictor of achievement in formal learning situations than instrumental orientation". Though instrumental motivation has been found to be a comparatively weak predictor of foreign language achievement, "it appears to be much more powerful in other contexts where learners have little or no interest in the

target-language culture and few or no opportunities to interact with its members" (Ellis, 2008:683).

In fact, Gardner and Maclntyre (1991) conclude that both integrative and instrumental motivations can lead to language proficiency, but integratively motivated students can learn more. This sounds reasonable since someone who is oriented to learn a language for integrative reasons might also recognize the instrumental value of learning the language and vice versa.

Nevertheless, Brown (2000) maintains that integrative and instrumental motivations are not necessarily mutually exclusive. Most probably, foreign language learning is motivated by a mixture of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country. Burstall (1978) also finds that her subjects' achievement in French is actually linked to both types of motivation.

From my personal learning experience, I tend to agree that very often a foreign language learner probably possesses both of integrative and instrumental motivations. This is due to the fact that I really enjoy learning English as the instrumental motive helps me develop my professional knowledge for teaching while the integrative motive helps me communicate more satisfactorily in the second language community. It seems that these two kinds of motivation are not mutually exclusive. Then to what extent are my Advanced-level students integratively or instrumentally oriented towards English learning?

It is still important to investigate whether the integrative motivation or the instrumental one plays a more important role in relation to the students' achievement in foreign language learning through the present study, so that a more suitable English

syllabus and methodology can be derived to enhance the students' English proficiency.

In the following section, attribution theory will be illustrated because it can explain how an individual attributes one's success or failure in foreign language learning to internal or external locus of control. This certainly influences learners' willingness to exert their effort in learning the target language and their expectations on their achievement.

2.6 Internal versus External Factors

Attribution theory is concerned with how people interpret events and how this relates to their thinking and behaviour (Weiner, 1986). Attributions are the beliefs people have for why they have or have not been successful at a task. How people explain or attribute their performance may affect their expectations and emotional reaction, which in turn will influence their achievement motivation. This is because a person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future. In a word, attribution theory is to find out how people perceive the cause of their behaviour and to consider how their beliefs may affect their behaviour and motivation.

According to Weiner (1986), attributions can be categorized into three dimensions: locus, stability and control. Locus is concerned with whether an individual perceives the cause of an event as internal or external. Stability refers to whether the cause of an event is stable or unstable across time. Control refers to how much control an individual believes him/herself to have over a cause. Weiner (1986) also suggests that four factors related to attribution theory will influence motivation in

education: ability, task difficulty, effort and luck. The characteristics of these four factors can be interpreted in the following:

i. Ability is relatively internal and stable factor over which a learner does not exercise much direct control.

ii. Task difficulty is an external and stable factor that is largely beyond a learner's control.

iii. Effort is an internal and unstable factor over which a learner can exercise a great deal of control.

iv. Luck is an external and unstable factor over which a learner exercises very little control.

How a person tends to attribute causes to events may play an important role in the motivation of foreign language learning. When learners regard their learning results to luck which is a chance happening beyond their control, their motivation in learning will be adversely affected. This is because good or bad things happening to someone is only by chance, but not because of something s/he has done. In light of this, learners who ascribe their success to internal, controllable factors, such as effort, would likely feel that they have more control over their own progress and would thus be more motivated to learn (Crooks and Schmidt, 1991). On the contrary, students who attribute failure to a stable factor, such as language ability, or an uncontrollable factor, such as the difficulty of the language, may be less motivated to put in the required effort. Ormrod (2000:498) gives the following explanation:

> *"When students attribute their successes and failures to stable factors, they will expect their future performance to be similar to their current performance. In other words, successful students will anticipate that they will continue to succeed, and failing students will believe that they will always be failures. In contrast, when students attribute their successes and failures to unstable factors such as effort or luck, then their current success rate will have less influence on their expectation for future success."*

In this way, students with a history of poor performance and failure tend to attribute success more to external factors and failure to lack of ability than students with a history of good performance. If students attribute achievement to ability, effort may be regarded as useless, students will then decrease effort to protect their self-worth. This is because they believe success is based on ability and failure is caused by a lack of ability. They feel a need to protect themselves from failure, so they will withhold effort or even will not attempt the task, so that they can save face or protect their self-worth. Furthermore, withdrawing effort allows failure to be attributed to a lack of effort that reduces the risk of hurting one's self-esteem.

Research on causal attributions for performance has shown that effort and persistence are greater when people attribute their performance to internal and controllable causes rather than to external or uncontrollable causes (Brophy, 2004). In other words, attributing a successful experience to internal, stable and controllable causes makes people believe that they will continue to succeed on similar tasks in the future. However, people will have less confidence in their achievement if they attribute their success to external, unstable and uncontrollable causes. In this respect, Brophy (2004:132) suggests that "teachers should teach students to attribute failures to remediable causes, insufficient knowledge or effort, reliance on an inappropriate strategy and thus to persist with problem-solving efforts instead of giving up".

Ormrod (2000) also advises teachers to attribute students' successes to a combination of high ability and controllable factors such as effort and learning strategies. For students' failures, they need to attribute those failures as being primarily the result of controllable and changeable factors. Macaro (2003:108) actually thinks that "students who are demotivated need to shift the attributions from external loci (teachers, peers, parents) to internal loci (their own capabilities)".

As a matter of fact, Ames and Ames (1984) find that learners who have high self-esteem typically claim their success belongs to effort (an internal factor) rather than luck (an external factor). In this regard, it would be desirable to change students' attributions in the direction of emphasising effort as the cause for success and lack of effort as the cause of failure. These causal perceptions can maximize the academic performance of students. Mayer (2003:482) reminds,

> *"Teachers should create situations in which students can observe their peers succeeding and also experience success themselves. Teachers should create situations in which students can learn that their academic successes and failures depend on their effort rather than solely on their ability".*

Hau and Salili (1991) note that Hong Kong students tend to attribute success in learning in general to internal and controllable factors, such as effort, interest and study skills. Hong (2001) posits that the strong emphasis on effort in Chinese culture together with a belief that smart people need not work hard may cause some Chinese students to hold two seemingly contradictory beliefs at the same time. On the one hand, they believe that effort can lead to improvement in ability and it is the key to success. On the other hand, some of them believe that people with high ability need not work hard to succeed. They feel that effort and ability are negatively linked, such that effort implies low ability. She finds that students who believe in an inverse relationship between effort and ability have lower levels of intrinsic motivation.

There is no doubt students' beliefs about learning have great influence on their achievement and motivation. Attribution theory clearly shows that a learner's motivation may come from his/her success in the previous learning experience. As Ellis (2008:686) concludes, "a high level of motivation does stimulate learning, but perceived success in achieving L2 goals can help to maintain existing motivation and even create new types". This brings out the controversial issue concerning what the

relationship between motivation and achievement is. Is motivation the source of achievement or is achievement the source of motivation? The next section considers this question.

2.7 Motivation - Cause or Result of Achievement?

The findings of much research show that motivational factors are certainly related to second or foreign language learning (Gardner, 1985; Ramage, 1990). Thus motivation should be considered as one of the key factors in successful language learning. This is because achievement is very much dependent on the effort that a learner expends in the task of learning a foreign language.

On the other hand, one may argue that success experienced in language learning could well act as a stimulating force to the students' motivation. Hawley and Hawley (1979:2) define the achievement motive as "the need to attain a standard of excellence, or to accomplish a goal in order to prove one's worth". When people have a need to achieve, they have a high attitude towards success and work hard to ensure they are successful. If they are intrinsically motivated, they participate in the activity for the sake of learning or improvement. If they are extrinsically motivated, they participate in the activity with the expectation of rewards. In a word, learners' willingness and perseverance to learn a language are closely linked to their achievement needs.

McClelland (1985) states that achievement motivation is based on a desire to excel. That means it is the tendency to strive for excellence or success. Achievement motivated people have a need to achieve and they want to be successful at whatever they attempt. According to Dornyei (1990), the need for achievement plays a major role in the motivational factors of foreign language learning. This is because foreign

language learning normally takes place in schools or academic contexts that can be described as academic achievement situations. Therefore, the individual's need for achievement will significantly affect learning.

On the other hand, second language acquisition contexts can comparatively offer more alternative ways to language attainment, such as communicating with target language speakers. Hence a lack of need for achievement can be compensated for by strong integrative motives. To reiterate, as foreign language learners often do not have enough opportunities to contact with the target language community, the need for achievement can be regarded as a motivational component typical of foreign language learning contexts, as is the case in Hong Kong.

Skehan (1989) suggests the 'resultative hypothesis' to illustrate that motivation may be the result of successful experience. In other words, learners who do well are reinforced or motivated to try harder whilst those who do not do so well are discouraged by failure and thus become unmotivated. The research conducted by Hermann (1980) tries to test the resultative hypothesis. Her findings claim that "the motivational hypothesis does not fully account for the interrelationship between attitudes and success or failure in the second-language acquisition process. They also reveal that foreign-language learning causes the formation of positive and negative attitudes" (Hermann, 1980:254). That means it is success that contributes to motivation or actually motivation results from success in learning. Hermann (1980) further claims that learners who do well are more likely to develop motivational intensity and to be active in the classroom.

The above evidence brings out the issue whether learners become motivated because of their achievement or they are successful in language learning because of their motivation. Ellis (1994:515) maintains that "the relationship between

motivation and achievement is an interactive one". This means that a high level of motivation does contribute to learning and that success can help to maintain or even enhance the existing motivation. Conversely, a vicious cycle of low motivation will result in low achievement that further lower the motivation in learning.

Research findings do suggest, therefore, that there is a circular cause and effect relationship between motivation and achievement in second language learning (Lightbown and Spada, 1993). In other words, the more one succeeds, the greater one's motivation; the greater one's motivation, the more one succeeds. This interdependence is worth discussing as Hermann (1980:250) states, "it could be tremendously important for a teacher to know whether the motivational or the resultative component is predominant at particular stages during the language course, and to adjust teaching procedures and strategies accordingly".

This circular effect certainly does not cause any problem if it is operated in the positive way. That is students' motivation leads to their achievement or their success enhances their motivation. The real problem lies in the negative mirror vicious circle. That means low motivation causes low achievement which, in turn, leads to even lower motivation. As Ellis (2008:686) points out, "a vicious circle of low motivation → low achievement → lower motivation can develop especially if learners attribute their failure to factors they feel powerless to alter".

Some of my students told me that they had lost interest in learning English because they found it very difficult to reach a pass in tests or examinations. As a matter of fact, the English proficiency of these students is extremely low, they have lost their confidence or motivation in learning English. How can teachers deal with this problem? What can teachers do in order to help these unmotivated students? This is the focus of the discussion in the next section.

2.8 Motivation - The Teacher's Responsibility?

The basic problem of foreign language learner motivation is not at all simple and is influenced by various factors. Yet Dry (1977) considers the most important immediate influence on the learner's own motivation is the teacher. This is because the learner's motivation or consequent behaviour is greatly influenced by the environment in which the target language is studied. The classroom normally is the only place where students meet the foreign language and the teacher is the prime user of the language. Thus the teacher can be viewed as the focus of the language and is surely the most influential element in this environment.

Lightbown and Spada (1993:112) suggest that "classroom teachers can develop positive motivation in their students by making the classroom itself an environment in which students experience success. This, in turn, can contribute to positive motivation leading to still greater success". Nunan and Lamb (1996) also agree that teachers should try their best to deal with unmotivated students. They further suggest that involving learners in the decision-making process about what to learn and how to learn and encouraging them to take responsibility for their own learning can be a major way of enhancing motivation. That is to encourage students to have self-determination in their learning process so that they can act like the 'Origins' rather than the powerless 'Pawns' which have been discussed in Section 2.4.

Teachers who are supportive of learners' autonomous learning are found to have significant impact on learners' motivation. For instance, Reeve et al. (1999) examine the motivating style based on teachers' disposition to control students or support their autonomy. The results indicate that teachers who are autonomy-supportive to students show a positive impact on students' motivation. In addition, Noels (2001) investigates the relationship between teachers' communicative style and

students' motivation. The findings suggest that the more the teacher is regarded as controlling, the less is the students' intrinsic motivation.

Rubie-Davies et al. (2007) invite two groups of teachers to complete questionnaires related to expectations for their students and then expectations are compared with student achievement. "Students with high expectation teachers made much greater progress in reading and showed improved self-perceptions when compared with students of low expectation teachers. Those students made limited academic gains and their self-perceptions declined dramatically" (Rubie-Davies et al., 2007:65). This further reinforces teachers play a significant role in students' learning and their learning outcomes.

On the other hand, Allwright (1977) points out that successful motivation depends on collaboration between major sources of motivation. Hence though motivation may be seen to pose the key problem for language teachers, it does not mean that the solution to the problem is necessarily the responsibility or even within the power of the language teacher. After all, Allwright (1977:272) concludes,

> *"It does seem reasonable to expect the teacher to accept major responsibility for certain aspects of motivation, particularly those directly concerned with his classroom activities, but only if we accept that it will almost certainly be unreasonable to blame the teacher alone for any failure".*

Though there are different sources of motivation for a language learner and it seems unfair to blame only language teachers for unsuccessful learning, it is still crucial for language teachers to consider what they can do to motivate their students in foreign language learning. This is because many students, especially in a foreign language setting, are influenced particularly by the environment of the classroom since they rarely have a chance to be motivated outside the classroom (Dornyei, 1994).

In other words, if a lesson is conducted interestingly, students might keep their motivation in learning the foreign language. Otherwise, students will easily lose their interest in learning the target language. Dornyei (1998:130) further maintains that "with motivation being as important a factor in learning success as argued earlier, teacher skills in motivating learners should be seen as central to teaching effectiveness". In light of this, teachers should be regarded as a significant component in students' motivation in foreign language learning.

Though motivation should be a major priority for teachers, there are still many factors that may contribute to students' disaffection or disengagement in learning. Actually it is rather difficult for teachers to control these factors. What teachers can do is to maximize opportunities for student engagement in learning. Then they need to recognize the importance of motivation and their role in promoting it. Recently, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007:68) suggest teachers' role in the English language for Secondary four to six below:

    i.   *negotiate learning goals and content with learners;*

    ii.   *create a supportive, motivating and language-rich environment;*

    iii.   *act as a role model as learner and user of English;*

    iv.   *adapt teaching to student responses;*

    v.   *enhance quality interaction in the classroom;*

    vi.   *provide appropriate scaffolding and quality feedback; and*

    vii.   *promote self-access language learning.*

It is imperative for teachers to shoulder the responsibility of facilitating students to learn English in a motivating and language-rich environment. In my personal experience as an English language teacher, I do agree that teachers play a critical role in students' motivation to learn. They should try their best to generate

positive motivation in the classroom. Otherwise, it is a barrier for students to develop or maintain their motivation in learning.

2.9 Motivation – Other Student Diversity

In the preceding sections, various dimensions of motivation have been discussed at great length. In this section, some of the specific factors that students' motivation is likely to change because of age, gender and socioeconomic background are to be considered.

First and foremost, as motivation normally differs in students' developmental stages, it is necessary to consider their age differences in motivating them to learn. Ormrod (2000) notes that students often become less intrinsically motivated, and more extrinsically motivated, as they progress through the school years. Basically, they will value activities that are more useful to them in their future life and subjects that are not so practical will decrease in popularity.

Ormrod (2000:508) also points out "elementary students tend to attribute their successes to effort and hard work; therefore, they are likely to be relatively optimistic about their chances for success and to work harder when they fail. By adolescence, however, students attribute success and failure more to an ability that is fairly stable and uncontrollable".

In relation to foreign language achievement, Ellis (2008:312) posits that "learners who commence learning an L2 after the onset of puberty are unlikely to acquire a native-speaker accent, while those who begin after the age of about 15 years are less likely to develop as much grammatical ability as those who begin before". In light of this, it would be more effective for learners to start learning a foreign

language as early as possible if better language proficiency is expected to be achieved.

The second aspect is to consider the gender differences in motivation to learn with the learning outcomes. Ellis (2008:313) claims that "women might be better at L2 learning than men; they are likely to be more open to new linguistic forms in the L2 input….. they have more positive attitudes to learning an L2 than males". In fact, Gardner and Lambert (1972) report that female learners of L2 French in Canada are more motivated than male learners and also have more positive attitudes towards speakers of the target language.

Ormrod (2000:147) states that "boys and girls interpret their successes and failures somewhat differently. Boys tend to attribute their successes to an enduring ability and their failures to a lack of effort. In contrast, girls attribute their successes to effort and their failures to a lack of ability". She also points out "boys exert more effort in stereotypically 'masculine' areas such as mathematics, sciences, and mechanical skills; girls work harder in stereotypically 'feminine' areas such as reading, literature, art and music" (Ormrod, 2000:146).

Ormrod (2000:147) further explains that "career aspirations tend to be consistent with gender stereotypes". That means girls tend to choose careers that will not influence their future roles as wives and mothers. On the contrary, males have higher long-term expectations for themselves. As a result, Ormrod (2000) advises teachers to focus their efforts in different directions for male and female students. For boys, teachers may need to stress the relationship of high classroom achievement to their own long-term goals. For girls, more encouragement to consider a wide variety of career options may be considered.

Last but certainly not least, the socioeconomic background of students has a role to play in their motivation to learn. Ormrod (2000:151) illustrates "the concept of socioeconomic status encompasses a number of variables, including family income, parents' occupations, and the degree to which parents have received a formal education". She maintains that students who have a better socioeconomic background tend to have higher academic achievement than those with a poor one. This is agreed by Ellis (2008:317) who states that "children from lower socioeconomic groups are less successful educationally than those from higher groups".

The main reason is low-income parents may often be so preoccupied with the basic necessities of life that they have little time to consider how to promote their children's cognitive development. They might also have poor reading skills and so can provide few reading experiences for their children. In addition, students from poor socioeconomic background may have lower aspirations for educational and career achievement too (Ormrod 2000).   Hence, teachers should provide extra support for those students with poor socioeconomic background and encourage them to aim high in their educational and professional goals.

After discussing some other diversity that might affect students' motivation to learn, it will be appropriate to consider specifically the motivation of Hong Kong students in learning English in the following section.

2.10 Motivation – Hong Kong EFL Students

As far as studies on Chinese learners are concerned, Oller et al. (1977) find that Chinese students in the United States are instrumentally rather than integratively motivated. Despite the fact that integrative motivation is found to be highly correlated with the language achievement, instrumental motivation might be more

important for foreign language learners, according to Dornyei (1994). This situation can be understandable as "English is learned as an international language rather than with reference to a community of English native speakers, so the integrative motive is not so significant as the learner's instrumental motive" (Littlewood, 1984:56).

Moreover, learners may usually lack the experience of the target language community and the target language culture. This is particularly true in Asian countries where English is learnt as a step to modernization and technology (Young, 1987). That means people learn English for instrumental purposes, such as doing business with foreigners. Students rarely have an integrative motivation because they seldom need to use English in their daily lives. Most of them are believed to be more immediately affected by instrumental or extrinsic motivation.

In an EFL setting like Hong Kong, it is important to consider the actual meaning of the term 'integrative'. As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to be bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity.

Since Hong Kong is predominantly a monolingual and monocultural society, opportunities for students to use English for authentic communicative purposes in the daily life are rather limited (Lai, 1993). This is because ninety-eight per cent of the population in Hong Kong speaks Cantonese, the local dialect for their daily communication (Peng, 2005). This raised doubt about the significance of integrative orientation in foreign language learning contexts where the amount of contact with English-speaking people and culture is rather minimal. Hence there is probably low potential for students to have the integrative motivation in learning English.

Dornyei (1990) explains that foreign language learners rarely have sufficient experience with the target language community. Therefore it is rather difficult for them to have clearly articulated attitude towards that community or to be committed to integrating with that group. Actually, integrative motivation might be less relevant for foreign language learners than those learning a second language. As a result, he concludes that instrumental motivation would have a greater influence on language learners in a foreign language setting.

Fu (1975) conducts an attitude study for secondary school students and find a clear instrumental orientation to learning English in Hong Kong. Walters and Balla (1992) carry out a survey on Hong Kong tertiary students and find that many of them lack intrinsic motivation. Although the demand for extra-curricular EFL courses is high, students are found to be reluctant to engage in the self-directed learning behaviour. Lin et al. (1991) also carry out a questionnaire survey of tertiary students in Hong Kong and correlated responses with language proficiency level. It is found that the subjects' extrinsic motivation is stronger than their intrinsic motivation to learn English. Moreover, a close relationship is affirmed between intrinsic motivation and high achievement in learning English.

Lai (1999) compares the findings of four studies conducted in 1998, 1995, 1992 and 1980 on Hong Kong secondary school students. She concludes that there is a strong instrumental, career-related motive of learners. This can be understandable because the underlying reason of studying English is for fulfilling the university entry requirements. It is then my intention in this study to explore the relationship between different motivation types and achievement of the Hong Kong Advanced-level students in learning English. It would be significant to know whether the findings are contrary to the findings reported by Gardner and Lambert (1972), who maintain a

positive relationship between integrative motivation and achievement, or in line with what Lukmani (1972) who demonstrates that among Marathi-speaking Indian students learning English in India, those with high instrumental motivation score better in tests of English proficiency.

Lukmani (1972) claims that those with high instrumental motivation score better in tests of English proficiency than those with integrative motivation. English proficiency is significantly correlated to instrumental rather than integrative motivation because "English proficiency arises from a desire to use English not as a means of entry into a reference group, but as a tool with which to understand and cope with the demands of modern life" (Lukmani, 1972:271). According to the students' rating of reasons for learning English, getting a good job is the most important one. This is in line with Lai's (1999) findings and I wonder if the present study will have a similar result.

As Dornyei (1990) proposes that Gardner's socio-educational model might not directly generalize to foreign language setting as learners can hardly make sufficient contacts with the target language community, integrative and instrumental motivations might not be applicable in Hong Kong which is a monocultural city. In this regard, intrinsic and extrinsic motivations (Deci and Ryan, 1985) which have been discussed in Section 2.3 will be used to catergorise the students' motivation orientations in this study. This is because intrinsic and extrinsic motivations are similar though not identical to integrative and instrumental motivations because both are related to goals and outcomes (Schmidt et al., 1996).

In fact, Noels (2001) finds that integrative orientation is strongly correlated with intrinsic motivation while instrumental orientation is positively associated with extrinsic motivation. Schmidt et al. (1996) also state that intrinsic versus extrinsic

orientation can be a possible indicator of motivation in the foreign language learning

contexts. In this respect, intrinsic and extrinsic motivations are considered as terms

that cover integrative and instrumental reasons for learning a foreign or second

language. They are considered as the two major motivation orientations of the

present study.

2.11 English Language Teaching in Hong Kong

In the past two decades, Hong Kong's Education Bureau tried to recommend a

heuristic, learner-centred classroom approach rather than the didactic, teacher-centred

approach which has traditionally been adopted by Hong Kong teachers (Evans, 1997).

In the field of English language education, the major government-initiated innovation

at secondary level during this period was the introduction of communicative language

teaching which was designed to bring about a significant shift in the balance of power

in the traditionally teacher-centred English language classroom (Curriculum

Development Committee, 1983).

Even though the communicative curriculum should be in force for a number of

years, Lai (1993) finds little evidence that it has taken place in the classroom. "There

is little real communication, discussion, problem-solving, or negotiation of meaning

in the process of so-called 'group work' or 'pair work', nor in the English lesson as a

whole" (Lai, 1993:35). Most of the class time is devoted to individual work on

exercises in textbooks or on worksheets. As Lai (1993:44) claims, "the Hong Kong

classroom is didactic and non-interactive; there is little genuine communication

between teacher and student and student and student. A great deal of time is devoted

to traditional class work". It appears that power, authority and control in the

classroom continues to be largely in the hands of teachers. Teachers still apparently

favour a transmissional style of teaching, while the students' main classroom role would seem to be listening to teachers and working on individual exercises.

Unfortunately, Evans (1997:44) claims that "the main reason for the apparent failure of these curricular innovations is that in a competitive, examination-driven education system, the product-oriented, transmissional approach was perceived to be a more effective way of covering examination syllabuses than the process-oriented, learner-centred approach recommended in the new curriculum". In this way, Hong Kong English language teachers tend to focus on the transmission of information about grammar and vocabulary, and provide examination-related notes and exercises. Chow and Mok-Cheung (2004) also mention this phenomenon in the following:

> *"Teachers are highly respected figures who are perceived as sources of authority and knowledge. Teaching methods are mostly expository, focused on preparation for external examinations, which are high competitive and exert excessive pressure on teachers and students"* *(pp.151-152).*

As Hong Kong's competitive and examination-oriented education system is likely to pose obstacles to a process and student-centred approach of learning, the recent education reform is laying the foundation for a task-based, process-oriented, learner-centred and a more integrated approach to teaching, learning and assessment. According to the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007:2), the aim of the new English language curriculum is "to provide every learner of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the medium". In this respect, the task-based approach to language learning is encouraged to develop learners' communicative competence through purposeful interaction.

The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007) actually advise English teachers to design learning tasks or activities to meet students' needs and interests, so that the language skills, grammar, vocabulary, tone and so forth can be developed for meaningful communication. It is also suggested that teachers should enhance learners' communicative competence through real-life situations which involve the integrative use of language skills and strategies.

For the assessment and examination of the English language, the traditional Hong Kong Advanced Level Examination is a very competitive public examination as it is norm-referenced. That means it measures the performance of one person on the test against an entire population of people. It is designed for a relatively elite group of students who aspire to university study (CDC and HKEAA, 2007).

In contrast, the new English language assessment system will be standards-referenced. That means "students performance will be matched against standards which indicate what students have to know and be able to do to merit a certain level of performance. The levels of performance for separate skills/ papers will be reported as well as an overall level for the subject, accompanied by subject descriptors" (CDC and HKEAA, 2007:115). In this way, a standards-referenced test measures one's individual knowledge and performance in an examination against the required standard.

Furthermore, the new English language assessment system also eliminates reliance on the results of a one-off examination and emphasises both formative and summative assessment. That is the assessment will consist of a public examination component (80%) and a School-Based Assessment (SBA) component (20%). "SBA refers to assessments administered in schools and marked by the student's own

teachers" (CDC and HKEAA, 2007:118). Take assessing English speaking as an example, just one oral examination may not indicate clearly the actual speaking abilities of candidates. However, it is argued that assessments based on students' oral performance in school over a long period of time can provide a more reliable assessment of their speaking abilities.

As a matter of fact, the assessment of the new English language curriculum (Secondary 4 – 6) is distinguished between two main purposes, namely 'assessment *for* learning' and 'assessment *of* learning'. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007:110) give a full description below:

> "*'Assessment **for** learning' is concerned with obtaining feedback on learning and teaching , and utilising this to make learning more effective and to introduce any necessary changes to teaching strategies. We refer to this kind of assessment as 'formative assessment' because it is all about forming or shaping learning and teaching. Formative assessment should take place on a daily basis and typically involves close attention to small 'chunks' of learning.*
>
> *'Assessment **of** learning' is concerned with determining progress in learning, and is referred to as 'summative' assessment, because it is all about summarising how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction (e.g. at the end of the year, or of a key stage of schooling) and reviews much larger 'chunks' of learning".*

In view of the above, it is reasonable to conclude that the Hong Kong Education Bureau attempts to reform the teaching and learning of English at secondary level by encouraging a shift from a product-oriented, transmissional approach to a more process-oriented, learner-centred approach. Hopefully, with the new English language curriculum and assessment guide, better learning outcomes can be achieved in the near future.

2.12 Chapter Summary

To draw a conclusion of the whole chapter, motivation has first been defined. Its goal orientations which are mastery and performance goals have been compared. Moreover, its two main categories, including intrinsic and extrinsic motivations, have been distinguished. Then the origin-pawn concept has been discussed, illustrating that students need self-control or self-determination in the learning process.

To specify motivation in the language learning context, the constructs of integrative and instrumental motivations have been reviewed. Furthermore, attribution theory as well as the relationship between motivation and achievement have been discussed. In addition, it has been argued that teachers have a critical part in motivating students to learn. Finally, the motivation of Hong Kong students in learning English and the English language teaching in Hong Kong have been illustrated.

The following table gives a brief summary of the main characteristics of the mentioned motivation theories between high achievers and low achievers.

Table A: Characteristics of Different Motivation Theories between High Achievers and Low Achievers

Motivation Theories	High Achievers	Low Achievers
Goal Orientation Theory (Ames, 1992)	They usually adopt the mastery goal which is focused on the content of learning for improvement.	They usually adopt the performance goal which is focused on demonstrating ability, getting good grades and surpassing others.
Self-determination Theory (Deci and Ryan, 1985)	They are intrinsically motivated as they invest effort in learning for its own sake.	They are extrinsically motivated as they expend effort in learning for external rewards or incentives.
Personal Causation (deCharms, 1968)	They are likely to become the Origins because they believe it is within their own ability to control their lives.	They tend to become the Pawns because they feel that much in their lives is controlled by external forces.
Attribution Theory (Weiner, 1986)	They ascribe success to unstable and internal factors within one's control, e.g. effort.	They attribute success to stable and external factors outside one's control, e.g. ability.
Achievement Motivation (McClelland, 1985)	They have high perceived competence and feel that achievement is within their control.	They have low perceived competence and feel that achievement is outside their control.
Integrative and Instrumental Motivations (Gardner and Lambert, 1972)	They learn a target language with integrative motivation since they have a genuine interest in the target language community.	They study a target language for instrumental motivation which is learning the target language for practical reasons.

Though much of the motivation theory and research has been developed in western contexts, some research of motivation in the local context has provided insights that inform the following study about the motivation levels and orientations of Hong Kong Advanced-level students in learning English. The methodology of the study will be presented in the next chapter.

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CHAPTER 3　　　　　METHODOLOGY

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The aim of this study was to identify the motivational factors in enabling Hong Kong Advanced-level students to persist in the process of English learning and the relationship of these motivational orientations to students' achievement. Before delineating my research aims and questions, some information about the Hong Kong education system and the background of my working conditions should first be briefly described.

3.1 Background

A person's education in Hong Kong normally covers 16 years – three kindergarten, six primary and seven secondary before the university education. For the historical, colonial reasons and due to the fact that Hong Kong is a prosperous commercial centre, English has a very important status in society. It is used as the medium of communication in education, business and government. As a result, English as a foreign language is compulsory for all students beginning from kindergarten and extending to the end of the secondary stage.

Secondary schools go from Form One (Year 7) to Five (Year 11). After Form Five, there are two years of matriculation or pre-university study, referred to as Form Six and Seven (Year 12 and 13). Students have to sit two public examinations at the end of both Form Five and Seven. These are the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. All Form Seven students need to pass both the English and Chinese languages in order to meet the

minimum entry requirement of universities in Hong Kong. These two public examinations have long held swayed over English teaching and learning at secondary schools in Hong Kong. There is little wonder if teachers consider their primary jobs as getting many students as possible to pass these examinations.

I was teaching in a sixth form college in Hong Kong. My students aged from 17 to 20 were undertaking a two-year matriculation course for the Advanced Level Examination before entering the university. The English language was a compulsory subject for all of them and they had to pass this subject in the Hong Kong Advanced Level Examination to meet the university entry requirements. For this reason, the teaching schedule of my school was extremely examination-oriented.

This examination-driven approach was often dominated in the classroom because helping students get good results in the public examination might be the most important function of teachers. Therefore, it was rather difficult for teachers to motivate students intrinsically in learning English. This was due to the fact that Hong Kong students were very often assumed to be instrumental in learning English because of the examination system.

3.2 Research Aims

In the light of my present teaching situation and in order to help my students achieve better results in the public examination, I intended to investigate the relationship between motivation and achievement in learning English in this specific context for my research project.

The main objective of this study was to find out the motivation intensity and orientations of the Advanced-level students in learning English. Motivation intensity refers to the level of willingness to put into learning a foreign language while

orientations refer to reasons for studying a foreign language. That means the motivational levels of the Advanced-level students was first measured. Then how intrinsic and extrinsic motivations might affect the academic achievement of learning English of the Advanced-level students was also investigated.

The ultimate goal was to seek some pedagogical implications from the study so as to provide a more suitable syllabus to cater for my students' needs in learning English. This could help enhance my students' motivation in learning English which, in turn, might further improve my students' academic results in the public examination.

3.3 Research Questions

The aim of the present study was to investigate the relationship between Advanced-level students' motivation orientations and their English attainment. Motivation refers to the directed and reinforcing effort learners make to learn the target language (Gardner and MacIntyre, 1991). Orientation refers to the reasons for studying the target language (Gardner and Trembley, 1994).   To achieve the above aim, the study attempted to provide a motivational profile of Advanced-level students by addressing the following questions:

With respect to a sixth form college in Hong Kong,

1.   what were the motivation levels among the Advanced-level students?

2.   what were the influences on the students' motivation levels in this context?

3.   what types of motivation (intrinsic/ extrinsic) were more important in relation to students' academic achievement in learning English?

4. what were the potential implications of the findings from this study for increasing the effectiveness of teaching the Advanced-level English in Hong Kong?

By exploring the above questions, it was believed that I could have more solid ground and inspiration to polish and develop pedagogy and teaching materials for my students.

3.4 Research Design

The selection of an appropriate research method is fundamental to any research design. Positivist research aims to "measure, test, hypotheses, discover, predict, explain, control, generalize and identify cause-effect relationship" (Higgs, 1998:46). Quantitative methods are those usually associated with positivism. The approach is generally based on the deductive statistical method of research. The aim of the interpretive paradigm (Cohen and Manion, 1989:39) is:

> *"To understand how this glossing reality goes on at one time and in one place and compare it with what goes on in different times and places. Thus theory becomes sets of meaning which yield insight and understanding of people's behaviour".*

In other words, interpretivism aims to increase understanding of the way in which people construct their worlds and is concerned with the search for meaning. Its data are often not in the form of numbers, but words. The qualitative studies seek to identify and interpret precisely the here-and-now experience of the individual or the group being studied.

Though the positivist and interpretive paradigms represent two different versions of reality and have their own features, it is argued that they can be complimentary. As stated by Creswell (1994:177), "it is advantageous to a researcher to combine methods to better understand a concept being tested or explored".

Dornyei (2001:242) also suggests that "a combination of quantitative designs and qualitative designs might bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm". In other words, studies employing the quantitative and qualitative approaches might be more reliable and of higher validity than a single-method approach. In view of this, I decided to apply both of the paradigms in my research project.

My research area was the relationship between motivation and achievement in foreign language learning. It was my intention to see how my research questions could be answered in two different ways. Was there any contradictory result? Or actually the result of using these two methods could enhance or complement one another so that more information could be yielded.

In fact, Chambers (1994) investigates the motivation of learning a foreign language by using a questionnaire first, then following by an unstructured interview with the students. This can provide a better understanding of program dynamics than either approach can provide by itself. In this respect, the present study incorporated two types of data collection: questionnaires and interviews. The survey method was adopted in this study because it was more appropriate and feasible than using other research methods. For instance, it was difficult to control those variables within a classroom if an experimental method was used. It was also hard to completely remove the teacher's role from the researcher when information was collected through fieldwork if an ethnographic method was applied.

The objective of the present study was to investigate the relationship between the two main motivational factors (intrinsic and extrinsic) and English attainment. Basically, a two-phase design offered such a combination. In phase one, a short questionnaire was administered to the target sample. On the basis of the responses, I

then identified certain individuals who represented typical academic achievement in English. Then in phase two, these subjects were invited to participate in some follow-up interviews. In this design, the participant's own item responses in the questionnaire served as prompts for further open-ended reflection in the interview. Before the research methods are further illustrated, the research ethics will first be discussed.

3.4.1 Ethics

It is common and convenient for teachers to collect data in their classrooms or schools when doing research. This is also a good rationale why teachers are encouraged to carry out action research in the classroom. However, whether students are given the choice to participate in the research project or not and how the research is carried out, the ethical issue is certainly important and deserves attention. As a researcher of the present study and the English language teacher of the target students, I had to fully be aware of the dual roles that I needed to play would not have any conflict of interest.

First and foremost, Bogdan and Biklen (2007) remind us that informants should enter research projects voluntarily, understand the nature of the study and the dangers and obligations that are involved. In this respect, the students invited to participate in this research were informed clearly about the purpose of this study. That was to improve the English teaching pedagogy by studying the students' motivation orientation in learning a foreign language.

In fact, the questionnaire did not involve any questions about the evaluation of English language teaching material or methodology. Instead, the participants were only requested to share their learning experience in English. In this way, the students

needed not worry about telling the truth as the embarrassment of evaluating the subject teacher who was also the researcher could be avoided.

Secondly, the students could certainly have the freedom to choose whether to participate or not. Moreover, they were free to discontinue participation in the project at any time if they felt uncomfortable with the research questions.

Thirdly, the students were guaranteed that all the information they gave would not be disclosed to others, only for the research purpose. In addition, their names and background would definitely not be revealed. This is because when the informants agree to participate in the research, their identities should be protected by confidentiality and anonymity (Cohen et al., 2000).

Fourthly, those students agreeing to be interviewed in the present study were given the interview schedule, so that they could have some ideas about what kind of information they were expected to give. Permission of recording was also sought from them. They were free to answer in English or Cantonese. Furthermore, they could refuse to answer any questions if they felt uncomfortable. It is crucial to treat informants with respect and seek their cooperation in the research (Bogdan and Riklen, 2007).

Finally, Cohen et al. (2000) remind researchers that people who agree to help are actually doing them a favour. For this reason, some little gifts, such as bookmarks, were given to the interviewees in this study to thank them for the extra time they had given. Basically, all the interviews were conducted in the free periods of the informants, so that their normal lessons were not affected.

3.4.2 Subjects

A total of 33 Form 7 (Year 13) students were invited to participate in the study. 14 of them were males and 19 were females. Their ages ranged from 17 to 20. They were all studying in the same class in a sixth form college.

These students were selected basically for two reasons. First of all, they had a wide range of English academic results in the Hong Kong Certificate of Education Examination (HKCEE) as follows:

i.   4 students (2 males, 2 females) obtaining HKCEE English Grade A
ii.   5 students (1 male, 4 females) obtaining HKCEE English Grade B
iii.   11 students (6 males, 5 females) obtaining HKCEE English Grade C
iv.   11 students (3 males, 8 females) obtaining HKCEE English Grade D
v.   2 students (2 males, 0 females) obtaining HKCEE English Grade E

In such a class, it was more possible to compare the motivation intensity and orientation of students with their different levels of academic achievement in learning English.

One additional reason was that the English proficiency of these students was adequate enough for them to be interviewed in English and to enable them to understand the content of the questionnaire. In this way, any misunderstanding or misinterpretation could be minimized.

3.4.3 Instruments

Two instruments were developed for the target sample under study: a questionnaire and a semi-structured interview. Each of these instruments was described below.

3.4.3.1 Questionnaire

The questionnaire was self-constructed by this researcher and was consulted with a native English speaker who is also a Chartered Psychologist to help establish the face validity of the instrument. Its main purpose was to find out the motivation intensity and motivation orientations of Hong Kong Advanced-level students in learning English in a sixth form college. A pilot study of this questionnaire (reported below) was carried out to assess if there were any problem of the items.

The original questionnaire was in a five-point Likert scale and it comprises three main sections (see Appendix 1). The first section asked the respondents to provide some basic information: age, gender, class number and HKCEE English grade. As all students took the Hong Kong Certificate of Education (HKCEE) English public examination at the end of Form Five (Year 11), their English attainment or grades were obtained and used for comparing academic variations among respondents. In the second section, respondents were asked to indicate their levels of agreement or disagreement with various statements concerning their motivation towards learning English. That was from '1' strongly disagree to '5' strongly agree.

The first ten statements of the questionnaire were designed to measure the motivation intensity of respondents in learning English. A high mean score indicated a high level of effort or motivation in learning English. Then there were 5 statements (No.11-15) to examine the relationship between students' sense of achievement and their motivation in learning English. For statements 16 to 20, it was intended to find out how students attribute their performance in English to internal or external factors. For the remaining sixteen statements in section two, there were eight items (No.21-28) attempting to measure respondents' intrinsic motivation in learning English

whereas the other eight items (No.29-36) were for measuring their extrinsic motivation.

In other words, the subjects' motivation to learn English was measured by five components from the questionnaire as follows:

i. Motivation Intensity
1. I am always attentive in my English lessons.
2. I often actively participate in the extra-curricular English activities.
3. I am always hardworking in studying English.
4. I often think about how I can learn English better.
5. I usually plan my schedule so that I can have enough time to study English.
6. I would rather spend my homework time on English than the other subjects.
7. I have never had the feeling of being forced to learn English.
8. I would study English in school even if it were not required.
9. I will continue learning English after I leave school.
10. I always want to learn English well.

ii. Achievement Motivation
11. I find it easy to learn English.
12. I want to gain better English proficiency than the other classmates.
13. I am usually happy with my grades in English.
14. Learning English often gives me a feeling of success.
15. I have good ability in learning English.

iii. Attribution Motivation
16. If I make a great effort, I can be good at English.
17. If I do badly at the English test, I usually know how to do better next time.
18. How I do in English is not a matter of luck.
19. I feel I am in control of my learning in English.
20. It is my own responsibility to do well in English.

iv. Intrinsic Motivation

21. I am always interested in learning English.

22. I like reading English newspapers, magazines or books.

23. I like watching English movies or television programmes.

24. I enjoy meeting and talking with foreign people in English.

25. I enjoy using English outside of class whenever possible.

26. I feel comfortable when I have to speak English in front of my classmate or friends.

27. I like to study or live in an English-speaking country.

28. I am interested in the lifestyle and culture of English speaking countries.

v. Extrinsic Motivation

29. I study English to fulfill the university language requirement.

30. I learn English for finding a better job in the future.

31. I study English because it is an international language.

32. My parents or other family members expect me to study English well.

33. I think people will respect me more if I can learn English well.

34. I learn English because it can add to my social status.

35. I think English is the mark of an educated person.

36. I learn English because it can help me to do better in other academic subjects.

The HKCEE English grades (A − E) were used as the academic achievement of the subjects. The English proficiency of the subjects was then categorized into the following three levels:

i. the high achievers (those obtaining HKCEE English grade A or B)

ii. the average achievers (those obtaining HKCEE English grade C)

iii. the low achievers (those obtaining HKCEE English grade D or E)

To find out the relationship between students' motivation and their achievement in learning English, the mean score of each motivation component was to be examined and compared with the three academic levels of English learners. Moreover, Pearson Product Moment Correlation was computed to investigate the

relationship between the five motivation components and the students' English grades in the Hong Kong Certificate of Education Examination.

The parametric test was used because it was based on the assumption that the data were sampled from a Gaussian distribution. That meant the data were normally distributed and the distribution was approximately bell shaped. The scatter plot of the data had been attached in the appendixes from Graph 1 to 15.

The purpose of the study was to see whether the highly motivated students could attain high English proficiency or not. In addition, it was important to find out how intrinsic and extrinsic motivations might affect the academic achievement of the Advanced-level students in learning English.

Finally, the last section was an open-ended question asking respondents to state their most important reasons for learning English. The whole questionnaire was deliberately designed to be short and simple so that it could be easily accessible to students.

3.4.3.2 Interview

As Ehrman (1996) states that motivation is situation-specific and person-related, qualitative or interpretative approaches involving in-depth study of individuals' thinking is particularly appropriate. This is because motivation is normally conceived as context-dependent, multifaceted and dynamic. Hence, qualitative case information is necessary to reveal a more detailed picture of the relationship between motivation and achievement in foreign language learning. A qualitative study can more directly refer to the students' thoughts, and may show how students differ in the way they value and interpret their goals. These thoughts can

illustrate how differences in motivational thinking may affect their achievement in learning.

In this respect, apart from using the questionnaire to find out the motivational intensity and orientations in learning English, an interview schedule was devised by this researcher and used with the students at the completion of the written questionnaire. Students were invited to be interviewed individually and were confirmed that the information supplied by them were confidential and their source would not be identified.

The semi-structured interviews were conducted to explore the motivational factors of students in learning English in detail. The aim of the semi-structured interviews was to gain more information about incidences and responses from the questionnaire. That was to explore the motivational factors in studying English as compared to their academic achievement in this language. The interviews were conducted to see if there were any inconsistencies between the answers given and the written questionnaire. It also served to provide students with an opportunity to express their own views on learning English besides the answers they gave to the statements of the questionnaire.

During the semi-structured interview, in order to achieve reliability, the researcher had a pre-determined set of questions to ask (see Appendix 2). All interviews were conducted in English, occasionally in Cantonese (the students' mother tongue), depending on the students' preferences. That meant the students were told to respond in English, but they could use Cantonese if they encountered any difficulties expressing an idea in English. Each interview began with the researcher explaining the purpose of the interview and asking permission to record it. Then the contents of the interviews were audio-recorded and transcribed in English.

All potential participants were informed that their participation was completely voluntary. They were chosen by criterion sampling (Patton, 2002) which is defined as picking all cases that meet some criterion. In this respect, three categories of students were invited for the semi-structured interviews, including:

i.   those obtaining grade 'A' in English in the HKCEE

ii.   those obtaining grade 'C' in English in the HKCEE

iii.   those obtaining grade 'E' in English in the HKCEE

The English test in the Hong Kong Certificate of Education Examination (HKCEE) taken upon completion of Form 5 comprises four examination papers, including reading, listening, speaking and writing. Hence the grades that students obtained can be used as a comprehensive indicator against their academic achievement in the English language.

A sample of 12 students (2 males and 2 females from each of the above category) were purposefully chosen for investigation. That meant four grade A learners, four grade C learners and four grade E learners of English were invited to attend a semi-structured interview individually with the researcher. They were asked to participate on the basis of their representation as students who are high, average and low achievers in learning English. Through the account of their English learning experience from primary to senior secondary level, the factors on what motivated or de-motivated them from learning English were carefully examined. These samples were used for tracing the common underlying patterns and cross comparison between learners. It was hoped that the cyclical relationship between motivation and achievement in foreign language learning could then be illustrated.

In order to have a systematic analysis of the interview information, the revised interview questions (see Appendix 4) were grouped under the following ten headings:

i.   Importance and enjoyment of learning English

      Q.1 When did you start learning English?

      Q.2 Do you enjoy learning English?

      Q.3 Why do/ don't you enjoy learning English?

      Q.4 Do you think English is a useful language?

      Q.5 Why do/ don't you think English is useful?

      Q.6 Would you still study English if it was not a compulsory subject?

      Q.7 Why would/ wouldn't you choose to study English if you had a choice?

ii.   Main reasons of studying English

      Q.8 What are the three main reasons that you study English?

            Why do you think so?

iii.   Encouragement from parents or other family members

      Q.9 Do your parents encourage you to study English?

            How do they do so?

iv.   Opportunities of learning English outside school

      Q.10 Do you think there are enough opportunities for you to learn

          English outside school in Hong Kong?

      Q.11 How often do you use English outside school?

      Q.12 Why do you use English so often/ rare outside school?

v.   Attribution beliefs affecting language learning

      Q.13 How much effort have you put in learning English?

      Q.14 Why do you put so much/ little effort in learning English?

vi.   Satisfaction and competence towards learning English

      Q.15 Do you want to improve your English proficiency?

      Q.16 Why do/ don't you want to improve your English proficiency?

      Q.17 What have you done to improve your English proficiency?

      Q.18 Do you think you have good ability in learning English?

      Q.19 Do you have a sense of satisfaction in learning English?

vii.   Relationship between motivation and achievement in learning English

Q.20 Do you think your English results will affect your interest in learning English?

viii.   Importance and difficulties of the four core English language skills

Q.21 Which language skill is more important to you?

     Please rank the four core language skills according to their importance to you.

     Reading ☐   *Writing* ☐   *Listening* ☐   *Speaking* ☐

Q.22 Why do you rank the four language skills in such an order?

Q.23 Which language skill is more difficult to learn?

     Please rank the four core language skills according to their importance to you.

     Reading ☐   *Writing* ☐   *Listening* ☐   *Speaking* ☐

ix.   English as the medium of instruction in secondary schools

Q.24 Do you think secondary schools should use English as the medium of instruction? Why do you think so?

x.   Teachers' role in students' English learning

Q.25 Do you think English teachers play an important role in making you a successful or unsuccessful learner? Please give at least one example of learning experience to illustrate.

From the above ten headings, the feedback of the high, average and low achievers were categorised and discussed. For the detailed information of the interviews, it would be systematically presented in Chapter Four Section 4.3. Moreover, all the recordings were transferred to six compact disks attached and the transcript of 12 informants were available on a disk attached as well.

3.4.3.3 Relationship of Interview Questions, Questionnaire Items with Research Questions

The ten headings of the interview questions were basically related to the questionnaire statements with the purpose to further explore the motivational factors in studying English as compared with students' academic achievement in this language. These two sources of information were intended to answer the three research questions of the present study. The following table illustrated the relationship of the interview questions, the questionnaire items under the various motivation components with the research questions:

Table B: Relationship of Interview Questions, Questionnaire Items with Research Questions

Motivation Components	Interview Questions	Questionnaire Items	Research Questions
Intrinsic	2. Do you enjoy learning English? 3. Why do/ don't you enjoy learning English? 10. Do you think there are enough opportunities for you to learn English outside school in Hong Kong?	21. I am always interested in learning English. 22. I like reading English newspapers, magazines or books. 23. I like watching English movies or television programmes. 24. I enjoy meeting and talking with foreign people in English. 26. I feel comfortable when I have to speak English in front of my classmates or friends. 27. I like to study or live in an English-speaking country. 28. I am interested in the lifestyle and culture of English speaking countries.	3. What types of motivation (intrinsic/ extrinsic) were more important in relation to students' academic achievement in learning English?
	11. How often do you use English outside school? 12. Why do you use English so often/ rare outside school?	25. I enjoy using English outside of class whenever possible.	

Extrinsic	4. Do you think English is a useful language? 5. Why do/ don't you think English is useful?	29. I study English to fulfil the university language requirement. 30. I learn English for finding a better job in the future. 31. I study English because it is an international language. 33. I think people will respect me more if I can learn English well. 34. I learn English because it can add to my social status. 35. I think English is the mark of an educated person. 36. I learn English because it can help me to do better in other academic subjects.	3. What types of motivation (intrinsic/ extrinsic) were more important in relation to students' academic achievement in learning English?
	9. Do your parents encourage you to study English? How do they do so?	32. My parents or other family members expect me to learn English well.	
Attribution	13. How much effort have you put in learning English? 14. Why do you put so much/ little effort in learning English?	16. If I make a great effort, I can be good at English. 18. How I do in English is not a matter of luck.	2. What were the influences on the students' motivation level in this context?
	15. Do you want to improve your English proficiency? 16. Why do/ don't you want to improve your English proficiency? 17. What have you done to improve your English proficiency?	17. If I do badly at the English test, I usually know how to do better next time. 19. I feel I am in control of my learning in English. 20. It is my own responsibility to do well in English.	
Achievement	18. Do you think you have good ability in learning English?	11. I find it easy to learn English. 12. I want to gain better English proficiency than the other classmates. 15. I have good ability in learning English.	2. What were the influences on the students' motivation level in this context?

	19. Do you have a sense of satisfaction in learning English?	13. I am usually happy with my grades in English. 14. Learning English often gives me a feeling of success.	
Motivation Intensity		1. I am always attentive in my English lessons. 2. I often participate in the extra-curricular English activities. 3. I am always hardworking in studying English. 4. I often think about how I can learn English better. 5. I usually plan my schedule so that I can have enough time to study English. 6. I would rather spend my homework time on English than the other subjects. 10. I always want to learn English well.	1. What were the motivation levels among the Advanced-level students in a sixth form college in Hong Kong?
	6. Would you still study English if it was not a compulsory subject? 7. Why would/ wouldn't you choose to study English if you had a choice?	7. I do not have the feeling of being forced to learn English. 8. I would study English in school even if it was not required. 9. I will continue learning English after I leave school.	
Intrinsic/ Extrinsic/ Attribution/ Achievement	8. What are the three main reasons that you study English? Why do you think so? 20. Do you think your English results will affect your interest in learning English?		2. What were the influences on the students' motivation level in this context? 3. What types of motivation (intrinsic/ extrinsic) were more important in relation to students' academic achievement in learning English?

In the last part of the interview schedule, the following five questions (Q.21-Q.25) were actually set beyond the scope of the questionnaire items:

Q.21 Which language skill is more important to you?
Please rank the four core language skills according to their importance to you.
Reading ☐   Writing ☐   Listening ☐   Speaking ☐

Q.22 Why do you rank the four language skills in such an order?

Q.23 Which language skill is more difficult to learn?
Please rank the four core language skills according to their importance to you.
Reading ☐   Writing ☐   Listening ☐   Speaking ☐

Q.24 Do you think secondary schools should use English as the medium of instruction? Why do you think so?

Q.25 Do you think English teachers play an important role in making you a successful or unsuccessful learner? Please give at least one example of learning experience to illustrate.

The above five questions were designed to dig out more in-depth information of the informants' perspectives concerning the importance and difficulties of learning the four language skills, using English as the medium of instruction and teachers' role in students' English learning. In this way, a more comprehensive picture of motivational factors in learning English could be drawn. This might further help to find out the relationship between motivation and achievement in learning English of the target group.

3.4.4 Reliability and Validity

According to LeCompte and Goetz (1982), the value of scientific research is partially dependent on the ability of individual researchers to demonstrate the credibility of their findings. Regardless of the methods used for data collection and analysis, all of them should strive for authentic results. Therefore, the reliability and validity of findings are important.

Cohen et al. (2000:117) consider reliability as "a synonym for consistency over time, over instruments and over groups of respondents". They further identify reliability as the stability of a measurement over time and over similar samples. In other words, a reliable research instrument will yield similar data from similar respondents over time. When we are dealing with a stable measure, then the results should have a high degree of stability which indicates a high degree of reliability. That means the results can be replicated and consistent over time and over similar samples.

In an attempt to ensure the reliability of the questionnaire conducted in this research, a test-retest method (Fraenkel and Wallen, 1993) was applied. That meant the findings of the motivation variables were correlated to students' English grades twice. That was students' English grades in the Hong Kong Certificate of Education Examination (2005) and the Hong Kong Advanced Level Examination (2007). It was found that the questionnaire items were answered consistently and the individual's scores remained relatively similar. In addition, the correlations between the five motivation components and the English attainment were found to be consistent. Thus the reliability of the questionnaire could be achieved in this way.

With regard to validity, Cohen et al., (2000) define it as a particular instrument in fact measuring what it believes to measure. That means whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure. Kirt and Miller (1986) point out that the issue of validity is a fundamental problem of qualitative research. They further stress that one of the problems with interviews as a research method is invalidity. The cause of invalidity is bias that might overstate or understate the truth.

In order to achieve validity, as the sole interviewer and the English teacher of the informants, I tried to minimize the amount of bias by doing careful pilot study of the interview schedules to assure the appropriateness of the questions selected. All the questions were shown to the informants beforehand to ensure they can fully understand the meaning. Moreover, the interview in this study was a semi-structured one. With the same format and sequence of words and questions for each informant, bias which stem from alternations to wording, procedure and sequence could also be minimized.

Triangulation was used in the present study because it is considered as a powerful way of demonstrating validity, particularly in qualitative research (Cohen et al., 2000). It uses at least two or more methods to collect data and can help to explain more fully the richness and complexity of human behaviour by studying it from more than one standpoint, normally by making use of both quantitative and qualitative data. When different methods of data collection can yield substantially the same results, this can enhance the validity and reliability of a piece of research.

Sakui and Garies (1999) investigate Japanese EFL learners' beliefs about language learning, and also explore the value of interview data to complement and explain questionnaire data. Their research provides evidence that quantitative and qualitative approaches can be complementary to each other, and that studies employing both quantitative and qualitative approaches are more reliable and of higher validity than a single-method approach. Sakui and Garies (1999:486) clearly state:

> *"Our interview data confirmed that the value of interviews to complement questionnaire data, to provide necessary data triangulation. Questionnaires consisting of closed items allow respondents only to state their beliefs – and then only the beliefs which are included in the questionnaire. Well-conducted interviews allow learners to reveal*

beliefs which are not addressed in the questionnaire and to describe the reasons, sources, behavioural outcomes, and other dimensions of their beliefs".

In view of the strengths of both quantitative and qualitative approaches as well as the nature of the research questions in the present study, a combined quantitative and qualitative approach was chosen for the present research. The aim of this thesis was to find out students' motivation in learning English and their motives had been investigated by both questionnaires and interviews. These two contrasting types of data could illuminate each other by allowing checking of individual informants' comments against their previous questionnaire responses. The outcomes of the present questionnaire survey were found to be corresponded to those of the interview, hence the findings were likely to be reliable and valid.

3.4.5 Procedures

The present study began with a pilot study of the questionnaire in November 2006. After revising and modifying the questionnaire items, the main study of the questionnaire was conducted in January 2007. The high, average and low achievers were categorized based on their English grades in the Hong Kong Certificate of Education Examination (HKCEE) 2005.

Later, when the students' English results of the Hong Kong Advanced Level Examination (HKALE) were released in July 2007, these participants were further categorized into the high, average and low achievers again based on their HKALE English grades. Then both the correlations between motivation variables and students' English grades in the HKCEE and the HKALE were analysed.

In this way, the reliability of the questionnaire could be achieved when the correlations between motivation variables and the English grades both in the HKCEE

and the HKALE were found to be consistent. The findings would be reported in the next chapter. In the meantime, the pilot study of the questionnaire should be reported first.

3.4.5.1 Pilot Study of the Questionnaire

A pilot study of the questionnaire was administrated to 13 Form 7 students in the same sixth form college but in the different class. 6 of them are females and 7 are males. Their ages range from 17 to 20. The pilot study was carried out in November 2006. The students completed the questionnaire within 15 minutes and were asked to comment on its content and language.

The general comprehension of the questions was found to be good. However, it was found that most of the respondents tended to choose the centre option 'undecided' of the statement when the questionnaire is in the five-point Likert scale. Hence, the questionnaire was revised into the six-point Likert scale for the main study. That was '1' for strongly disagree, '2' for disagree, '3' for slightly disagree, '4' for slightly agree, '5' for agree and '6' for strongly agree. A higher score indicated a higher degree of agreement between the participants' reasons for studying English and the questionnaire items.

In the last part of the questionnaire, the open-ended question inviting respondents to state their most important reasons for learning English was cancelled. Instead, respondents were asked to rank ten reasons of learning English in order based on the importance to them ('1' is the most important, '10' is the least important). In this way, more information could be yielded to compare the intrinsic and extrinsic motivations of students in learning English.

3.4.5.2 Questionnaire Results of the Pilot Study

Pearson Product Moment Correlation was computed to investigate the relationship between the five motivation components and the students' English grades in the Hong Kong Certificate of Education Examination (HKCEE). The highest grade 'A' was coded as '5' whereas the lowest grade 'E' was coded as '1' accordingly. The parametric test was used as it was assumed that the samples came from a normal distribution.

Table C: Correlations of HKCEE English Grades with five Motivation Components (Pilot Study)

	Grade	Motivation Intensity	Achievement Motivation	Attribution Motivation	Intrinsic Motivation	Extrinsic Motivation
Grade	1.000					
Motivation Intensity	0.745**	1.000				
Achievement Motivation	0.575*	0.620*	1.000			
Attribution Motivation	0.668*	0.740**	0.396	1.000		
Intrinsic Motivation	0.493	0.846**	0.634*	0.570*	1.000	
Extrinsic Motivation	-0.308	-0.355	-0.400	-0.324	-0.351	1.000

* Correlation is significant at the 0.05 level (2-tailed) i.e. $p < 0.05$

** Correlation is significant at the 0.01 level (2-tailed) i.e. $p < 0.01$

As shown in Table C, the English language proficiency of 13 participants in the pilot study had significant correlations with three motivation variables, including motivation intensity ($r = 0.745$, $p < 0.01$), achievement motivation ($r = 0.575$, $p < 0.05$) and attribution motivation ($r = 0.668$, $p < 0.05$). That meant the more motivation intensity the students had to learn English, the better grade they could get or vice versa. This positive relationship was also applied to achievement motivation and attribution motivation. In other words, the better English grades students could get,

then the higher achievement or attribution motivation they had or vice versa. The motivation intensity was found to have the most significant level of positive correlation with the English grades (r = 0.745, p<0.01). However, extrinsic motivation was shown to have no significant difference or correlation with the English grades and the other four motivation components.

3.4.5.3 *Pilot Study of the Interview*

The semi-structured interviews were piloted with 3 informants (2 males, 1 female) in December 2006. These three Form 7 students represented the high, average and low achievers in English learning. Detailed feedback on the design and wording of the interview schedule (Appendix 2) were obtained. After all, the ranking section concerning the main reasons of studying English was moved to the second part of the questionnaire. Instead, informants were invited to give any three main reasons of learning English with rationale. Moreover, three more questions were added, including 'Do you have a sense of satisfaction in learning English?', 'Do you think your English results will affect your interest in learning English?' and 'Do you think secondary schools should use English as the medium of instruction?' In this way, it was believed more in-depth information could be yielded.

3.4.5.4 *Interview Results of the Pilot Study*

The three informants started studying English from kindergarten. They all thought that learning English was very useful and important in Hong Kong. Therefore, even though they did not really enjoy the learning process, they would still choose to study English if it was not compulsory. The main reasons of all students

studying English were it was an international language and it could help them have better job prospects.

The high achiever got more encouragement from parents than the low achievers in the process of learning English. For instance, the mother of the high achiever bought her some grammar exercises and English story books when she was in primary school. For the low achiever, his mother just asked him to go to the tutorial school to improve his English.

All the informants regarded the opportunities of learning English outside school in Hong Kong as insufficient. The high achiever came from a good and famous secondary school and had been encouraged to join various kinds of English competitions. She often had a sense of achievement towards learning English while the low achiever found it very difficult to build up a good foundation in English. He admitted that he was too lazy and not patient enough to learn English. Since he could hardly get any sense of satisfaction in learning English, he would easily give up. For the average achiever, he was willing to pay effort in learning English but he could not really enjoy learning it.

All of the informants regarded speaking as the most important skill in learning English. They all agreed that it was good for schools to use English as the medium of instruction since this could give students more chances to speak in English. Furthermore, they all thought that teachers played an important role in their English learning. This was because students were easily influenced by the classroom atmosphere.

3.4.5.5 *Main Study of the Questionnaire*

After piloting and modifying the questionnaire, the revised questionnaires (Appendix 3) were distributed to the target class of 33 Form 7 (Year 13) students. The purpose was to find out the motivation intensity and motivation orientations of Advanced-level students in learning English in a sixth form college.

Apart from the general information of the participants, this revised questionnaire mainly consisted of two parts. The first part comprised 36 statements of a six-point Likert scale format requiring students to respond with a numerical value associated with their agreement or disagreement with each statement. These statements had been illustrated in the previous questionnaire section 3.4.3.1.

The first ten statements of the questionnaire were designed to measure the motivation intensity of respondents in learning English. A high mean score indicated a high level of effort or motivation in learning English. Then there were 5 statements (No.11-15) to examine the relationship between students' sense of achievement and their motivation in learning English. For statements 16 to 20, it was intended to find out how students attribute their performance in English to internal or external factors. For the remaining sixteen statements in section two, there were eight items (No.21-28) attempting to measure respondents' intrinsic motivation in learning English whereas the other eight items (No.29-36) were for measuring their extrinsic motivation.

In the second part of the questionnaire, respondents were required to rank ten reasons of learning English in order based on the importance to them as follows:

i. *meeting the university entry requirement*

ii. *having better job prospects*

iii. *getting better social status*

iv. *meeting parents or other family members' expectation*

v.   English is an international language

vi.   communicating with foreigners

vii.   enjoying western films or books

viii.   further your studies in foreign countries

ix.   simply interested in English

x.   have a sense of achievement in learning English

Basically, this two-part questionnaire was constructed to identify the motivation components that were related to students' achievement in learning English.

The survey was conducted during the first 15 minutes of an English lesson in January 2007. The reasons for the research were explained to the students and an option to allow them to withdraw was made. Instruction and time for questions were given before the survey started. Students were assured that there were no right or wrong answers for each item and the questionnaire was administrated to determine their level of motivation in learning English. Moreover, the information they gave would be kept confidential and used for research purposes only. All the questionnaires were collected immediately after the students had filled out the questionnaires at their own pace. All participating students were cooperative and applied themselves to the research questionnaire. Thus the response rate reached up to 100 per cent.

All the data from the questionnaires were processed to form various Tables of results presented in Chapter Four. A descriptive statistical method including means and standard deviation was used to illustrate the differences between the responses of the high, average and low achievers for the questionnaires. Pearson Product Moment Correlation Analysis was also adopted to compute the correlations between the five motivation components and students' English grades both in the Hong Kong Certificate of Education Examination 2005 and the Hong Kong Advanced Level

Examination 2007. The ultimate aim was to see the relationship between Advanced-level students' motivation and achievement in learning a foreign language in Hong Kong.

3.4.5.6 *Main Study of the Interview*

The revised interview schedule (Appendix 4) was applied to 12 informants of the target Form 7 class, including 6 males and 6 females to avoid gender bias as follows:

i.   4 high achievers (2 males, 2 females)

i.e. students obtaining HKCEE English grade A

ii.   4 average achievers (2 males, 2 females)

i.e. students obtaining HKCEE English grade C

iii.   4 low achievers (2 males, 2 females)

i.e. students obtaining HKCEE English grade E

The interviews were conducted during the students' free lessons for 40-50 minutes in February 2007. All informants were allowed to answer in both English and Cantonese (the students' mother tongue), depending on their preferences. Only the low achievers occasionally used some Cantonese phrases to express their ideas. Both high and average achievers completed the whole interviews in English.

Each interview began with the researcher explaining the purpose of the interview and asking permission to record it. Then the contents of the interviews were transcribed and the comments made by each category of students were summarized and merged so that the motivational factors of students in learning English could be identified.

3.4.6 Limitations of the study

This study was primarily concerned with the motivation to learn a foreign language but not with motivation in general. More specifically, it was concerned with the motivation to learn English as a foreign language in the Hong Kong school context. As a matter of fact, there were so many factors that could affect students' language motivation, such as gender differences, teaching methodology, socioeconomic background and so forth.

However, it was not the intention of this study to cover all of the above factors in one research paper because of the impracticability. Thus not all the motivational factors in learning English were examined within the limited scope of this study. Only those factors contained within the context of the research questions and aims of the thesis were dealt with. That meant merely five motivation components, including motivation intensity, achievement motivation, attribution motivation, intrinsic motivation and extrinsic motivation and their relationship with students' achievement in learning English were explored. This was because these five motivation components were considered as more relevant and important than the other factors in relation to students' achievement in learning a foreign language.

As this study was based on a small sample in a sixth form college in Hong Kong and the findings of the study were limited to a particular school as well as the subjects who had participated in the study, it could by no means support a generalised conclusion. Its nature was mainly exploratory. It was hoped that the learning experience described by the 12 subjects in the interviews and the motivational factors given by 33 students in the questionnaires might, to a certain extent, be typical of Hong Kong Advanced-level students in learning English. Then this study could help teachers better understand students' motivational orientations in learning English. Its

pedagogical implications or recommendations might cast light on the most practical approaches or directions for teaching Advanced-level English in Hong Kong.

Due to the fact that both Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination will be scrapped and replaced by the new Hong Kong Diploma of Secondary education in 2012, the examination-oriented syllabus should be replaced by some more effective teaching curricula which emphasize a more process-oriented, learner-centred approach rather than the traditional product-oriented, transmissional approach. Hopefully, the present study could also provide a new direction for teachers or educators to devote more efforts in ascertaining student motivation in the new English language curriculum.

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CHAPTER 4   FINDINGS

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The purpose of this study was to find out the motivation level and orientation of 33 Advanced-level students in English language learning as well as the relationship with their academic achievement in this language. That meant the motivation intensity of students in learning English was measured. The relationship between students' motivation orientation and their academic achievement was investigated by conducting the correlation of five motivation components, including motivation intensity, achievement motivation, attribution motivation, intrinsic motivation and extrinsic motivation with their English grades in the two public examinations.

4.1 Questionnaire (Part One)

The six-point Likert scale motivation questionnaire conducted in January, 2007 comprised five motivation components in the first part:

i.   motivation intensity (Q.1 – Q.10)

ii.   achievement motivation (Q.11 – Q.15)

iii.   attribution motivation (Q.16 – Q.20)

iv.   intrinsic motivation (Q.21 – Q.28)

v.   extrinsic motivation (Q.29 – Q.36)

To investigate the relationship between each component of motivation and the achievement in the English language learning, the academic achievement of the 33

participants was first categorised into three levels based on their Hong Kong Certificate of Education Examination results in July 2005 as follows:

i. the high achievers

    (9 participants obtaining the HKCEE English Grade A or B)

ii. the average achievers

     (11 participants obtaining the HKCEE English Grade C)

iii. the low achievers

     (13 participants obtaining HKCEE English Grade D or E)

Then these 33 participants' academic achievement was further categorised into three levels again based on their Hong Kong Advanced Level Examination results in July 2007 below:

i. the high achievers

    (5 participants obtaining the HKALE English Grade A or B)

ii. the average achievers

    (18 participants obtaining the HKALE English Grade C)

iii. the low achievers

    (10 participants obtaining the HKALE English Grade D or E)

The comparison between these 33 participants' English grades in the Hong Kong Certificate of Education Examination (HKCEE) and the Hong Kong Advanced Level Examination (HKALE) was illustrated in the following table:

Table D: Grade Distribution of 33 Participants Based on their HKCEE and HKALE Results in English

Participants	Gender	Age	English Grades (HKCEE)	English Grades (HKAL)	Change of English Grades
1	M	18	A	A	Same
2	F	18	A	A	Same
3	F	18	A	B	Downward
4	M	18	A	C	Downward
5	M	18	B	B	Same
6	F	18	B	C	Downward
7	F	18	B	C	Downward
8	F	18	B	C	Downward
9	F	17	B	C	Downward
10	M	18	C	B	Upward
11	M	19	C	C	Same
12	M	18	C	C	Same
13	M	18	C	C	Same
14	F	18	C	C	Same
15	F	18	C	C	Same
16	F	18	C	C	Same
17	F	18	C	C	Same
18	F	19	C	C	Same
19	M	19	C	D	Downward
20	M	19	C	D	Downward
21	M	18	D	C	Upward
22	M	18	D	C	Upward
23	F	18	D	C	Upward
24	F	17	D	C	Upward
25	F	17	D	C	Upward
26	M	18	D	D	Same
27	F	18	D	D	Same
28	F	18	D	D	Same
29	F	18	D	D	Same
30	F	18	D	D	Same
31	F	20	D	D	Same
32	M	18	E	D	Upward
33	M	18	E	E	Same

Basically, more than half (54.5%) of the participants could maintain the same English grade in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. As a matter of fact, it was not easy at all for students to do so because these two public examinations are both norm-referenced. That meant the performance of one person on the test is measured against an entire population of people. Hence, there was a keen competition among students and only a limited percentage of top grades was offered to them.   In this way, some students' English grades should normally be downward (33.3%). It was pleasing to find that a few students' (12.1%) English grades could actually be upward.

4.1.1 Motivation Intensity and Achievement

The mean score and standard deviation for each item of the motivation intensity (Q.1 −10) were presented in Tables 1 and 2.

Table 1   Descriptive Statistics for Motivation Intensity and English Attainment (HKCEE)

Motivation Intensity Question No. 1 - 10	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
1. attentive in English lessons	4.44	0.73	4.36	1.03	4.31	1.11
2. participate in extra-curricular English activities	3.22	1.09	3.55	1.37	3.08	1.50
3. hardworking in studying English	4.44	0.73	4.09	0.94	4.08	0.86
4. think about how to learn English better	5.00	1.12	4.64	1.12	4.54	1.05
5. plan schedule to study English	3.78	0.97	3.73	1.01	3.77	1.09
6. spend homework time on English	4.11	0.60	3.55	1.04	3.38	1.12
7. not being forced to learn English	5.33	0.71	5.09	0.70	3.31	1.32
8. choose to study English even if not required	4.89	1.27	4.91	1.14	4.08	1.26
9. continue learning English after leaving school	5.22	1.09	5.09	0.83	4.69	1.11
10. want to learn English well	5.33	0.71	5.36	0.92	4.85	1.34
Overall mean score and standard deviation:	**4.58**	**0.71**	**4.44**	**0.68**	**4.01**	**0.61**

Table 2   Descriptive Statistics for Motivation Intensity and English Attainment (HKALE)

Motivation Intensity	Grade A / B		Grade C		Grade D / E	
Question No. 1 - 10	Mean	SD	Mean	SD	Mean	SD
1. attentive in English lessons	4.60	0.55	4.22	1.06	4.50	0.97
2. participate in extra-curricular English activities	3.40	1.34	3.33	1.28	3.10	1.52
3. hardworking in studying English	4.20	0.84	4.44	0.86	3.70	0.67
4. think about how to learn English better	5.20	1.10	4.78	1.06	4.30	1.06
5. plan schedule to study English	3.40	1.14	3.94	0.94	3.60	1.07
6. spend homework time on English	3.80	1.10	3.72	0.89	3.40	1.17
7. not being forced to learn English	5.40	0.55	4.83	1.04	3.30	1.42
8. choose to study English even if not required	5.40	0.55	4.44	1.42	4.40	0.97
9. continue learning English after leaving school	5.80	0.45	4.89	1.08	4.70	0.95
10. want to learn English well	5.60	0.55	5.06	1.30	5.10	0.74
Overall mean score and standard deviation:	**4.68**	**0.93**	**4.37**	**0.56**	**4.01**	**0.68**

First of all, comparing the motivation intensity of the 33 participants, the high achievers (M = 4.58 / 4.68) were more motivated than the average (M = 4.44 / 4.37) and low achievers (M = 4.01) in learning English. They tended to be more attentive in the English lessons than the average and low achievers. They were more hardworking in studying English, spent more homework time on it and always thought about how to improve it. Both the high and average achievers did not have the feeling of being forced to study English while the low achievers tended to have this negative feeling. Consequently, the high and average achievers chose to continue learning English even if it was not compulsory or after leaving school. Generally, they wanted to learn English well more often.

4.1.2 Achievement Motivation and Achievement

The achievement motivation of the 33 participants was measured by 5 items (Q.11 – 15). The mean score and standard deviation for each item of the achievement motivation were presented in Tables 3 and 4.

Table 3   Descriptive Statistics for Achievement Motivation and English Attainment (HKCEE)

Achievement Motivation Question No. 11 - 15	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
11. find it easy to learn English	4.56	0.53	3.91	0.70	2.92	1.26
12. want to gain better English proficiency	5.22	0.67	4.73	1.10	4.15	1.14
13. happy with the English grades	4.11	0.78	3.18	1.08	2.46	0.97
14. have a feeling of success in learning English	4.44	0.88	3.73	1.01	3.31	1.18
15. have good ability in learning English	4.56	0.88	3.73	0.90	2.69	1.11
Overall mean score and standard deviation:	**4.58**	**0.40**	**3.85**	**0.56**	**3.11**	**0.66**

Table 4   Descriptive Statistics for Achievement Motivation and English Attainment (HKALE)

Achievement Motivation Question No. 11 - 15	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
11. find it easy to learn English	4.60	0.89	4.00	0.91	2.70	0.95
12. want to gain better English proficiency	5.20	0.84	4.89	0.83	3.90	1.29
13. happy with the English grades	3.80	1.10	3.17	1.10	2.80	1.23
14. have a feeling of success in learning English	4.20	1.48	3.78	0.94	3.50	1.27
15. have good ability in learning English	4.00	1.22	4.00	1.03	2.50	0.97
Overall mean score and standard deviation:	**4.36**	**0.56**	**3.97**	**0.62**	**3.08**	**0.59**

The high achievers certainly had the greatest achievement motivation (M = 4.58 / 4.36) in learning English when comparing with the average (M = 3.86 / 3.97) and low achievers (M = 3.11 / 3.08). Basically, they found it easier to learn English and always wanted to gain better English proficiency than the other two groups. They were happy with their grades in English and always had a feeling of success in

learning English. They also had much more confidence in their ability of learning English than the low achievers.

4.1.3. Attribution Motivation and Achievement

Another 5 items measure the attribution motivation of the 33 participants (Q.16 – 20). The mean score and standard deviation for each item of the attribution motivation were presented in Tables 5 and 6.

Table 5   Descriptive Statistics for Attribution Motivation and English Attainment (HKCEE)

Attribution Motivation Question No. 16 – 20	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
16. greater effort makes better English	5.00	0.71	4.45	1.04	4.08	1.26
17. know how to improve English	4.33	0.87	3.45	1.13	3.23	0.83
18. learning English is not a matter of luck	4.56	0.53	4.45	0.69	4.15	1.07
19. feel in control of learning	4.22	0.67	3.91	0.71	3.62	1.26
20. self-responsibility to do well in English	5.22	0.67	5.27	0.47	5.08	0.86
Overall mean score and standard deviation:	**4.67**	**0.43**	**4.31**	**0.68**	**4.03**	**0.69**

Table 6   Descriptive Statistics for Attribution Motivation and English Attainment (HKALE)

Attribution Motivation Question No. 16 – 20	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
16. greater effort makes better English	4.80	0.84	4.67	0.97	3.90	1.29
17. know how to improve English	4.00	1.73	3.61	0.85	3.40	0.97
18. learning English is not a matter of luck	4.20	0.84	4.44	0.86	4.30	0.82
19. feel in control of learning	4.20	0.84	3.94	1.00	3.60	0.97
20. self-responsibility to do well in English	5.60	0.55	5.11	0.76	5.10	0.57
Overall mean score and standard deviation:	**4.56**	**0.65**	**4.35**	**0.59**	**4.06**	**0.67**

The attribution motivation of the high achievers (M = 4.67 / 4.56) was also greater than the average (M = 4.31 / 4.35) and the low achievers (M = 4.03 / 4.06) in learning English. This was due to the fact that the high achievers believed paying greater effort in learning English would improve their English standard and they also had a better idea of how to improve their English proficiency. However, the average and low achievers found it harder to do so. The high achievers also thought that learning English was not a matter of luck and they found themselves more in control of learning English than the other two groups. All the three groups of participants agreed that it was their own responsibility to do well in English.

4.1.4 Intrinsic Motivation and Achievement

The 33 participants' intrinsic motivation in learning English is measured by eight items (Q.21 – 28). The mean score and standard deviation for each item of the intrinsic motivation were presented in Tables 7 and 8.

Table 7   Descriptive Statistics for Intrinsic Motivation and English Attainment (HKCEE)

Intrinsic Motivation Question No. 21 - 28	Grade A / B Mean	SD	Grade C Mean	SD	Grade D / E Mean	SD
21. interested in learning English	4.89	1.05	4.64	0.81	3.85	1.14
22. enjoy reading English newspapers or books	4.67	0.71	4.27	1.27	3.77	1.09
23. enjoy watching English movies or TV programs	5.22	0.67	5.09	1.38	4.54	0.78
24. enjoy talking with foreigners in English	4.78	0.44	4.91	1.04	4.23	1.01
25. enjoy using English outside classroom	4.78	1.09	4.09	1.38	3.62	1.12
26. feel comfortable when speaking English	4.56	1.01	3.91	1.45	3.31	1.03
27. enjoy living in an English-speaking country	5.00	1.32	4.36	1.50	4.69	0.75
28. interested in English-speaking countries' cultures	4.67	1.00	4.36	1.50	4.38	0.77
Overall mean score and standard deviation:	**4.82**	**0.21**	**4.45**	**0.40**	**4.05**	**0.48**

Table 8   Descriptive Statistics for Intrinsic Motivation and English Attainment (HKALE)

Intrinsic Motivation Question No. 21 - 28	Grade A / B Mean	SD	Grade C Mean	SD	Grade D / E Mean	SD
21. interested in learning English	5.40	0.89	4.50	1.10	3.70	0.67
22. enjoy reading English newspapers or books	5.20	0.45	4.11	1.08	3.80	1.14
23. enjoy watching English movies or TV programs	4.80	1.64	5.06	0.80	4.70	1.06
24. enjoy talking with foreigners in English	4.60	0.55	4.78	0.94	4.30	1.06
25. enjoy using English outside classroom	5.00	1.41	4.17	1.15	3.50	1.18
26. feel comfortable when speaking English	4.00	1.41	4.17	0.99	3.20	1.48
27. enjoy living in an English-speaking country	4.80	1.79	4.78	1.11	4.40	1.07
28. interested in English-speaking countries' cultures	4.00	1.58	4.67	1.08	4.30	0.82
Overall mean score and standard deviation:	**4.72**	**0.51**	**4.53**	**0.35**	**3.99**	**0.51**

The intrinsic motivation of the high achievers in learning English was found to be the highest (M = 4.82 / 4.72) when compared with the average (M = 4.45 / 4.53) and low achievers (M = 4.05 / 3.99). They were more interested in learning English than the other two groups. The high and average achievers enjoyed reading English newspapers, magazines or books more. They also enjoyed watching English movies or television programmes. Though the average achievers enjoyed talking with foreigners in English more than the high achievers, the high achievers used English more often outside classroom. The low achievers found it uneasy to speak English in front of classmates or friends while the high and average achievers found it easier to do so. The high achievers tended to enjoy living in an English-speaking country more than the other two groups.

4.1.5 Extrinsic Motivation and Achievement

The extrinsic motivation of the 33 participants in learning English is measured by the last eight items (Q.29 – 36). The mean score and standard deviation for each item of the extrinsic motivation were presented in Tables 9 and 10.

Table 9   Descriptive Statistics for Extrinsic Motivation and English Attainment (HKCEE)

Extrinsic Motivation Question No. 28 – 36	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
29. fulfil the university language requirement	4.44	1.24	5.45	0.69	5.00	0.91
30. find a better job in the future	4.89	1.27	5.45	0.52	5.23	0.73
31. English is an international language	5.11	0.93	5.64	0.50	5.23	0.73
32. fulfil parents' expectation	4.78	1.09	4.64	1.43	4.92	0.86
33. gain people's respect	5.11	0.93	4.73	1.01	5.38	0.77
34. raise the social status	4.67	0.87	4.27	1.27	4.92	0.64
35. English is the mark of an educated person	5.00	0.87	4.36	1.86	4.62	0.87
36. help to do better in other academic subjects	5.44	0.73	5.55	0.69	4.69	0.85
Overall mean score and standard deviation:	**4.93**	**0.31**	**5.01**	**0.57**	**5.00**	**0.27**

Table 10   Descriptive Statistics for Extrinsic Motivation and English Attainment (HKALE)

Extrinsic Motivation Question No. 28 – 36	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
29. fulfil the university language requirement	4.20	1.64	5.17	0.79	5.10	0.88
30. find a better job in the future	4.80	1.64	5.28	0.67	5.30	0.67
31. English is an international language	5.40	0.89	5.33	0.77	5.30	0.67
32. fulfil parents' expectation	5.40	0.89	4.67	1.19	4.70	1.06
33. gain people's respect	5.60	0.55	4.89	0.83	5.20	1.14
34. raise the social status	4.60	0.89	4.39	1.09	5.10	0.57
35. English is the mark of an educated person	4.60	1.52	4.56	1.29	4.80	1.23
36. help to do better in other academic subjects	5.80	0.45	5.17	0.86	4.9	0.88
Overall mean score and standard deviation:	**5.05**	**0.57**	**4.93**	**0.36**	**5.05**	**0.23**

The extrinsic motivation of the three groups in learning English were all high (M = 4.93 / 5.01 / 5.00 or M = 5.05 / 4.93 / 5.05). Most of the students studied English instrumentally because it was an international language and they found it important to fulfil the university language requirement and found a better job in the future. In addition, they found it important to fulfil their parents' expectation and gained people's respect as well as raising the social status. Most of them thought that English was the mark of an educated person and they agreed that learning English could help to do better in other academic subjects.

4.1.6 Motivation Components and Achievement

The following Tables 11 and 12 showed the summarised descriptive statistics of the five motivation components of the 33 participants.

Table 11 Descriptive Statistics for Motivation Components and English Attainment (HKCEE)

Motivation Components	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
Motivation Intensity	4.58	0.63	4.44	0.60	4.01	0.86
Achievement Motivation	4.58	0.52	3.85	0.80	3.11	0.82
Attribution Motivation	4.67	0.47	4.31	0.55	4.03	0.91
Intrinsic Motivation	4.82	0.56	4.45	0.91	4.05	0.66
Extrinsic Motivation	4.93	0.61	5.01	0.70	5.00	0.51
Overall mean score and standard deviation:	**4.72**	**0.16**	**4.41**	**0.41**	**4.04**	**0.67**

Table 12 Descriptive Statistics for Motivation Components and English Attainment (HKALE)

Motivation Components	Grade A / B		Grade C		Grade D / E	
	Mean	SD	Mean	SD	Mean	SD
Motivation Intensity	4.68	0.59	4.37	0.78	4.01	0.69
Achievement Motivation	4.36	0.94	3.97	0.79	3.08	0.90
Attribution Motivation	4.56	0.87	4.35	0.73	4.06	0.66
Intrinsic Motivation	4.72	1.01	4.53	0.73	3.99	0.63
Extrinsic Motivation	5.05	0.62	4.93	0.55	5.05	0.69
Overall mean score and standard deviation:	**4.67**	**0.25**	**4.43**	**0.35**	**4.04**	**0.70**

To compare the overall mean score of the five motivation components among the three groups of students, it was found that the high achievers maintained the highest motivation levels (M = 4.72 / 4.67) while the low achievers remained to had the lowest mean score (M = 4.04) and the average achievers stood in between them (M = 4.41 / 4.43).

In answering the research question number one concerning the motivation levels among the Advanced-level students in a sixth form college in Hong Kong, it was found that the motivation intensity is generally high, ranging from M = 4.58 / 4.68 (high achievers), M = 4.44 / 4.37 (average achievers) and M = 4.01 (low achievers). That was the higher the motivation intensity, the better English standard the students could attain. Thus there appeared to be a positive relationship between students' motivation and achievement of learning English.

For the second research question concerning the reasons for the students' motivation level in this context, it was found that the high achievers gained greater motivation level by their achievement (M = 4.58 / 4.36) or satisfaction in learning English than the average (M = 3.85 / 3.97) and low achievers (M = 3.11 / 3.08). They also had high attribution motivation (M = 4.67 / 4.56) than the average (M = 4.31 /

4.35) and low achievers (M = 4.03 / 4.06). That meant they could better control their English learning and thus had a feeling of success in learning it.

For the third research question, whether intrinsic or extrinsic motivation was more important on students' academic achievement in learning English in the sixth form college in Hong Kong. It was found that intrinsic motivation had a positive relationship with achievement in learning English. This was because the high achievers had greater intrinsic motivation (M = 4.82 / 4.72) than the average (M = 4.45 / 4.53) and low achievers (M = 4.05 / 3.99). On the other hand, the extrinsic motivation of all the three groups was very high, ranging from M = 4.93 / 5.05 (high achievers), M = 5.01 / 4.93 (average achievers) and M = 5.00 / 5.05 (low achievers). The full analysis of these three research questions would be found in the next chapter.

4.1.7   *Correlations between Motivation Components and English Attainment*

Pearson Product Moment Correlation was computed to investigate the relationship between the five motivation components and the students' English grades in the Hong Kong Certificate of Education Examination (2005) and the Hong Kong Advanced Level Examination (2007). The highest grade 'A' was coded as '5' whereas the lowest grade 'E' was coded as '1' accordingly.

The parametric test was used because the data were sampled from a population that followed a Gaussian distribution. That meant the data were normally distributed and the distribution was approximately bell shaped. The scatter plots of the data were attached in the appendix from Graph 1 to Graph 15.

Table 13 Correlations of HKCEE English Grades with five Motivation Components

	Grade	Motivation Intensity	Achievement Motivation	Attribution Motivation	Intrinsic Motivation	Extrinsic Motivation
Grade	1.000					
Motivation Intensity	0.395*	1.000				
Achievement Motivation	0.692**	0.681**	1.000			
Attribution Motivation	0.449**	0.754**	0.798**	1.000		
Intrinsic Motivation	0.489**	0.800**	0.630**	0.659**	1.000	
Extrinsic Motivation	-0.031	0.088	-0.170	-0.000	0.015	1.000

* Correlation is significant at the 0.05 level (2-tailed) i.e. p<0.05

** Correlation is significant at the 0.01 level (2-tailed) i.e. p<0.01

Table 14 Correlations of HKALE English Grades with five Motivation Components

	Grade	Motivation Intensity	Achievement Motivation	Attribution Motivation	Intrinsic Motivation	Extrinsic Motivation
Grade	1.000					
Motivation Intensity	0.290	1.000				
Achievement Motivation	0.519**	0.681**	1.000			
Attribution Motivation	0.383*	0.707**	0.819**	1.000		
Intrinsic Motivation	0.310	0.800**	0.630**	0.574**	1.000	
Extrinsic Motivation	-0.081	0.088	-0.170	-0.106	0.015	1.000

* Correlation is significant at the 0.05 level (2-tailed) i.e. p<0.05

** Correlation is significant at the 0.01 level (2-tailed) i.e. p<0.01

As shown in Tables 13 and 14, the English language proficiency of 33 participants had significant correlations with four motivation variables, including motivation intensity (r = 0.395, p<0.05), achievement motivation (r = 0.692, p<0.01; r = 519, p<0.01), attribution motivation (r = 0.449, p<0.01; r = 0.383, p<0.05) and

intrinsic motivation (r = 0.489, p<0.01). That was to say, the more motivation intensity the students had to learn English, the better grade they could get or vice versa.

This positive relationship was also applied to achievement motivation, attribution motivation and intrinsic motivation. That meant the better English grades students could get, then the higher achievement, attribution or intrinsic motivation they had or vice versa. The achievement motivation was found to have the most significant level of positive correlation with the English grades (r = 0.692, p<0.01; r = 0.519, p<0.01). Basically, these four motivation types were positively correlated to each other and the English grades. Only extrinsic motivation was shown to have no significant difference or correlation with the English grades and the other four motivation components.

4.2   Questionnaire (Part Two)

In the second part of the questionnaire, 33 participants were told to rank ten reasons of studying English based on the importance to them ('1' is the most important and '10' is the least important. In other words, the smaller the mean score of the item, the more important it was. The first 5 items (statement 1 – 5) measured the extrinsic motivation of the participants while the last 5 items (statement 6 – 10) measured their intrinsic motivation in relation to their achievement in learning English.

The mean score and ranking for the extrinsic and intrinsic motivations of the high, average and low achievers were presented in Tables 15 and 16.

Table 15 Descriptive Statistics for Extrinsic/ Intrinsic Motivation and English Attainment (HKCEE)

Extrinsic Motivation / Intrinsic Motivation (Statement 1 – 5) / (Statement 6 –10)	Grade A / B		Grade C		Grade D / E	
	Rank	Mean	Rank	Mean	Rank	Mean
1. meeting the university entry requirement	2	4.22	1	2.73	3	3.92
2. having better job prospects	1	3.44	2	2.82	1	3.31
3. getting better social status	3	4.67	6	5.73	4	5.15
4. meeting parents' expectation	8	6.78	10	8.73	10	7.31
5. English is an international language	5	5.00	3	3.18	2	3.62
Overall mean score of extrinsic motivation:		**4.82**		**4.64**		**4.66**
6. communication with foreigners	7	5.56	4	5.27	4	5.15
7. enjoying western films or books	10	7.78	5	5.64	7	6.23
8. further studies in foreign countries	9	6.89	8	7.00	6	5.46
9. simply interested in English	6	5.33	9	8.18	9	7.15
10. having a sense of achievement in learning English	3	4.67	7	6.45	8	6.69
Overall mean score of intrinsic motivation:		**6.05**		**6.51**		**6.14**

Table 16 Descriptive Statistics for Extrinsic/ Intrinsic Motivation and English Attainment (HKALE)

Extrinsic Motivation / Intrinsic Motivation (Statement 1 – 5) / (Statement 6 –10)	Grade A / B		Grade C		Grade D / E	
	Rank	Mean	Rank	Mean	Rank	Mean
1. meeting the university entry requirement	2	3.80	2	3.50	2	3.70
2. having better job prospects	1	3.60	1	3.00	1	3.30
3. getting better social status	3	4.60	5	6.00	5	5.40
4. meeting parents' expectation	9	7.20	10	8.11	9	7.00
5. English is an international language	4	4.80	2	3.50	3	4.00
Overall mean score of extrinsic motivation:		**4.80**		**4.82**		**4.68**
6. communication with foreigners	5	5.00	4	5.39	4	5.30
7. enjoying western films or books	10	8.00	7	6.17	7	6.20
8. further studies in foreign countries	6	5.60	8	6.56	8	6.40
9. simply interested in English	8	6.60	9	6.78	10	7.60
10. having a sense of achievement in learning English	7	5.80	6	6.11	6	6.10
Overall mean score of intrinsic motivation:		**6.20**		**6.20**		**6.32**

When the participants were told to rank their motivational factors in learning English in order, it was found that the extrinsic motivation outweighed the intrinsic one in all the three groups. That was the smaller the mean score of the item in Tables 15 and 16, the more important it was. The mean score of the high achievers' extrinsic motivation was 4.82 / 4.80 but their intrinsic motivation was 6.05 / 6.20. The mean score of the average achievers' extrinsic motivation was 4.64 / 4.82 while their intrinsic motivation was 6.51 / 6.20. The mean score of the low achievers' extrinsic motivation was 4.66 / 4.68 and their intrinsic motivation was 6.14 / 6.32. It could be found that all the high, average and low achievers were very extrinsically motivated.

For the reasons of studying English, all the three groups regarded learning English for better job prospects (Rank 1 or 2) as very important. In addition, the average (Rank 1 or 2), high (Rank 2) and low achievers (Rank 3 or 2) also considered meeting the university entry requirement as an important reason to study English.

The high achievers considered both getting social status and having a sense of achievement as the third important reason of studying English, but the average and low achievers did not share the same view. They thought that it was more important to learn English for its international status (Rank 2 or 3).

Surprisingly, the average and low achievers found it more important to learn English for communicating with foreigners (Rank 4) than the high achievers (Rank 7 or 5). They also placed more importance on enjoying western film or books (Rank 5 or 7) than the high achievers (Rank 10), even though their interest in English (Rank 9 or 10) was less than the high achievers (Rank 6 or 8). Finally, all the three groups did not find meeting their parents' expectation important in learning English (Rank 8 to 10).

To recap, extrinsic motivation of learning English was dominated among all the three groups. The three main reasons of learning English for the high, average and low achievers were having better job prospects, meeting the university entry requirement and English is an international language.

4.3 Semi-structured Interview

As part of the data collecting procedure, the relevant comments of 12 informants, including 4 high, 4 average and 4 low achievers during the interviews were summarized. In order to have a systematic category and analysis of the informants' data, the interview questions were grouped under the following ten headings which had been illustrated in Section 3.4.3.2 as well.

1. *Importance and enjoyment of learning English*
2. *Main reasons of studying English*
3. *Encouragement from parents or other family members*
4. *Opportunities of learning English outside school*
5. *Attribution beliefs affecting language learning*
6. *Satisfaction and competence towards learning English*
7. *Relationship between motivation and achievement in learning English*
8. *Importance and difficulties of the four core English language skills*
9. *English as the medium of instruction in secondary schools*
10. *Teachers' role in students' English learning*

For each quotation, it was indicated with a code, so that the response of twelve informants could be differentiated. First of all, a personal identification number (01 – 12) was used to indicate each informant. Then three English attainment indicators ('H', 'A' and 'L') were applied to represent the high, average and low achievers. Lastly, the gender difference was indicated by 'M' for male and 'F' for female. For instance, the code for the first female high achiever would be '01HF'.

All of the transcribed data were made available for scrutiny on a CD-ROM attached and all the recording had been transferred into six compact disks being attached as well. A detailed analysis of the transcribed interviews, directly comparing the informants' responses and identifying common themes in their comments was to be illustrated below:

4.3.1 *Importance and enjoyment of learning English*

Feedback from the high achievers

All the four high achievers regarded English as a worldwide language and it was widely used in Hong Kong. Moreover, English could equip them to go to the university and have better job prospects.

> *"English is a worldwide language, so we should master it well to equip ourselves." (04HM)*

> *"When we expose to this society, we watch the news, we see some advertisements around, we always see English everywhere. When we go to the restaurant, there are some English menus." (04HM)*

> *"If I can get good grade in UE, I can go to the university. Also I think that for working, people would recruit people speaking good English." (01HF)*

English also helped these high achievers know more about foreign countries and communicate with foreigners, so even if it was not a compulsory subject, all of them would still choose to study it.

> *"English is used worldwide and many people speak it and I can communicate more easily with others." (04HM)*

> *"The motivation is I really want to get in touch with those people in the foreign countries and I would like to study there or exchange, live there for a while, get some experience. Maybe because I love to travel around, I think English is important, so I need to do better." (02HF)*

> *"If you don't understand English, it is very difficult to get along with other parts of countries because in the world, we use English as the medium to communicate and many information come from English, you*

have to use English to know more about the world. So I think it is quite necessary even though it is not compulsory." (02HF)

As English was so useful, two high achievers mentioned that they actually started to have interest in learning this language after realising its importance and acquiring the learning strategies. Another male high achiever found a genuine interest in learning languages in addition to English. One female high achiever also expressed her enjoyment in learning English because of the sense of satisfaction.

"Now, I really got the interest in it because English is very important worldwide." (03HM)

"I really enjoy learning it because I think learning English has some methods. If you can manage, I mean you've got the efficiency in learning it, then you will really enjoy learning it." (03HM)

"I have this interest. I think learning English is funny, I won't feel bored in it. Actually I have interest in learning languages but I don't have a chance to learn French or Japanese. I will learn them maybe in the university." (04HM)

"I quite enjoy learning English because it gives me a sense of satisfaction. For example, when I watch some English TV programmes, I can listen and understand what they are talking about. It makes me feel satisfied." (02HF)

Feedback from the average achievers

Three out of four average achievers did not enjoy learning English but there were different reasons for them to study it. One female average achiever could get good results in English, so she had a sense of achievement in learning this language. Another female average achiever learned English because it was an important and useful subject, but it was rather difficult and she basically liked learning Putonghua more than English.

"Actually, I don't really feel great or enjoyment in learning English. But you know, sometimes, in my previous school, when the test papers are distributed to us, the results are announced, teachers suddenly said that I got the highest grade of the General English of my class, I feel good. It's

quite surprising. I am not enjoying learning it. But if I got such a good result, of course I have a sense of achievement." (06AF)

"I don't like it but I know it's really important, so I must learn it. If you just learn Cantonese that we speak every day will be much easier and less effort need to put on that side." (06AF)

"I don't like English since Form One because the classmates are all good at English, except me." (08AM)

Only one male average achiever enjoyed learning English because it could help him learn the western culture which he was interested in. Hence, if he had an opportunity, he would surely take the chance to study in an English-speaking country.

"Actually, I enjoy learning English because the other languages are the foreigners. How do they think? What do they think about different things? I learn their cultures and give understanding on them. I always want to know the foreigners, what their ideas, they always raise some special points that Chinese seldom think about, for example, liberalism. I want to know why they have such kind of thinking." (07AM)

"If I have the opportunity, I will certainly try to study abroad." (07AM)

"I think the western culture, especially Europe because they have long history. Sometimes they have different views on things, different from Chinese, especially love or something like that. Some culture is hard to see nowadays, for example, in the past, during the Christmas, you can see people sing the carol in the street, but now we are hard to see them." (07AM)

Feedback from the low achievers

All of the four low achievers found it important to study English for communication and future careers.

"English is very useful in my mind, so I try to learn more English and improve my English level. This is for my future career and for some communication with others." (09LF)

"English is very useful. Firstly, we can communicate with people. Let me show you an extreme case, for example, when we meet a policeman, the policeman says 'freeze' and we don't stop. If we don't understand the word 'freeze', they will fire upon us. It is also useful for studying other subjects. If our English is not good, we cannot present our ideas logically in the essay, such as Economics essay." (12LM)

> *"You go working, if you don't know English, I really can't imagine the situation. It will widen our horizons and help us to express ourselves." (10LF)*

However, it was found that none of the low achievers enjoyed learning English. This was due to the fact that learning English was not easy and the examinations and tests made them feel stressed.

> *"I don't like studying English because my English is poor and I can't understand, then gradually I lost my interest in it. It's like a vicious circle. At the very beginning, I don't understand and I can't catch up, then it becomes more difficult for me to understand and I will finally lose my interest." (09LF)*
> *"I enjoy the period from Kindergarten One to Primary Three because there is no stress to learn English. I remember in the kindergarten, the teachers will give some songs to students to learn English. But after Primary Four, the exams and tests become more and more." (10LF)*

One male low achiever gave a very negative but interesting answer while he was being asked when he lost his interest in learning English. That is "I have never built up any interest in learning English, how can I lose it?" He explained that it was hard and boring to memorize all those grammar rules and vocabulary.

> *"I don't like studying English because when I study in primary school, they will give me some tests to test our language level. But they just copy from some grammar books which have been done by me. The school just copy it from the exercise books and then I can get high marks. I think it's meaningless. Therefore, I have never built up any interest in learning English, how can I lose it?" (11LM)*

Another female low achiever mentioned that learning English is interesting at the beginning when she was very small. However, she lost her interest in studying English after Primary Two as it was getting difficult and it was frustrating to make the same mistakes all the time.

> *"I remember when I was in the kindergarten, every day after I've taken my English lesson and learn those new vocabulary, I will go home and shout with my mum, 'I've learned giraffe today'. It's really happy those days. But after Primary Two, we have to learn longer sentences and make a paragraph. During the lesson, it's quite boring as we started to*

learn those tenses and grammar. Repeat doing the same exercises and repeat making the same mistakes." (10LF)

In view of the above, two low achievers would not choose to study English in primary or secondary school if they had a choice. For the other two low achievers, they gave a positive answer because English is important and useful for communication and functions as a tool for learning other subjects.

"When I was in primary school, I will not choose it. As I've mentioned I just recite all the answers and I can get high marks. I think it is meaningless and at that time, I think I can handle the subject well, so I do not have the incentive to learn this subject." (11LM)

"Maybe in the secondary school, I will avoid it. I will not choose this subject because I find it very difficult. But now I realize English is very important. I find that English is very important for my future career and communication. If your English is not very well, you can't find a good job and communicate with others because Hong Kong is an international country. English is very important." (09LF)

"I will choose this subject because actually it is very important." (10LF)

"I will choose it because it is still useful for us and can help to study

other subjects and also help us to communicate." (12LM)

4.3.2 Main reasons of studying English

<u>Feedback from the high achievers</u>

All the high achievers pointed out that English was useful for their future careers. This is particularly true in Hong Kong as it is a westernised commercial centre, so English played an important role in the job market.

"For my exam and I need to use it when I am working." (01HF)

"To get a better job in the future." (02HF)

"It helps my future career." (03HM)

"The jobs require brilliant students who can master English well, so that you have more opportunities when you grow up and enter the society." (04HM)

Two high achievers were simply interested in English and this was good motivation for them to study English. Another male high achiever thought that English would bring him better social status. The other female high achiever regarded English as a major language to communicate with foreigners. Hence, it was still a crucial language in Hong Kong after 1997.

"It's my major field of interest." (01HF)

"I think learning English is quite interesting. I always have the motivation because I always don't understand some words, it's difficult, so I always know more and know more." (04HM)

"You will get some social status higher because I have never found high level people couldn't speak English well." (03HM)
"We need English to talk with foreign people. And English is a major language in Hong Kong as well, especially before 1997. Now it's just because we put more emphasis on Chinese, but English is still rather important." (03HM)

Feedback from the average achievers

Three out of four average achievers considered learning English for the instrumental purpose. This was due to the fact that English was an international language and it was necessary for students to meet the entry requirement of the university. It would be very useful for their future careers because they need this language to communicate with people from different countries.

"The most important reason is for practical reason, the demand of the world. If I do not study this subject, I can't survive." (08AM)

"I think the most important one is the education system in Hong Kong. If I don't know English, they will not allow me to continue my studies, even in the higher education, like university." (07AM)

"For study, for exam because the syllabus requires it." (05AF)

"I hope to work in the business sector, so I need to communicate with different kinds of people who come from different countries, English is being useful." (08AM)

One male average achiever showed his great interest in the European culture and he also enjoyed reading English books of some famous writers. One female average achiever intended to meet her parents' expectation and she also regarded English as an important tool to study other academic subjects.

"Actually, I like reading some books of some famous writers, for example, Dickens. They always write in English, so I have to know English to read their books. I know their philosophy behind their stories, so I try to learn English." (07AM)

"Maybe you can say that to meet my parents' expectation is the top priority and English can help to do better in other subjects as a tool." (06AF)

Feedback from the low achievers

All of the four low achievers studied English for meeting the university entry requirement. They also thought that it was necessary to learn English because it was an international language and it was useful to secure them a stable job in the future. One male low achiever also mentioned that English was an important tool to learn other academic subjects.

"English is an international language and it is necessary for the university entry requirement. It is also important for getting better job prospect." (09LF)

"I need to compete with other students for A-level to meet the university entry requirement. It is also necessary for the future job." (11LM)

"English can help students to study other subjects and help us to have better job prospects because it is an international language." (12LM)

4.3.3 Encouragement from parents or other family members

Feedback from the high achievers

Only one female high achiever's mother had encouraged her to read books since she was in Primary Four, thus her mother did help her form the English reading habit. Another female high achiever's cousin always read books and watched movies or television programmes when she was small. Therefore, she learned from her cousin and built up the same habit since then.

> *"My parents are very serious about my language, especially my mother, she bought me books to read since I was small. She first develops my interest to read Chinese books. After seeing my school was also in English, she starts to buy me fictions since Primary Four. Then I start to read more at that time." (01HF)*

> *"Maybe it is my cousin who is twelve years older than me. When I was small, she is a young lady. She always reads English books and watches English TV news which interests me. I learn from her, so I follow her habit." (02HF)*

One male high achiever's parents employed him a private tutor to help improve his English grammar when he was in Primary Three and Four. Another male high achiever did not get any encouragement or influence from his parents.

> *"My parents didn't do anything, but after entering La Salle for the very first years, I was having a private tutor because I need to catch up all the grammar and vocabulary at that time." (03HM)*

> *"They don't care much about my study because they think I have the ability to do it myself. They will not interrupt me. I just learn by myself." (04HM)*

Feedback from the average achievers

The parents of one female average achiever were teachers before gave her much influence or even interference on her learning in English. Her mother always told her that learning English was very important for the future. It was a very useful tool or

just like a sharp 'sword'. Hence they bought her a lot of grammar exercises since Primary Three but she did not like doing those exercises. Moreover, she was also conditioned to watch English television programmes every day after dinner and read English newspapers. Another mother of a male average achiever encouraged him to recite the contents of all the subjects. Unfortunately, all of these ways could not arouse their children's interest in learning English.

> "My mother always tells me that it is very important to learn English. I should not only focus on some other A-level subjects to spend a lot of time in revising them. She said, 'Actually, if you have good English, it's like having a very sharp sword that you can cut everything quickly instead of having one not very sharp, you have to spend a lot of them in sorting matters. Actually Learning English is more important to our future or career. It's a very important aspect." (06AF)

> "It's my father's turn then. During the summer vacation, he will buy a very think grammar exercise that he wants me to do it every day to drill my English. But I seldom finish it. So he always scolds me, 'I have bought you this book for a long time, but you still haven't finished it, when do you want to do it?" (06AF)

> "Actually starting from Primary Four, they want me to read more English books and watch English TV news with subtitles. Anyway, they turn to TVB Pearl or ATV World already, either you watch it or read English newspaper." (06AF)

> "At that time, my mother does not go to work, she is always at home. In every subject, she wants me to recite. I don't know why I have to recite. But I know that after I have recited some pages, I can play." (08AM)

For the other two subjects, their parents' educational levels were rather low and they did not have any influence on their children's learning in English.

> "My parents don't understand English, so I have rare opportunities to learn English." (05AF)

> "They seldom do anything because my mother doesn't know much about English. She is not good at English but my father knows some English. Sometimes I ask him about some words and I also learn from him." (07AM)

All low achievers' parents did not give them any pressure or influence in studying English. One male one mentioned his parents only wanted him to go to the university, but did not force him to do so. The encouragement came from his elder sister who was studying social work in the university. Another female one said that her parents would let her watch the English TV channel so as to improve her English proficiency.

> *"Actually my daddy and mum don't know English. They seldom take care of our academic results because I and my sister are good students, they won't worry about us." (10LF)*

> *"My parents do not give me any pressure." (12LM)*

> *"My parents will not force me to choose some subjects, but they hope me to go to HKU." (11LM)*

> *"My parents do not encourage me to study English but when I want to see some TV programmes to improve my English, they will let me do so." (09LF)*

4.3.4 Opportunities of learning English outside school

Feedback from the high achievers

Though one of high achievers found that the opportunities were certainly inadequate because they did not need to speak English in their daily lives, the two high achievers had the opposite view. They stated that the resources were available, such as television programmes or the Internet, but students just did not make good use of them. It really depended whether students would treasure all these resources. Another female high achiever did enjoy watching the English TV programmes in her leisure time.

> *"I should say we just rarely speak English outside school, the chances may be online or another way is talking to foreigners, or else I don't think we have chances to talk English outside school." (03HM)*

"I think those programmes at Pearl or ATV World or even on Internet, you have many ways to access to learning English. I don't think it won't be enough, it just depends on whether the students would love to learn it." (02HF)

"There are opportunities, but students don't grasp the opportunities. Maybe on the Internet, there are many English articles but they just don't like to read them. If they really learn, they can express themselves but they seldom do so." (04HM)

"Actually, I like those TV show, especially those reality shows in weekend." (01HF)

Basically, they all studied in very famous, top and prestigious secondary schools where English was widely used as the medium of instruction. Therefore, they were accustomed to expose themselves to English in such a good school environment. Normally, all the announcements, assembly or even praying were conducted in English.

"Because in my secondary school, I had to use English to talk to my teachers and in the classroom, I had to use English to talk to my classmates, so actually it becomes a habit." (02HF)

"In my secondary school, we have some assemblies. We need to speak English in Monday. It's a Catholic school and we need to do the prayer. They will invite students to speak the prayer and sometimes, I may be invited too." (04HM)

Feedback from the average achievers

All of the four average achievers considered the opportunities for them to learn English outside school as insufficient. This was particularly for speaking English because people rarely spoke English in their daily lives, otherwise they would be regarded as outsiders in Hong Kong.

"I seldom use English outside school because our mother tongue is Cantonese." (08AM)

"I think Hong Kong lack the resources for students to speak English because many people don't like to use English. They regard those people

who speak English as outsiders, not Hong Kong people. Even you go to some fast food shops, those cashiers or waiters can't understand what you are talking about if you speak English. I think Hong Kong lack the opportunities for students to practise their spoken language." (07AM)

Usually, students spoke in Cantonese rather than English in the classroom. One male average achiever even said that the test contents were based on the school textbooks. Therefore, it was unnecessary for him to learn some other English vocabulary beyond the textbooks. Moreover, it was not easy to have access to the TV English channel at home. In light of this, all the average achievers did not find adequate opportunities in learning English in Hong Kong.

"I think there is not enough opportunity because in my previous school, even in the English lesson, many people still speak in Cantonese rather than English. Although teachers encourage us to speak in English, students think that if they speak in English, they may be odd because others don't speak in English." (05AF)

"I seldom learn English outside school because in the examination, they always examine the vocabulary learnt in the class. For example, I use the Oxford textbook, they always test the vocabulary in those books, so I don't need to study vocabulary outside those books." (07AM)

"It is difficult to ask my parents to change into the English TV channel because they don't understand English, so I have rare opportunities to learn English." (05AF)

Feedback from the low achievers

All of four low achievers considered the opportunities for students to learn English outside school as inadequate. This was because people spoke Cantonese in the daily life and the learning process was tough. Hence, one male low achiever admitted that he would easily give up.

"There are not enough opportunities for students to practise English because basically we speak Cantonese only in our daily lives." (11LM)

"I seldom read or learn English outside school because the process of learning is very difficult. For example, I watch the TV or English films, I

face many obstacles, for example, I don't understand what they talk or speak. After a few minutes, I will give up." (12LM)

"In Form One to Form Four, I never use English outside school. In Form Five, maybe I want to pass the exam, so I try to speak English with my friends and do exercises, because my friend wants to pass her exam, so we speak English together." (09LF)

One female subject pointed out English learning opportunities outside school were actually less than Singapore. Although there were still some resources provided in school, for instance, native English-speaking teachers were employed and some English corners or rooms were available, only a few students made good use of these resources. The native English-speaking teachers also did not understand why Hong Kong students found it hard to learn English.

"If you compare with some other countries, such as Singapore, there is lower opportunity. If you want to find ways to learn English, there are a lot of opportunities to learn because there are some English newspapers, TV programmes and English books, so it depends on whether you try to learn." (09LF)

"In my previous girls' school, we used to speak English. Most of the subject, including the official announcement, morning prayer and morning reading every day." (10LF)

"In fact, when I was in secondary school, there were a lot of activities provided. There were two native English-speaking teachers and some younger native English-speaking tutors were also employed to help us learn English every week. We also had an English room, providing us lots of games and DVD. But I seldom make use of these activities." (09LF)

4.3.5 Attribution beliefs affecting language learning

Feedback from the high achievers

The four high achievers had different habits in learning English. One male high achiever said that he did not pay extra effort in studying English in his daily life. Another female high achiever considered reading English materials as her hobby, so she did not deliberately make effort in learning it.

> *"I don't have the habit of watching English TV or books. I prefer Chinese books. I have the habit to read English books now. I think if it accumulates, I read Chinese books more." (03HM)*

> *"I don't think I am so conscious about improving English. I just read, I just listen. Reading books and newspapers is one of my hobbies. I don't consider it as something tough." (01HF)*

For the other two high achievers, even one of them regarded her inborn ability as good pronunciation, she still tried hard to learn the native intonation. The last male high achiever did believe that it was necessary to put more effort in learning English and be aware of the learning strategies, so that he could further improve his potential.

> *"If I learn English, I can have better potential to do much better, so I put much effort in it. Because many students think that English is hard to learn, they don't know how to learn it. But I think that English has many aspects, it needs time to learn before the exam, before the test. Some rules you need to memorize." (04HM)*

> *"During all these years, I think the inborn ability is pronunciation. I can learn very quickly from those people in TV programmes. I actually learn the way they speak and I do a lot of effort. Since I was Secondary One, I started reading until now." (02HF)*

Feedback from the average achievers

All of the four average achievers believed that if they wanted to improve their English proficiency, they had to put effort in learning this language. One male average achiever even considered everyone's ability as the same. Whether s/he had good English standard depended on his/ her effort.

"I give up to learn, I may not be better. But I try to learn, I may be better." (07AM)

"I read some essays written by some grade A students and learn their writing styles or skills. I'd like to read some interesting passages rather than everyday news. Even though the stories may be long, when I find it interesting, I will have the patience to read it until the end." (05AF)

"I think everyone in the world has the same ability. Whether they have good English or not depends on their effort." (08AM)

On the other hand, one female average achiever admitted that she could not afford to put much effort in learning English in the Advanced-level course. This was because most of the time was spent on revising some other Advanced-level subjects rather than English.

"I think I put actually not much effort in this subject. Because most of my time has been spent on revising maybe Economics or Liberal Studies. Actually not much time can be spent on it. When I was younger, other subjects' burden was not that much, I can spend more time on it." (06AF)

Feedback from the low achievers

One male low achiever certainly deemed that good results came from paying effort in learning while another male one had the opposite view. He clearly stated that he found it impossible to get good results even he had tried hard before.

"I don't believe that learning English is a kind of inborn ability. If I didn't put effort in it, how come I can have better result?" (11LM)

"I didn't put enough effort in learning English because as I mentioned, there are many obstacles to read the long articles, long comprehension. When I do the section C exercise, I read the article for one or two hours, I still don't understand the writer's view, so I will give up. So I don't believe if I put more effort in it, I can get better results according to my past experience." (12LM)

In fact, the low achievers all rarely read English story books or newspapers because they could not see any immediate effect in improving their English

proficiency by doing so. They preferred to spend time on revising other academic subjects and this was comparatively more rewarding within a short period of time.

> *"For the other subjects, even Chinese, they have contents for you to do revision, but there is nothing for us to do revision in English. That's why when we plan our study schedule, we won't consider English. The English standard is based on our daily learning process, like reading newspaper, watching movies." (10LF)*

One female low achiever tended to try her luck in the English examination. Even though the low achievers believe that good English proficiency was not an inborn ability, but came from effort, they still lacked the persistence of putting effort in learning it.

> *"We just think that we can memorize some vocabulary and grammar as well as some sentence structures before the examination. Then we might be lucky enough to pass the examination. We will prefer to spend time in the other subject because we can't see the results of revising English immediately." (09LF)*

4.3.6   Satisfaction and competence towards learning English

Feedback from the high achievers

All of the high achievers had a sense of satisfaction or achievement towards learning English. One female high achiever began to learn more English because of the reinforcement of getting good results in this language since Secondary One.

> *"In my Secondary One, I found that I just obtained good results automatically. I found that I didn't put any effort on it. It seems that I can do it, so I just start to learn more and get good results in English." (01HF)*

It was amazing to find that another female high achiever could manage to think in English and express herself more easily in English rather than her mother tongue.

> *"Sometimes when I got stuck in some points, I will use English to think instead of Chinese. I think it really helps because when you think in terms of English, you can express yourself freely." (02HF)*

The other two male high achievers expressed their confidence towards learning English since they were always eager to take challenges and strive their very best to be the top one in class.

> "I always want to meet challenges. I think learning English is a challenge and I can always do better and better." (04HM)

> "I always want to be the very first. If I have the ability, I always try my best to strive to be the very best. Surely, I have a sense of satisfaction, I really want to be the top in this year." (03HM)

Feedback from the average achievers

Two female average achievers felt competent in learning English in the past, but not now. This was because some of their present classmates were very brilliant in English, so comparatively their satisfaction from learning English was less than before.

> "When I did the presentations in my previous secondary school, I speak quite fluently, other students think that I am great." (05AF)

> "Sometimes when I was young, when some foreigners asked me and my cousin something, but my cousin didn't know how to respond, but I can reply. I find that I can do better than my cousin. But I feel that my English hasn't been improved this year. My mum also told me that my English level was fluctuating around Secondary Three or Four level." (06AF)

> "I think my learning ability is quite poor because I don't have much confidence after I enter this school. In my previous school, many students are very lazy. If I work hard a little bit, I will get a very high mark. But now when I work very hard, the marks are still lower than the others." (05AF)

For one male average achiever, he did not think that he had good ability in learning English because he lacked confidence in getting good results in the Hong Kong Advanced Level Examination. Nevertheless, he had some sense of satisfaction when he learned some new English vocabulary.

> "Actually, I don't have much confidence in scoring high marks or grades in the public exam. But when I know a word, it has a special meaning, I

think I am satisfied at that time. For example, I learnt History in the past, and the phrase 'make a difference' actually means 'affect greatly', it is completely different from the three words' meaning. So when I find this meaning, I think I am very satisfied at that time." (07AM)

Feedback from the low achievers

All of the four low achievers found it hard to have a sense of satisfaction towards learning English. This was because they could not understand or follow the English lessons in the past. Then they started to lose interest and found the English assignments difficult, so they just copied the homework.

"My English result is poor. I can't get any sense of satisfaction from learning this language and the results make me feel unhappy and lose my interest in learning it." (11LM)

"In the secondary school, some students are in the higher level, teachers want to suit their level, so they teach English more difficult and higher level, maybe make the lessons boring for me. I just think it is very difficult and avoid to speak in English and writing, just copy the answers." (09LF)

This situation made the low achievers more difficult to cope with the English tests or examinations which in turn gave them no sense of satisfaction or competence in learning English. One male low achiever even regretted that it was too late for him to build up a good English foundation now. Another female low achiever got more sense of achievement in learning Chinese rather than English.

"I just have a little bit of satisfaction in learning English. At this year, I try to find all the grammar worksheets from the drawer which is taught by the Secondary Two teachers. I read the examples, I think I can't understand. But after I read all the worksheets, I think I can learn something that is useful. However, I find that I do not have the foundation, it's too late." (11LM)
"Because my English result is very poor and I don't have the sense of satisfaction. Just compare it with Chinese, I can get better results than in English. No matter in oral or writing." (10LF)

4.3.7   Relationship between motivation and achievement in learning English

Feedback from the high achievers

One female high achiever replied that motivation should come first in the interrelationship of motivation and achievement in learning English since it brought a sense of satisfaction or competence to her, so that she could further enhance her achievement in learning English.

> *"I think motivation comes first because learning English or languages brings satisfaction to me, so that I can be more confident when talking to people. I can further improve myself, I will think of some ways to do better." (02HF)*

For the other two high achievers, they emphasized the good English results or the sense of achievement which helped them build up interest and confidence in learning English.

> *"I have to admit that not really interest because I know I must catch up English at first. After managing well, I've got the sense of achievement and then it helps me to build up interest, not really at the very first, I got the interest in learning English. When I was not very well in it, I don't really feel great, so I can't build up really interest in it." (03HM)*

> *"If I got good results, I would ask why and revise those mistakes and started to avoid those mistakes. It will arouse my interest to further improve it." (02HF)*

In fact, one female high achiever pointed out she paid more attention on the English results when she was in the junior secondary level. However, after realizing the importance of learning English, she would keep improving her English proficiency rather than just considering the results.

> *"If I wasn't good in English, I would be discouraged. When I was in Secondary One to Secondary Three, I think I wasn't mature enough to learn it, so I just base on my results. Now I realize the importance of learning English. I know that it benefits me a lot if I can be good in English, so I would learn not only base on my achievement and I would also like to improve further no matter how good I am." (01HF)*

Feedback from the average achievers

One female average achiever pointed out that motivation and achievement of learning English were interrelated since good results would boost motivation which in turn would further improve the results or vice versa.

> *"I think both are important because if I get good results, it will boost my motivation. My motivation will boost me have good results. They are interrelated." (05AF)*

Two average achievers thought that English results had great influence on students' motivation because students would lose interest when they faced failure. One male average achiever mentioned that his motivation in learning English actually came from the reinforcement of the school. That meant when students got poor results in English, their parents needed to see their principal.

> *"I always want to get a sense of achievement in learning English, but I can't have it all the time. Even if I want to give it up, it is impossible because of the academic requirement and the pressure from the parents." (06AF)*

> *"My secondary school emphasizes English because in the ranking, I remember they double count English. If the students are in the lower ranking, the principal will talk with them and even with parents." (07AM)*

On the other hand, another male average achiever regarded interest or motivation in learning English should go first. This was because interest would affect the performance and then poor results would further affect motivation in learning English.

> *"If I don't have interest in learning English, then the performance would not be that good. And bad results make me feel lose the sense of achievement and then lose my interest again." (08AM)*

Feedback from the low achievers

Two out of four low achievers claimed that if they had interest or motivation in learning English, then they would put more effort in studying it which in turn would

improve their results. In this way, their motivation in learning English would further be enhanced.

> *"I think I should build up the interest first. After I feel the subject is interesting, I will put more effort in it. If I didn't put any effort in it, how come I can have better results." (11LM)*

> *"I think in Form One, we should motivate students, so that they will more want to learn English and think it's interesting, and try to speak, not just memorize the grammar, so that they can achieve good results." (09LF)*

One female low achiever stated that she had no motivation in learning English because normally students did not take it serious and had no expectation of learning this language. This was due to the fact that it took too long for the English proficiency to be improved. The poor results actually make the low achievers lose their interest or motivation in studying English. Therefore, this was an avoidable vicious cycle.

> *"Many students will not take it serious to study English. I know those student who are good at English must have taken a long time to build up their foundation. But I won't have very high expectation in this subject. When we don't have high expectation, we don't have the motivation to achieve anything in it." (10LF)*

> *"The main reason is poor results make me feel frustrated, no satisfaction, no sense of achievement and that's why I have no motivation to learn English. This is a vicious cycle." (12LM)*

4.3.8 Importance and difficulties of the four core language skills

<u>*Feedback from the high achievers*</u>

Three out of four high achievers considered speaking and listening as the most and second important skills as it was necessary for communication and they would like to speak English confidently.

> *"I think speaking is the most important skill, and then listening. These two are for communication." (01HF)*

> *"One of the reasons for learning English is for communication. So if you speak English well, it gives me more confidence to speak more to foreign people. I remembered that in 2004 during the summer holiday after the CE, I went to New Zealand to find my cousin. I lived there for about two months. At that time, every day I use English to talk with them. I can understand what they are talking about, I feel very happy." (02HF)*

> *"The most important one is speaking because in our lives, we always need to communicate." (04HM)*

Only one of them thought that reading and writing skills were more important than listening and speaking skills. This was because reading was regarded as the first channel to learn a language.

> *"Reading is the most important skill because it is the first channel for us to learn. I think when we learn English, we should read books, not really learning from people, we can learn from the dictionary or grammar books. I think a good reading ability is the most important and then when you are given English newspaper, you can read as quickly as the Chinese newspaper. I think this is really important." (03HM)*

For the difficulties of the four core language skills, the high achievers had a great variety of opinions. One considered speaking as the most difficult skill while another thought that it was not easy to write the native English language.

> *"Speaking is the most difficult one because we don't have native speakers around us. We have to put more effort in watching TV programmes, watching TVB Pearl news." (01HF)*

> *"We just write and write, we don't really have a sense of writing English very natively. Maybe in A-level, we have to consider a lot of things. But in the future, we really need to write natively, but not just exam-type*

writing. Among all the sections, I do think that writing is the most difficult one." (03HM)

Feedback from the average achievers

Generally, two out of four average achievers regarded speaking as the most important skill for communication. Most of them thought that reading should be the least important and difficult language skills.

"I think if I meet a foreigner, I would speak to him or her first, speaking is the first impression we give people, so it is more important than the others." (05AF)

"It seems I have good English if I can speak but people don't know I can't write in English." (08AM)

One male average achiever considered listening as the most important skill because it was necessary for people to listen first while communicating with each other.

"Because when you want to communicate with others, when we want to know what happens around the world, we need to listen, for example, in the news report. When we want to learn the culture or other foreign things, watch some movies or programmes, we need listening, but not speaking." (07AM)

Another female average achiever found that listening was the most difficult skill because the English listening paper of the Advanced-level examination was not easy to be handled.

"Actually when I am doing the past papers, listening is the most difficult one to me." (06AF)

Feedback from the low achievers

Two out of four low achievers stated that speaking English was the most important language skills as it was for communication while the other two low achievers thought that writing was the most important and difficult one. They

regarded writing as the most difficult skill because they always made a lot of grammatical mistakes.

> *"Sometimes it is difficult for me to express my ideas and I will speak Chinese. Normally I will speak English with the English teachers because that is the only time that I can speak English." (12LM)*

> *"As the English teacher is a foreigner, I also avoid to talk with him." (09LF)*

> *"Writing should be more important and difficult because of the difficulty of grammar, it takes a long time to writing sentences by sentences. But it's more interactive in listening and speaking. It may take three hours to write an essay, but you will learn more if you talk with people in English for three hours." (10LF)*

> *"Writing is the most difficult one because I have a mouth, if I talk more, I believe I can communicate. And listening can be practised at home." (11LM)*

4.3.9   *English as the medium of instruction in secondary schools*

Feedback from the high achievers

Three out of four high achievers agreed that it was good for schools to use English as the medium of instruction though one of them pointed out there are both advantages and disadvantages. The main reason was schools using English as the medium of instruction could provide students more opportunities to practise the four core language skills. Building a good foundation in English was important because it was rather difficult to improve it when students got older.

> *"It is important to learn English when we were young. I think the foundation is really important. If we lose the foundation, it is more difficult for us to improve when we grow older." (02HF)*

> *"Some of my friends study in the primary school which uses English as the medium of instruction. Their English is really good now because this can give them more opportunities to improve the four language skills." (02HF)*
> *"Because we don't have chances to speak in English in our family. It's strange to talk to your mother in English. But the school is a very good place for you to learn English." (01HF)*

"I think the current system is good. I mean we don't need to change all secondary schools into the English medium (EMI) because I think that there are pros and cons of course. In the Chinese medium school (CMI), students can learn efficiently because they don't need to manage English first in every subject. They don't need to check the vocabulary which wastes them a lot of time. But they certainly lose a lot of chances in practising English, especially when their English is not very good. I think they won't have enthusiasm in learning English which will turn their English level lower and lower. I think this is a very great disadvantage. But we cannot manage them all well, so if they have to get good results in public exam, I think we have to be good for English first." (03HM)

Feedback from the average achievers

All of the average achievers agreed that secondary schools should use English as the medium of instruction because this environment or atmosphere could push students to learn English and they would have more chances to communicate in English.

"I think if we are in an EMI school, we have many opportunities to read English but speaking is also rare. I think it is better than CMI because their notes are in Chinese, then their reading skills will not be so good. But I think the atmosphere in EMI will encourage you to read. I think if you read more, your English must improve." (05AF)

"I definitely agree to use English as the medium because even we don't speak, we have a chance to listen or hear. I think it is better to understand the English pattern or structure. But I like teachers to use Chinese to explain some difficult words, for example, in Geography, we have many words that we seldom use in our life." (07AM)

"Maybe we can listen to more English and learn more new words." (08AM)

"Of course, when other subjects are also taught in English and more time is spent in English, it will turn out to have better results." (06AF)

Though three out of four low achievers thought that English should be used as the medium of instruction in secondary schools, they were worried about some students' English level might not be up to the standard, so they might find it stressful to cope with the learning problem. In light of this, one female low achiever preferred to be taught by both English and Chinese languages.

> *"It's good to teach in English, so that we have more chances to learn English." (11LM)*

> *"Sometimes it's good because we have to speak English in the lessons if we want to talk with teachers. But because we must talk in English and we want to avoid talk English, so we don't ask them some questions. Some things good and there is some disadvantage." (09LF)*

> *"Sometimes they use English, also they will talk in Cantonese, but the note is English. Sometimes they speak in English, we can listen to more English. But sometimes they speak English so fast that we cannot follow, maybe sometimes they can explain in Cantonese." (09LF)*

4.3.10 Teachers' role in students' English learning

Feedback from the high achievers

Three out of four high achievers agreed that teachers did play an important role in students' English learning. They showed their appreciation to their good English teachers in the past learning experience. On the other hand, one female high achiever pointed out that the most influential factor in learning English should be the learners themselves.

> *"Actually in my Secondary four and Secondary Five, my teacher always neglected me. I was invisible, she took a long time to remember my name. I wasn't that happy during lessons at that time. But I found that she was a good English teacher. She would take pictures to teach us English, for vocabulary. She would take pictures on the construction site and then teach us the name of those machines or equipment. She teaches us good English, like those actresses in the Joy Luck Club, not very natural one, but very interesting. And then in the Mid-Autumn Festival, she would bring us mooncakes and teach us vocabulary, like moon*

gazing in the Mid-Autumn Festival. We learn a lot. We have very interesting lessons." (01HF)

"Well, Form Four and Form Five have the same teacher, Mrs. Lau. She is a very good teacher and I think she has very good English ability. I like her teaching methods, for example, when she teaches us English, maybe in Form Four and Form Five, we have lots of English lessons, she will print some vocabulary about a topic and prepare some exercises for us to fill in. She will also have some group activities for use to learn more about that topic. Besides when she teaches some grammar, she will write down some notes and post it in the board. She will also prepare the quiz, she always set the questions for us to learn. We always revise the words. She always distribute many English notes to us. I have a huge pile of notes, many references." (04HM)

"Teachers play a very important role, but not the most important. The most influential factor should be yourself. No matter how influential teachers are, but if you can't get the motivation, you will lose interest in learning language." (02HF)

Three out of four high achievers stated that their motivation levels of learning English would not be affected by teachers. Only one male high achiever maintained that not just his motivation in learning English will deteriorate, this would be the same situation as the other subjects.

"My results are not used to please any teachers, it benefits me in the end, so I should make an effort in learning English." (01HF)

"Personally, if we talk about motivation, not really. But for other students, I think definitely. Yes, the motivation will fall. If the teacher didn't teach well, certainly I think except those very top students, for the other students, I think the motivation will certainly fall." (03HM)

"My motivation in learning English will deteriorate not just in English, the other subjects are the same. Students will turn to tutorial schools if the teacher is not good." (04HM)

Though one male high achiever claimed that even the motivation level would not be affected, but the performance in this subject would drop. Another female high achiever would lose interest to attend the English lessons but she still kept on learning English by herself.

"I think motivation will not be affected, but you cannot learn as much as you can. You lose the chance to learn more, and then your performance may drop. For motivation, not really, if you've got the ability to manage yourself and you have the sense of satisfaction, I think it won't really affect the motivation, but I think it will affect the performance." (03HM)

"I will lose the interest to attend the lessons, but I will keep on studying English by myself." (02HF)

Feedback from the average achievers

Three out of the average achievers considered teachers did play an important role in their English learning since they could help students sort out some grammar or comprehension problems in the learning process.

"Teachers always play an important role. When I was in Form Four, my English teacher is one of the best in the school. When she teaches grammar, she explains in Chinese. She always says that it is hard to explain in English, using Chinese is better. I am impressed by her." (08AM)

"Teachers can help students something about the English usage. If we don't understand the meaning, for example, doing the comprehension exercise, the writers always make the meaning implicitly rather than explicitly to express themselves, it's very difficult, we can ask our teachers to explain, so teachers play an important role." (07AM)

"The teachers who taught me English are very lenient. They will make the lessons interesting instead of giving notes for us to remember. They will let us see some films. I think this kind of teaching is quite good because it can arouse my interest, but I think my grammar skills cannot be improved in this way. I rather like some notes and the notes contain different kinds of grammar, for example, adjectives." (05AF)

Basically, the motivation of these average achievers in learning English would not be affected by poor teachers because they would explore some other resources to learn English and did their own jobs. Furthermore, two average achievers would lose their interest in learning English and they would resort to the tutorial school if their English teachers were not good enough.

"Maybe I will wonder how come there is such kind of the teacher in the world to teach me, but I will just do my own job to practise my English." *(06AF)*

"If a teacher can't teach me well, I will try to explore some other resources myself." *(07AM)*

"When teachers can't make the English lessons interesting, I will be bored and lose interest in learning English, then I will go to the tutorial school to learn more English." *(05AF)*

Feedback from the low achievers

All of the four low achievers thought that teachers played a significant role in students' language learning. One male low achiever blamed their primary English teachers who misled him to memorize all the grammar exercises which in fact could not help him build up good foundations in learning English. One female low achiever stated that the English teacher was the only target that she could speak English to. Another male low achiever pointed out English teachers usually could not meet the needs of individual students because there was usually a wide range of English levels in one class.

"As I mention primary school English teachers are poor, and their methods make me feel English is an easy subject, I will not put effort on it." *(11LM)*

"I think we should build up this foundation in primary school. As in the primary school, you will listen more to teachers. And the teachers encourage you to read more newspaper, I will do it." *(11LM)*

"I think all teachers who can speak fluent English, I love them. They provide the opportunities for us to speak in English." *(10LF)*

"The students should learn English actively and the teachers should prepare the materials and know the students' ability to suit their needs. Because in previous experience, the class size is very big and there are two many students. Teachers cannot suit every student's ability." *(12LF)*

4.4 Interview Summary

There were altogether 12 informants, including 4 high achievers, 4 average achievers and 4 low achievers being interviewed for their motivation and learning experience in English.

All the students started studying English from kindergarten. They all found learning English useful and important in Hong Kong. Only the high achievers enjoyed the learning process and would choose to study English even if it was not compulsory. Though most of the average achievers did not enjoy learning English, they would still choose to study it when a choice was given. None of the low achievers liked to study English and half of them would not choose to study English if they had a choice.

The main reasons of all students studying English were it was an international language and it was useful for future careers. The high achievers placed more emphasis on having an interest in learning English while the average achievers considered English as an important tool to study other academic subjects. All the low achievers studied English mainly for meeting the university entry requirement.

Generally, most of the high achievers got more encouragement from parents or other family members than the low achievers in the process of learning English. For the average achievers, half of them got some help or influence from their parents while the other half did not receive any help at all.

Both the average and low achievers regarded the opportunities of learning English outside school in Hong Kong as inadequate. This was due to the fact that people did not need to communicate in English in the daily life. However, half of the high achievers thought that actually the resources of learning English were still available. It just depended whether or not students would make good use of them.

Two high achievers did not pay extra effort in studying English in their daily life while another two believed that it was necessary to put more effort in learning this language so as to improve their proficiency. All the average achievers shared the same view that whether or not one got good English standard depended on his/ her effort. For the low achievers, even though they also believe that good language proficiency came from effort, they lacked the persistence of putting effort in learning it.

All the high achievers had a sense of achievement towards learning English while all the low achievers found it hard to have any sense of satisfaction in learning it. For the average achievers, they were not so confident in their English ability even their attainments were acceptable. This was because of the keen competition in their class.

Some average achievers believed that motivation and achievement of learning English were interrelated because good results would boost motivation which would further improve the results or vice versa. However, most of the low achievers thought that motivation or interest in learning English should come first. Otherwise, they would not put effort in studying it. Then the poor results would adversely affect their motivation in learning English. For the high achievers, some of them admitted that their good results motivated them to further improve their English proficiency. But some of them simply enjoyed learning English and their motivation would not be really affected by the English results.

Most of the students regarded speaking as the most important skill in learning English. They all agreed that it was good for schools to use English as the medium of instruction since this could provide students more opportunities to expose themselves to English. Furthermore, they also thought that teachers played a crucial role in their

English learning. Even though their motivation might not be fully affected by a poor teacher, their interest in attending the English lessons or their performance would certainly deteriorate. Then they needed to resort to other resources, such as going to tutorial schools. Hence, teachers should certainly be considered as an indispensable element in students' language learning.

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CHAPTER 5   DISCUSSION AND ANALYSIS

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In the present study, the following research questions were addressed:

With respect to a sixth form college in Hong Kong,

1. what were the motivation levels among the Advanced-level students?

2. what were the influences on the students' motivation level in this context?

3. what types of motivation (intrinsic/ extrinsic) were more important in relation to students' academic achievement in learning English?

5.1 Research Question One:
What were the motivation levels among the Advanced-level students in a sixth form college in Hong Kong?

The motivation levels of the Hong Kong Advanced-level students in this sixth form college were generally high (M = 4.34 / 4.35). Based on the six-point Likert scale questionnaire (from '1' strongly disagree to '6' strongly agree), even the motivation intensity of the low achievers was quite high (M = 4.01) (see Tables 11 & 12). The motivation intensity of the average achievers was comparatively higher (M = 4.44 / 4.37) while the high achievers maintained the greatest motivation intensity (M = 4.58 / 4.68) in learning English.

In light of this, it could be interpreted as the better English results of students achieved, the higher motivation level they had in learning English. Or the higher motivation level they had in learning English, the better English results of students

achieved. The correlation between the motivation intensity and students' English grades in the Hong Kong Certificate of Education Examination was also found to be positively significant (r = 0.395, p< 0.05) (see Table 13). Hence, there was a positive relationship between the motivation level and English achievement among the Advanced-level students in this college.

Though the motivation levels of Advanced-level students in learning English in this sixth form college were generally high, there were different motivation levels among the students with various academic achievements in English. When the motivation levels of the low achievers were compared with the average and high achievers, they were certainly lower than the other two groups. This was because they rarely made good use of the English learning activities provided either inside or outside school.

> *"I seldom read or learn English outside school because the process of learning is very difficult. For example, I watch the TV or English films, I face many obstacles, for example, I don't understand what they talk or speak. After a few minutes, I will give up." (12LM)*

> *"In fact, when I was in secondary school, there were a lot of activities provided. There were two native English-speaking teachers and some younger native English-speaking tutors were also employed to help us learn English every week. We also had an English room, providing us lots of games and DVD. But I seldom make use of these activities." (09LF)*

Even though they admitted that the resources of learning English were provided in school, they did not have interest in participation. They considered learning English as difficult and boring, so they found it hard to be attentive in lessons. As one of the low achievers mentioned the following:

> *"During the lesson, it's quite boring as we started to learn those tenses and grammar. Repeating doing the same exercises and repeat making the same mistakes." (10LM)*

The low achievers also did not pay so much effort in learning English as the high achievers even though they believed greater effort did contribute to better English. They preferred to spend more time in revising the other academic subjects rather than English since they could see the immediately rewarding effect. They often thought that it was too late for them to further improve their English foundations and found it hard to see the short-term improvement in this language. Two informants mentioned in the interview that normally students did not take it serious and had no expectation of learning English because it took too long for the English proficiency to be improved.

> *"Many students will not take it serious to study English. I know those student who are good at English must have taken a long time to build up their foundation. But I won't have very high expectation in this subject. When we don't have high expectation, we don't have the motivation to achieve anything in it." (10LF)*

> *"If I pick up a newspaper to read, I will think if I put this effort in the other subjects, I will work more effectively." (11LM)*

When students attribute failure to a stable factor, such as language ability, or an uncontrollable factor, such as the difficulty of the language, may be less motivated to put in the required effort. Ormrod (2000:498) gives the following explanation:

> *"When students attribute their successes and failures to stable factors, they will expect their future performance to be similar to their current performance. In other words, successful students will anticipate that they will continue to succeed, and failing students will believe that they will always be failures. In contrast, when students attribute their successes and failures to unstable factors such as effort or luck, then their current success rate will have less influence on their expectation for future success."*

In this regard, the low achievers with a history of poor English performance tended to attribute success to external factors and failure to lack of ability than the high achievers. If they attributed English attainment to ability, effort might be regarded as useless, the low achievers would then decrease effort to protect their self-

worth. They felt a need to protect themselves from failure, so they would withhold effort or even would not attempt the task, so that they could save face or protect their self-worth. Consequently, they preferred to spend more time in revising the other academic subjects rather than English.

For the above reasons, most of the low achievers had the feeling of helplessness or being forced to study English (M = 3.31 / 3.3) (see Tables 1 & 2) while the high achievers tended not to have this negative feeling (M = 5.33 / 5.4). Therefore, the high achievers wanted to learn English well more often (M = 5.33 / 5.6) than the low achievers (M = 4.85 / 5.1). In fact, the high achievers had more intention to continue studying English after leaving school (M = 5.22 / 5.8) than the low achievers (M = 4.69 / 4.7).

deCharms (1976) describes those who regard their behaviour as determined by external forces which are beyond their control as Pawns. On the contrary, those who regard their own behaviour as self-determined are Origins. The characteristics of the Origins and the Pawns (deCharms (1976:5) are as follows:

> *"The Origin is positively motivated, optimistic, confident, accepting of challenge. The Pawn is negatively motivated, defensive, irresolute, avoidant of challenge. The Origin feels potent; the Pawn feels powerless."*

As most of the low achievers always think that they are forced to learn English, they act just like the powerless Pawns. However, the underlying problem may not be due to the compulsory nature of English. There is a need to search out whether or not the problem is lying in the teaching or learning process. This part will be further discussed in the chapter of pedagogical implications.

In a word, the motivation levels among the Advanced-level students in this sixth form college could be considered as generally high. More importantly, it was

found that the motivation levels of the three different groups were positively related to their academic attainment in English. That was the better results the students achieved in English, the higher motivation level they had or vice versa. As Ellis (2008:686) concludes, "a high level of motivation does stimulate learning, but perceived success in achieving L2 goals can help to maintain existing motivation and even create new types".

5.2 Research Question Two:

What were the influences on the students' motivation levels in this context?

Even though the general motivation levels of the Advanced-level students in this sixth form college were generally high, the motivation levels of high achievers were definitely higher than the average and low achievers. One of the key reasons was that the high achievers had a sense of satisfaction or success in learning English than the other two groups. Their achievement motivation (M = 4.58 / 4.36) was much higher than the average (M = 3.85 / 3.97) and low achievers (M = 3.11 / 3.08) (see Tables 3 & 4). That meant the high achievers had a great need for success because they always wanted to gain better English proficiency (M = 5.22 / 5.20). This is in line with what McClelland (1985) claims that achievement motivated people have a need to achieve and they want to be successful at whatever they attempt.

Actually, the students' English grades had the most significant and positive correlation with their achievement motivation (r = 0.692, p<0.01; r = 0.519, p<0.01) (see Tables 13 & 14). In other words, the greater achievement motivation students had, the better English grades they could get or vice versa. As Ellis (1994:515) maintains, "the relationship between motivation and achievement is an interactive one". This means that a high level of motivation does contribute to learning and that success can help to maintain or even enhance the existing motivation.

In fact, the English credit percentage of this class was quite high (60.6%). That meant 20 out of 33 students (both the high and average achievers) could get grade C or above in English in the Hong Kong Certificate of Education Examination in July 2005. Only one-third (11 students) obtained grade D and two of them got grade E in the HKCEE (see Table D).

For their Hong Kong Advanced Level Examination results in July 2007, 23 out of 33 students (69.7%) could manage to maintain grade C or above in English. There were 9 students obtaining grade D and only one student having grade E. This student was one of the low achievers who actually felt very upset when he came to this school. This was because a keen competition or comparison among students could be observed. One of the average achievers gave a vivid description:

> *"I think my learning ability is quite poor because I don't have much confidence after I enter this school. In my previous school, many students are very lazy. If I work hard a little bit, I will get a very high mark. But now when I work very hard, the marks are still lower than the others." (05AF)*

Hawley and Hawley (1979:2) define the achievement motive as "the need to attain a standard of excellence, or to accomplish a goal in order to prove one's worth". When people have a need to achieve, they constantly seek improvement and ways of doing things better. They have a high attitude towards success and work hard to ensure they are successful. This explains why students need to strive for academic attainment when the majority of students in this class are good at the English language. One of the high achievers accounted for this situation:

> *"I always want to be the very first. If I have the ability, I always try my best to strive to be the very best. Surely, I have a sense of satisfaction, I really want to be the top in this year." (03HM)*

The need for achievement plays a crucial role in the motivational factors of foreign language learning. This is because foreign language learning normally takes place in schools or academic contexts. Thus the individual's need for achievement will significantly affect learning. This is different from the second language acquisition contexts which can comparatively offer more alternative ways to language

attainment, such as communicating with target language speakers. A lack of need for achievement can be compensated for by strong integrative motives (Dornyei, 1990).

As a matter of fact, ten out of twelve interviewees regarded the opportunities of using English in their daily lives in Hong Kong as limited. Students rarely had a chance to contact with the target language community. As one of the informants said that Hong Kong lacked the opportunities for students to practise their spoken English. People regarded those English speakers as outsiders, but not Hong Kong people.

> *"I think Hong Kong lack the resources for students to speak English because many people don't like to use English. They regard those people who speak English as outsiders, not Hong Kong people. Even you go to some fast food shops, those cashiers or waiters can't understand what you are talking about if you speak English. I think Hong Kong lack the opportunities for students to practise their spoken language." (07AM)*

In view of the above, the need for achievement might be regarded as one of the important motivation components of foreign language learning when the target language could hardly be used in the daily life. Dornyei (2000) points out that the need for achievement contributes considerably to motivation in foreign language learning. This is because foreign language learning is composed of a series of academic achievement situations. Thus achievement motivation can be regarded as a motivational component typical of foreign language contexts.

When comparing to other motivation types, the achievement motivation of the low achievers were particularly low (M = 3.11 / 3.08) (see Tables 11 & 12). This was due to fact that their English foundations were rather poor and so they found it more difficult to learn English. They were always unhappy with their English grades and regarded themselves as having poor ability in learning English. Basically, they lost a sense of satisfaction towards learning English. They often lacked confidence and

were negative or pessimistic, they rarely expected success. The following gave a vivid description from three informants of the interview:

> *"My English result is poor. I can't get any sense of satisfaction from learning this language and the results make me feel unhappy and lose my interest in learning it." (11LM)*

> *"In the secondary school, some students are in the higher level, teachers want to suit their level, so they teach English more difficult and higher level, maybe make the lessons boring for me. I just think it is very difficult and avoid to speak in English and writing, just copy the answers." (09LF)*

> *"Because my English result is very poor and I don't have the sense of satisfaction. Just compare it with Chinese, I can get better results than in English. No matter in oral or writing." (10LF)*

Skehan (1989)'s 'resultative hypothesis' illustrate that learners who do well are reinforced or motivated to try harder whilst those who do not do so well are discouraged by failure and thus become unmotivated.   Some of the interviewees also considered the relationship between motivation and achievement as an interactive one as follows:

> *"I think both are important because if I get good results, it will boost my motivation. My motivation will boost me have good results. They are interrelated." (05AF)*

> *"The main reason is poor results make me feel frustrated, no satisfaction, no sense of achievement and that's why I have no motivation to learn English. This is a vicious cycle." (12LM)*

This interdependence does deserve teachers' attention as Hermann (1980:250) reminds us, "it could be tremendously important for a teacher to know whether the motivational or the resultative component is predominant at particular stages during the language course, and to adjust teaching procedures and strategies accordingly". This will further be discussed in the section of pedagogical implications.

Apart from the important factor of achievement motivation, another key reason in explaining students' high motivation level related to their attribution. That

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meant how students attributed their success or failure in learning English. From Tables 13 and 14, it was found that the students' English grades actually had a significant and positive correlation with their attribution motivation (r = 0.449, p<0.01; r = 383, p<0.05). In other words, the higher attribution motivation students had, the better English grades they could get or vice versa.

Basically, the attribution motivation of the three groups was quite high. With the logical findings, the high achievers maintained the greatest attribution motivation (M = 4.67 / 4.56) while the average (M = 4.31 / 4.35) and low achievers (M = 4.03 / 4.06) (see Tables 5 & 6) also had a positive feedback. The key factor was that all of them thought it was their self-responsibility to do well in English.

The high achievers did not regard learning English as a matter of luck which was an external and uncontrollable factor. Instead, they had a stronger belief if they made great efforts (internal and controllable factor), they could further improve their English proficiency.

> *"If I learn English, I can have better potential to do much better, so I put much effort in it. Because many students think that English is hard to learn, they don't know how to learn it. But I think that English has many aspects, it needs time to learn before the exam, before the test. Some rules you need to memorize." (04HM)*

Two average achievers also shared the same view that paying efforts contributed more to success than simply having ability in language learning as follows:

> *"I give up to learn, I may not be better. But I try to learn, I may be better." (07AM)*

> *"I think everyone in the world has the same ability. Whether they have good English or not depends on their effort." (08AM)*

In this regard, both high and average achievers tended to attribute success in learning English more to effort. This is in line with Hau and Salili (1991)'s findings

that Hong Kong students tend to attribute success in learning to internal and controllable factors, such as effort and study skills. It is normally the Chinese culture to believe that school success is a product more of effort than ability. Chinese students usually value hard work and take more personal responsibility for their success or failure. This could be evidenced by the high (M = 5.22 / 5.60), average (M = 5.27 / 5.11) and low achievers (M = 5.08 / 5.10) who considered that it was their own responsibility to do well in English (see Tables 5 & 6).

On the other hand, the low achievers felt less control in learning English. They tended to have a feeling of being 'Pawns' who found much in their learning was controlled by external forces (deCharms, 1976). Only the high achievers felt they could better control their learning in English (M = 4.22 / 4.20) than the average (M = 3.91 / 3.94) and the low achievers (M = 3.62 / 3.60) (see Tables 5 & 6).

Learners who attribute their success to internal, controllable factors, such as effort, would likely feel that they have more control over their own progress and be more motivated to learn (Crooks and Schmidt, 1991). Conversely, students who attribute failure to a stable factor, such as language ability, or an uncontrollable factor, such as the difficulty of the language, may be less motivated to put in required effort. This was evident in one of the low achievers' opinion as follows:

> *"We just think that we can memorize some vocabulary and grammar as well as some sentence structures before the examination. Then we might be lucky enough to pass the examination. We will prefer to spend time in the other subject because we can't see the results of revising English immediately." (09LF)*

The low achievers were more likely to attribute their success or failure to external and uncontrollable factors. They were not so sure how to improve their English proficiency and they found it harder to put effort in learning English persistently. When students believed that learning English was just too difficult for

them to accomplish, that meant the task difficulty was an external, stable and uncontrollable factor, they would have little motivation to study this language.

In contrast, when students believed that if they worked hard and were persistent, they could improve their language proficiency and this effort was an unstable and internal factor that they could control, then they would probably be better motivated to learn English. Hence, research on causal attributions for performance has shown that effort and persistence are greater when people attribute their performance to internal and controllable causes rather than to external or uncontrollable causes (Brophy, 2004).

By and large, the Advanced-level students of this sixth form college in general had high achievement and attribution motivations in learning English. There was a significant and positive relationship between students' English grades and their achievement and attribution motivations. Whether these motivation levels could be maintained or further enhanced by teachers, it was a crucial issue to be addressed.

Seven out of the twelve informants considered teachers did play an important role in students' learning process. Two high and three average achievers claimed that their motivation levels of learning English would not be affected by teachers. But they would lose their interest in attending the English lessons and they were worried that their performance in this language would drop. Comparatively, the low achievers tended to rely more on teachers.

> *"I think motivation will not be affected, but you cannot learn as much as you can. You lose the chance to learn more, and then your performance may drop. For motivation, not really, if you've got the ability to manage yourself and you have the sense of satisfaction, I think it won't really affect the motivation, but I think it will affect the performance." (03HM)*

> *"My motivation in learning English will deteriorate not just in English, the other subjects are the same. Students will turn to tutorial schools if the teacher is not good." (04HM)*

In this regard, more strategies in teaching and learning English should be provided. As Dornyei (1998:130) maintains, "with motivation being as important a factor in learning success as argued earlier, teacher skills in motivating learners should be seen as central to teaching effectiveness". Then teachers should be considered as a key component in students' motivation in foreign language learning. This would further be discussed in the chapter of pedagogical implications.

5.3 Research Question Three:

What types of motivation (intrinsic or extrinsic) were more important in relation to students' academic achievement in learning English?

From the first part of the questionnaire, based on the six-point Likert scale ('1' is strongly disagree, '6' is strongly agree), it was found that all the high (M = 4.93 / 5.05), average (M = 5.01 / 4.93) and low achievers (M = 5.00 / 5.05) possessed extrinsic motivation (see Tables 11 & 12). With regard to intrinsic motivation, the results showed a positive relationship with students' academic achievement in learning English (r = 0.489, p<0.01) (see Table 13). This was due to the fact that the high achievers had greater intrinsic motivation (M = 4.82 / 4.72) than the average (M = 4.45 / 4.53) and low achievers (M = 4.05 / 3.99) (see Tables 11 & 12).

From Tables 13 & 14, the findings indicated that intrinsic and extrinsic motives did not inhibit each other as there was no significant correlation between them (r = 0.015). The language proficiency was only positively related to the intrinsic one (r = 0.489, p<0.01), but it had no significant correlation with extrinsic motivation (r = -0.031 / -0.081).

From the second part of the questionnaire, when participants were told to rank their intrinsic or extrinsic motives in learning English in order based on the importance to them ('1' is the most important, '10' is the least important). That meant the smaller the mean score of the item, the more important it was. It was found that extrinsic motivation of the three groups outweighed their intrinsic motivation (see Tables 15 & 16). The mean score of the high achievers' extrinsic motivation was 4.82 / 4.80 but their intrinsic motivation was 6.05 / 6.20. The mean score of the average achievers' extrinsic motivation was 4.64 / 4.82 while their intrinsic motivation was 6.51 / 6.20. The mean score of the low achievers' extrinsic

motivation was 4.66 / 4.68 and their intrinsic motivation was 6.14 / 6.32. In this respect, most of the students regarded extrinsic motivation more important than the intrinsic one.

From the interview data, the reasons of most students studying English were mainly for the university entry requirement and future careers. Both of them belonged to the extrinsic motives in the following:

> *"English is an international language and it is necessary for the university entry requirement. It is also important for getting better job prospect." (09LF)*

For the intrinsic motivation level of high achievers, it demonstrated a positive relationship with their achievement in learning English. In other words, the high achievers had dual motives, both intrinsic and extrinsic, in learning English like the following:

> *"I think learning English is quite interesting. I always have the motivation because I always don't understand some words, it's difficult, so I always know more and know more." (04HM)*

> *"The jobs require brilliant students who can master English well, so that you have more opportunities when you grow up and enter the society." (04HM)*

On the other hand, the average and low achievers comparatively relied more on extrinsic motivation as follows:

> *"The most important reason is for practical reason, the demand of the world. If I do not study this subject, I can't survive." (08AM)*

> *"I think the most important one is the education system in Hong Kong. If I don't know English, they will not allow me to continue my studies, even in the higher education, like university." (07AM)*

> *"I need to compete with other students for A-level to meet the university entry requirement. It is also necessary for the future job." (11LM)*

The extrinsic motives of students playing a dominant role in this sixth form college could be understandable. First and foremost, this was due to the fact that all students had to take the Hong Kong Advanced Level Examination. They had to get a pass in English to fulfil the university language requirement. The competitiveness of Hong Kong education system and shortage of university places were important reasons responsible for the extrinsic or instrumental motive among the Advanced-level students.

Secondly, English is also the medium of instruction in the higher education. It is actually a tool for learning other academic subjects. When students could not do well in the other academic subjects, it might possibly be the problem of language barriers rather than their learning ability. Because of the pragmatic value of English, the social, economic and technological factors support the use of English as the medium of instruction (EMI). In order to let children have more chances either professionally or academically in the future, quite a lot of parents opt for EMI secondary schools for their children (Wu, 2008). Some of the informants also find this language very useful in helping them to do better in other academic subjects as follows:

> *"English can help students to study other subjects and help us to have better job prospects because it is an international language." (12LM)*

> *"Of course, when other subjects are also taught in English and more time is spent in English, it will turn out to have better results." (06AF)*

Thirdly, English is an international language and it definitely plays a crucial role in a commercial city, like Hong Kong. Therefore, most of the participants thought that good English proficiency would help them gain better job prospects. In this regard, they ranked 'having better job prospects' either one or two for the main reason of studying English (see Tables 15 & 16). This is in line with Lai (1999)'s

findings that there is a strong instrumental, career-related motive of Hong Kong secondary school students.

After the return of sovereignty to China in 1997, Berry and McNeill (2005:372) point out "despite the fact that there has been recent acknowledgement of the importance of the national language, Mandarin (Putonghua), both the government and the community at large continue to recognize that a high level of English language ability among the workforce is essential". This is because Hong Kong people have a practical need of high English proficiency to maintain their competitiveness in an international commercial and financial centre.

In fact, as Hong Kong will retain its present status as an international city, English will continue to be the main language functioning mainly in finance, commerce, technology and tourism (Peng, 2005). English proficiency is an important tool for high-paying jobs and for international communication in a rapidly growing economy, like Hong Kong. Indeed, many companies require English proficiency in selecting new employees and include English skills as important determinants of promotion. This phenomenon provides evidence that Hong Kong students may exhibit a tendency to be extrinsically motivated towards learning English.

Even though all the high, average and low achievers were found to be extrinsically oriented, they had a various degree of intrinsic motivation in relation to their achievement. From Tables 7 and 8, the high achievers were found to be more intrinsically oriented (M = 4.82 / 4.72) than the average (M = 4.45 / 4.53) and low achievers (M = 4.05 / 3.99). This evidence could also be observed in Tables 15 and 16 in which the smaller the mean score of the item, the more important it was. The overall mean score of the high achievers' intrinsic motivation was 6.05 / 6.20 which was comparatively stronger than the average (M = 6.51 / 6.20) and low achievers (M

= 6.14 / 6.32).   The following illustrates the great intrinsic motivation of the high

achiever in learning a foreign language:

> *"I have this interest. I think learning English is funny, I won't feel bored*
> *in it. Actually I have interest in learning languages but I don't have a*
> *chance to learn French or Japanese.   I will learn them maybe in the*
> *university." (04HM)*

Thus it could be concluded that the high achievers had both intrinsic and

extrinsic motivations in learning English while the average and low achievers relied

more on the extrinsic motive. Though Ames (1992) argues that students can achieve

better learning outcomes if they pursue a mastery orientation or a more intrinsic

motivation, the results of the present study were in line with the findings of Meece

and Holt (1993) who claim that students can be both high in mastery and performance

orientations. While the intrinsic or mastery goal helps to promote students' interest in

learning, the extrinsic or performance goal can stimulate students to perform well in

the assessment. These two motivation orientations are not mutually exclusive.

Actually, it is unlikely that a learner will experience intrinsic or extrinsic

motivation exclusively, there is likely to be at least some extrinsic motivation

involved (Deci and Ryan, 1985). There are situations when external incentives are

necessary. According to the Curriculum Development Council and the Hong Kong

Examinations and Assessment Authority (2007:70), students may have different

sources of motivation to learn English in Hong Kong as follows:

> *"While teachers seek to enhance learners' intrinsic motivation by*
> *making English learning interesting and pleasurable, learners are*
> *also motivated by various external factors, such as the drive to do well*
> *academically, to strengthen their employment opportunities, and to*
> *develop the level of English proficiency needed for them to succeed in*
> *an international city where the language is widely used. At senior*
> *secondary level, it is essential that learners continue to be motivated*
> *in different ways, so that language learning becomes for them a*
> *practical, enjoyable and rewarding experience."*

In view of the above, teachers need to pay attention to students' intrinsic and extrinsic motives, so that students can have an enjoyable and practical experience in learning English.

Though extrinsic motivation was found to be dominant to the Hong Kong Advanced-level students in this sixth form college, it did not have any significant correlation with the students' English grades no matter in the Hong Kong Certificate of Education Examination (r = -0.031) or the Hong Kong Advanced Level Examination (r = -0.081) (see Tables 13 &14). On the other hand, intrinsic motivation had a positive relationship with students' achievement in learning English (r = 0.489, p<0.01) (see Table 13). These findings support the work of Gardner and Maclntyre (1991) that both integrative and instrumental motivations can lead to language proficiency, but integratively or intrinsically motivated students can learn more. As Dornyei (1990:62) suggests,

> *"It is instrumental motives and need for achievement that most efficiently promote learning up to the intermediate level, to go beyond this point, that is, to 'really learn' the target language, one has to be integratively motivated".*

In other words, although instrumental factors have a great impact on foreign language learners, it should be necessary to have integrative motivation to go beyond an intermediate proficiency level. From his research of students from both beginning and intermediate levels, it is found that beginners start with a variety of motives, but intermediate students who can persist in learning have less instrumental factors and more integrative motives to learn the foreign language. That means the effect of instrumental factors does not continue in a long run but integrative factors can manage to do so. Thus if a learner really wants to attain a high level of proficiency of

the target language, s/he has to be integratively motivated or intrinsically interested in learning the target language

The study of Ramage (1990) also indicates that developing students' intrinsic interest may promote their continuation in foreign language study. Hence, emphasis should be placed on increasing intrinsic interest, but not to the exclusion of extrinsic motives for foreign language learning. In this respect, comparatively students' intrinsic motivation should still be regarded as a more important factor in affecting their academic attainment and how to enhance it should be a key issue to be discussed in the next chapter.

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CHAPTER 6 PEDAGOGICAL IMPLICATIONS

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The purpose of the present study was to investigate the relationship between Advanced-level students' motivation and achievement in learning English in a sixth form college in Hong Kong. Based on the findings of the questionnaires and interviews, the ultimate aim was to find out some pedagogical implications to enhance the teaching effectiveness for these students. This chapter served to address the following research question.

6.1 Research Question Four:

What were the potential implications of the findings from this study for increasing the effectiveness of teaching the Advanced-level English in Hong Kong?

The findings indicated there was a positive relationship between students' intrinsic motivation and achievement in learning English ($r = 0.489$, $p<0.01$) (see Table 13). That was the high achievers had a greater level of intrinsic motive than the average and low achievers. The following illustrated the different intrinsic level of the high, average and low achievers in learning English:

> *"I have this interest. I think learning English is funny, I won't feel bored in it. Actually I have interest in learning languages but I don't have a chance to learn French or Japanese. I will learn them maybe in the university." (04HM)*

> *"I don't like it but I know it's really important, so I must learn it. If you just learn Cantonese that we speak every day will be much easier and less effort need to put on that side." (06AF)*

"I don't like studying English because my English is poor and I can't understand, then gradually I lost my interest in it. It's like a vicious circle. At the very beginning, I don't understand and I can't catch up, then it becomes more difficult for me to understand and I will finally lose my interest." (09LF)

From the survey and interview results, it was found that the high achievers had greater intrinsic motivation in learning English than the average and low achievers. In this respect, the issue of how to enhance students' intrinsic motivation to learn English should be carefully examined.

6.1.1 Enhancing intrinsic motivation

In order to increase students' intrinsic motivation, Deci and Ryan (1985:245) point out, "intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich sources or stimulation, a context of autonomy, this motivational wellspring of learning is likely to flourish". In short, challenge and autonomy should be two major sources of intrinsic motivation.

These two elements should be important in an Advanced-level classroom in Hong Kong. This is because most of the teaching materials, no matter in the English textbooks or supplementary exercises, are very examination-oriented. They may not be good enough to arouse students' interest or curiosity to do the exercises. In fact, the English standard of one Advanced-level class varies a great deal from grade A to E in the Hong Kong Certificate of Education Examination. It is extremely hard for teachers to tailor-make the teaching materials to meet students' individual needs.

Pintrich and Schunk (1996:279) remind us that "challenge means that the learning activities are of intermediate difficulty, so that students do not become bored with easy tasks or reluctant to work on tasks perceived as overtly difficult". In view

of this, teachers should develop more suitable or better teaching materials by involving students' opinions or decision in learning. That is giving students a sense of autonomy in the learning process. Learner autonomy has been argued to play an important role in language learning by Deci and Ryan (1985) in their self-detemination theory.

The Origin-Pawn concept (deCharms, 1976) also helps me realize that students need to have a sense of self-control or self-determination in the learning process. They do not want to act like puppets whose learning behaviour is totally determined or controlled by teachers. Though Wilkins (1972:183) considers a person would probably be better motivated if s/he studies a language 'because s/he wants to' rather than 'because s/he has to', it may not be a matter of whether or not we can choose to learn English. It may actually be concerned with whether or not we can choose *how* to learn English. That is whether or not we have control or autonomy in the learning process.

deCharms (1976) maintains that control is sometimes too strict in most of the classrooms that students have little opportunity to develop autonomy from themselves. Pintrich and Schunk (1996:266) also state, " students who believe they have control over whether they will succeed or fail should be more motivated to engage in academic tasks, expend effort and persist with difficult material than students who believe their actions have little effect on outcomes".

To help students develop into the Origins, deCharms (1984) suggests allowing students to choose among carefully conceived alternatives so that a sense of ownership results which will encourage students' responsibility and autonomy in learning. According to some Australian data at the secondary level where teachers try to foster students' autonomy in the classroom, "the results support the evidence that a

classroom climate supportive of autonomy and self-determination leads to intrinsic motivation to learn and enhance self-esteem which, in turn, leads to improved quality of learning" (McMeniman, 1989:226). Brophy (2004:192) also states clearly,

> *"Autonomy-support teachers promote intrinsic motivation by understanding students' perspectives, supporting their initiatives, creating opportunities for choice, being encouraging rather than demanding or directive, and allowing students to work in their own way. They also promote internalization by encouraging questions and allowing expression of negative feelings, providing rationales that help students understand the purpose and value of activities, stimulating interest and supporting confidence. Fundamentally, autonomy support is more about how expectations are communicated than about the number or extent of these expectations".*

In the language classrooms of Hong Kong, the control of the learning process normally lies on the teacher who plays a rather dominant role in the classroom. In this situation, there seems hardly any opportunities for students to have any negotiation of the teaching content or methodology. Then it will be difficult for students to develop their autonomy and responsibility in their learning process.

However, as the information technology has increased in recent years, students can get access to knowledge easily via the Internet or various kinds of resources. Therefore, teachers are no longer the only source of information or authority. Then they should try to involve students more in their classes which will provide the opportunity for students to make proactive decision in their language learning. The findings of Cooper and McIntyre (1996:132) give an insight of how effective teaching occurs as follows:

> *"There are times when the teacher's willingness to allow students the space to engage with learning activities in their preferred ways, and even to have influence on the selection of objectives, facilitates what teachers and students believe to be effective learning. This would further indicate that effective teaching may well involve a degree of teacher-regulated power sharing in classrooms".*

I was teaching in a sixth form college where there was a strong emphasis on achievement standards in school, the teaching syllabus was normally bounded by the public examination. There was increasing pressure on teachers to prepare their students to take the language examinations. Many teachers responded to this pressure by narrowing the curriculum and teaching to the test. Thus the English language teaching syllabus was basically very examination-oriented.

In spite of this, Dornyei (2001) suggests choices should be granted to students and they can be as many aspects of the learning process as possible, for example about activities, topics, assignments, due dates, the format and the pace of their learning, the peers they want to work with or even the arrangement of the furniture. Dornyei (2001:104) explains that "choice is the essence of responsibility as it permits learners to see that they are in charge of the learning experience. They need to feel that they are, at least partly, in control of what is happening to them". Cooper and McIntyre (1996:156) agree that "effective learning was most often associated with the teacher's willingness to allow students the space to engage with learning activities in their preferred ways, and to allow them to have influence on the selection of learning objectives". Cooper and McIntyre (1996:132) further maintain,

> *"The teacher's success in terms of student learning outcomes is likely to be dependent on the skill with which he or she makes judgement about how much power to share, in which areas and when".*

In short, classrooms with autonomy-supportive teachers are more likely to have positive effects on learners' intrinsic motivation. To sum up, between intrinsic and extrinsic motivations, the former is considered superior to the latter one. Intrinsic motivation refers to motivation to carry out an activity solely for the pleasure and satisfaction accompanying the action. These pleasing feelings are caused by internal needs for competence and self-determination (Deci and Ryan, 1985).

A teacher who offers students options and choices of learning tasks and allows students to have the right to make decisions in the process of learning will enhance their sense of self-determination and their intrinsic motivation. Therefore, to improve students' English proficiency, much more importance should be attached to their intrinsic or integrative motivation while extrinsic or instrumental motivation should also be treated appropriately. This is because the English language learning of Advanced-level students is seriously bounded by the syllabus of the public examination in Hong Kong.

6.1.2 Reducing language anxiety

In terms of the teaching methodology, I think quite a lot of teachers place too much emphasis on the accuracy rather than the fluency of the English language. This may in turn control students' free expressions of the language since they are always worried about making grammatical mistakes in writing and speaking. Dornyei (2001) finds that language teachers can easily get into the habit of correcting every single mistake. It becomes a major source of anxiety to students that they are practically determined to stay silent rather than risk committing a grammatical error.

When teachers pay too much attention in correcting students' linguistic errors, this may make students lose their self-confidence and have insufficient courage to try to use the language. This is particularly true for those students with low language proficiency or who are shy and reticent. As Lynch (1996:108) points out, "if teachers generally use questions to test students' understanding of the target language form rather than to let them tell us what they want to say, that can discourage them from wanting to answer". One of the low achievers in the interview also said that she was

always so worried about her poor English that she actually avoided speaking and writing it.

> *"I just think it is very difficult and avoid to speak in English and writing, just copy the answers. As the English teacher is a foreigner, I also avoid to talk with him." (09LF)*

When teachers want to encourage students to participate actively in lessons, we have to release our control of classroom interactions in order to give them ample opportunities to express their opinions and ideas. In other words, free language use should be encouraged instead of the controlled target patterns. Widdowson (1996:67) reminds us that "learners should be autonomous as possible and be allowed to make the language of their own". Brumfit (1980:126) also points out, "if there is going to be genuinely fluent practice, many mistakes of phonology, syntax and semantics will be made. To demand simultaneous accuracy and fluent production is to demand the impossible for many students".

In this respect, students should be allowed to use the language freely without the anxiety of making mistakes. Linguistic errors should be tolerated and seen as a natural outcome of the development of communicative skills. As Dornyei (2001:93) notes, "modern methodologies typically recommend only the selective correction of mistakes so that student communication is not stifled, and from a motivational point of view, mistakes are not to be clamped down on but rather to be accepted as natural concomitants of learning". In a word, mistakes are alright as without mistakes, there is no learning.

Teachers should try to facilitate the communicative function of the language in the classroom. Students should be provided with ample opportunities to use the target language without worrying about making mistakes since language learning needs practice and practice makes perfect. There is no point in memorizing all the grammar

rules or vocabulary without the 'real' use of them. As one of the low achievers mentioned in the interview,

> *"I don't like studying English because when I study in primary school, they will give me some tests to test our language level. But they just copy from some grammar books which have been done by me. The school just copy it from the exercise books and then I can get high marks. I think it's meaningless. Therefore, I have never built up any interest in learning English, how can I lose it?" (11LM)*

This low achiever further blamed his primary school teachers for not helping him build up a good foundation in learning English. This is because memorizing the usage of a target language does not necessarily mean we can actually use that language satisfactorily, unless adequate opportunities are provided to use and practise the language. For this reason, it is crucial for teachers to create an authentic English environment for students to make good use of the language.

6.1.3 Creating an authentic English environment

The results of the present study indicated that there was little opportunity for students to use or practise English outside school. The main reason was that there was no communication need or immediate need for English in the students' daily lives. This is due to the fact that the majority of people in Hong Kong are Chinese. Thus people can communicate with each other in their mother tongue. Although opportunities for learning English are still available through the mass media, such as radio, television, films, newspapers and books, students tend to choose all of these media in Chinese rather than English as it is easier for them to get enjoyment. Hence, there is no communicative need or environmental pressure for students to learn English in their daily lives. As Nunan and Lamb (1996:216) note, "foreign language teachers working in high schools often complain about the difficulty of motivating

their students because the students have no immediate need to use the language".
Actually, the low achievers of the interviews pointed out there were insufficient
opportunities for students to use the English language outside the classroom.

> *"There are not enough opportunities for students to practise English
> because basically we speak Cantonese only in our daily lives." (11LM)*

> *"I seldom read or learn English outside school because the process of
> learning is very difficult. For example, I watch the TV or English films, I
> face many obstacles, for example, I don't understand what they talk or
> speak. After a few minutes, I will give up." (12LM)*

From my point of view, the best way that people learn a target language is to
live in that target environment since the environmental pressure and the exposure of
the language can help them naturally acquire the language. In the case of Hong Kong
where English is a target language but is not learned in the target environment, then I
tend to agree with Littlewood's (1984:97) suggestion that "language learning is a
natural response to communicative needs. Teachers should create communicative
contexts in the classroom".

In other words, teachers should try to help students be aware of the
communicative value of the target language. The actual language classroom should
be a vital source of motivational factors. Without the authentic language use
situations, integrative motivation can hardly flourish in the foreign language settings.
Even there are other factors affecting students' motivation apart from the learning
situation, the classroom or school itself plays a vital role in arousing and sustaining
interest in foreign language learning.

Balla and Pennington (1995) also point out the frequency of opportunities for
use of English in secondary level classes is rather low. The traditional grammar
teaching method seems to have limitations for students to practically use the English
language because they are involved in very few activities or communicative games.

The following is an excerpt from an ESL teacher's journal taken from Tsui (1995:1). It gives a clear exemplification of this concern.

> *"I felt ... that I spoke too much in the classroom, and that my students did not participate enough. I am now more aware of why this was so: subconsciously, I felt that I am the teacher, I should dominate the lesson; in fact I didn't trust the students' ability to think for themselves, they must have sensed this and such an atmosphere can only devalue the whole classroom learning experience."*

From this reflection, it brings out the issue of teachers needing to evaluate their teaching methods and provide more activities for students to communicate in English. In fact, all the high achievers of the interviews had studied in those top and elite schools where English was widely used as the medium of instruction. They were used to expose themselves to an authentic English environment. No matter the announcement, assembly or even praying was conducted in English. As one of the high achievers mentioned in the interview,

> *"My English teacher will get mad if she heard English, I mean she heard Chinese. She would be screaming and said, 'I heard Chinese, would that classmate speak English again. I don't like Chinese.' At first it was a rule at the beginning, but it became a habit. So we just respect our teacher, our lessons and respect ourselves." (01HF)*

Actually, most of the interviewees agreed that it was good for schools to use English as the medium of instruction since this could provide students more opportunities to practise the four core language skills. This environment or atmosphere could push them to learn more English as they would have more chances to communicate in this language.

Regarding the four core language skills, most of the interviewees considered speaking as the most important skill as it was essential for communication and they would like to speak English confidently. However, the opportunities of practising oral English inside or outside school were rather limited. As one female informant

mentioned, the English teacher was the only target that she could speak English to. For this reason, creating an authentic English environment for students to apply this language was of utmost importance.

6.1.4 Developing a sense of satisfaction

In the present study, the achievement motivation was found to have the most significant level of positive correlation with the English attainment (r = 0.692, p<0.01; r = 0.519, p< 0.01) (see Tables 13 & 14). In this respect, it is necessary for teachers to provide students with chances of succeeding in learning English so as to enhance the attainment value in this language. This makes students generate a sense of satisfaction and realize that learning English well is possible for them. All the low achievers from the interviews could not have a low sense of achievement towards learning English. This was because they could hardly understand or follow the English lessons in the past. Then they started to lose interest and found the English assignments difficult, so they copied the homework. This made them more difficult to cope with the English tests or examinations which in turn gave them no sense of satisfaction or competence in learning English.

Research findings suggest there is a circular cause and effect relationship between motivation and achievement in second language learning (Lightbown and Spada, 1993). That means the more one succeeds, the greater one's motivation; the greater one's motivation, the more one succeeds or vice versa. As one of the low achievers mentioned in the interview,

> *"The main reason is poor results make me feel frustrated, no satisfaction, no sense of achievement and that's why I have no motivation to learn English. This is a vicious cycle." (12LM)*

In this regard, Dornyei and Csizer (1998) suggest that teachers should constantly give encouragement to students by selecting tasks that do not exceed the learners' competence. In this way, the low achievers can experience success regularly. For the high achievers who seek challenge and show needs for achievement, teachers should provide them moderately difficult but achievable tasks, so that learners can attempt to succeed in them. Students should also be taught to focus on achieving designated results. That is helping them establish realistic objectives and measure their progress towards these objectives.

To many students, the ultimate purpose of mastering English is to communicate with native English speakers fluently which might be a too long process for them to accomplish. One female average achiever mentioned that she did not have much motivation in learning English because many students usually did not take it serious and had no expectation to learn this language.

> *"Many students will not take it serious to study English. I know those student who are good at English must have taken a long time to build up their foundation. But I won't have very high expectation in this subject. When we don't have high expectation, we don't have the motivation to achieve anything in it." (10LF)*

This is due to the fact that it really takes a long period for the English proficiency to be improved. Therefore, setting short-term goals has a great function to students because it gives points of reference for students to evaluate their progress regularly. This may motivate them to learn and encourage them to set further goals in learning English. As Dornyei (2001:82) maintains,

> *"Specific and short-term goals can help the learner to structure the learning process. This is particularly important in learning a subject such as an L2, where even acquiring a minimum working knowledge may take several years. It is simply unreasonable to expect that the ultimate purpose of the learning process – to communicate with L2 speakers or to understand L2 products – will not strong enough during*

all this time to maintain the original motivational momentum. In such situation specific, short-term goals might provide immediate extra incentives. Goals are not only outcomes to short but also standards by which students can evaluate their own performance and which make their progress".

To conclude, by helping students establish short-term and realistic goals and designing suitable learning materials for them, their sense of satisfaction in learning English should be more likely to be built up. In light of this, Dornyei (2007:727) reminds teachers to increase the learners' expectancy of success as "we do things best if we expect to succeed, and to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there".

6.1.5 Promoting causal attribution to effort

Students' beliefs about the reasons for their success or failure occupy a crucial part in the motivation of foreign language learning. The present study showed that there was a significant and positive relationship between the attribution motivation and the English attainment (r = 0.449, p<0.01; r = 0.383, p<0.05) (see Tables 13 & 14). When students have a history of failure in school, it is difficult for them to sustain motivation and keep trying. Students who believe that their poor performance is caused by factors out of their control, such as ability, are unlikely to hope for an improvement. On the contrary, if students attribute their poor performance to a lack of effort or poor study habits which are internal and controllable factors, they are more likely to persist in the future. Macaro (2003:108) actually thinks that "students who are demotivated need to shift the attributions from external loci (teachers, peers, parents) to internal loci (their own capabilities)".

In this regard, it is important for teachers to understand what students believe about the reasons for their academic performance. If teachers can understand how

students attribute their failures and successes, what reasons they give for their attributions and whether they feel they are in control of their language experiences, then teachers may be able to help students successfully manage their learning outcomes. As Dornyei (2007:729) states,

> *"Failure that is ascribed to stable and uncontrollable factors such as low ability has been found to hinder future achievement behaviour, whereas failure that is attributed to unstable and controllable factors such as effort is less detrimental in that it can be remedied. Thus, the general recommendation in the literature is to try and promote effort attributions and prevent ability attributions in the students as much as possible".*

The strategy for teachers is then to promote causal attribution to effort rather than ability. Low effort can be emphasized as a strong reason for students' failure in English learning. They should be promoted to believe that they could do much better as long as they work more diligently than before. When students still fail in learning though they have exerted much effort, teachers can point out the skills or study habits missing in the former learning. The key issue is to inform students that the factors are controllable and they have the ability to master English. What teachers should do is to guide learners to draw positive causal attribution to effort, but not ability. As Mayer (2003:482) reminds,

> *"Teachers should create situations in which students can observe their peers succeeding and also experience success themselves. Teachers should create situations in which students can learn that their academic successes and failures depend on their effort rather than solely on their ability".*

If students attribute good performance to ability, effort may be regarded as useless, students will then decrease effort to protect their self-worth. This is because they believe success is based on ability and failure is caused by a lack of ability. They feel a need to protect themselves from failure, so they will withhold effort or even will not attempt the task, so that they can save face or protect their self-worth.

Hau and Salili (1991) note that Hong Kong students tend to attribute success in learning in general to internal and controllable factors, such as effort and study skills. The emphasis on internal and controllable causes by the Hong Kong students may reflect strong moral responsibility for achievement through studying and working hard in the Chinese culture. Two of the average achievers in the interview also mentioned,

> *"I give up to learn, I may not be better. But I try to learn, I may be better." (07AM)*

> *"I think everyone in the world has the same ability. Whether they have good English or not depends on their effort." (08AM)*

The findings of the present study indicated that both the high and average achievers paid much effort in learning English, including reading English story books, doing grammar exercises, keeping vocabulary notebooks, watching English movies or television programmes and the like. On the contrary, the low achievers all rarely did English reading or made use of this language in their daily lives. They claimed that they could not see any immediate effect in improving their English proficiency by doing so.

Moreover, given the tight schedule in the Advanced-level course, students would rather work on something that they find more stimulating and urgent when they are free. They prefer to pay effort on revising other academic subjects and this is comparatively more rewarding within a short period of time. As one of the low achievers in the interview stated:

> *"We just think that we can memorize some vocabulary and grammar as well as some sentence structures before the examination. Then we might be lucky enough to pass the examination. We will prefer to spend time in the other subject because we can't see the results of revising English immediately." (09LF)*

It is the vague and unquantifiable language learning outcomes that turn students away. It really takes a long time to see the effects of language learning and outcomes are sometimes immeasurable. Therefore, students tend to try their luck in the English language examination which is an external and uncontrollable factor.

Kohonen (1992:14) quotes a motto from Gene Bedley holds the view, "anything that a child should do and can do, and we do for them takes away an opportunity from them to learn responsibility". This makes me realize sometimes I allow my students to attribute their failure in language learning to ability. It seems that students' poor performance indicates their lack of ability and I dare not blame them for not working hard enough.

Actually, language learning failures need to be attributed to students' lack of effort rather than their lack of ability. Basically, laziness and lack of perseverance are personal attributes that are unstable and can be changed over time with the learners' effort. That is why Brophy (2004:132) suggests that "teachers should teach students to attribute failures to remediable causes, insufficient knowledge or effort, reliance on an inappropriate strategy and thus to persist with problem-solving efforts instead of giving up".

In this respect, teachers should encourage students to attribute their failures to effort and take more responsibility for their own learning. They may even arrange the course assignments on the basis of good effort leading to academic success. Then students will be more likely to become more committed and persistent in the learning process they are undergoing.

To conclude, the beliefs learners hold about the past failure have crucial effects on their future striving for language learning. Poor performance that is attributed to stable and uncontrollable factors such as low ability hinders students'

language learning more than failure that is attributed to unstable and controllable factors, like effort. Learners who ascribe their failures in language learning to the lack of enough effort will work much harder in the future learning; while those ascribing their failures to the deficiency of ability has low motivation to continue their learning or even give it up. As a result, teachers should consolidate students' belief that good English proficiency is not an inborn ability, but rather comes from effort. The more persistence of putting one's effort in it, the better proficiency one can achieve.

6.2 Chapter Summary

This chapter serves to find out some potential implications for increasing the effectiveness of teaching the Advanced-level English in Hong Kong. The findings of the present study indicate that the high achievers have both intrinsic and extrinsic motivations in learning English. It indicates that these two motives do not inhibit each other, yet the language proficiency is only positively related to intrinsic motivation. There is no significant difference between extrinsic motivation and students' English attainment.

In this regard, teachers should, first and foremost, try to enhance students' intrinsic motivation in learning English by giving them as much autonomy as possible. This is because control is sometimes too strict in the Advanced-level classroom in Hong Kong because the teaching schedule is bounded by the syllabus of the public examination. This will easily give students the feelings of helplessness.

A teacher who offers students options and choices of learning tasks and allows students to have the right to make decisions in the process of learning will enhance their sense of self-determination and their intrinsic motivation. Therefore, to improve

students' English proficiency, much more importance should be attached to their intrinsic or integrative motivation while extrinsic or instrumental motivation should also be treated appropriately. This is because the English language learning of Advanced-level students are seriously bounded by the syllabus of the public examination in Hong Kong.

In the second place, as Dornyei (2001) points out language teachers can easily get into the habit of correcting every single mistake. Yet one of the major sources of language anxiety comes from the fear of making mistakes. This fear may be so strong, as one low achiever mentioned in the interview, that students practically decide to stay silent rather than risk committing a grammatical error. Under such circumstances, it is teachers' responsibility to reduce the language anxiety of students by telling them that learning actually comes from mistakes.

In the third place, the results of the present study also indicate that there is little opportunity for students to use or practise English outside school. This is due to the fact that there is no communication need for English in the students' daily lives. In addition to this, the low achievers of the interviews think that the opportunities for students to use English in the classroom are insufficient too. In contrast, the high achievers of the interviews are constantly exposed themselves to an authentic English environment because their schools use English as the medium of instruction and a lot of activities are carried out for students to communicate in English. For this reason, teachers need to evaluate their teaching methods and create an authentic English environment for students to apply this language at least in school.

In the fourth place, the low achievers have a very low degree of satisfaction in learning English according to the findings of the present study. As a matter of fact, learning a foreign language is a very complex and long process which requires

learners to keep practising the four language skills. The Advanced-level students who cannot see an immediately rewarding effect in learning it will easily turn to other academic subjects due to the pressure of the public examination. Under such circumstances, teachers should design some challenging but achievable materials and help students set realistic and short-term goals. In this way, students can yield more sense of achievement and build up their confidence in learning English.

Last but certainly not least, the beliefs learners hold about the past failure have crucial effects on their future striving for language learning. Poor performance that is attributed to stable and uncontrollable factors such as low ability hinders students' language learning more than the failure that is attributed to unstable and controllable factors, like effort. Then the strategy for teachers should be to promote causal attribution to effort rather than ability. That is to encourage students to believe that they can do much better as long as they work more diligently than before. This is particularly true for the Advanced-level students in learning English as the low achievers always think that it is too late for them to build up a good English foundation. What we should do is to encourage them to keep trying because it is never too late to start.

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CHAPTER 7   CONCLUSION

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Though foreign language learning is a complex and long process which involves many factors, tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success. In terms of the relationship between motivation and successful language learning, Dornyei and Csizer (1998:203) define motivation in this way:

> *"When trying to explain any success or failure in L2 learning, the term 'motivation' is often used by teachers and students alike. We take the view that L2 motivation is one of the most important factors that determine the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process".*

In order to have a comprehensive understanding of motivation, Chapter Two has served as a theoretical background to examine a number of crucial features of motivation to learn. Students' goal orientations have been distinguished between mastery and performance goals. While mastery goals help to promote students' interest in learning, performance goals can stimulate students to perform well in the assessment. Ames and Archer (1988) find that students placing an emphasis on mastery goals in the classroom can have a higher level of task enjoyment and are positively related to intrinsic motivation.

Intrinsic motivation refers to the motive to engage in an activity because it is enjoyable and satisfying to do so. On the other hand, extrinsic motivation refers to the motivation to learn something in order to arrive at an instrumental purpose.

Intrinsic motivation is regarded as more important and effective in bringing about one's learning than extrinsic motivation. This is because the former actually arises from the desire to invest effort in learning for its own sake, but the latter just depends upon external rewards or incentives.

The Origin-Pawn concept has been introduced and discussed. An Origin is considered as a better motivated person since s/he perceives his/ her behaviour as determined by his/ her own choice. In contrast, a Pawn may become a rather unmotivated person because s/he perceives his/ her behaviour as determined by external forces beyond his/ her control.

In relation to this, attribution theory has also been reviewed. Learners who attribute their success to internal, controllable factors, such as effort, would likely feel that they have more control over their own progress and thus be more motivated to learn. On the contrary, students who attribute failure to a stable and uncontrollable factor, like ability, may be less motivated to put in required effort. Basically, what a person perceives to be the causes for their past failures or successes have a major impact upon their expectations and hence achievements.

To specify motivation in the language learning context, integrative and instrumental motivations have been reviewed. Research findings by Gardner and Lambert (1972) have shown that integratively oriented learner is better motivated because s/he has a genuine interest in the target language and wants to learn it for communication. There is a positive link between integrative motivation and second language achievement. On the other hand, some other research findings (Lukmani, 1972) suggest that instrumental motivation is also very important because a learner may need to use a target language to achieve some practical goals. It is generally

acceptable that a learner may have both integrative and instrumental motives in language learning and they are not mutually exclusive.

One's motivation is greatly related to one's achievement, so the circular effect of motivation and achievement has been discussed. They are likely to be interdependent as motivation does breed success and achievement does enhance motivation or verse versa. Finally, a highly motivated teacher can be a good model for his or her students in language learning. When the teacher has professional English ability and suitable pedagogy, this enables students want to be like him or her and view the teacher as a role model. Teachers indeed have an influential 'power' in students' language learning.

After reviewing the different dimensions of motivation, specifically the motivation of Hong Kong students in English language learning has been discussed. It is found that most of the students' extrinsic motivation is stronger than their intrinsic motivation to learn English. In relation to this, the English language teaching in Hong Kong has also been illustrated, in particular, the new English language curriculum of the educational reform. There will be a shift from a product-oriented, transmissional approach to a more process-oriented, learner-centred approach in the teaching and learning of English at secondary level.

The methodology of the present study outlined in Chapter Three has been devoted to investigate the relationship of motivation and achievement of the Advanced-level students' English learning in a sixth form college in Hong Kong. Both questionnaires and interviews were conducted to examine the causal relationship. The subjects of the study were 33 Form Seven students who were studying in the same class in a sixth form college in Hong Kong. All of them

completed the questionnaires and twelve of them with different academic ability in English were invited for semi-structured interviews.

The findings and analysis of the study in Chapters Four and Five indicated that there was a positive relationship between motivation and achievement among the Hong Kong Advanced-level students in this college. That was the better English results students achieve, the higher motivation level they had in learning English. In addition, intrinsic motivation was positively correlated with students' English grades. In other words, the higher intrinsic motivation levels of students were, the better English grades they could achieve.

The results also indicated that intrinsic and extrinsic motives did not inhibit each other as they basically had no significant correlation. Moreover, extrinsic motivation does not have any significant correlation with students' English attainment. The key finding was that the language proficiency was positively related to intrinsic motivation. From these findings, it implied that EFL teachers might need to create an authentic English learning environment where intrinsic values of performing a task could be found.

Consequently, the pedagogical implications in Chapter Six has served as a means of reflection for me to discuss some ideas on how to increase the effectiveness of teaching the Advanced-level English in Hong Kong. The focus of discussion is, first of all, to enhance students' intrinsic motivation in learning English by giving them autonomy and reducing their language anxiety. Secondly, it is essential for teachers to create authentic English environment for students to apply this language in their daily lives. In other words, students should be given sufficient opportunities for the 'real' use of the target language. Thirdly, students' sense of satisfaction in

learning English needs to be developed. This can be achieved by helping them set realistic, short-term goals and giving them challenging but achievable learning tasks.

Last but not least, teachers should promote effort attribution to students and advise them to believe that even though it is hard to see an immediate reward of language learning within a short period of time, effort and persistence do pay off. It would seem to be highly advisable that attention should be paid to the above areas if better teaching is to take place and stronger motivation is to be developed and sustained.

The key finding of the present study was the English language proficiency was positively related to students' intrinsic motivation. This implied that EFL teachers might need to create an authentic English learning environment where intrinsic values of performing a task could be found.   Nunan (2004) suggests the use of tasks can give a clear and purposeful context for the teaching and learning of grammar and other language features.   Learners are encouraged to activate and use whatever language they already have in the process of completing a task.   The role of task-based learning is to stimulate on natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

Littlewood (2007:243) also notes that "the concept of 'learning through tasks' has become an intrinsic part of the professional discourse". However, Chow and Mok-Cheung (2004:159) mention that "the current assessment model which features a summative, norm-referenced, and knowledge-based orientation is therefore in conflict with the formative, criterion-referenced, and learning-orientated assessment framework of TBL". In other words, the high-stakes examination in Hong Kong is regarded as a major obstacle to the implementation of a task-based curriculum.

Recently, as the new 3-3-4 reform of Hong Kong education system is well underway, there is a switch to four-year university degrees after three years of junior secondary and three years of senior secondary education in 2012. The two public examinations, including the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination, will be scrapped and replaced by the Hong Kong Diploma of Secondary education which Form Six students will sit in 2012.

The huge pressure that the Advanced-level students face nowadays will soon be relieved because the new English assessment system will not rely on the results of a one-off examination, but emphasise both formative and summative assessment. That is the assessment will consist of not just a public examination component, but also a School-Based Assessment component. In this respect, it is found that the Hong Kong Education Bureau does attempt to reform the teaching and learning of English at secondary level by encouraging a shift from a product-oriented, transmissional approach to a more process-oriented, learner-centred approach.

English Teachers are advised to design learning tasks or activities to meet students' needs and interest, so that the language skills, grammar, vocabulary, tone and so forth can be developed for meaningful communication. That is to "provide a language-rich environment to encourage learners to learn and use English, and make use a broad range of activities and materials (including those involving the use of creative or imaginative texts) to enhance learners' motivation (CDC and HKEAA, 2007:3).

With the new English language syllabus of the education reform in 2012, hopefully "the communicative 'task' serve not only as major components of the methodology but also as units around which a course may be organized" (Littlewood,

2007:243).   In light of this, more research can shed light on designing learning activities of a foreign language, particularly on task-based learning.

Nonetheless, the present study offered a motivation framework of Hong Kong Advanced-level students in English language learning related to their achievement by a small-scale survey and a semi-structured interview. Though the sample was based on a sixth form college and it could not cover all the motivational factors in learning a foreign language, it provided me with more solid ground to enhance my students' English proficiency as well as their motivation in learning English. This was because this study focused on investigating five major motivation components which were particularly relevant to my Advanced-level students in finding out their relationship with students' achievement in learning English.

Finally, it would be much better if more research could be done on how to enhance students' motivation in learning a foreign language. Hopefully, this framework may also offer some insights and implications for research on the relationship of motivation and achievement in English language learning in other Asian countries or regions.

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Language Questionnaire Survey

The purpose of this questionnaire is to find out how students' motivation affects their achievement in learning a foreign language. The information provided by you will be kept confidential and will only be used for research purposes. For the results of this survey to be meaningful, please follow the instructions and answer the questions carefully and sincerely. Your co-operation is highly appreciated.

Please fill in the following information.

Age: _____   Sex: _____   Class No.: _____   HKCEE English Grade: _____

Please state your opinion to each of the following statement by circling '1' strongly disagree, '2' disagree, '3' undecided, '4' agree or '5' strongly agree.

1. I am always attentive in my English lessons.	1 2 3 4 5
2. I often actively participate in the extra-curricular English activities.	1 2 3 4 5
3. I am always hardworking in studying English.	1 2 3 4 5
4. I often think about how I can learn English better.	1 2 3 4 5
5. I usually plan my schedule so that I can have enough time to study English.	1 2 3 4 5
6. I would rather spend my homework time on English than the other subjects.	1 2 3 4 5
7. I have never had the feeling of being forced to learn English.	1 2 3 4 5
8. I would study English in school even if it were not required.	1 2 3 4 5
9. I will continue learning English after I leave school.	1 2 3 4 5
10. I always want to learn English well.	1 2 3 4 5
11. I find it easy to learn English.	1 2 3 4 5
12. I want to gain better English proficiency than the other classmates.	1 2 3 4 5
13. I am usually happy with my grades in English.	1 2 3 4 5
14. Learning English often gives me a feeling of success.	1 2 3 4 5
15. I have good ability in learning English.	1 2 3 4 5
16. If I make a great effort, I can be good at English.	1 2 3 4 5
17. If I do badly at the English test, I usually know how to do better next time.	1 2 3 4 5
18. How I do in English is not a matter of luck.	1 2 3 4 5

19. I feel I am in control of my learning in English.   1 2 3 4 5

20. It is my own responsibility to do well in English.   1 2 3 4 5

21. I am always interested in learning English.   1 2 3 4 5

22. I like reading English newspapers, magazines or books.   1 2 3 4 5

23. I like watching English movies or television programmes.   1 2 3 4 5

24. I enjoy meeting and talking with foreign people in English.   1 2 3 4 5

25. I enjoy using English outside of class whenever possible.   1 2 3 4 5

26. I feel comfortable when I have to speak English in front of my classmates of friends.   1 2 3 4 5

27. I like to study or live in an English-speaking country.   1 2 3 4 5

28. I am interested in the lifestyle and culture of English speaking countries.   1 2 3 4 5

29. I study English to fulfill the university language requirement.   1 2 3 4 5

30. I learn English for finding a better job in the future.   1 2 3 4 5

31. I study English because it is an international language.   1 2 3 4 5

32. My parents or other family members expect me to study English well.   1 2 3 4 5

33. I think people will respect me more if I can learn English well.   1 2 3 4 5

34. I learn English because it can add to my social status.   1 2 3 4 5

35. I think English is the mark of an educated person.   1 2 3 4 5

36. I learn English because it can help me to do better in other academic subjects.   1 2 3 4 5

Please give the MOST important reason that you study English.

_____

Thank you so much for your participation!!!

Appendix 2   Original Interview Schedule for Pilot Study

1. When did you start learning English?
2. Do you think English is a useful language?
3. Why do/ don't you think English is useful?
4. Would you still study English if it were not a compulsory subject?
5. Why would/ wouldn't you choose to study English if you had a choice?
6. What are the three main reasons that you study English?
    Please rank the following options from 1 to 3 based on their importance.
    i.   meeting the university entry requirement   ☐
    ii.   having better job prospects   ☐
    iii.   getting better social status   ☐
    iv.   meeting parents or other family members' expectation   ☐
    v.   English is an international language   ☐
    vi.   communicating with foreigners   ☐
    vii.   enjoying western films or books   ☐
    viii.   further your studies in foreign countries   ☐
    ix.   simply interested in English   ☐
    x.   others   ☐
            Please specify: _____
7. How much do your parents encourage you to study English?
8. Do you like to study English?
9. Why do/ don't you like to study English?
10. How often do you use English outside school?
11. Why do you use English so often/ rare outside school?
12. How do you rate your English proficiency?
13. Do you think you have good ability in learning English?
14. Why do you think you have good/ poor ability in learning English?
15. How much effort have you put in learning English?
16. Why do you put so much/ little effort in learning English?
17. Do you want to improve your English proficiency?
18. Why do/ don't you want to improve your English proficiency?
19. What have you done to improve your English proficiency?
20. Which language skill is more important to you?
    Please rank the four core language skills according to their importance to you.
    Reading   ☐   Writing   ☐   Listening   ☐   Speaking   ☐
21. Why do you rank the four language skills in such an order?
22. What do you think the role of an English teacher in making you a successful or unsuccessful learner? Please give at least one example of learning experience to illustrate.

Appendix 3   Revised Questionnaire for the Study

Language Questionnaire Survey

The purpose of this questionnaire is to find out how students' motivation affects their achievement in learning a foreign language. The information provided by you will be kept confidential and will only be used for research purposes. For the results of this survey to be meaningful, please follow the instructions and answer the questions carefully and sincerely. Your co-operation is highly appreciated.

Please fill in the following information.

Sex: _____   Age: _____   Class No.: _____   HKCEE English Grade: _____

Please state your opinion to each of the following statement by circling '1' strongly disagree, '2' disagree, '3' slightly disagree, '4' slightly agree, '5' agree or '6' strongly agree.

1. I am always attentive in my English lessons.	1 2 3 4 5 6
2. I often participate in the extra-curricular English activities.	1 2 3 4 5 6
3. I am always hardworking in studying English.	1 2 3 4 5 6
4. I often think about how I can learn English better.	1 2 3 4 5 6
5. I usually plan my schedule so that I can have enough time to study English.	1 2 3 4 5 6
6. I would rather spend my homework time on English than the other subjects.	1 2 3 4 5 6
7. I do not have the feeling of being forced to learn English.	1 2 3 4 5 6
8. I would study English in school even if it was not required.	1 2 3 4 5 6
9. I will continue learning English after I leave school.	1 2 3 4 5 6
10. I always want to learn English well.	1 2 3 4 5 6
11. I find it easy to learn English.	1 2 3 4 5 6
12. I want to gain better English proficiency than the other classmates.	1 2 3 4 5 6
13. I am usually happy with my grades in English.	1 2 3 4 5 6
14. Learning English often gives me a feeling of success.	1 2 3 4 5 6
15. I have good ability in learning English.	1 2 3 4 5 6
16. If I make a great effort, I can be good at English.	1 2 3 4 5 6
17. If I do badly at the English test, I usually know how to do better next time.	1 2 3 4 5 6
18. How I do in English is not a matter of luck.	1 2 3 4 5 6
19. I feel I am in control of my learning in English.	1 2 3 4 5 6

20. It is my own responsibility to do well in English.   1 2 3 4 5 6
21. I am always interested in learning English.   1 2 3 4 5 6
22. I like reading English newspapers, magazines or books.   1 2 3 4 5 6
23. I like watching English movies or television programmes.   1 2 3 4 5 6
24. I enjoy meeting and talking with foreign people in English.   1 2 3 4 5 6
25. I enjoy using English outside the classroom whenever possible.   1 2 3 4 5 6
26. I feel comfortable when I speak English in front of my classmates or friends.   1 2 3 4 5 6
27. I like to study or live in an English-speaking country.   1 2 3 4 5 6
28. I am interested in the culture of English speaking countries.   1 2 3 4 5 6
29. I study English to fulfill the university language requirement.   1 2 3 4 5 6
30. I learn English for finding a better job in the future.   1 2 3 4 5 6
31. I study English because it is an international language.   1 2 3 4 5 6
32. My parents or other family members expect me to study English well.   1 2 3 4 5 6
33. I think people will respect me more if I can learn English well.   1 2 3 4 5 6
34. I learn English because it can add to my social status.   1 2 3 4 5 6
35. I think English is the mark of an educated person.   1 2 3 4 5 6
36. Learning English can help me to do better in other academic subjects.   1 2 3 4 5 6

What are the main reasons that you study English? Please rank the following options from 1 to 10 based on their importance to you ('1' the most important; '10' the least important).

i. meeting the university entry requirement ☐

ii. having better job prospects ☐

iii. getting better social status ☐

iv. meeting parents or other family members' expectation ☐

v. English is an international language ☐

vi. communicating with foreigners ☐

vii. enjoying western films or books ☐

viii. further your studies in foreign countries ☐

ix. simply interested in English ☐

x. having a sense of achievement in learning English ☐

xi. others ☐

　　　Please specify: _____

**Thank you so much for your participation!!!**

1.   When did you start learning English?
2.   Do you enjoy learning English?
3.   Why do/ don't you enjoy learning English?
4.   Do you think English is a useful language?
5.   Why do/ don't you think English is useful?
6.   Would you still study English if it was not a compulsory subject?
7.   Why would/ wouldn't you choose to study English if you had a choice?
8.   What are the three main reasons that you study English? Why do you think so?
9.   Do your parents encourage you to study English? How do they do so?
10. Do you think there are enough opportunities for you to learn English outside school in Hong Kong?
11. How often do you use English outside school?
12. Why do you use English so often/ rare outside school?
13. How much effort have you put in learning English?
14. Why do you put so much/ little effort in learning English?
15. Do you want to improve your English proficiency?
16. Why do/ don't you want to improve your English proficiency?
17. What have you done to improve your English proficiency?
18. Do you think you have good ability in learning English?
19. Do you have a sense of satisfaction in learning English?
20. Do you think your English results will affect your interest in learning English?
21. Which language skill is more important to you?
     Please rank the four core language skills according to their importance to you.
     Reading ☐   Writing ☐   Listening ☐   Speaking ☐
22. Why do you rank the four language skills in such an order?
23. Which language skill is more difficult to learn?
     Please rank the four core language skills according to their difficulties to you.
     Reading ☐   Writing ☐   Listening ☐   Speaking ☐
24. Do you think secondary schools should use English as the medium of instruction? Why do you think so?
25. Do you think English teachers play an important role in making you a successful or unsuccessful learner? Please give at least one example of learning experience to illustrate.
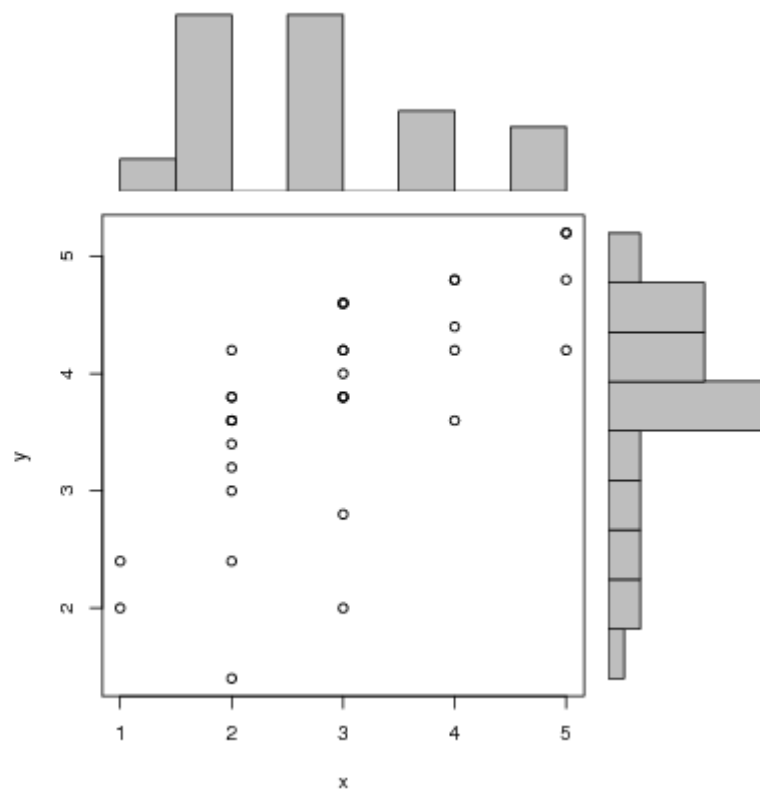
Graph 1   Motivation Intensity and Grade

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	2.93939393939394	4.30606060606061
Biased Variance	1.20844811753903	0.538751147842057
Biased Standard Deviation	1.09929437255861	0.733996694707856
Covariance	0.328503787878788	
Correlation	0.394791970437898	
Determination	0.155860699922238	
T-Test	2.39244574642983	
p-value (2 sided)	0.0229836507115024	
p-value (1 sided)	0.0114918253557512	
Degrees of Freedom	31	
Number of Observations	33	
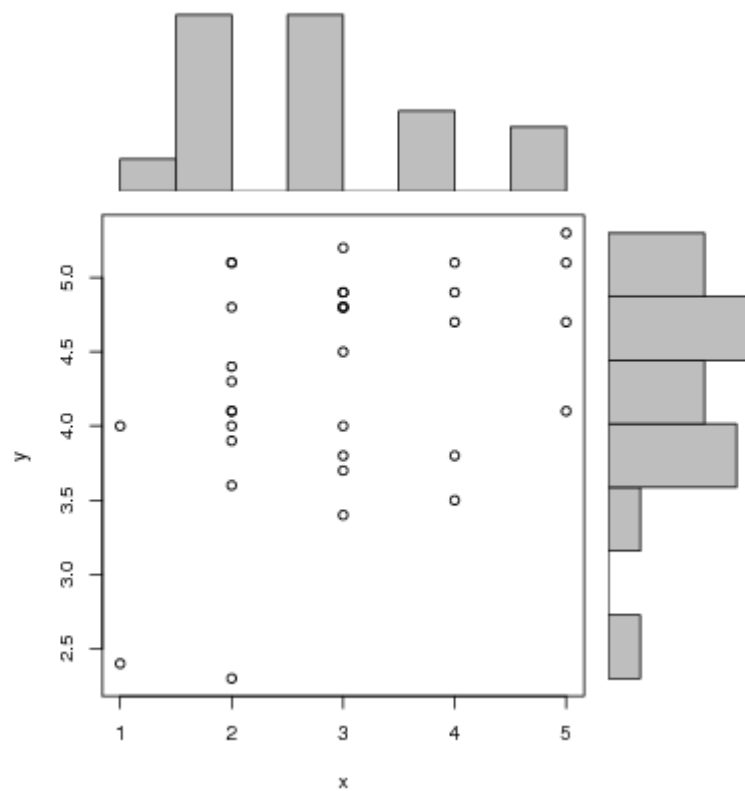
Graph 2   Achievement Motivation and Grade

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	2.93939393939394	3.75757575757576
Biased Variance	1.20844811753903	0.862442607897153
Biased Standard Deviation	1.09929437255861	0.92867788166681
Covariance	0.728598484848485	
Correlation	0.692062305781308	
Determination	0.478950235083341	
T-Test	5.33809674122083	
p-value (2 sided)	8.14496982615154e-06	
p-value (1 sided)	4.07248491307577e-06	
Degrees of Freedom	31	
Number of Observations	33	

Graph 3   Achievement Motivation and Motivation Intensity

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.30606060606061	3.75757575757576
Biased Variance	0.538751147842057	0.862442607897153
Biased Standard Deviation	0.733996694707856	0.92867788166681
Covariance	0.478390151515152	
Correlation	0.680548470882132	
Determination	0.463146221220008	
T-Test	5.17144490560468	
p-value (2 sided)	1.31371479239473e-05	
p-value (1 sided)	6.56857396197363e-06	
Degrees of Freedom	31	
Number of Observations	33	
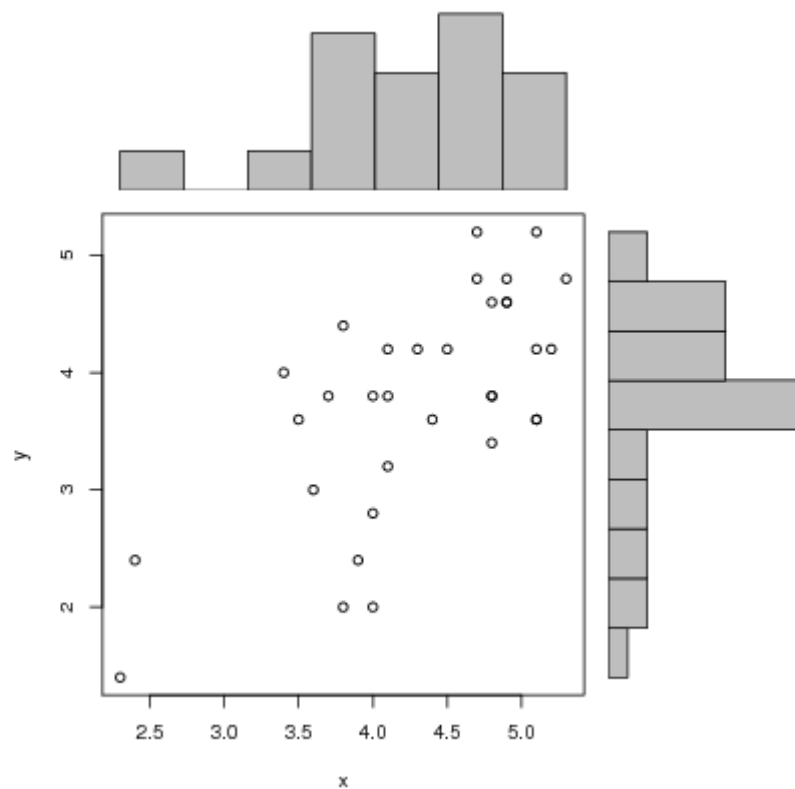
Graph 4   Attribution Motivation and Grade

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	2.93939393939394	4.2969696969697
Biased Variance	1.20844811753903	0.506960514233241
Biased Standard Deviation	1.09929437255861	0.71201159697946
Covariance	0.362310606060606	
Correlation	0.448865280095622	
Determination	0.201480039675321	
T-Test	2.79675209780632	
p-value (2 sided)	0.00878813047323757	
p-value (1 sided)	0.00439406523661878	
Degrees of Freedom	31	
Number of Observations	33	
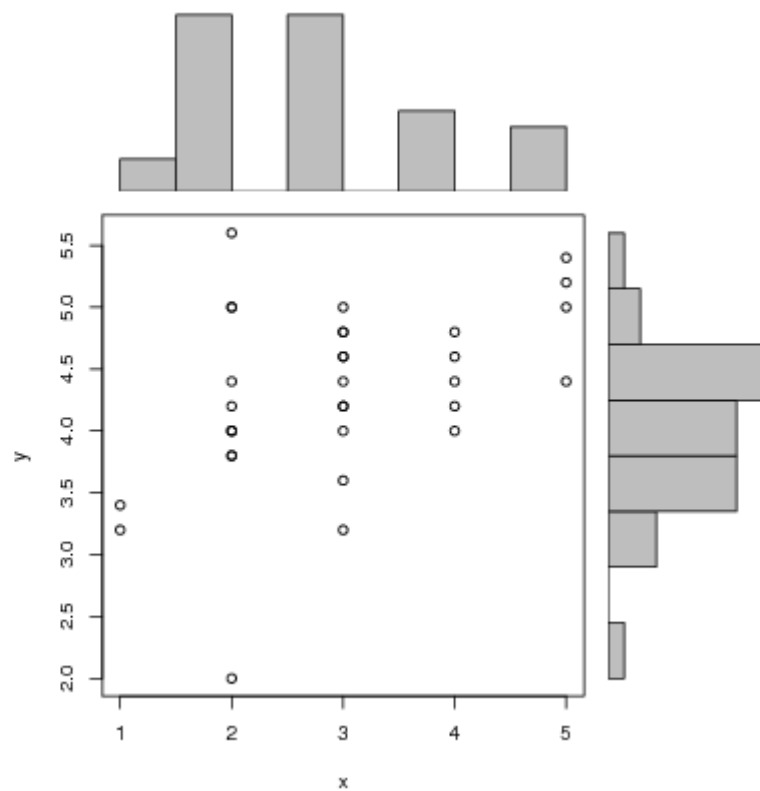
Graph 5   Attribution Motivation and Motivation Intensity

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.30606060606061	4.2969696969697
Biased Variance	0.538751147842057	0.506960514233241
Biased Standard Deviation	0.733996694707856	0.71201159697946
Covariance	0.406268939393939	
Correlation	0.7538214432126	
Determination	0.568246768247128	
T-Test	6.38750915552794	
p-value (2 sided)	4.0938340761798e-07	
p-value (1 sided)	2.0469170380899e-07	
Degrees of Freedom	31	
Number of Observations	33	
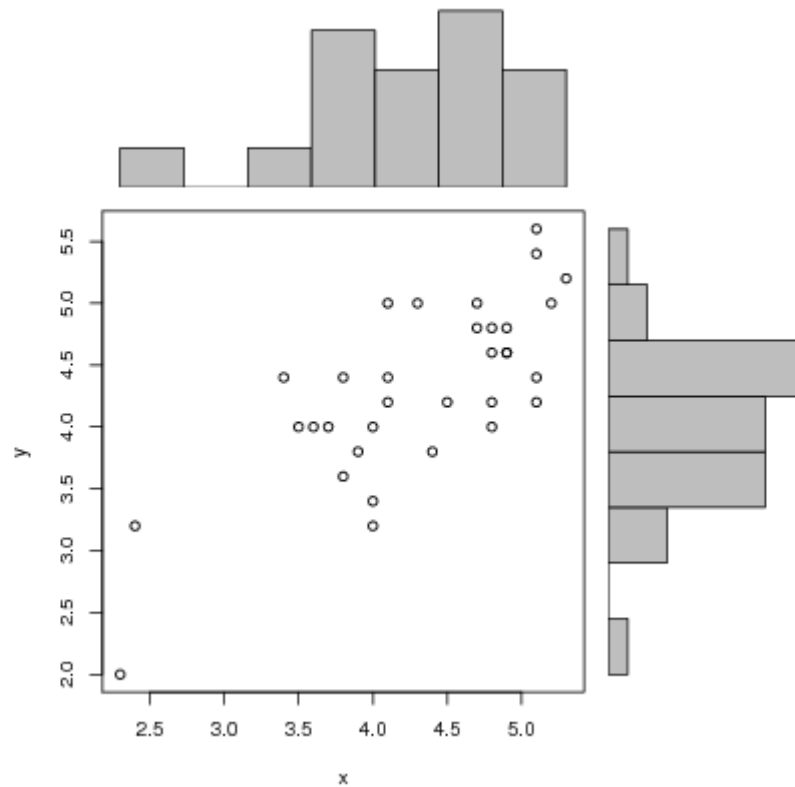
Graph 6   Attribution Motivation and Achievement Motivation

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	3.75757575757576	4.2969696969697
Biased Variance	0.862442607897153	0.506960514233241
Biased Standard Deviation	0.92867788166681	0.71201159697946
Covariance	0.544242424242424	
Correlation	0.798134826316916	
Determination	0.637019200979934	
T-Test	7.37590445307937	
p-value (2 sided)	2.64033968022659e-08	
p-value (1 sided)	1.32016984011329e-08	
Degrees of Freedom	31	
Number of Observations	33	
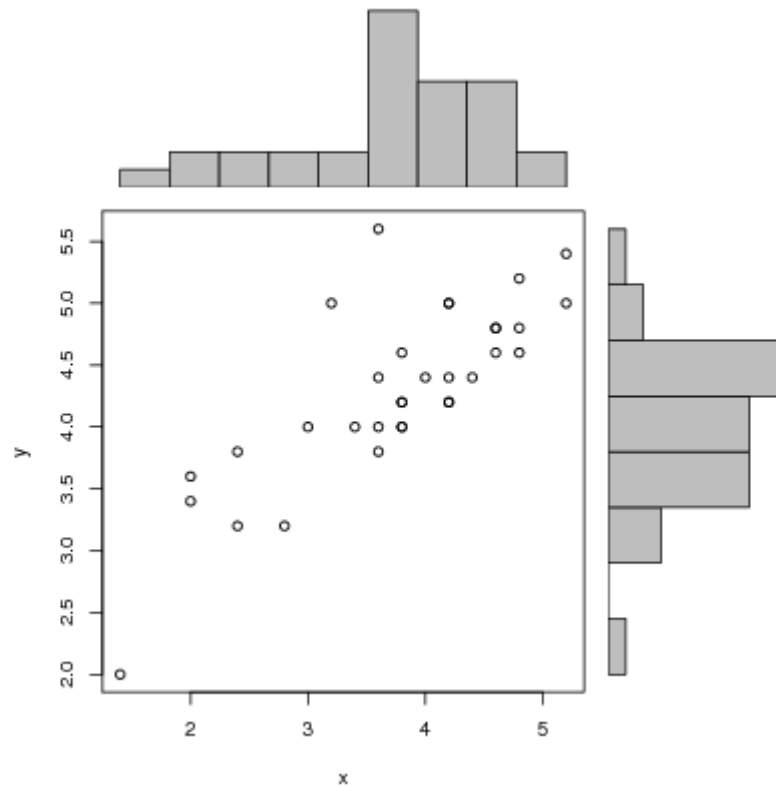
Graph 7   Intrinsic Motivation and Grade

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	2.93939393939394	4.39393939393939
Biased Variance	1.20844811753903	0.581554178145087
Biased Standard Deviation	1.09929437255861	0.762596995893039
Covariance	0.423058712121212	
Correlation	0.489359007354049	
Determination	0.23947223807854	
T-Test	3.1242868254773	
p-value (2 sided)	0.00384968482131209	
p-value (1 sided)	0.00192484241065605	
Degrees of Freedom	31	
Number of Observations	33	

201
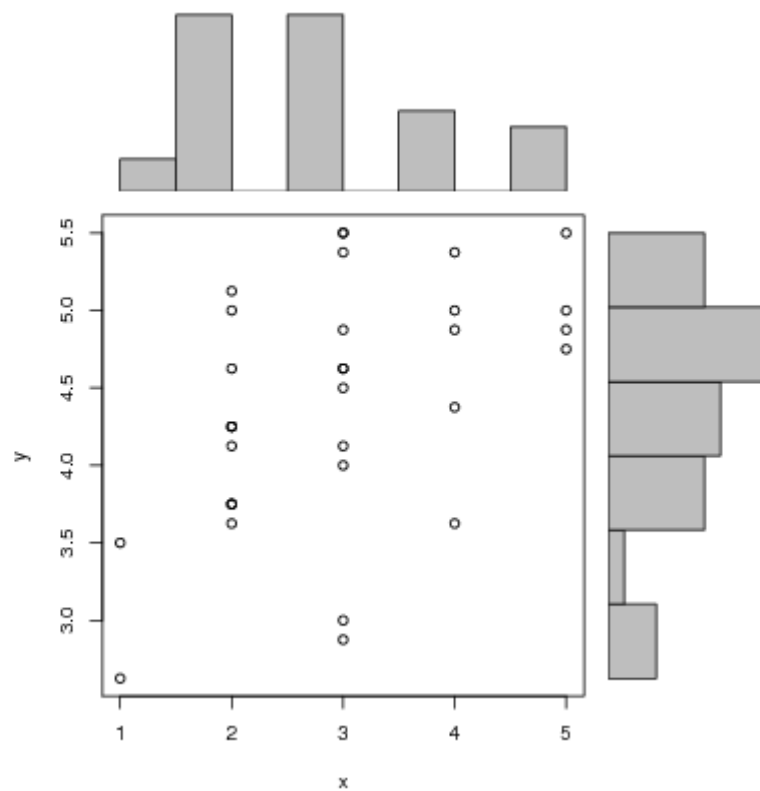
Graph 8   Intrinsic Motivation and Motivation Intensity

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.30606060606061	4.39393939393939
Biased Variance	0.538751147842057	0.581554178145087
Biased Standard Deviation	0.733996694707856	0.762596995893039
Covariance	0.461991003787879	
Correlation	0.800350762153553	
Determination	0.640561342479773	
T-Test	7.43273788997524	
p-value (2 sided)	2.26229510680298e-08	
p-value (1 sided)	1.13114755340149e-08	
Degrees of Freedom	31	
Number of Observations	33	
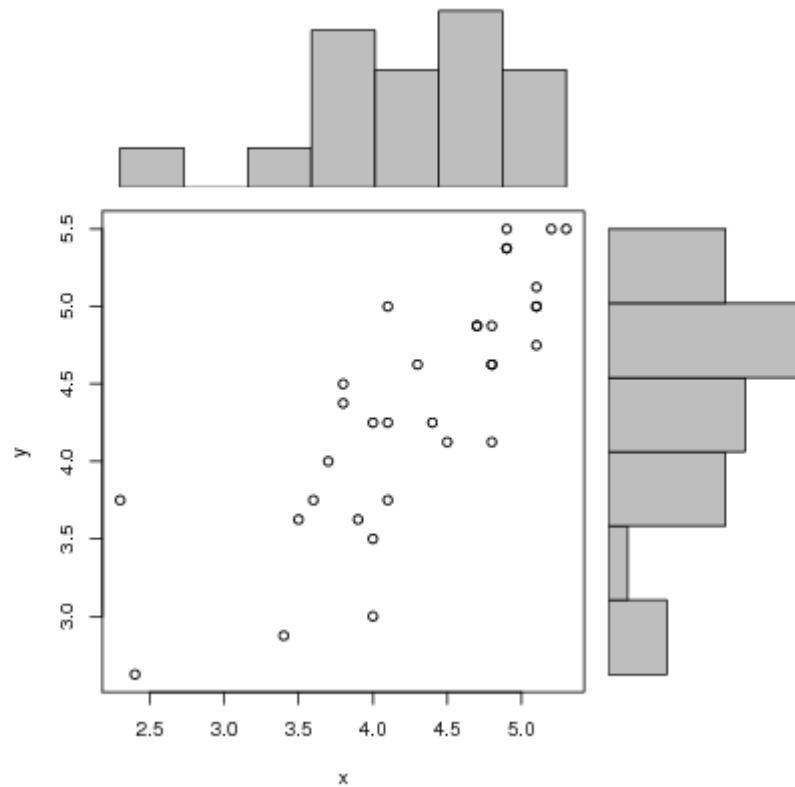
Graph 9   Intrinsic Motivation and Achievement Motivation

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	3.75757575757576	4.39393939393939
Biased Variance	0.862442607897153	0.581554178145087
Biased Standard Deviation	0.92867788166681	0.762596995893039
Covariance	0.460203598484848	
Correlation	0.63012376097782	
Determination	0.397055954148832	
T-Test	4.51822857618639	
p-value (2 sided)	8.50046958817963e-05	
p-value (1 sided)	4.25023479408981e-05	
Degrees of Freedom	31	
Number of Observations	33	
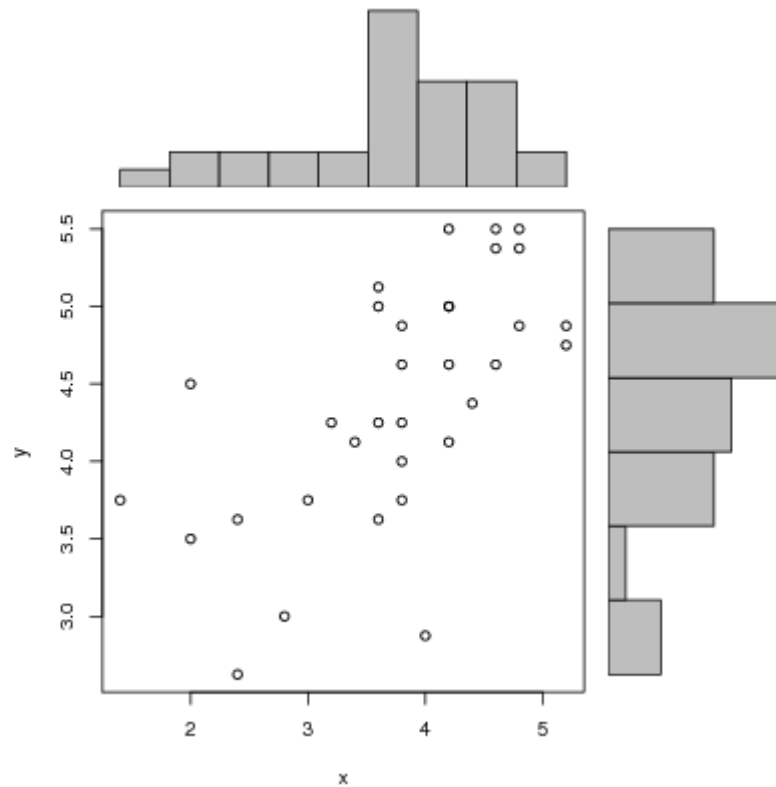
Graph 10   Intrinsic Motivation and Attribution Motivation

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.2969696969697	4.39393939393939
Biased Variance	0.506960514233241	0.581554178145087
Biased Standard Deviation	0.71201159697946	0.762596995893039
Covariance	0.369199810606061	
Correlation	0.659348998049834	
Determination	0.43474110122932	
T-Test	4.88283999779219	
p-value (2 sided)	3.00411238929321e-05	
p-value (1 sided)	1.50205619464661e-05	
Degrees of Freedom	31	
Number of Observations	33	
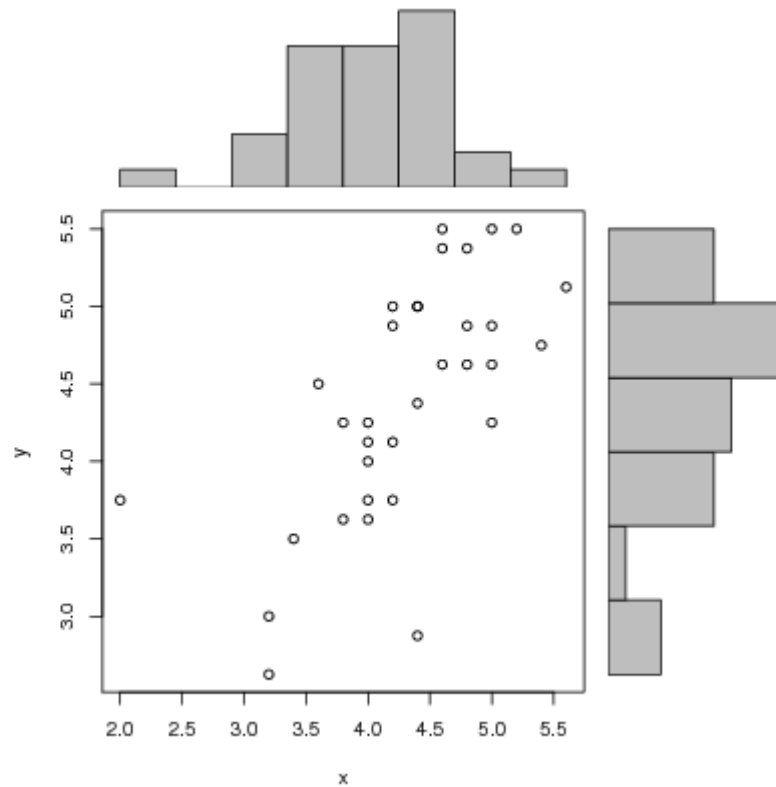
Graph 11   Extrinsic Motivation and Grade

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	2.93939393939394	4.98487878787879
Biased Variance	1.20844811753903	0.335021379247016
Biased Standard Deviation	1.09929437255861	0.578810313701316
Covariance	-0.0204450757575757	
Correlation	-0.0311583532490443	
Determination	0.000970842977192226	
T-Test	-0.17356664226139	
p-value (2 sided)	0.86333447277541	
p-value (1 sided)	0.431667236387705	
Degrees of Freedom	31	
Number of Observations	33	
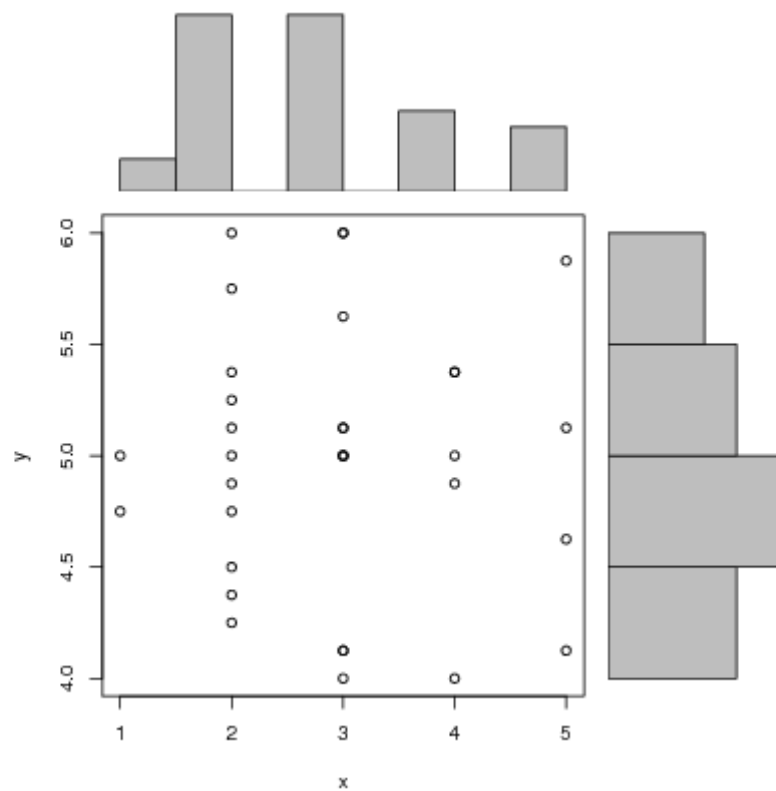
Graph 12   Extrinsic Motivation and Motivation Intensity

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.30606060606061	4.98487878787879
Biased Variance	0.538751147842057	0.335021379247016
Biased Standard Deviation	0.733996694707856	0.578810313701316
Covariance	0.0384007575757576	
Correlation	0.0876486972391401	
Determination	0.00768229412771845	
T-Test	0.489892670718215	
p-value (2 sided)	0.627659021529309	
p-value (1 sided)	0.313829510764654	
Degrees of Freedom	31	
Number of Observations	33	
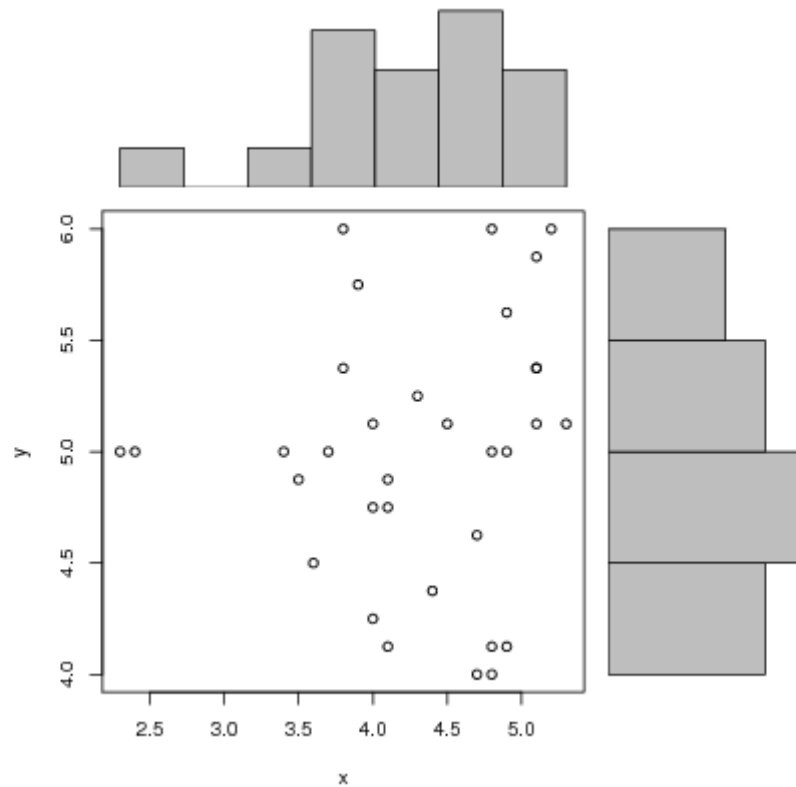
Graph 13   Extrinsic Motivation and Achievement Motivation

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	3.75757575757576	4.98487878787879
Biased Variance	0.862442607897153	0.335021379247016
Biased Standard Deviation	0.92867788166681	0.578810313701316
Covariance	-0.094399053030303	
Correlation	-0.170295163124549	
Determination	0.0290004425836166	
T-Test	-0.96221836992207	
p-value (2 sided)	0.343385941817489	
p-value (1 sided)	0.171692970908745	
Degrees of Freedom	31	
Number of Observations	33	
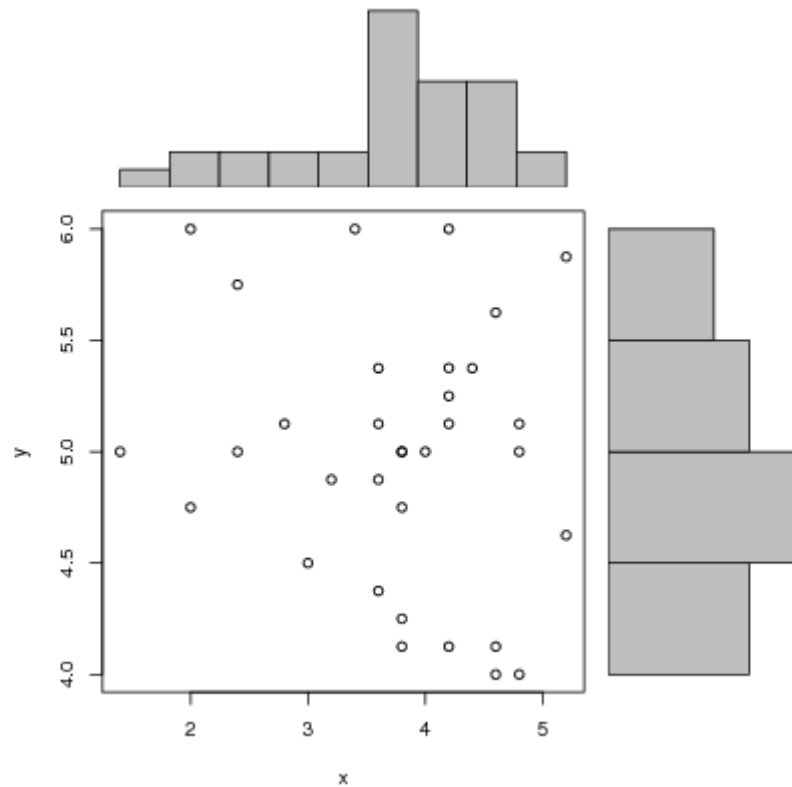
Graph 14   Extrinsic Motivation and Attribution Motivation

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.2969696969697	4.98487878787879
Biased Variance	0.506960514233241	0.335021379247016
Biased Standard Deviation	0.71201159697946	0.578810313701316
Covariance	-5.03787878787719e-05	
Correlation	-0.000118538772064709	
Determination	1.40514404826090e-08	
T-Test	-0.000659995955352464	
p-value (2 sided)	0.99947762842721	
p-value (1 sided)	0.499738814213605	
Degrees of Freedom	31	
Number of Observations	33	
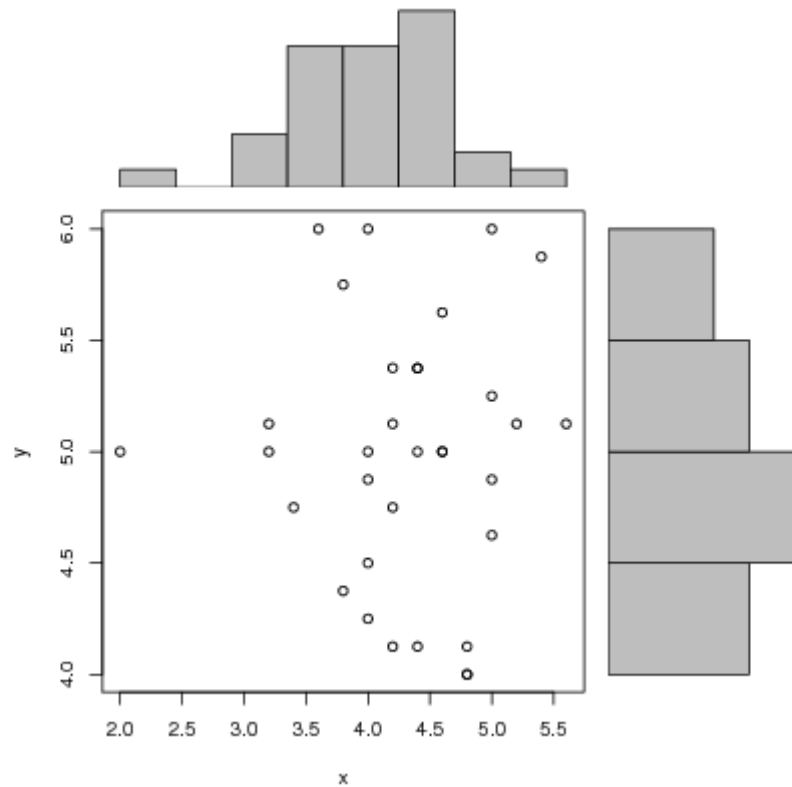
Graph 15   Extrinsic Motivation and Intrinsic Motivation

Pearson Product Moment Correlation - Ungrouped Data		
Statistic	Variable X	Variable Y
Mean	4.39393939393939	4.98487878787879
Biased Variance	0.581554178145087	0.335021379247016
Biased Standard Deviation	0.762596995893039	0.578810313701316
Covariance	0.00666252367424243	
Correlation	0.0146367094702792	
Determination	0.000214233264117360	
T-Test	0.0815024801165204	
p-value (2 sided)	0.935566302317122	
p-value (1 sided)	0.467783151158561	
Degrees of Freedom	31	
Number of Observations	33	