

## A Study of English Learning Motivation of Less Successful Students

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**Abstract:** According to the motivation theory of Gardner and Tremblay, a lot of empirical researches have proven that motivation plays a driving force to enhance the foreign language learning while not much research have been done on less successful students, who most probably may not be equally motivated as those who are successful.

Based on the theories on learning motivation and the actual situation of the less successful students, the author intends to explore the types of motivation and the correlation between the types of motivation and their performance. The study investigates 207 unsuccessful students through a questionnaire and 20 of them are selected randomly to be interviewed. With the help of the software SPSS, the data was analyzed by the statistical analyses of factor analysis (principal component analysis with varimax rotation), descriptive statistics analysis and correlation analysis.

The results suggest there are nine motivation types, in which instrumental motivation affects the students the most and the intrinsic motivation the least. There is a significant correlation between language value and achievement. Therefore, effective teaching methods and measures are given on how to stimulate the learning motivation, which will stimulate students to improve academic performance in English learning and achieve the best result.

**Key words:** instrumental motivation; intrinsic motivation; motivation theory; English learning; foreign language teaching

### Introduction

Learning motivation has long been regarded as one of the essential factors in foreign language learning, and considerable empirical studies have been conducted on the role of motivation.

Motivations are usually classified as instrumental motivation, integrative motivation,

intrinsic motivation and extrinsic motivation. One of the best-known and historically significant studies of motivation in L2 learning was carried out by Robert Gardner and Wallace Lambert (1972) “An integrative motive is employed when learners wish to integrate themselves within the culture of the second group, to identify themselves with and become a part of that society” (Brown, 2002: 153-154). This kind of motivation stressed the learner’s desire to learn a language to be integrated successfully into the target language community or the target language settings. In contrast, instrumental motivation refers to the learner’s desire to learn a language for utilitarian purposes, such as meeting the requirements for school or university graduation, getting a good job, requesting higher pay based on language ability, reading technical material, translation work or achieving a higher social status, thus it is a more functional reason for language learning.

Deci and Ryan (1985) put forward another influential dimension in classification - intrinsic and extrinsic motivation, which is widely cited nowadays. Intrinsic means “from within”. People are intrinsically motivated not because accomplishing the activity they do brings a reward, but because doing the activity itself is a reward. The feeling of competence and self-determination are significant factors of intrinsic motivation. Thus, learning is driven by the learner’s intrinsic motivation-curiosity and interest. Learners with intrinsic motivation learn the foreign language not because the outside reward but the learning activity itself is the reward for them.

Extrinsic motivation, on the other hand, is carried out in anticipation of a reward from outside and beyond the self, which typically can be money, prizes, grades, and even certain types of positive feedback. It focuses on something external to the learning activities and extrinsic motivation is encouraged by outside force.

Dörnyei (1994) broadens a more general framework of L2 motivation by integrating the various issues suggested by other researches. He developed three levels of motivation in his new framework: the language level, the learning level and the learning situational level. The three levels of motivation match the three basic components of the second language learning process, the target language, the language learner and the language learning environment, and also reflect the three different aspects of language, such as the social dimension, the personal dimension and the educational subject matter dimension (Dörnyei,

1996).

Based on the theories and empirical studies abroad, domestic teachers and researchers have carried on plenty of studies of language learning motivation. A number of researchers (Hua,1998; Shi,2000; Wen,2000&2001; Qin and Wen, 2002; Gao 2002&2003; Huang and Wen, 2005) have made investigations on Chinese students' English learning motivation to explore the learner's motivation types, the relationship between the motivation and students' achievement, the relationship between motivation and learning strategies, motivation and self-identity (e.g. in Chinese context, ect.). However, few people pay any attention to the motivation of less successful students, who have motivational problems and need help with their English learning.

## **Methodology**

The aim of this research is to find out the less successful students' motivation types and the main motivation components, revealing the particularity of the motivation of this special group. The objectives of the study are to try to answer the following research questions:

1. What are the motivational types for less successful college students in English learning?
2. What is the most influential one of all the types of motivation affecting the students' learning?
3. What' the correlation between their motivation and English achievement?
4. How to improve students' English learning motivation and better the teaching effects?

## ***Questionnaire***

Based on the research literature and motivational theories and the actual situation of these less successful students, a questionnaire is designed. The questionnaire in the present study consists of two parts. The first part concerns personal details of the subjects (age, gender, specialty, etc.). The second part consists of 45 statement items of opinions about

language learning motivation arranged randomly. The students indicate their opinions in terms of five-point liker-scales from ‘strongly disagree’ to ‘strongly agree’. Each response option is assigned a number for scoring purposes.

### ***Achievement Test***

To find out participants’ English achievement, the author uses the students’ performance in the final exam, two weeks later after they complete the questionnaire.

The students involved in this study will be 207 less successful sophomores in Band 2 English retake class in Jiangsu University of Science and Technology in 2010. Students in JUST are required to take English as a compulsory course in the first 4 semesters (In each term they are supposed to finish one band of English learning). Anyone who fails in both the final exam and make-up exam will retake English course of the same band. They are required to learn the same band of English course again in the retake class. In this thesis, “less successful students” refers to the students in the retake class.

Among them, 20students are chosen at random to be interviewed about their learning motivation to complete the study.

Statistic analysis will be made on the basis of the data collected from the questionnaires by means of SPSS 14.0. The primary statistical techniques used in the present study were:

#### *(1) Factor analysis*

In the present study, the researcher uses this technique to uncover the latent structure that underlies large sets of data concerning language learning motivation. Principal component analysis with varimax rotation is used, with the following factor extraction criteria: minimum eigenvalue of 1; each factor to account for at least 3% of total variance; each factor to contain individual items with a minimum loading of 0.45. The outcome of the procedure is a small set of underlying dimensions of motivation and the computer produces the factor matrix table which contains the correlations between the resultant factors and the original variables in the questionnaire. These correlations are the factor loadings and they show the extent to which each of the original variables has contributed to the resultant factors.

According to this result, the researcher analyzes the factors affecting language learning motivation.

### *(2) Descriptive statistics*

Its advantage lies in the descriptive statistics which are calculated in accordance with the values of the independent variables grouped in the output of the description of indicators for each group and was put together, so it is easily compared.

### *(3) Correlation analysis*

The correlation between motivation types and some variable, such as achievement, is investigated using Correlation analysis. The purpose of correlation analysis is to study the close relationship between the variables and sample information to infer the overall relevance.

## **Findings and Discussion**

KMO and Bartlett values shown in Table 1 (KMO=0.862>0.5) indicated the Bartlett's test of Sphericity is significant (sig. =0.000<0.05). Factor analysis is feasible in the study.

**Table 1 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.862
Bartlett's	Test of Sphericity	Approx. Chi-Square	5028.870
	df		990
	Sig.		.000

### ***Types of motivation***

By using extraction method (Principal Component Analysis) and rotation method (Varimax with Kaiser Normalization), eight factors were extracted. The eigenvalue is of 1.00 or more and cumulative percentage is 63.56%, which was used as a criterion for factors that best fit the data. A factor loading of 0.40 for retention of an item was the other criterion.

The result shows the factor one includes Items 24, 25, 26, 27, 29, 22, 18, 19, 23 and 28. But from the content perspective, the author divides these items into two parts: interest motivation (Item 24, 25 and 26) and personality (Item 27, 29, 22, 18, 19 and 23). The major results of this study are shown in Table 2.

**Table 2 Factor Structure and Component Scores**

No	Motivation type	Questionnaire Items	Component Score
1	interest motivation	Q24. Q25. Q26.	.78.78.74
2	personality	Q27. Q29. Q22. Q18. Q19. Q23. Q28.	.64.56.52.51 .51.51.50
3	language value	Q8.Q7. Q20.Q37. Q21. Q9.	.81.75.74.68.66.41
4	Group value	Q41.Q40.Q42. Q39. Q38. Q30.	.81.79.71.70.53.48
5	instrumental motivation	Q11. Q44. Q13. Q45. Q14. Q43.	.77.72.72.68.66.54
6	teaching and curriculum value	Q32. Q33. Q34. Q35.	.80.74.74.61
7	cultural influence	Q4. Q5. Q6.	.75.73.69
8	personal development	Q16. Q17.Q15. Q12. Q10.	.66 .62.59.55.54
9	self-evaluation	Q1. Q2. Q3.	.71.45.41

Table 2 shows there are altogether nine motivation types found in the questionnaire. Except for Question 10, 31 and 36, due to fact that the cumulative% amounted to 63.56%, there was not much lost information.

Factor one – interest motivation - relates to interest in English language learning or English culture, named as interest motivation or intrinsic motivation, which consists of four items, including Item 25 (I am excited to learn English), Item 24 (I like the English language

itself), Item 26 (I like to communicate with people who speak English) and Item 36 (English is funny and enjoyable). These items show the learners' interest in English, which belongs to the intrinsic motivation. Without interest, students will lose the desire to learn. So to increase the students' interest in English learning is of importance in the process of teaching and learning. With intrinsic motivation, learning is driven and motivated by the learner's curiosity and interest.

Factor two – personality- contains Item 27 (I like the challenge, and English is a challenge for me), Item 29 (I learn English to live up to the expectations of parents), Item 22 (I want to succeed and obtain a sense of achievement), Item 18 (I like to achieve my learning objectives), Item 19 (English learning will help me to make preparation for achievement of future goals), Item 23 (I do not want to fail), and Item 28 (I have a strong self-esteem) .

Factor three, labeled as language value, contains 6 items concerning the importance and the wide use of the language. Item 8 (Learning English is part of a good education), Item 7 (English is the international language, with the greatest influence in the world), Item 20 (English is the medium of access to information and knowledge), Item 37 (English is practical and is worth learning), Item 21(English is as necessary to communicate as a secret code) and Item 9(British and American cultures play a vital role in the world). These 6 items express the learners' attitude towards the language. With China's reform and opening to the outside world, we have more opportunities to get in contact with other countries in the field of economy, politics, culture, education, science and technology. English has been regarded as one of the most used languages in the world. Students have realized the influence and importance of English and are eager to get a good command of it in order to keep pace with the development of the world. They believe English is worth learning and practical.

Factor four is labeled as a group value because it is related to the students' learning situation. According to Dörnyei's (1994) three-level motivation theory, there are three levels in motivation which are the language level, the learning level and the learning situation level, composed of Item 41 (I desire to get the teacher's praise and reward), Item 40 (Classmates share common learning goals), Item 42 (I want to win the respect and recognition from the classmates), Item 39 (Classmates' help each other, encourage each other), Item 38 (Class atmosphere is competitive) and Item 30(I want to add glory to my class and do not want to

lag hind other classmates). This factor belongs to the learning situation level. Item 41 indicates students want to get praise and reward from the teacher and they need to be encouraged in the process of learning English. Item 40, 42, 39 and 38 reflect the importance of the class atmosphere and the respect and help from classmates. Item 30 shows that students have the sense of belonging to the class.

Factor five is labeled as instrumental motivation. Students have to fulfill the certificate request or social demands in the Chinese context, where students use English as a kind of tool to achieve their certain goal. These items can be seen as the social demands for postgraduate in Chinese context. At present, English is regarded as a required course in university. Under such pressure, if students fail in the exams, they would not meet the academic requirement. From 11 (I learn English in order to get CET-4, 6 certificates), Item 44 (All the undergraduates are required to pass the CET-4, or we cannot get the diploma and bachelor's degree), and Item 13 (I learn English in order to pass the exam and to satisfy the educational requirement of a diploma), we can draw the conclusion that taking exams play an important role in students' learning motivation and students learn English with the purpose of passing exams and getting certificates. The result is consistent with the result of Hua (1998) and Shi (1999) that most students only learn English with instrumental and certificate motivation. The high load in these items indicates that less successful students have strong instrumental motivation. Even though these items can inspire them to study hard to achieve their aims, they are passive. Learners are forced to make efforts to get some certificates. Without these requests, it is very easy for learners to give up learning. It will not generate strong and persistent motivation for language learning.

Factor six is named as teaching and curriculum value, including Item 32 (Depends on whether I like the teacher's personality and teaching style), Item 33 (Depends on whether teachers care about us), Item 34 (Depends on the teaching methods and ways of organizing teaching) and Item 35 (Curriculum for English course is reasonable). This motivation suggests that teachers' personality is indispensable in the class activities. Most students, especial the less successful students, spend little time studying English after class and depend more on class input so the class and teachers will exercise a strong effect on their motivation.

Factor seven relates to someone's interest in people, culture and the society, including

3 items, Item 4 (I like the cultural, ethnic and historical in English speaking countries), Item 5 (I like English movies, music and literature) and Item 6 (I would like to know the culture and customs of other countries). It is named as cultural influence, which reveals the learner's positive attitudes towards English culture, revealing the feature of the integrative motivation. According to Gardner (1985), an integrative orientation involves an interest in learning an L2. Students learn English because they are interested in the people and culture represented by the target language group. Many students want to learn English well just to appreciate English music and movies.

Factor eight is labeled as personal development which refers to the individual's further development, and can be regarded as a personal need for learning English. These items include Item 16 (I learn English in order to eventually immigrate to other countries), Item 17 (I learn English in order to travel abroad to experience the foreign culture), Item 15 (I learn English in order to study and work abroad), Item 12 (I learn English in order to pass the GRE, TOEFL) and Item 10 (Economy in British and American is developed). The learner, who has the desire to study and work abroad, to immigrate to other countries, to pass the GRE, TOEFL, to travel abroad to experience the foreign culture and master the code, is willing to come into the community of the target language. They will be enjoying experiencing the life of studying and working aboard, which belongs to the integrated motivation. People who have this kind of motivation will learn the language actively. Thus, from their inner request, learners will exert themselves to learn it hard.

Factor nine is named as self-evaluation. There are 3 items reflecting their self-evaluation in English learning, including Item 1 (I am not good at English), Item 2 (My English performance is not good) and Item 3 (I'm lack of confidence in English learning), which are negative evaluation results for students. Students should have a clear mind of themselves. When they realize the weak points and strong points in their studies, they will learn purposely.

### ***Comparison of types of students' motivation***

The author compares the mean value of each factor for all the participants. Table 3 shows the mean value and standard deviation of each motivation type.

**Table 3 Descriptive statistics for each type of motivation**

No.	1.	2	3	4	5	6	7	8	9
Sample	200	200	200	200	200	200	200	200	200
Mean	2.43	2.96	3.35	3.03	4.13	3.31	3.32	2.67	3.67
Std. Deviation	1.15	1.14	1.08	1.09	0.87	1.08	1.15	1.18	1.09
Variance	1.33	1.29	1.17	1.19	0.76	1.16	1.32	1.39	1.19
Range	4	4	4	4	4	4	4	4	4

Among the nine types of motivation, the mean value of instrumental motivation is the highest. Students are motivated by practical purposes, such as striving for a career, meeting an educational requirement to learn English. These students regard English as an instrument and learn English for the purpose of their present academic requirement and future career development. According to Xiao (2003), in college, students begin to believe universally that the mastery of a foreign language is linked with a good education and high economic status.

Students with instrumental motivation often make efforts to learn English for some utilitarian purposes, such as to get a better job or pass an examination. Generally speaking, most students have a clear purpose to learn English - to pass their exams. In China, CET-4 examination is a national English exam, which enjoys high reputation, is widely recognized in our society, and is also a criterion to test the English level of college students. In that case, to pass exams is vital for students to graduate smoothly and even get a highly paid job. These less successful students have less motivation to learn English, so some think they have to make great efforts to learn English just because “English is a compulsory course”. It is the fact that most of the less successful students learn English only to pass the exams or find good jobs instead of to have the interest in English or abroad, as they won’t graduate from university if they fail to pass the exams in university and CET-4.

Self-evaluation ranks 2. The mean of this part is 3.67. These are the real reflection of them. Students are not content with their present learning performance. Some of them have the strong desire to learn English well. Unsuitable learning strategy, lack of persistence in

learning, not enough time and effort spent in learning causes them to fail in their exams and the poor performance really bothers them. With the previous unsuccessful experience, they lack confidence in English learning. The mean of Item 26 (I have a lack of confidence in English learning) is 4.10, which is rather high. Without enough confidence, learners will have no strong force to push them to learn. For these less successful students, building their self confidence is very important.

The second lowest one is personal development or going abroad motivation. The mean in this part is 2.67 (M=2.67). It is not surprising that the students show weak desire to going abroad for further study or work or live. However, the participants in this research are less able students and they have a weak desire to go abroad. The goals mentioned above are still dreams far beyond their reach both academically and economically. Less successful achievement results and failures in exam made the students frustrated and disappointed. Some of them believe study or work, even immigrating abroad is impossible in their life. What they wish is to learn something or do some jobs that have nothing to do with English.

In Chinese context, opportunities are rare for students to contact the foreigners directly. Besides class, English movies, newspapers and broadcast have become the main way for the students to understand the culture of the target language and to contact the native. Therefore, it is hard for students have the integrative motivation to learn English. For some of these students, communication in English is even a barrier for them. They never want to try some English exam as TOFEL or GRE, not to mention the idea to go abroad to live or work. The integrative motivation for them is very weak.

The lowest one is the interest motivation. The mean value is 2.43. Gao et al. (2003) argued that enjoyment of English learning is internal and characteristic of intrinsic interest. Deci and Ryan (1985) suggested that interest plays an important and direct role in the behavior intrinsically motivated; with interest, people naturally approach activities attracting them. For these less successful students, they don't like English and don't want to communicate with the natives.

**Correlation between motivation types and learner’s English achievement**

Pearson’s correlation was computed to investigate the correlations between 8 factors (factor 1 includes motivation 1 - interest motivation and motivation 2 - personality) and their English proficiency. Table 4 reveals a positive correlation between motivation and achievement.

**Table 4 Correlation Analysis between Motivation Types and Learner's English Achievement**

\*\* Correlation is significant at the 0.05 level (2-tailed)

		factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	factor 7	factor 8
achievement	Pearson correlation	.216**	.271**	.037	.087	-.033	.041	.034	.129
	Sig. (2-tailed)	.002	.000	.606	.220	.645	.563	.636	.069
	N	200	200	200	200	200	200	200	200

There is a significant correlation between factor 1 (interest motivation and personality) and achievement (.216); factor 2 (language value) and achievement (.271). But the other motivations have no significant correlation with achievement. The interest motivation and students’ personality and achievement have significant correlation. But the Pearson value (.216) is rather low so there is no meaning to discuss.

There is a significant correlation between the language value motivation and achievement. The language value motivation includes Item 8, 7, 9, 20, and 37, showing us the importance and the value of English. It indicates that students who have strong language value awareness got the high mark in their test. For most students, they consider English as a practical and useful tool both in the short-term and in the long-term run. Only after realizing

the true value of the language, students will make an effort to learn it. Tremblay and Gardner (1995) once suggested that if a learner does not recognize the value of the target language, his or her motivation to learn the language will be low. A positive attitude towards English can motivate learners intrinsically.

### ***Interview findings***

Together with the investigation of the questionnaire, the author conducted the interview as the qualitative investigation with some variables which were not mentioned in the quantitative research to complete the study and to probe an insight into the psychological reasons for the less successful students' motivation. The following descriptions are selected and classified from the 20 students' interview.

*“I come from the countryside where unfavorable learning conditions can't enable us to gain access to multi-media and I have never attended listening classes. Whenever English is spoken in class, I'll be at a loss, not knowing what to do in and after class, and so will I when practicing listening. The more confused I am, the more likely I will be asked to answer questions, which may be because the teacher wants to offer help. Gradually, I will be rather painful when listening to English. I could answer all the questions clearly and correctly if they were not asked in English. Later the situation becomes worse and I am consciously resistant to anything in English. Lack of confidence in studies, I don't study as hard as I used to in the middle school, and my academic records are on the decline.”*

(Records from student A)

The student shows his anxiety in English learning. Failures in learning frustrate the student. He has the desire to learn well, but because of pressure and anxiety, the student is at a loss in the class. Over time, the student feels less self-confident, and becomes worried and restless in the class. He is likely to suffer anxiety. The negative feeling demotivates the student, which might lead to the failure in English learning and the loss of interest in English. As Alison (1993) points out a tense classroom environment can undermine learning and demotivate learners. Students' classroom anxiety is one of the biggest problems in English class. It's a common phenomenon in a foreign language learning context as in China. Teachers have to be prepared to appropriately relieve the pressure. So how to help students relieve

from anxiety demands on effective solution from language teachers.

This student also points out that in some rural areas there are not enough learning facilities for students, which resulted in some barriers in students' English learning. The multi-media in teaching should be indispensable.

*'I am very lazy at English learning. I will not finish most of my homework unless the teacher would check it. I will not speak on my own initiative in English class and so do most students in the class. Except attending class, I spend little time in learning English, knowing English or reading English newspapers, periodicals and novels after class. I will not spend more than two hours on English after class per week.'*

(Records from student B)

This talk reflects student's learning intensity. Intensity is one of the three important component scales: desire, attitude, and intensity, claimed by Gardner. It is important for students to make an effort to learn the language, to want to learn the language, and to enjoy the experience of learning the language. What the student said is a common phenomenon among these less successful students. In the class, few students answer the teacher's question voluntarily and most of them just sit there as a passive receiver. After the English class, students need do some exercises to reinforce the knowledge. Less than 2 hours' learning after each class teaching is not enough. The effort somewhat determines the scores. Without the intrinsic motivation, the student's motivation intensity is very weak and almost has no desire to get knowledge of target language.

Another problem we can find that the student's learning lacks autonomy. According to Holec (1981), autonomy refers to a kind of ability to take care of one's own learning. Without the teachers' pressure and supervision, many students will not finish the assignment. In that case, teachers' authoritative demands are very necessary for these less successful students. When the teacher assigns the tasks, he/she should give students a clear explanation on their tasks so that the students will not misunderstand the instruction. Another point for the teacher is to check up and give feedback quickly on whatever requirements or homework

assigned. Otherwise, the teacher's authority will be weakened gradually and the students' learning motivation be reduced meanwhile.

## **Conclusion**

According to the analysis of the experimental data, the study reveals that the great majority of the less successful students invested learn English for instrumental or extrinsic motivation such as passing exams or finding a good job, which is consistent with the finding from Shi (1999), Hua (1998), etc. The significant correlation between the language value motivation and achievement proves that even those students got low mark on their tests are aware that language value is of great importance. They believe that the mastery of a foreign language will bring them good education and high economic status. Therefore, from this perspective, language value motivation belongs to instrumental purpose, which also reveals that less successful students learn English for instrumental motivation. So, arousing the students' interests in English learning and try to turn instrumental motivation to intrinsic motivation should be the responsibility for English teacher.

The interview findings reflect less students' psychological reason for their English learning motivation and learning strategy. To release anxiety and to rebuild self-confidence will be beneficial in their learning. Meanwhile, setting up a good learning habit is also very important. So, learning autonomy should be promoted instead of absorbing passively.

## **Pedagogical Implications and Tentative Suggestion**

In the following part, the author puts forward some pedagogical implications and tentative suggestions for both the language teachers and the students.

### ***Stimulating students' learning motivation***

As the saying goes, "Interest is the best teacher". Only when students are interested in English, will they have the positive attitude to English and more attention and time will be allocated to English learning. Novel and various teaching styles can attract students' attention. Cares from teachers can gain the students' reliability and teaching organizing in a systematic

way will help the knowledge absorbed easily. In that case, the Novel, moderate, and attractive teaching materials should be selected and used. Then, students will get interested in materials and enjoy reading it and appreciate it initially instead of being forced to read English books, and this will gradually turn into intrinsic interest.

### ***Lowering students' anxiety and building self-confidence***

Students who suffer from anxiety in English classroom will lead to failure in English learning. The psychological problem is partly due to the pressure from teacher or some frustrated experience. To diminish students' anxiety and to set up the self-confidence of these less successful students can help students eliminate the negative attitude toward English learning. So in class, teachers should be patient and encourage the students frequently. Positive feedback will be appreciated rather than some cruel criticism, such as saying "so poor", or "bad performance" etc. So, encouraging method, as encouragement, praise and rewarding, plays an important role in building the confidence. Besides, exchanging learning experience between successful students and less successful students frequently will be very helpful to relieve students' anxiety. A successful learning experience and good learning methods from peers will be more acceptable and easier to imitate by less successful students.

### ***Promoting students' learning autonomy***

Autonomy may help to support enhanced learning and achievement just because it can help to activate students' knowledge and motivation. Autonomy promotes students' involvement in class activities, which will lead to positive attitudes toward learning. Due to traditional social, cultural and educational background in China, Chinese teachers tend to adopt the dominant role and learners always play the passive role in the learning. Traditional rigid syllabus and tight schedule give students fewer opportunities to participate in the whole teaching process. Chinese students, especially the less successful students, are used to relying on the teachers, so they lack initiative and learn passively. Without a teacher, it seems they have no idea on what to learn and how to learn. As a matter of fact, students should involve themselves in the class activities actively instead of being passive lookers-on in the class. In that case, they get to know gradually how to learn by themselves and have a habit to learn autonomously.

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**APPENDIX:**

**Questionnaire:**

Name	Major	Age	Grade
Class	Gender		

You are supposed to show your opinions in terms of five-point Likert-scales from 'strongly disagree' to 'strongly agree'. Each response option is assigned a number for scoring purposes (i.e. 'strongly agree'=5, 'agree'=4, 'neither agree nor disagree'=3, 'disagree'=2, 'strongly disagree'=1).

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1 I am not good at English.  | 1 | 2 | 3 | 4 | 5 |
| 2 My English performance is not good.  | 1 | 2 | 3 | 4 | 5 |
| 3 I'm lack of confidence in English learning.                                      | 1 | 2 | 3 | 4 | 5 |
| 4 I like the cultural, ethnic and historical in English speaking countries.        | 1 | 2 | 3 | 4 | 5 |
| 5 I like English movies, music and literature.                                     | 1 | 2 | 3 | 4 | 5 |
| 6 I would like to know the culture and customs of other countries.                 | 1 | 2 | 3 | 4 | 5 |
| 7 English is the international language, with the greatest influence in the world. | 1 | 2 | 3 | 4 | 5 |
| 8 Learning English is part of a good education.                                    | 1 | 2 | 3 | 4 | 5 |
| 9 British and American cultures play a vital role in the world.                    | 1 | 2 | 3 | 4 | 5 |

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10. Economy in British and American is developed. 1 2 3 4 5
11. I learn English in order to get CET-4, 6 certificates. 1 2 3 4 5
12. I learn English in order to pass the GRE, TOEFL. 1 2 3 4 5
13. I learn English in order to pass the exam and to satisfy the educational requirement  
of a diploma. 1 2 3 4 5
14. I learn English to find a better job in future. 1 2 3 4 5
15. I learn English in order to study and work abroad. 1 2 3 4 5
16. I learn English in order to eventually immigrate to other countries. 1 2 3 4 5
17. I learn English in order to travel abroad to experience the foreign culture.  
1 2 3 4 5
18. I like to achieve my learning objectives. 1 2 3 4 5
- 19 English learning will help me to make preparation for achievement of future goals.  
1 2 3 4 5
20. English is the medium of access to information and knowledge. 1 2 3 4 5
21. English is as necessary to communicate as a secret code. 1 2 3 4 5
22. I want to succeed and obtain a sense of achievement. 1 2 3 4 5
23. I do not want to fail 1 2 3 4 5
24. I like the English language itself. 1 2 3 4 5
- 25 I am excited to learn English. 1 2 3 4 5
- 26 I like to communicate with people who speak English. 1 2 3 4 5
- 27 I like the challenge, and English is a challenge for me. 1 2 3 4 5

- 28 I have a strong self-esteem. 1 2 3 4 5
- 29 I learn English to live up to the expectations of parents. 1 2 3 4 5
- 30 I want to add glory to my class and do not want to lag hind other classmates. 1 2 3 4 5
- 31 To make our country Strong and prosperous. 1 2 3 4 5
- 32 Depends on whether I like the teacher's personality and teaching style. 1 2 3 4 5
- 33 Depends on whether teachers care about us. 1 2 3 4 5
- 34 Depends on the teaching methods and ways of organizing teaching. 1 2 3 4 5
- 35 Curriculum for English course is reasonable. 1 2 3 4 5
- 36 English is full of interests. 1 2 3 4 5
- 37 English is practical and is worth learning. 1 2 3 4 5
38. Class atmospheres is competitive. 1 2 3 4 5
39. Classmates help each other, encourage each other. 1 2 3 4 5
40. Classmates share common learning goals. 1 2 3 4 5
41. I desire to get the teacher's praise and reward. 1 2 3 4 5
42. I want to the respect and recognition from the classmates. 1 2 3 4 5
43. English is a compulsive course to learn. 1 2 3 4 5
44. All the undergraduates are required to pass the CET-4, or we cannot get the diploma and bachelor's degree. 1 2 3 4 5
45. We are supposed to get CET-4 certificate, or we can't be admitted as graduates by the employer. 1 2 3 4 5