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**Views on English Learning Motivations: The Cases of
Students of Taiwan and China's Overseas Students**

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Overseas Students**

Views on Learning English for students of Taiwan and China's Overseas Students

Outline

I. Introduction

A. Background Information

A certain language can be set as an international language in two main ways, first, the language needs to be frequently used as a medium in domains like government, education system, law court, and media. Second, the language needs to be a priority in the country's foreign-language learning (Crystal). Therefore, English has been considered an important language all over the world. Even though it is not the most widely spoken language in the world, it has the power to bring different people from different places together. Also, people learn English because of the globalization nowadays result in more International business. Those companies requires English comprehension and knowledge of the language spoken locally around the office. The ability to speak English actually could bring people competitiveness and be more employable when looking for a job. Furthermore, it brings convenience in people's daily life if they could understand the language.

B. Thesis Statement

English is spoken in most of the countries, and its importance has been further acknowledged because of its essentiality in global workforce. However, people from different countries have different views on learning English, and this research paper will focus on analyzing the views of Taiwanese students and China's overseas students.

II. Body

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Abstract

This research paper will focus on exploring views of students from Taiwan and China on motivations as an element that influences their English learning. First of all, basic information on the background of how English as a foreign language developed in the two countries would be given. Also, motivation itself could be classified into two categories, intrinsic motivations and extrinsic motivations. By defining both, we could get a better understanding of how cultural differences relate to students' learning performance. Last, other issues like English learning environment and education policies would be introduced as other possible factors that influence students' motivations.

Views on English Learning motivations: The Cases of Students of Taiwan and China's Overseas Students

Introduction

A certain language can be set as an international language in two main ways, first, the language needs to be frequently used as a medium in domains like government, education system, law court, and media. Second, the language needs to be a priority in the country's foreign-language learning (Crystal). Therefore, English has been considered an important language all over the world. Even though it is not the most widely spoken language in the world, it has the power to bring different people from different places together. Also, people learn English because of the globalization nowadays result in more International business. Those companies requires English comprehension and knowledge of the language spoken locally around the office. Many non-English speaking countries had started to emphasize the importance of English because the ability to speak English actually bring people competitiveness and be more employable when looking for a job. Furthermore, it brings convenience in people's daily life if they could understand the language. Students from different countries have their own preferences for their language learning. Among all the reasons, motivation is an important factor that inspires students to learn a language, and it could be various regarding cultural differences and other outside factors. This research paper focuses on analyzing the views of Taiwanese students and China's overseas students on English learning.

Background

English was not introduced as the native language in both Taiwan and China. In early stages, English curriculum was first implemented in secondary schools since 1949, it was believed that by maintaining English fluency, government would be able to raise the status of Taiwan's competitiveness in the world (qtd. in Tsai 2-3). For

college students in Taiwan, except those major in English related departments, students in college have fewer English classes compared to those in high school. They are required to take compulsory English classes, usually in the first year or second year in college. Many colleges have benchmarks that students need to pass certain standard in English proficiency tests. Beside benchmarks, many colleges hire both local and foreign English professors to lecture in courses. At the same time, school staffs enroll new students from foreign countries for Bilingualization education, as a way to create a better English learning environment (Ho). Realizing that English could bring benefit to the society, the government had tried to introduce different methods to improve Taiwanese' ability in listening, reading, speaking, and writing aspects by training in different study stages. For example, government are thinking of simulating the language village concept from Korea, also, introducing more native English speakers to educate students, as a mean to provide more opportunities for people to learn English (qtd. in Tsai 5).

Similarly, China had started to value the importance of English when the Chinese leader Deng Xiaoping figured out the fact that the advancing of science and technology could possibly lead to stimulation of modernization (qtd. in Hu 7). English fluency is believed to be essential for economy and social development; therefore, the government is trying to make improvements. However, the huge gap of learning materials between urban areas and rural areas is still a problem for the government to take into concern. In China, college English and be separated into two stages. The first stage is compulsory English courses for non English major students, usually spans for one to two years. The second stage is elective reading courses, as a way to train students to read information related to their majors. College English adapts graded mode, the higher bank with more difficult content. Qualifying test will be

given in the end of the semester, and only those who passed could be admitted to the next bank. Undergraduates must complete at least Bank four, while postgraduates at least Bank six in order to graduate (Chen). So far, the government tends to include English into their primary curriculum, but with the poor teaching environment and materials in the rural areas, the plan still leaves a lot to be modified.

Extrinsic Motivation and Intrinsic Motivation

Students have different views on learning English, and indeed, motivation is an important factor that stimulates students' positive attitudes toward learning.

Motivation can be defined as an explanation for people's behaviors (Elliot and Covington). The occurrence of motivation results in a positive stimulus that encourages people to engage in certain activities. When we look at motivation itself, not only can we discuss the level of motivation, but also the different types of motivations (Ryan and Deci). Usually, stronger motivation link to higher possibilities of success. Therefore, governments aim to make a well-planned educational system that is able to increase motivation.

According to different goals and reasons, motivation can be classified into two categories, which are intrinsic and extrinsic motivation (qtd. in Liu 128). Intrinsic motivation refers to the fact that students learn a certain language based on students' desire and ambition to learn and make efforts. For example, students enjoy learning because the sense of achievement, or the sense of pride that comes from achieving in the language field. It is also possible that students find motivation because of interests and curiosity toward the unknown language itself. On the other hand, extrinsic motivation refers to students' learning intention due to the desire of practical benefits, for example, rewards and career success. Intrinsic motivation are believed to be better because of its high efficiency to bring out students' innate needs for language learning.

Students work on tasks and find them interesting and enjoyable, and they are willing to do that whether or not they are paid or rewarded. However, that does not mean that the same statement can be applied in different countries, especially in Mainland China. China's fast economy allows people to interact with those from other countries for business or leisure. Furthermore, students' ability in English has become an important factor that assures them a better college or further education (qtd. in Liu 129). To be brief, compared to students from Taiwan, those in China obtain their motivation mostly from extrinsic one, and it is essential for the government to take both kinds of motivation into concern to increase the efficiency of learning English.

Roles of Teaching authorities

Besides motivation itself, there are also other outside factors that might indirectly influence motivation. One factor is the role of teachers. Teacher-related motivational component can be classified into three parts. First is affiliative drive, which simply means students motivation comes from the like of certain teachers. They tend to perform well in order to please their teachers (Dornyei 278; Deci, Vallerand, et al. 329). This could be applied to other major characters like parents. In the past, the Confucian meritocracy supported the statement that without parents, students would not be able to study in schools. Therefore, they should be enthusiastic in learning everything, and eventually paid back what their parents had gave them. This concept have still continued to be used nowadays as the modern Republic of China government approves similar ideas (qtd. in Chen 613). Second is teacher's authority type. Teachers' attitudes toward students also influence students' motivation on learning English. Whether teachers choose to encourage or control their students do have effects on students' self-determination and views regarding the learning progress. Students should be given the freedom to make their own decision and develop their

motivation naturally (Ames 266; Dornyei 278). The last motivational aspect involves teachers direct socialization of student motivation. One of the main points is the learning feedback. Teachers are able to assist students by giving them direct feedback. Students are able to understand their learning condition better and make more improvements in their future performance (Dornyei 278; qtd. in V. Hein 334). Peter Gärdenfors, the professor at the University of Lund, also mentioned in his talk that understanding was a main factor that motivated students in their learning. By receiving feedbacks, students were able to know what they understood and misunderstood, and thus improved themselves (Gärdenfors).

Classroom Environment

Another factor is the classroom environment. It is believed that environment settings are connected with students' interests in learning outcomes, and thus, influence students' motivation. Dunn's Productivity Environmental Preference suggests that environmental elements, for example, sound, temperature, light, and classroom design can be important factors that increase students' motivation and causes more interactions (qtd. in Hawk and Shah 9). Besides teachers' support, students' interaction could also result in positive results. Studies suggest that students should be given enough space to express their own thinking, and have the chances to discuss with other students. By interacting with other students, students might be able to exchange different ideas and develop new ways of possibilities (qtd. in Ryan and Patrick 439-440). Mutual respect between students should also be required because students tend to learn better when a more comfortable learning environment is provided. When students feel at ease in a classroom, they tend to feel less anxious and could be more concentrate on their learning (qtd. in Ryan and Patrick 440-441).

Goal Achievement

The last outside factor is goal achievement. Students are said to be more motivated when they are told to reach certain goals. For example, teachers might as well tell their students to get a higher score in their next test, comparing to the former one. Research shows that students are more likely to make more efforts and develop more interests when performance goals are given (Ames 262). However, there are also studies that show the totally opposite results that students who are given goals to achieve tend to have more negative outcomes and feel distress and a sense of pressure in learning. It is suggested that students might be too focused on the goal itself and neglect the understanding of learning process, and later result in poor learning efficiency (qtd. in Ryan and Patrick 442). It is not ensure in the previous studies that pressure from achieving goals always bring positive impact toward learning, therefore, it is suggested to make a balance when setting goals.

Research Questions

The first research question is to examine different views of students from Taiwan and China on the motivation itself, regarding their preferences on either intrinsic motivation or extrinsic motivation. The second research question address whether students are also influenced by other outside factors when learning English. The third research question is to discover whether education policies in the two countries indirectly influence students' motivation. To fulfill the purposes to this study, three research questions are being asked.

- (1) What are the differences and similarities between students from Taiwan and China in extrinsic motivation and intrinsic motivation preferences?
- (2) What other outside factors might influence students' motivation in learning English?

- (3) Do general English education policies in both countries indirectly influence students' motivation in learning English?

Participants

The questionnaire was conducted through snowball method online in Google form anonymously, and 40 students from Taiwan and 13 students from China filled out the questionnaire that corresponded to the research questions. Among all the Taiwanese students, 34 people were female (85%) and 6 people (15%) were male, while 10 people were female (77%) and 3 people (23%) were male for students from China. Those participants are all students from the college of Foreign Language in Fujen University, and their age was ranging from 18 to 22 years old.

Instruments

There were four sections and a total of twenty questions. The first section was about their background information, and students needed to fill out their gender, age, and nationality. The second section was about the motivation part, and questions regarding extrinsic motivation and intrinsic motivation would be given. The third section was about the outside factors. This section included three parts, which were the role of higher authorities, learning environment, and goal accomplishments. The last section was about the English education policies. Statements and information related to the title were given and participants could choose the one that best described their situation, from “totally agree,” “agree,” “neutral,” “disagree,” to “totally disagree.”

Data Analysis Procedure

Before the questionnaire was distributed, survey design experts had went through the questionnaire and gave their suggestions and feedback. Also, peer review given by the students in Conversation and Composition course helped with the improvements

of the questionnaire. All of the data were collected and analyzed through Excel software. To answer each research question, the results were being collated and made into bar charts and pie charts with percentage.

Result and Discussion

Result of Research Question One: What are the differences and similarities between students from Taiwan and China in English learning motivation itself?

The statistics of this research question are shown in the Appendix B.

In the first part about the description of extrinsic motivation, students from Taiwan and China had similar choices in most of the questions; however, the percentage of students in Taiwan were higher in general. Interestingly, when students were asked about whether they were being forced to learn English rather than self-motivated, 30% of students in Taiwan chose "totally disagree", while 54% of those from China chose "totally disagree". Also, 15% of students in China chose "agree", "neutral" and "disagree" in this question. In the intrinsic motivation part, similar to the first part, most students chose "totally agree" and "agree" in the criteria. Even though more than half (62%) of the students from China chose intrinsic motivation that influenced them the most, the statistic showed that comparing to the first part, more students agree with the description of intrinsic motivation, and that again, revealed that students from China actually relied on intrinsic motivation more, instead of extrinsic one. Liu mentioned that students from China tended to be influenced by extrinsic motivation more than students in Taiwan, but it showed the opposite results. Similar study results mostly showed that intrinsic motivation was not a major influential element in learning English for both students from Taiwan and China. However, the fact that whether students were likely to make efforts plays an important part in their future success. Indeed, practical benefits could also motivate

students to learn, but intrinsic motivation enabled the effects to last longer (Chen). For example, if a student's goal to learn English is to pass a certain goal, then he or she will not have the motivation to continue studying after the score is given. To sum up, even though students agreed on the fact that intrinsic motivation was more important, both kinds of motivations are equally important and should be both taken into consideration.

Result of Research Question Two: What other outside factors might influence students' motivation in learning English?

For outside factors section, there were three parts, teaching authorities, learning environment, and goal accomplishments. In the first part, most students agreed with the idea that compliments and different teaching methods influence students' motivation. It showed that the efficacy of affiliative drive did exist in the education in both countries, and that matched Dornyei's statement in his research. In the first question regarding praise from higher authorities, 65% of the students in Taiwan agreed on the description, while 54% of those in China did. Despite the fact that Confucian meritocracy were highly praised in China, that did not mean that students had the same views as those from previous generation. The statistics were more dispersed in the third question. While most students in Taiwan choose "agree" with the influence of teachers' feedback (52%), students in China choose "totally agree" (46%) and "neutral" (31%) in this question. Sadler mentioned in his article that students cannot make improvement if they are not equipped with sufficient knowledge and other fundamental concept. That is, the teachers might expect students to have the same knowledge, and thus, assume that they could achieve with the same steps. Sadler then argued that students might misinterpret the feedback from the teacher and later result in negative impact on their learning motivation (Sadler 537).

In the second part and third part of the third section, most students chose "agree" with the statements, except one question about the essentiality of formal and informal classroom. The result showed that 54% of students from China chose "neutral", while 40% of students from Taiwan chose the same option, which were the majority. It showed that students in both China and Taiwan did not really consider formal classroom design necessary. Students might get more motivation in learning English if they are given freedom in the classroom. Formal classroom settings are more teacher-based, and students are more controlled by the teachers. However, in informal classrooms, students are given a sense of autonomy and are able to develop their own thinking. It is suggested that students learn better if they feel like they have control in their own learning (qtd. in Mart).

For the opening question in the second section, many other outside factors were offered by the respondents. For example, students learned English because they wanted to watch movies or drama, travel or study abroad. Also, not only higher authorities, friends and lovers also motivated students to learn English more. Therefore, it showed that students were not influenced by a certain kind of motivation in both countries, and different possibilities that could motivate students in learning English should be taken into concern.

Result of Research Question Three: Do general English education policies in both countries indirectly influence students' motivation in learning English?

In the education policies section, there was a big difference in the students' choice in this section. In the second question, 52% of the students in Taiwan chose "neutral" in this question. However, 31% of the students in China chose "agree", "neutral", and "disagree". Research showed that in non-English speaking countries, how students learn English could be deeply affected by the education policies and

how English were implemented in education systems (qtd. in Huang 46). However, the result showed that students from China have a difference over the statement that English education policy in China actually increase students' motivation in learning English. There are some possibilities to this result. Hu mentioned in his study that several problems still existed in the current English education policy in China. First of all, even though English was introduced as a compulsory subject in the education system, there were still doubts about the efficiency of the language. In order to squeeze the course into the curriculum, other classes, including Mandarin courses, need to be reduced in time. Sometimes, students might need to stay after school for extra learning. This might deprived students not only their time in engaging other activities, but also other subjects as well. Second, adapting a new language into the education system meant a supportive language environment needed to be provided. Besides sufficient teaching materials and teaching faculties, enough exposure to English was also important to create a better language environment. However, creating a totally bilingual learning environment cost lots of money, and so far most of the regions in China had failed to meet the condition. Last was the concern of teacher education. Despite teachers with professional qualification had increased in the past few years, the teaching force is still low. Also, some of the textbooks and curriculum content were out-dated and could not provide students with the newest information (qtd. in Hu 19-20). Besides the problems in the education policy, research also showed that even though English is an important language in economy and education field, the usage in daily life is still restricted. According to Wei and Su's research result, it showed that only 7% of people thought they frequently use English in daily life, and more than half of the participants thought they seldom use it. That might be the reasons that instead depending on the practical of the English education

policy in China, students relied on their motivations and other factors for better learning (qtd. in Boltan and Graddol 7). On the other hand, less percentage of students in Taiwan disagreed on the efficiency of their education policy. It did not mean that the system was perfect, but we could assume that one of the reasons for students to choose the “neutral” in this question might be that their lacking of knowledge in the policy itself. Not all the students were aware of how the education system run in their country; therefore, they might have problems answering this question.

Limitation of the Study

Even though this study provided useful information about views of students' view on motivation in different countries, it could be further improved if the follow could be accomplished. One was that the insufficiency of the participants from China. In the beginning of the research, 30 people from China were expected to be found. However, due to the limitation of time and personal connection, only 13 people were found to fill out the questionnaire. If more time were given, it would be better to find more students from China in other departments for more precise results.

Conclusion

The result indeed shows that students in both China and Taiwan, despite with different English education policies, agree with the idea that motivation is an important factor that influences students in their English learning. General education system might not be useful for every student in both countries; therefore, it is a must for teachers to take all possibilities into concern. Universities in Taiwan have been trying different method in developing students' motivation in language learning. Take National Yunlin University for example, the school acknowledges the necessity of grouping works in language learning. Students in class are required to get into groups and prepare presentations on certain topics. The school believes that language is best

learned through close communication among students, and by providing peer interacting environment, students are able to get motivation in learning with peers (“Curriculum”). University of California, Berkeley also agrees with the benefits of peer learning in improvements of English motivations. The school encourages university students to be the one teaching in the Student Learning Center. Cara Stanley, the supervisor said that sometimes peer learning works better than teacher and student learning. Teaching is a way for student to review what they learned, and cultivate the experience of teaching and responsibility (“Berkeley Student Learning Center”). To sum up, teachers need to understand that students own different personalities, learning ways and habits. Therefore, to motivate students in their learning, teachers need to acknowledge and respect their abilities and give them freedom to develop and adapt themselves to the environment.

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Appendix A

"Questionnaire for students' motivation on English learning"

I. Background Information

- A. Where do you from... (Taiwan or China) 國籍
 B. Age 年齡
 C. Gender 性別

II. Motivations

The followings are questions that related to the English learning motivations.

Please circle the option that best describes your current condition.

以下是有關「學習動力」的問題，請圈出最符合您現在狀態的選項。

A. Extrinsic Motivation (外在動機)

1. I learn English because I want to get good grades (我因為想要得到好成績所以學習英文)
2. I learn English because I want to get a better job (我因為想要得到好工作所以學習英文)
3. I learn English because I want to get rewarded (我因為想要得到獎勵所以學習英文)
4. I learn English because I was told to do so. (我被逼迫所以才學習英文)

B. Intrinsic Motivation (內在動機)

1. I learn English because learning English brings me a sense of achievement. (我因為成就感所以學習英文)
2. I learn English because I am curious about the language (我因為對英文感到好奇所以學習英文)
3. I learn English because I am interesting about the language (我因為對英文有興趣所以學習英文)

Which do you think influence you the most? Extrinsic motivations or Intrinsic motivations? _____

哪個影響你比較重? 外在動機還是內在動機? _____

III. Outside Factors (其他外在因素)

The followings are questions that related to the other factors that might indirectly influence students' motivations on English learning. Please circle the option that best describes your current condition.

以下是有關「可能影響學生動力的其他外在因素」的問題，請圈出最符合您現在狀態的選項。

- A. The roles of higher authorities (重要權威的角色)
1. Compliments from the higher authorities (i.e., teachers or parents)

influences my English learning motivation. (老師和家人的稱讚會影響我學習英文的動力)

2. Different teaching methods influences my English learning motivation. (不同的教學方式會影響我學習英文的動力)
3. The Feedbacks given by the teachers (regardless of positive and negative comments) influences my English learning motivation. (老師在英文教學上給予的反饋(不論好壞)會影響我學習英文的動力)

B. Classroom environment (教室環境)

1. Quiet learning environments improve my English learning motivation rather than noisy one (安靜的環境能增進我念英文的動力)
2. Classrooms with bright light improve my English learning motivation rather than ones with dim light. (光線較佳的教室能增進我念英文的動力)
3. Cooler classrooms improve my English learning motivation rather than warmer ones. (較涼爽的教室能增進我念英文的動力)
4. Learning in formal classrooms improve my English learning motivation rather than learning in informal ones. (布置較為正式的教室能增進我念英文的動力)
5. The fact of being able to express ideas improves my English learning motivation. (能夠表達自己的意見這點能增進我念英文的動力)
6. The fact of being able to feel at ease improves my English learning motivation. (能夠感覺自在這點能增進我念英文的動力)

C. Goal achievement (目標成就)

1. Given certain goals to achieve improves my English learning motivation. (若是被給予特定的目標能增進我念英文的動力)
2. The pressure from achieving goals improves my English learning motivation. (為了達成目標的壓力能增進我念英文的動力)

- Besides the elements mentioned above, do you think that there are other outside factors that influence your English learning?

_____ (Optional)

除了以上所提及的要點以外，您覺得還有會影響英文學習動力的其他外在因素嗎? _____ (自由答題)

IV. Education Policies (教育制度)

The followings are questions that related to the English education policies in both Taiwan and China universities. Here is a brief introduction of the current English learning regulation. Please read it first and circle the option that best describes your current condition.

以下是有關「教育制度」的問題。以下是關於台灣與中國的大學英文教育介

紹，請閱讀後圈出最符合您現在狀態的選項。

For college students in Taiwan, except those major in English related departments, students in college have fewer English classes compared to those in high school. They are required to take compulsory English classes, usually in the first year or second year in college. Many colleges have bench marks that students need to pass certain standard in English proficiency tests. Beside Bench marks, many colleges hire both local and foreign English professors to lecture in courses. At the same time, enroll new students from foreign countries for Bilingualization, as a way to create a better English learning environment.

進入一般台灣大學後，除了英文相關學系外，比起高中時期，大學生上英文課的節數減少了（僅剩必修英文）。許多大學目前積極要求學生必需通過特定程度的英語能力檢定才能畢業。除了設定英檢門檻外，許多大學為了提升學生的英文能力，也投入大筆經費延聘外籍學者、鼓勵本國籍教授以英文授課、廣招外籍學生、建制雙語化標示以營造有利英語學習環境。

In China, college English and be separated into two stages. The first stage is compulsory English courses for non English major students, usually spans for one to two years. The second stage is elective reading courses, as a way to train students to read information related to their majors. College English adapts graded mode (分級教學), the higher bank with more difficult content. Qualifying test will be given in the end of the semester, and only those who passed could be admitted to the next bank. Undergraduates must complete at least bank four, while postgraduates at least bank six in order to graduate.

而中國大學則是分為兩個階段。第一階段是針對非英文相關學系者的必修英文，通常需要一到兩年的時間。第二階段是閱讀選修課程。課程內容主要是訓練學生閱讀各自系上資料的能力。教學採用分級教學，級數越高課程越難。學期末會有檢定，通過者得以升級。大學生必須要至少通過等級四，而研究生要通過等級六才能順利畢業。

A. I agree that different English learning policies influence students' motivation in learning English. (我覺得不同的教育制度會影響我學習英文的動力)

B. I agree that the policy in my country improve my motivation in English learning. (我覺得我自己國家的教育制度會增加我學習英文的動力)

Appendix B

Results of "Questionnaire for students' motivation on English learning"

I. Background Information

A. Where do you from...

	China	Taiwan
Participants	13	40

B. Age

	China	Taiwan
18	2 (15%)	0 (0%)
19	1 (8%)	1 (2%)
20	2 (15%)	11 (28%)
21	3 (23%)	24 (60%)
22	5 (39%)	4 (10%)

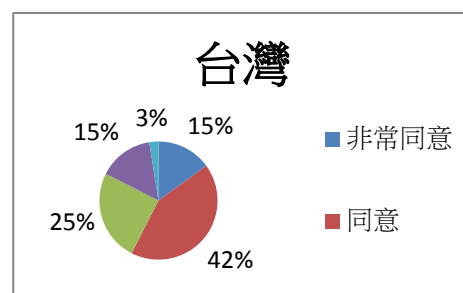
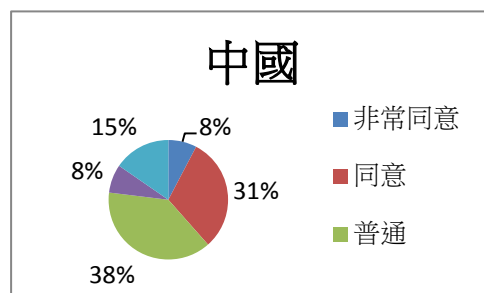
C. Gender

	China	Taiwan
Female	10 (77%)	34 (85%)
Male	3 (23%)	6 (15%)

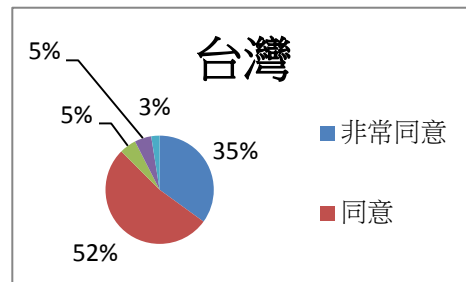
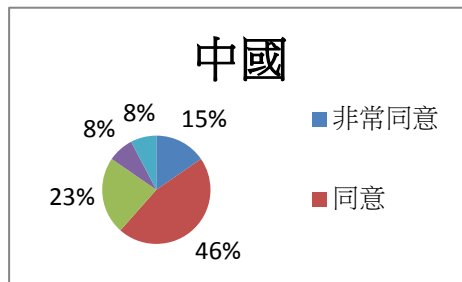
II. Motivations

A. Extrinsic Motivation

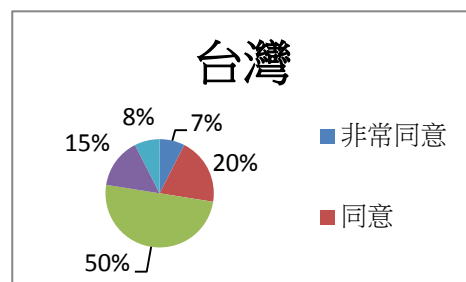
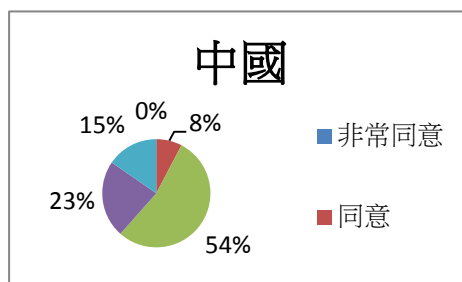
Q2-1-1	China	Taiwan
Strongly agree	1 (8%)	6 (15%)
Agree	5 (38%)	17 (42%)
Neutral	4 (31%)	10 (25%)
Disagree	1 (8%)	6 (15%)
Strongly disagree	2 (15%)	1 (3%)



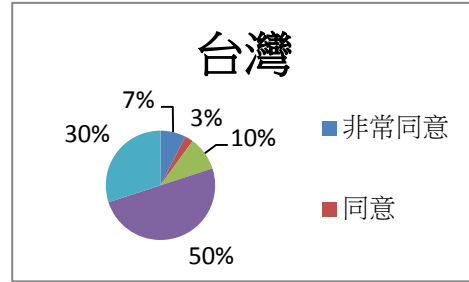
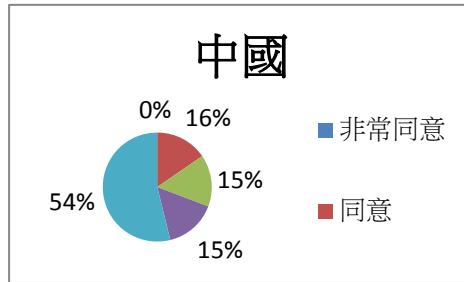
Q2-1-2	China	Taiwan
Strongly agree	2 (15%)	14 (35%)
Agree	6 (46%)	21 (52%)
Neutral	3 (23%)	2 (5%)
Disagree	1 (8%)	2 (5%)
Strongly disagree	1 (8%)	1 (3%)



Q2-1-3	China	Taiwan
Strongly agree	0 (0%)	3 (7%)
Agree	1 (8%)	8 (20%)
Neutral	7 (54%)	20 (50%)
Disagree	3 (23%)	6 (15%)
Strongly disagree	2 (15%)	3 (8%)

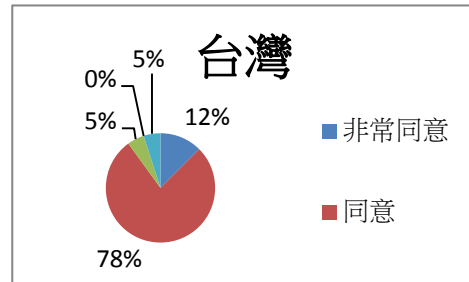
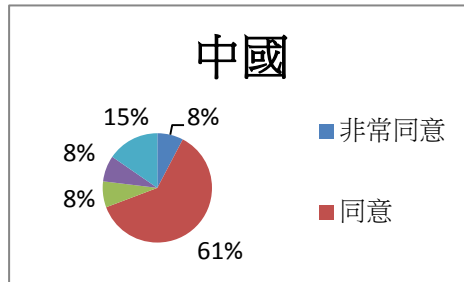


Q2-1-4	China	Taiwan
Strongly agree	0 (0%)	3 (7%)
Agree	2 (16%)	1 (3%)
Neutral	2 (15%)	4 (10%)
Disagree	2 (15%)	20 (50%)
Strongly disagree	7 (54%)	12 (30%)

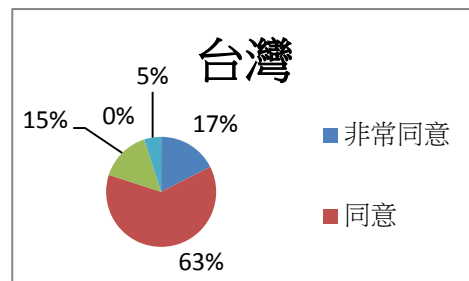
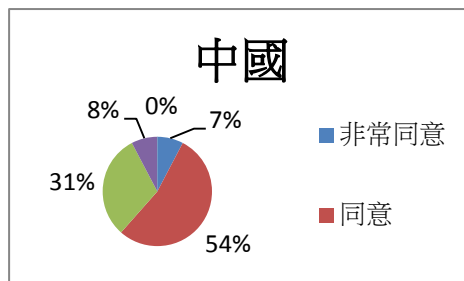


B. Intrinsic Motivation

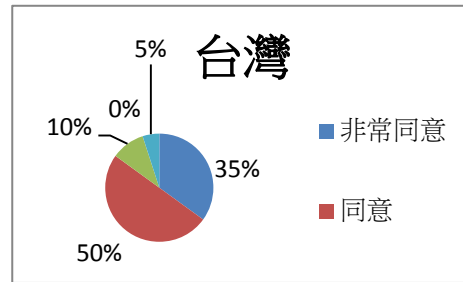
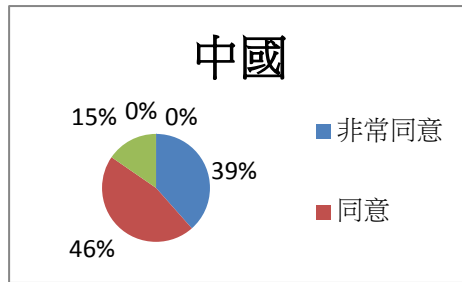
Q2-2-1	China	Taiwan
Strongly agree	1 (8%)	5 (12%)
Agree	8 (61%)	31 (78%)
Neutral	1 (8%)	2 (5%)
Disagree	1 (8%)	0 (0%)
Strongly disagree	2 (15%)	2 (5%)



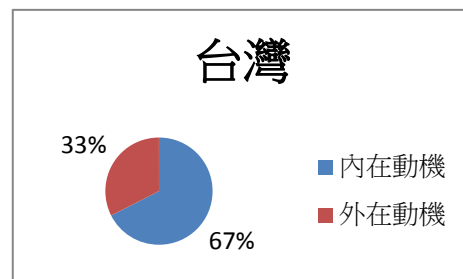
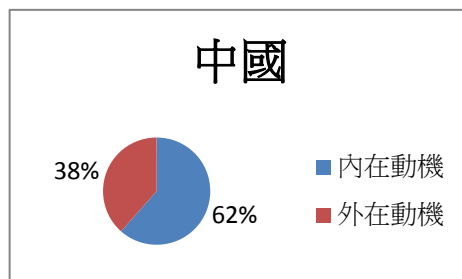
Q2-2-2	China	Taiwan
Strongly agree	1 (7%)	7 (17%)
Agree	7 (54%)	25 (63%)
Neutral	4 (31%)	6 (15%)
Disagree	1 (8%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)



Q2-2-3	China	Taiwan
Strongly agree	5 (39%)	14 (35%)
Agree	6 (46%)	20 (50%)
Neutral	2 (15%)	4 (10%)
Disagree	0 (0%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)



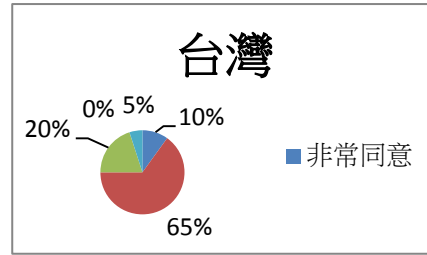
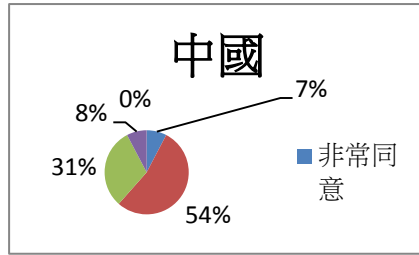
Q2-3	China	Taiwan
Intrinsic Motivation	8 (62%)	27 (67%)
Extrinsic Motivation	5 (38%)	13 (33%)



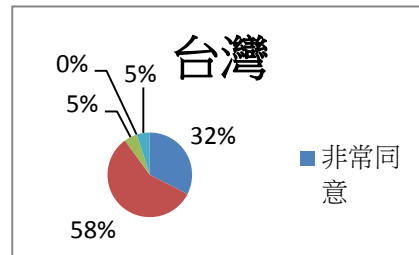
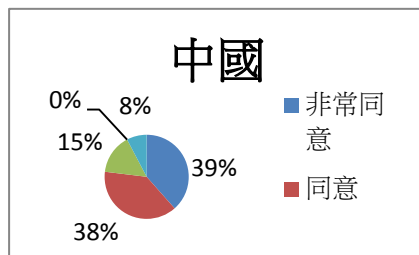
III. Outside Factors

A. The roles of higher authorities

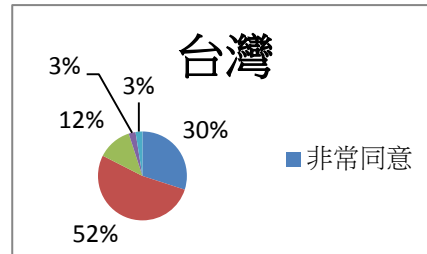
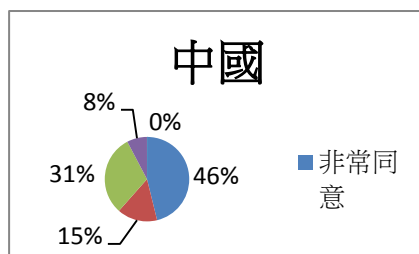
Q3-1-1	China	Taiwan
Strongly agree	1 (7%)	4 (10%)
Agree	7 (54%)	26 (65%)
Neutral	4 (31%)	8 (20%)
Disagree	1 (8%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)



Q3-1-2	China	Taiwan
Strongly agree	5 (39%)	13 (32%)
Agree	5 (38%)	23 (58%)
Neutral	2 (15%)	2 (5%)
Disagree	0 (0%)	0 (0%)
Strongly disagree	1 (8%)	2 (5%)

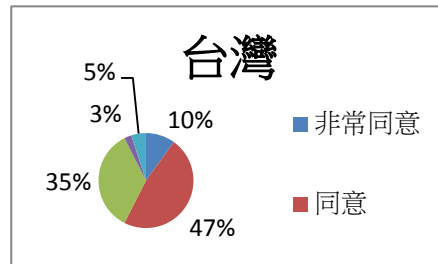
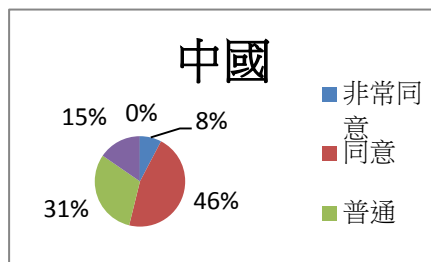


Q3-1-3	China	Taiwan
Strongly agree	6 (46%)	12 (30%)
Agree	2 (15%)	21 (52%)
Neutral	4 (31%)	5 (12%)
Disagree	1 (8%)	1 (3%)
Strongly disagree	0 (0%)	1 (3%)

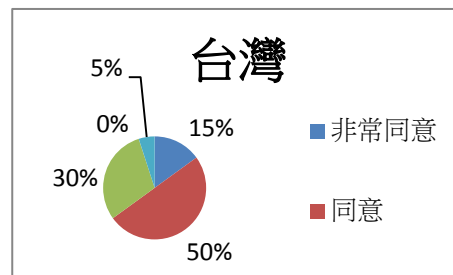
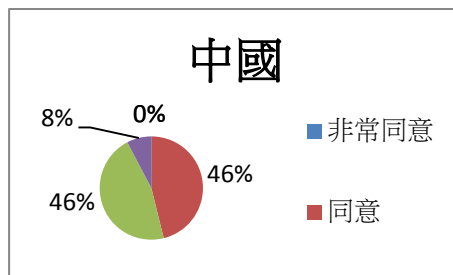


B. Classroom environment

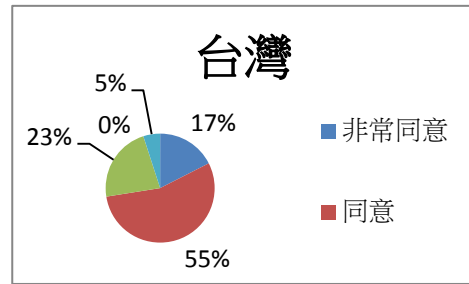
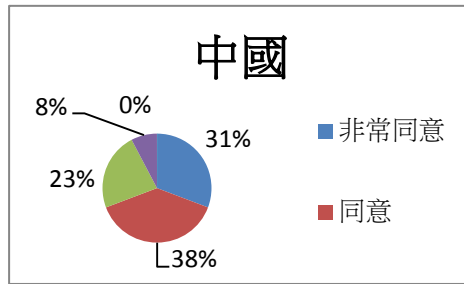
Q3-2-1	China	Taiwan
Strongly agree	1 (8%)	4 (10%)
Agree	6 (46%)	19 (47%)
Neutral	4 (31%)	14 (35%)
Disagree	2 (15%)	1 (3%)
Strongly disagree	0 (0%)	2 (5%)



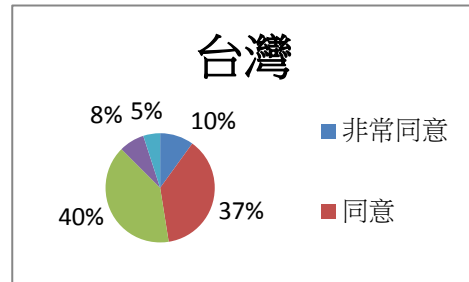
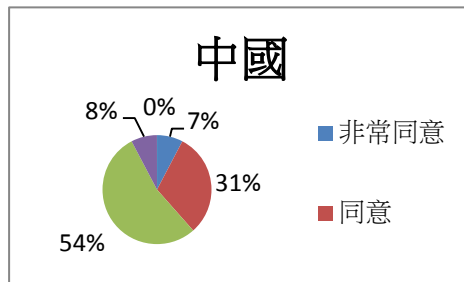
Q3-2-2	China	Taiwan
Strongly agree	0 (0%)	6 (15%)
Agree	6 (46%)	20 (50%)
Neutral	6 (46%)	12 (30%)
Disagree	1 (8%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)



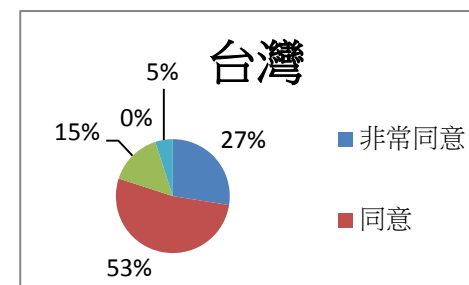
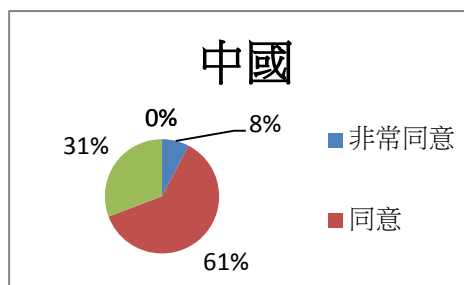
Q3-2-3	China	Taiwan
Strongly agree	4 (31%)	7 (17%)
Agree	5 (38%)	22 (55%)
Neutral	3 (23%)	9 (23%)
Disagree	1 (8%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)



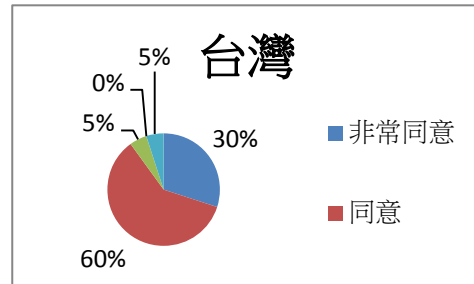
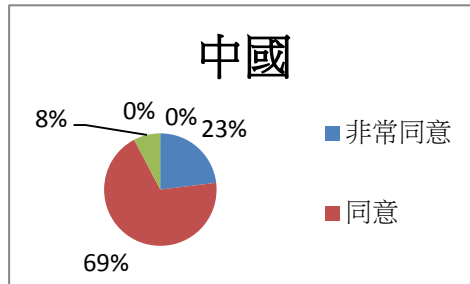
Q3-2-4	China	Taiwan
Strongly agree	1 (7%)	4 (10%)
Agree	4 (31%)	15 (37%)
Neutral	7 (54%)	16 (40%)
Disagree	1 (8%)	3 (8%)
Strongly disagree	0 (0%)	2 (5%)



Q3-2-5	China	Taiwan
Strongly agree	1 (8%)	11 (27%)
Agree	8 (61%)	21 (53%)
Neutral	4 (31%)	6 (15%)
Disagree	0 (0%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)

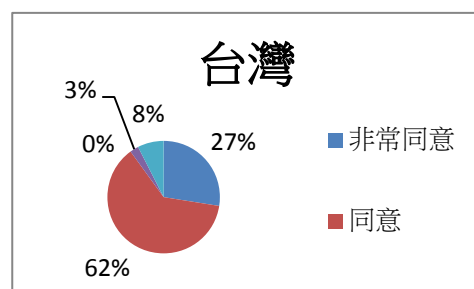
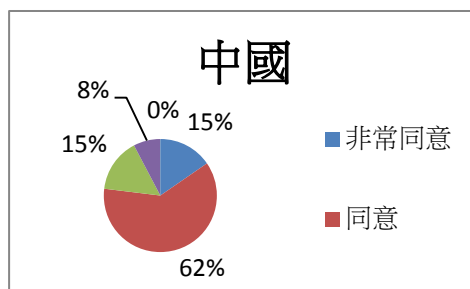


Q3-2-6	China	Taiwan
Strongly agree	3 (23%)	12 (30%)
Agree	9 (69%)	24 (60%)
Neutral	1 (8%)	2 (5%)
Disagree	0 (0%)	0 (0%)
Strongly disagree	0 (0%)	2 (5%)

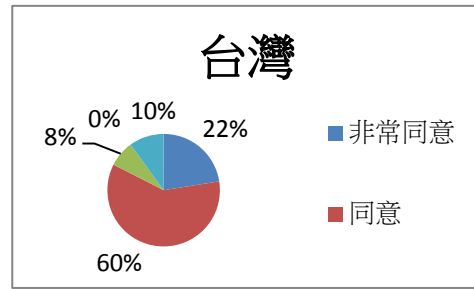
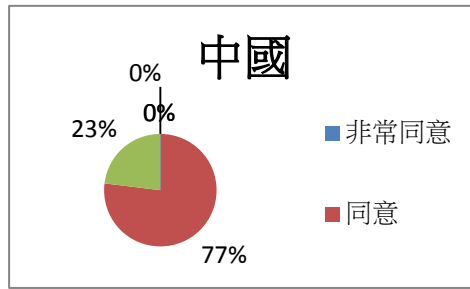


C. Goal achievement

Q3-3-1	China	Taiwan
Strongly agree	2 (15%)	11 (27%)
Agree	8 (62%)	25 (62%)
Neutral	2 (15%)	0 (0%)
Disagree	1 (8%)	1 (3%)
Strongly disagree	0 (0%)	3 (8%)

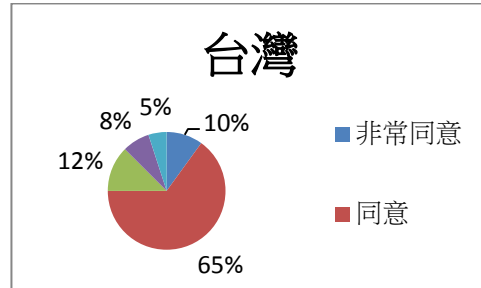
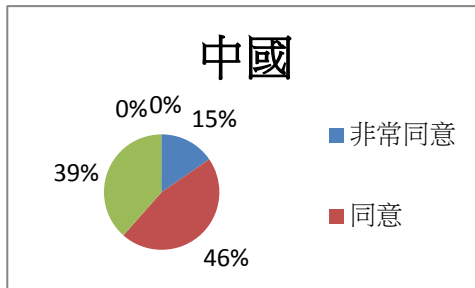


Q3-3-2	China	Taiwan
Strongly agree	0 (0%)	9 (22%)
Agree	10 (77%)	24 (60%)
Neutral	3 (23%)	3 (8%)
Disagree	0 (0%)	0 (0%)
Strongly disagree	0 (0%)	4 (10%)



IV. Education Policies

Q4-1	China	Taiwan
Strongly agree	2 (15%)	4 (10%)
Agree	6 (46%)	26 (65%)
Neutral	5 (39%)	5 (12%)
Disagree	0 (0%)	3 (8%)
Strongly disagree	0 (0%)	2 (5%)



Q4-2	China	Taiwan
Strongly agree	1 (7%)	1 (2%)
Agree	4 (31%)	8 (20%)
Neutral	4 (31%)	21 (52%)
Disagree	4 (31%)	7 (18%)
Strongly disagree	0 (0%)	3 (8%)

