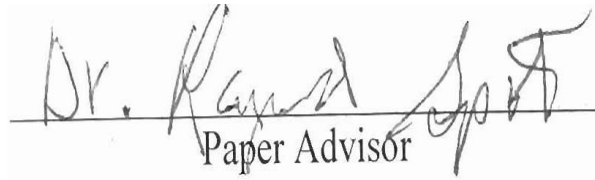


Is There a Relationship Between Learning Motivation and Spoken English?

  
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IS THERE A RELATIONSHIP BETWEEN LEARNING MOTIVATION  
AND SPOKEN ENGLISH?

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## ABSTRACT

### IS THERE A RELATIONSHIP BETWEEN LEARNING MOTIVATION AND SPOKEN ENGLISH

Under the Supervision of *Raymond Spoto*

#### Statement of Problem

The problem presented in this paper is to identify what is the relationship between the learning motivation and spoken English.

#### Methods and Procedures

A brief review of literature from previous research on learning motivation and spoken English will be conducted. A second review of literature relating to research, studies of learning motivation, spoken English and their relationship in terms of second language acquisition will be conducted. The author will also design a questionnaire and interview to find more results. The findings will be summarized and recommendations will be made.

#### Summary of Results

Through a review of the literature, it is obvious that most research conducted on the effect of motivation on English learning is significant. Of all the theoretical framework on learning motivation, Gardner's motivation theory (1985) of classifying learning motivation into integrative motivation and instrumental motivation in his Socio-Educational Model is one of the most influential theories in second language acquisition. Based on the research results and theoretical frameworks of the previous studies in this area, this paper carries out research on the types of motivation and the

correlation between motivation factors of English majors and their acquisition of skills in spoken English in the Wuhan Professional College for Social Work. Through a review of the literature and the research, it becomes evident that the motivation models for these learners are a mixture of integrative and instrumental motivation; integrative motivation is in the dominant position. Among the three motivation factors, motivation intensity has proven to be the most significant one because it has a strong positive correlation with oral learning outcomes.

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## CHAPTER 1

### INTRODUCTION

Second-language (L2) learning is a long-term complex process, which involves various factors. For several decades, many researchers have recognized that motivation is one of the most important factors that contributes to the success of L2 learning. It is easy to assume that motivation plays a role in any specific language skill. However, there is no research on the relationship between learning motivation and spoken English.

Today, with the increasing importance attached to spoken English ability, it is necessary to enrich research in this area to guide spoken English learning and teaching. As a result, this article will focus on the motivation of English majors in Spoken English learning, an indispensable aspect of proficiency in L2 learning, and it aims at finding out the answer to how the motivation of English majors affects their oral English learning outcomes in the Chinese context. Previous research on motivation and spoken English are first reviewed in the first part of this paper, and in the second part, an investigation is presented to proceed with this study. In the third part of the study, the author will try to analyze the findings and draw a conclusion of the investigation. It is hoped that some constructive suggestions can be made for oral English learning and teaching by the end of this study.

### Statement of Problem

The problem presented in this paper is to identify what is the relationship between learning motivation and spoken English. Learning motivation is one of the most significant factors in second-language acquisition, and it is also expected to be one of the key influential factors of spoken English learning. Also, another objective is to discover whether enhancing a learner's motivation could improve oral English Learning.

### Definition of Terms

**Motivation.** An internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. (*Kleinginna, 1981*).

**L2.** A second language (L2) is any language learned after the first language or mother tongue (L1). Some languages, often called auxiliary languages, are used primarily as second languages or lingua francas. (<http://en.wikipedia.org>)

### Purpose of the Research

Learning motivation is one of the most significant factors in second - language acquisition, and it is also expected to be one of the key influential factors of spoken English learning. However, there is no research on the correlation between English learning motivation and spoken English outcomes. With the increasing emphasis attached to oral English today, it is necessary to enrich studies in this area. The purpose of this research paper is to find out the answer to how the motivation of English majors affects their oral English learning

outcomes in the Chinese context. Also, another purpose is to discover to what extent English learners can improve oral English learning by enhancing a learner's motivation intensity.

#### Significance of the Problem

Second-language (L2) learning is a long-term complex process, which involves various factors. For several decades, many researchers have recognized that motivation is one of the most important critical factors that contribute to the success of L2 learning. It is easy to assume that motivation plays a role in any specific language skill. However, there is no research on the relationship between learning motivation and spoken English. So the study of the relationship between learning motivation and spoken English is of great importance.

Today, with the increasing importance attached to spoken English ability, it is necessary to develop research in this area to guide spoken English learning and teaching.

#### Assumptions

For the purpose of this paper, it is assumed that all research and review of the current literature is accurately reported. It is also assumed that the literature will make recommendations on how best to use the research available.

#### Delimitations of the Research

The research has utilized the articles in the Karrmann Library at the University of Wisconsin-Platteville. Meanwhile, the questionnaire and interview were conducted in Wuhan Professional College, over a ninety (90) day period. Primary searches were conducted via the Internet through EBSCO host with

ERIC and PsycINFO as the primary sources. Key search topics included “learning motivation and spoken information” and “types of learning motivation”.

#### Method

A brief review of literature on the previous research on motivation and spoken English will be conducted. A second review of literature relating to research, studies of learning motivation, spoken English and their relationship in terms of second language acquisition will be conducted. The author will also design a questionnaire and interview to find more results. The findings will be summarized and recommendations will be made.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### Previous Research on Motivation

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. In educational psychology, motivation is believed to have the following three major functions: 1) Stimulating actions, to evoke certain action to occur; 2) Orientating actions, to give direction to the action; 3) Maintaining actions, to provide necessary strength for certain action until it is finished (Weiner, 2000).

Motivation is extremely important for the L2/FL learning, and it is crucial to understand what a learner's motivation is. There has been a great deal of research on the role of motivation in L2 learning. The general findings on motivation reveal that it is related with success in L2 learning (Gardner, 1985). Motivation of learning L2 on foreign language acquisition influences: how often the students use L2/FL strategies (qtd. in Jia Jiong, 2004), how much input they receive when language is being learned, how well they do in curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain the L2/FL skills after language learning is over. According to the psychology textbooks, the definitions of motivation reflect the general consensus that motivation is an internal state or condition (sometimes

described as a need, desire, or want) that serves to activate or energize behavior and give it direction (see Kleinginna and Kleinginna, 1981).

In the field of L2 learning, motivation is a complex term. Various definitions of motivation have been put forward in the past decades of research:

- Motivation is the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1989);
- Motivation, as Richards (see Kleinginna 1981: 298) defined, is “the factor that determine a person’s desire to do something”;
- In terms of the consistent correlation between motivation and successful learning, Dörnyei (1998: 203) defines motivation in this way: “L2 motivation is one of the most important factors that determines 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 Gardner’s Socio-Educational Model, motivation is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”.

No matter how motivation is defined, the definition is closely related to its functions with regards to an individual’s behaviour, and it becomes more precise as more research on motivation is conducted.

Because of the important role of motivation in L2 learning, many studies on it have been carried out during the past decades. One of them, a twelve-year extensive study on how motivation affected language learning success in Canada, several parts of the United States and the Philippines, was conducted by Gardner

and Lambert before 1972. They identified two types of motivation: integrative and instrumental motivation. The former refers to acquiring a language in order to integrate it into the culture of L2 group and become involved in that social context. Integrative motivation can be contrasted with the latter, which refers to learning a language to achieve practical goals: furthering a career, attaining course credit, and reading technical materials. In this research, Gardner and Lambert also suggested that integrative motivation overall occurred with higher scores in L2 proficiency test, which meant integrative motivation was seen as a more powerful prerequisite for success in L2 learning than instrumental motivation. However, in the 1980's their claim was challenged by some research, such as Clément and Kruidenier's (Noels, Pelletier, Clément & Vallerand, 2000). In their research on French and English high school students of Spanish, English, and French, in unilingual and multilingual contexts, they discovered that only in multicultural contexts among members of an obviously prominent group did integrative motivation emerge. Another researcher, Ely (Ellis, 1994/1999) found in his investigation that both strong integrative and instrumental motivations were identified. In later research, Gardner and his associate (1991) also acknowledged that both integrative and instrumental motivation facilitated L2 learning. Brown (2000) concludes that both integrative and instrumental motivations for L2 learning are not necessarily mutually exclusive. In most learning situations learners involve a mixture of both. As for the extent to which either of them is intensified, it varies according to the specific context.

### Previous Research on Spoken English

The process of L2/FL production and L2/FL production ability have been the focus of research in the fields of psychological linguistics, cognitive linguistics and L2/FL acquisition, but research on L2 language learners' speaking competence is rather insufficient at home and abroad because oral materials are much more inconvenient and difficult to collect, record and analyze than written ones. However, since 1995 there has been research on English speaking emerging in China. There have been some fruitful outcomes which are influential to L2/FL acquisition study in recent years.

Research on L2/FL language speaking during the last fifteen years mainly focused on the following four parts: 1) theory of L2/FL speaking; 2) empirical studies on L2/FL speaking; 3) L2/FL speaking testing, and 4) L2/FL speaking instruction.

Research outcomes boil down to four major aspects: 1) establishing a theoretical framework of L2/FL speaking development of Chinese learners; 2) investigating the manifestations and regular patterns of L2/FL speaking of Chinese learners; 3) seeking effective forms and methods of L2 speaking testing and evaluation; 4) improving L2 speaking instruction.

Two theoretical outcomes on L2 speaking have been reached:

- 1) Based on the current research on L2/FL speaking in other countries, Chinese researchers have established a L2 speaking development mold of Chinese learners, In this mold, all internal and external factors related to L2/FL speaking development, including learning experience, learning environment,

attitudes, motivation, learning strategies, linguistic knowledge, language level, inputs and outputs are put in a systematic frame and analyzed comprehensively to find out the intricate correlation between each other. This L2/FL speaking development mold provides a strong theoretical basis for research on speaking fluency.

- 2) Through a large scale of theoretical and practical standard research on the validity of L2/FL testing on speaking, an effective L2/FL speaking evaluation system for college students has been established in China, including CET4, CET6, TEM4 and TEM8 speaking proficiency tests. The system is also largely used in China's education evaluation system. (Wang lifei, 2004)

Research on L2/FL speaking instruction is carried out to improve teaching methods and the quality of teaching outcomes. There are many problems existing in the L2/FL teaching of speaking, such as inadequacy of faculty, teaching materials, facilities and the lack of cultural awareness on the students' part. Constructive suggestions, such as the communicative approach, 4/3/2 speaking practicing approach, teaching in a multimedia-equipped classroom and improving a student's language ability along with other speaking skills, are put forward by the researchers to improve classroom teaching.

Despite the strides made in L2/FL speaking research, studies are still to be extended and furthered to develop a better guide L2/FL speaking learning and teaching.

## CHAPTER 3

### RESEARCH DESIGN

The present study aims at discovering answers to the following research questions:

- (1) What types of motivation do English majors have?
- (2) What are the differences between successful oral English learners and unsuccessful ones in motivation types, attitudes towards learning English and motivational intensity?
- (3) What is the correlation between motivation factors and spoken English proficiency?

In the attempt to distinguish the motivation type of English majors, we adopt the classification of Gardner's integrative and instrumental motivation. When analyzing the correlation between spoken English achievement and motivation, motivation is broken down into three elements, namely, motivation intensity, the desire to learn English and the attitudes towards learning English. Effort refers to the time spent studying the language and the drive of the learners; desire indicates how much the learner wants to become proficient in the language; attitude illustrates the learner's emotional reactions with regard to language study.

#### Subjects

All the 20 subjects of English learners are fourth-year students of English Majors from a non-key college of Wuhan Professional College for Social Work, whose age ranges from 24 to 21. The number of female students greatly surpasses that of male students, with only four (20%) of them being male students, which is

a common phenomenon in an English class. Most of them began to learn English when they were 11 or 12 years old.

Unlike students of other majors, these students have achieved a relatively high level of English proficiency. They obtained high scores in the college entrance examination, ranging from 130 to 90, and all of them have passed TEM4. They have a relatively high degree of learning motivation since most of them enrolled themselves as English majors and pursued further achievement of English proficiency without the intervention of parents and schools. Their English study is rather intensive, since their daily learning tasks range from basic language skills, including reading, writing, listening and speaking, to literature and culture. They have all taken formal oral English classes and they have achieved a relatively stable level of speaking proficiency.

#### Measuring Instrument

In this study, the constructed data are gathered through scaling and questionnaires. The scores of spoken English for students are taken from the results of an oral English test. The questionnaires and scale are designed to find out the types of English learning motivation, how much effort students spend on English learning, their attitudes towards English learning and their desires to learn English; the test is designed and carried out to test the level of the students' speaking proficiency.

The scale consists of two parts. The first part is the modified English learning motivation questionnaire designed by the author according to the Attitude/Motivation Test Battery: Technical Report (see Qing Aihua 2003) by

R.C. Gardner and the English learning motivation questionnaires designed by Qing Aihua (2003), which is used to investigate students in a vocational academy in Hunan province.

The second part is an oral English test achievement list. To keep the reliability, the test adopts the form of one of the most popular authorities on English speaking tests (CET6, TEM8)—interview. The test content is modified on the basis of those applied in these tests. The test consists of two parts: in part one a topic is given 15 minutes ahead of time and a mini talk is expected to be delivered on the topic; in part two, a specific situation is provided and a response in appropriate language is expected right after the situation is clearly explained. This is also known as role playing. Linguistic competence such as organization, expression, accuracy and fluency are tested in part one, while in part two, appropriateness is mainly tested. Mini speech and role playing are two usual ways of testing the level of the English speaking proficiency of intermediate and advanced English learners. Carried out in the form of face-to-face interviews, a real situation of communication is offered, which is of great importance when communication competence is emphasized in speaking-proficiency testing.

For the assessing of the test, an analytic approach and a holistic approach are used. The analytic approach, unlike the holistic approach, in which the interviewees' performance is evaluated in an overall sense, breaks down the performance into several parts to which a score is given respectively. The final score is the total score of each part. Compared with the holistic approach, the analytic approach is more precise and authentic. In formal standard tests, for

example, the speaking test of Cambridge, both the analytic approach and the holistic approach are applied to avoid distinct deviations and bias on the assessor's part. In the speaking test carried out in this investigation five independent parts, i.e., pronunciation, intonation, vocabulary, fluency and comprehension are assessed respectively, which is a prevailing and authoritative grading criteria put forward by FIS (Foreign Service Institute). In addition, the assessing criteria for grading on the perspectives of accuracy and range, size and discourse management, flexibility and appropriateness are also adopted, which are the criteria used in CET-SET. The assessing delegation is made up of three members, two of which are lecturers with several years of teaching experience and the other one is the author herself, a fourth-year English major. To avoid errors on assessing, all of the three assessors have reached an agreement on the assessing criteria and they have been fully informed of the assessing criteria beforehand. Also, interviews and assessing are isolated as two separated parts with all the interviews MP3-recorded for later evaluation to avoid distractions in either section.

#### Data Collecting

The questionnaires were distributed to each student by the author in the second semester of their junior year. Clarification was made beforehand that there were no right or wrong answers, and that the students were only required to choose the statements that match their own situation or opinions. The author also explained to the students the purpose of scaling, and the direction for filling the scale before she handed out the questionnaires. Students were asked to write their

names and other relevant information on the paper. Altogether, 20 questionnaires were distributed and 20 were returned, including two on which some information was missing. However, by requiring the students to complete the information, finally 20, or namely 100% of the questionnaires were actually used in the investigation.

The oral test mark of each student was the average mark of the scores given by the three assessors and each assessor gave two marks, one of which is the overall impression mark and the other is the mark gathered by the analytical approach.

## CHAPTER 4

## DATA ANALYSIS AND DISCUSSION

Motivation Types of the Subjects

Each student's marks on the questionnaires, oral tests and other relevant information are recorded in the scale. Data were input and processed in the computer in the forms of Excel. In this process the data of the students were divided into two parts. Data in the first part revealed the motivation type of the subjects. Data in the second part are for the analysis of the correlation between the subjects' oral English achievement and their motivation intensity, desire and attitudes. The alternative responses from "strongly disagree" to "strongly agree" were transferred into 1,2,3,4,5; the last five items in the attitudes towards Learning English were transformed into 5,4,3,2,1 from "strongly disagree" to "strongly agree", and the multiple choices A,B,C and D are transformed into their correspondent scores(See Appendix).

**Table 1** Statistics of two types of motivation

Type of Motivation	Minimum	Means	Maximum	Rate(mean/max)	Standard Deviation
Integrative Motivation	5	13.6	20	68%	6.358

Instrumental Motivation	8	15.75	40	39.375%	9.671
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Frequency distribution, mean and standard deviation are used to show the tendency of motivation type of the students.

Correlation coefficients are calculated to demonstrate the correlation between oral English ability and motivation intensity, desire of learning English and attitudes towards learning English.

In the processing of learner motivation types, data were dealt respectively in two groups (group A integrative motivation, group B instrumental motivation) so as to have a comparison of tendency between the two types of motivations. In Table 2 and 3 students are classified into several intervals according to the scores they got on each type of motivation. In the questionnaires, 5 items are statements of integrative motivation, while 8 are instrumental.

As is shown in Table 1, the highest and the lowest possible scores of integrative motivation and instrumental motivation is 20, 5 and 40, 8 respectively. From two figures in Table 3—13.6(mean) and 68 %( rate) we can draw an obvious conclusion that the subjects' learning motivation is mainly of integrative type. On the contrary, 15.75 and 39.375% show that students do not tend to be of the instrumental type.

The conclusion can be further explained in Table 2 and 3. It shows in Table 2 that 35% of the 20 student learning motivations obviously belong to the integrative motivation type since they score 15 or more than 15, and 15 indicates

each statement of integrative motivation is “agreed”, (15=3 point \*5 item). (See Appendix) 65% have a tendency of integrative motivation and nearly every one is integratively motivated since no one scores under 10(10=2\*5). In Table 2 we see that no one scores above 24 (24=3\*8), which is an indicator of a strong degree of instrumental motivation. 50% have a slight tendency of instrumental motivation. Thus we can draw a conclusion that the 20 student have both integrative motivation and instrumental motivation; however, integrative motivation is in the dominant place. Also, it is revealed that students who show strong integrative motivation have a relatively low degree of instrumental motivation and vice versa.

**Table 2:** *Statistics of integrative motivation*

Integrative Motivation				
Class Interval	Frequency	Percentage	Cumulative Frequencies	Percentile
19-15	7	35%		35%
14-10	13	65%	20	100%
Under10	0	0	20	100%

**Table 3:** *Statistics of instrumental motivation*

Instrumental Motivation				
Class Interval	Frequency	Percentage	Cumulative Frequencies	Percentile
Above24	0	0	0	0
23-16	10	50%	10	50%

15-12	10	50%	20	100%
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From Table 4 we can see that students have a considerably high degree of motivation intensity, a desire to learn English and positive attitudes towards English learning because the mean items go high up to 48.15, 20.5, 41.2 respectively, accounting for 75.23%, 58.42% and 82.40% of their possible highest scores. It is reasonable considering the fact that a great majority of the students made their own decisions to enroll as English majors instead of the other majors. Thus, they should have a stronger orientation for studying English.

#### Relationship between Motivation Factors and Speaking Test Marks

**Table 4:** *Statistics of motivation factors*

Motivation factors	in	Mean	Max	Rate	S.D
Motivation intensity	16	48.15	64	75.23%	0.7838
Desire	8	20.5	24	85.42%	0.3246
Attitudes	10	41.2	50	82.40%	0.3114

**Table 5:** *Statistics of correlation between motivation factors and oral test mark*

Motivation factors	r
Motivation intensity	0.726
Desire	0.311
Attitudes	0.294

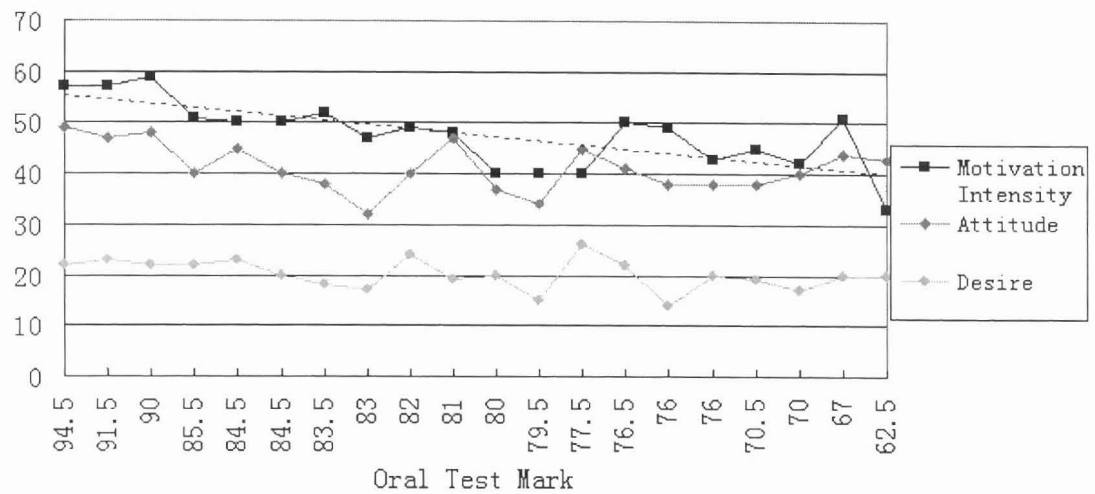
As for the correlation between oral English ability and motivation intensity, the desire to learn English and attitudes towards English learning, a

certain correlation is found. Motivation intensity is the most closely related factor to oral English achievement, showing a high correlation coefficient of 0.726. The correlation coefficient of oral ability and desire to learn English ranks second, scoring 0.311, and the one related to attitudes ranks third, 0.294. Therefore, we can say that motivation intensity is the most important factor in motivation with regard to learning the oral learning outcomes. It is easy to explain it. Motivation, unlike the other two factors that show only the emotional state of the language learners, manifest the actual efforts put into the studying activity. It is effort rather than the mental state that eventually yields the product. This is especially true in the case of spoken English learning which requires constant practice. The correlation between all three factors and the oral outcomes prove to be positive. That is, the higher the degree of these factors, the more successful the oral English outcomes may be. Although the correlation coefficient related to desire and attitudes is not sufficient to prove an important relationship with the oral English outcomes correlation within these three factors, it is believed to exist and it is expected to be proved in a later study.

Since a high degree of motivation exists in most learners, it is hard to explain how the differences of motivation affected the oral English achievement. We can see clearly from Chart 1 that students with a low oral English ability can have the similar motivation degree with those who achieve favorable or even high oral English ability. The high oral English achievers are not necessarily higher motivated than the low achievers. However, a mild tendency of increase may be attributed to motivation factors, especially to motivation intensity and learning

desire when oral English test scores increase as a whole. Now, we can draw a conclusion that there obviously is a correlation between motivation factors and oral English outcomes; motivation intensity and oral outcomes are closely correlated, i.e., the more intensive the motivation is, the more successful the oral English achievement will turn out; considering that most students we have studied have a rather high degree of motivation, the slight deviation of motivation will not cause distinct differences on their oral English achievement. In this case, we would expect to find explanations in other related factors, such as personality, language aptitude, anxiety, etc. Take the student who scores 67 for example. Despite the fact that he scores as one of the lowest among the 20 student studied, he shows a rather high degree of motivation, almost the same with the high achievers. The situation is that this student is an obvious introvert, and there is evidence to show that extroverted Learners are more advantaged in the development of language associated with basic interpersonal communication skills than introverted learners. Also, this student has an innate problem of not being able to pronounce certain sounds appropriately, which definitely has a negative influence on his spoken English.

**Chart 1:** *Statistics of correlation between motivation factors and test marks*



To the question of which type of motivation predicts more successful oral learning outcomes, there is no plain answer either. Although in these students whose integrative motivation is found to be in a dominant position, their motivation types are mixed ones, which jointly produce the learning outcomes. In chart 1 we can see that 2 students out of the 8 who scored above 80 in the oral test have strong instrumental motivation, the other 6 students are highly interactively motivated. Students who got low scores below 70 are also typical learners of integrative motivation. Thus, both integrative motivation and instrumental motivations can lead to successful oral learning outcomes.

As typical English learners have intense English study, it's reasonable that English majors have more motivation compared with other learners and most of them belong to the mixed motivation type. They are interested in being involved in the English language community and in English itself, whereas, in a place that is far away from the target language, practical goals can also work for these

learners. Integrative motivation is found to be in the dominant position among these English majors, especially for the high achievers. Integrative motivation, characterized by the intrinsic nature of the learning activities, such as interest, provides an inner drive for the learning actions, and it is more likely to last longer. Moreover, perseverance is also crucial to a long-term process of language acquisition. Also, as typical English learners, there is something different from others. That is the high degree of motivation which contributes a lot to the learning outcomes. Among the three motivation factors, motivation intensity, as the one that actually enforces the learning activity, is proved to be the most important factor that influences the oral learning outcomes. That is, the higher the motivation intensity, the more successful the spoken English outcomes are. However, when motivation reaches a relatively high degree it does not necessarily lead to a corresponding difference in the learning outcomes. In other words, both high achievers and low achievers can have a similar motivation degree that does not differ much. To explore the real causes of deviation of learning outcomes other relevant factors should be taken into account. Nevertheless, the motivation investigated in this study is the motivation to learn English, not the motivation to learn oral English. There is surely a difference between these two definitions. A closer correlation might be easier to find between the writing and the oral outcomes.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

After the investigation, the answers are found to the questions raised previously: the learning motivation type for English majors is a mixture of integrative motivation and instrumental motivation; integrative motivation is in the dominant place; For English majors, both instrumental motivation and integrative motivation can lead to successful oral learning outcomes; English majors have a high degree of motivation, which is significant for oral learning achievement. The strength of motivation, especially motivation intensity has an obvious positive correlation with the oral learning outcomes. The findings are found to be in line with Gardner's assertion that integrative motivation is a more powerful predictor in a formal learning situation than instrumental motivation. Whereas instrumental motivation emerges as a significant factor in some studies, integrative motivation has been found to be invariably related to L2 language achievement.

To improve oral English learning, we should make the language learning process a more motivating experience. Instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short-term goals. At the university level this may include activities which may help to motivate students to improve their target language proficiency, such as the speaking competition, a drama show or an "English Conner". Teachers need to create interesting lessons in which the student's attention is

maintained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas.

Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Research in the area suggests L2 achievement strongly affects learner motivation. The use of an interesting text can also help to increase the motivation level of students in the classroom. It is important for the instructor to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures. Also, students should be cooperative and self-conscious in the teaching process to ensure better learning outcomes.

Finally, it should be pointed out that, although this study was carried out in a down-to-earth approach and through careful calculation, there are still some inevitable limitations. First of all, the population that was studied is not wide enough to draw a firm conclusion. Chances of coincidence are not limited to a relatively small level so as not to affect the credibility of the investigation. Secondly, oral English testing in this investigation, like other tests, even the authoritative ones, do not necessarily show the test takers' real oral English ability. Thirdly, other factors which were not taken into consideration, but that have a close relation to the oral English achievement, can affect the findings to a

certain extent. This study is a tentative observation and it certainly turns out to be very helpful for the author continues her study. It is hoped that more credible findings can be found in future studies.

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## Appendix

### 关于英语专业学生学习动机调查表

姓名： 年龄： 性别 父母受教育程度： 高考成绩（英语）：  
口语成绩： 性格：内 / 外向性格

请按照您的真实情况回答下面问题。

选项没有正确和错误之分。

感谢您的参与！

#### 第一部分 动机类型调查

A 不同意 B 会有这样的看法 C 同意 D 完全同意

我学习英语是因为：

- 1 喜欢这门语言，运用这门语言是一种乐趣很满足（ ）
- 2 对说英语国家（人文，历史，地理）感兴趣，想了解（ ）
- 3 我学习英语的主要目的是通过大学英语等级考试，拿到毕业文凭（ ）
- 4 觉得是社会发展的要求和自我发展的需要（ ）
- 5 我学习英语是为了出国留学，跨国婚姻或移民等（ ）
- 6 对英文歌曲或电影的爱好使我对英语产生很大的兴趣（ ）
- 7 家人的要求，为了不与家人发生冲突，不辜负家人的期望（ ）
- 8 学好英语很重要，因为它是当今社会非常有用的交流工具（ ）
- 9 讲一口流利的英语，是教育程度和修养的象征（ ）
- 10 因为我觉得英语是一门很优美的语言（ ）
- 11 我对语言学习有特别的爱好（ ）
- 12 为以后阅读科技文献的需要（ ）
- 13 学英语是为了考研究生或读博（ ）

#### 第二部分 动机强度调查

- 1 在我的英语学习过程中，我除了学习课本知识，我通常（ ）
  - A 尽可能涉猎课外知识，如看报纸、书、报名培训班等
  - B 偶尔看看书和报纸，补充下课外知识
  - C 只学课本知识
  - D 就算是课本内容也不想学
- 2 当我看到英语读物，我会（ ）
  - A 如果是喜欢的或是有必要阅读的就会迫不及待地想得到，并开始阅读
  - B 我会到图书馆阅读
  - C 偶尔看看，一般不会买，也很少会去图书馆找来看
  - D 不去管它
- 3 除去上课时间，我平均每周花在英语学习上的时间为（ ）
  - A 10 小时以上
  - B 4-7 小时
  - C 2-4 小时
  - D 少于 2 小时
- 4 如果有与英语相关的活动，如英语讲座，在多数情况下（ ）

- A 尽可能每次都参加
- B 经常参加
- C 偶尔参加
- D 从不参加

- 5 如果我过了专业八级，我 ( )
- A 继续学英语，争取达到更高的水平
  - B 马上考虑开始准备其他英语考试
  - C 在下次参加英语考试前再复习一下英语
  - D 不会再学英语了

- 6 大学毕业后，我会
- A 坚持不懈地学英语
  - B 参加一些英语学习班
  - C 基本上不看英语书
  - D 有考试才会学英语

- 7 做英语作业时，我会通常会 ( )
- A 很努力认真做，尽求做得最好
  - B 按要求完成，但不会花过多时间和精力做得完美
  - C 只要在规定时间内完成就好，不管做得好不好
  - D 不想做

- 8 遇到英语学习上的问题，我会 ( )
- A 尽快问同学或老师，弄明白
  - B 自己找资料弄明白
  - C 只是在考试前问同学或老师
  - D 不去管它

- 9 当我的英语作业发下来以后，我通常 ( )
- A 更正错误，或重做一遍
  - B 看一下，但不会改正错误
  - C 在考试前复习一下
  - D 置之不理

- 10 在大多数情况下，上英语课的时候 ( )
- A 我主动争取多回答问题
  - B 我只回答容易的问题
  - C 我从不开口，除非老师点名回答
  - D 当老师提问，我会对老师说对不起，不知道

- 11 当我学习英语上遇到困难时 ( )
- A 我会不懈努力知道直到战胜困难
  - B 我会尝试一下，如果不行，我就会放弃
  - C 我会马上放弃英语学习
  - D 我会回避这一困难

- 12 我以后的工作 ( )
- A 非与英语有关的才做

- B 最好是与英语有关
- C 不是一个重要的考虑因素
- D 不用与英语有关

13 我对英语电视频道或是广播 ( )

- A 几乎每天都看都听
- B 经常看经常听
- C 偶尔看看听听
- D 从来不看不听

14 当有人问我怎么学英语时, 我会说 ( )

- A 我已经尽了全力
- B 我比较努力
- C 只要能跟上班上的进度就好
- D 不努力, 只是敷衍了事

15 我对英语口语学习, ( )

- A 很感兴趣
- B 感兴趣
- C 不是很感兴趣
- D 不感兴趣

16 在学了新知识后, 我通常 ( )

- A 我会尽量创造或寻找机会运用
- B 会复习一下, 巩固新知识
- B 考试前复习, 以应付考试
- D 过后就不会去管它了

### 第三部分 英语学习愿望调查

1 如果我身边有可以说英语的人, 我通常 ( )

- A 经常和他们说英语
- B 很少跟他们说英语
- C 从不跟他们说英语

2 上英语课时, 我喜欢老师 ( )

- A 用英语授课
- B 用英语和汉语两种语言授课
- C 尽可能多用汉语授课

3 课后如果有机会说英语, 我会 ( )

- A 大多数时候说英语, 必要时采用汉语表达
- B 偶尔说英语, 只要能说汉语表达就用汉语表达
- C 从来不说英语

4 与其他科目相比, 我喜欢英语的程度 ( )

- A 最喜欢
- B 跟其他科目一样
- C 最不喜欢

5 如果学校有英语剧团, 我会 ( )

- A 很感兴趣加入
- B 偶尔去一下
- C 不会参加

6 如果轮到自己决定学不学英语，我会

- A 一定会学
- B 不知道会不会学
- C 不学

7 如果有英文电影，我会 ( )

- A 很期待去看
- B 没事才会去看
- C 不会去

8 我希望自己的英语达到这样的水平 ( )

- A 越高越好，能准确自如地与外国人交流，并能胜任翻译工
- B 能让我通过各种英语考试
- C 能应付学习工作需要就好

#### 第四部分 英语学习态度调查

A 很同意 B 同意 C 不确定 D 不同意 E 很不同意

- 1 学习英语真是棒极了 ( )
- 2 我能从英语学习中找到快乐 ( )
- 3 英语是学习计划中的一部分 ( )
- 4 我打算尽力学好英语 ( )
- 5 我喜欢学英语 ( )
- 6 我讨厌英语 ( )
- 7 我宁愿把时间花在别的科目上，也不原意花在学英语上 ( )
- 8 学英语简直就是浪费时间 ( )
- 9 我觉得学习英语枯燥无味 ( )
- 10 我毕业后将不再学习英语，我对英语不感兴趣 ( )

**THANK YOU VERY MUCH!**