Motivation for English language learning: a study of Hong Kong vocational students

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Abstract

The aim of the present study is to explore the motivational factors of Hong Kong vocational students in learning English. A qualitative case study approach was employed with a combination of surveys with self-completion questionnaire, semi-structured interviews and diary notes.

The research, which was carried out in two phases from September to June 2005-6 in one academic year, had the objective of examining whether there was any change of motivation for learning English. Ten students from a vocational institute were selected for the interviews, each were interviewed twice. They were also invited to write diaries, and to record their daily English activities. The data collected were used to triangulate with the interview findings when analyzing the results.

The study was initiated by students' differences in learning attitudes and the variations in their standard of English. Research on motivation for, and attitudes towards learning English reveal that instrumental and intrinsic motivations often apply to secondary school and tertiary-level learners, but prior to this study the research did not extend to vocational students in Hong Kong.

The findings show that vocational students not only have strong instrumental motivation for learning English but also have intrinsic motivation. It was apparent that in the process of their learning English, participants regarded English as a functional language which was tied up with their career. This finding is the same as that of previous research on attitudes towards learning English of Hong Kong students. In addition, vocational students' motivation for learning English was found to be influenced and encouraged by many factors, particularly significant others, such as parents. The present study will enable English teachers to have a greater understanding of vocational students' motives for learning English. This could help to improve teaching strategies, teaching materials and language policies; and, thus, enhance more effective learning of English in the vocational setting of Hong Kong.

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1.1   Introduction

The aim of this thesis is to find out the motivational factors of vocational students who are in the process of learning the English language. Chapter 1 of the thesis first presents the background to current English language learning in Hong Kong, discussing it in terms of its historical, socio-political and educational context. The learning environment in a vocational setting is then explained. This is followed by an outline of the purpose and rationale of the study, the area of research interest, the main research questions and the methods of study adopted. The significance of the research is then examined, along with the issues that have emerged from the study and its limitations. Finally, there is a brief overview of the structure of the thesis and how each of the chapters is organized.

1.2   Hong Kong context of the research

1.2.1   Historical background

History has played an important role in English language learning in Hong Kong, a British colony from 1842 until the end of June, 1997. During this colonial period, most Hong Kong citizens communicated in both Chinese (Cantonese) and English. In the early decades of the last century, English was seen as the prestigious language, "a symbol of power more than a means of communication" (Cheung, 1984, p.278). It was an official language in Hong Kong and, as such, played an important role in society. Proficiency in English was not only a tool of study but also an asset in working life. The English language was used in trade and commerce and in communication with the outside world. Junior staff of the civil service who could upgrade their English standard

and pass the required English examination would have better career prospects and the likelihood of a higher salary.

1.2.2   Second language and foreign language learning environment

English has acquired an unusual status in Hong Kong throughout the region's history. When Hong Kong was a British colony, the English language functioned in a way that was not strictly speaking a second language but similar to that of second language status. It is the researcher's view that English does not function as a second language in cases where it is typically used as the medium of everyday communication for most people; as it is used, for example, in Singapore. Nor is there evidence that English has played an important role as a *lingua franca* for citizens in Hong Kong. Yet learners there have been learning English in an environment similar to that of a second language environment. "The learners of second language are surrounded by stimulation, both visual and auditory, in the target language, and thus have many motivational and instructional advantages" (Oxford & Shearin, 1994, p.14). In the above mentioned historical background and social situations, learners have been surrounded by different kinds of stimulations and, thus, motivated to learn the English language.

A foreign language is one that is learnt in a place where that language is not typically used as the medium of ordinary communication. For instance, if students are not living in an English-speaking community, they are learning English as a foreign language. Foreign language learners are surrounded by their own native language and have to go out of their way to find stimulation and input in the target language. While students in Hong Kong could learn English from the broadcast and print media, street signs, business documents, public transport, and other means of English language communication in the vicinity, the majority of students lives in homogeneous Chinese

neighborhoods and have limited contact with English outside their schools. These students typically receive input of the English language in the classroom.

1.2.3   Motivation for English language learning in the socio-political context

Hong Kong students begin learning to read and write the English language in their early childhood. As far as everyday life is concerned, the mother tongue, Cantonese (a spoken dialect in the southern province of Guangdong, China), is preferred to English, which is used only when necessary. English is not practiced at home, outside class or among friends; or within the Chinese community. Luke and Richards (1982) described English as an auxiliary language for specialized, academic and professional uses because its uses have traditionally been restricted to the institutionalized functions in society – government, law, education and commerce. Proficiency in the English language is regarded by most Hong Kong people as the "principal determinant of upward and outward mobility" (So, 1992, p.78). It has been commonly accepted that having a good English standard means a higher position and status in the job market.

With the signing of the Joint Declaration in 1984, Hong Kong became a Special Administrative Region of China (SAR) on July 1, 1997. This resulted in a perceived heightened status of the Chinese language and a diminution in the status of English. It seems likely that the status of English no longer stems from its associations as the language of the colonial administrators. It is now seen as the language of international communication and as a means to preserve Hong Kong's international status, which is an important preoccupation for most Hong Kong people (Pennington, 1993). In this respect, there may have been a shift in how students view English in Hong Kong, from being a second language to being a foreign or international language. Learners' motivation for learning the English language could be very different in a foreign

language environment in comparison with that in a second language environment.

1.2.4 Learning English in a foreign language environment

The language situation has become complicated since Hong Kong became a Special Administrative Region of China (Flowerdew, 1998). There are reasons to explain this situation. In the service sector of the economy, there is a demand for good English speakers. In education, there is a problem in attracting good English language teachers, who are interested in improving curriculum design and classroom practices to motivate students in the learning of English. Moreover, all primary and secondary schools of Hong Kong provide lessons in Putonghua (China's official spoken language – Mandarin was the name previously used. It is the official form of spoken language of China) as well as English lessons for students. In addition, most secondary schools have changed their medium of instruction from English to Cantonese, although English is still the medium of instruction in all tertiary institutes. Students have less stimulation and input in the target language, English.

In the socio-political context, there is increasing influence from the Mother country, China, and its link language, Putonghua, on the citizens of Hong Kong. Most citizens find the need to communicate in Putonghua, and its importance has been recognized and its status has risen as a result of more and more business between China and Hong Kong. In order to achieve a better standard of language, many people devote their language learning efforts to Putonghua (Nunan, 1999, p.61). As a result, learners of the English language are surrounded in the society by their own dialects, Cantonese and Putonghua. The integration of economic and demographic factors between China and Hong Kong makes it likely that English in Hong Kong will increasingly take on the features of a foreign language in education and everyday life (Lai, 1999, p.284).

Despite the fact that English learners are surrounded by their own dialects and language, it is acknowledged that English language usage is essential to the society. Li (1999) considered referring to the status of English in Hong Kong as a value-added language. English was perceived by the majority of working adults as "possessing some mysterious added value, which is instrumental of many Hongkongers aspiring to move up the social ladder" (Li, 1999, p.99). In post-1997 Hong Kong, English continues to be regarded as "important symbolic capital for both upward and outward mobility" (Li, 1999, p.104). English continues to play an important role in the domains of government, law, education and commerce. In the eyes of parents, obtaining good English means having a better future.

1.2.5 Medium of instruction in education

In education, nearly all kindergartens and primary schools in Hong Kong use Chinese (Cantonese) as the medium of instruction (CMI). Some exposure to English is available in most kindergartens. Spoken and written English are taught in primary schools. Secondary schools are basically of two types: English medium and Chinese medium schools. These two types are referred to as Anglo-Chinese schools and Chinese middle schools. Anglo-Chinese schools use English as the medium of instruction (EMI) in all subjects except Chinese language, Chinese history and Chinese literature. Chinese middle schools use Cantonese as the medium of instruction (CMI) in all subjects except the subject of English language.

Although the official medium of instruction in the Anglo-Chinese schools remains English, with the exception of some prestigious schools of long tradition there is a growing trend for teachers to use both English and Cantonese in the classroom for better classroom management and easier communication. The distinction between

Anglo-Chinese (EMI) schools and Chinese (CMI) middle schools has become blurred since the introduction in 1978 of free, compulsory nine-year education (Poon, 2000, p.149). In some schools, English is used most of the time and mixed with some Cantonese explanation. While in other schools, Cantonese is used most of the time and mixed with some English terms. The language situation is confused in Hong Kong schools. Despite the fact that English language usage has been diminishing in the school environment, the Education Department has introduced a new policy promoting the mother tongue for all secondary schools in Hong Kong.

Since the start of the 1998 academic year, most schools have been required to use the mother tongue, Cantonese, as the medium of instruction while the English language has continued to be learnt at school. This is because "for education reasons, the appropriate MOI (Medium Of Instruction) for most students is their mother tongue" (Education Department, 1997, p.1, para. 2.1). As for schools that had been operating successfully with English as the medium of teaching and had good academic results, they were able to apply to continue to teach in English if they wished. These schools, however, needed to satisfy the requirements regarding students' language ability, teachers' capability and the availability of support strategies and programs for students (Education Department, 1997, p.1, para. 2.4).

The Education Department has turned more than 300 Anglo-Chinese (EMI) secondary schools into Chinese (CMI) middle schools, leaving only 114 EMI schools. In CMI schools, all subjects are taught in Cantonese except English language and English literature. There is much uncertainty and anxiety among students, parents and even teachers in the implementation of the new medium of instruction policy. Students and their parents, for pragmatic reasons, consistently value English over Cantonese as a

teaching medium , although they agree with the teachers that instruction in Cantonese is educationally more effective (Tung *et al.*, 1997). This medium of instruction policy proved to be highly unpopular with parents who had increased pressure to put their children into a much smaller number of EMI schools (Choi, 2005, p.149). To enable children to have a better chance to get into EMI schools, many parents put them into English tutorial classes hoping to improve their English standard.

Given the above circumstances, the emergence of a deteriorating standard of English proficiency among students in Hong Kong is predictable. The issue of falling standards of English in Hong Kong has been a topic of debate in society. It is "the case that rarely a week goes by in Hong Kong without the local press running a story related to language standards; typically focusing on their decline" (Hamp-Lyons *et al.*, 1999, p.61). Many students who undertake tertiary education do not possess the necessary standard of English proficiency to cope with their studies. "The past two decades have seen a deterioration of English standards which many sectors of the population find alarming" (Tong, 2007, Column E4). This was observed by an honorary professor of the English Department of a tertiary institute of Hong Kong.

In the tertiary institutes, English is the official medium of instruction for all tertiary education; yet, Cantonese is frequently the *de facto* language in tutorials. This is because, on the one hand, the students do not have the requisite standard of English to cope with solely English language teaching; and, on the other hand, the tutor's first language is Cantonese. It appears that lectures are increasingly being given in Cantonese, even though most assignments and examination questions and answers are written in English.

1.2.6   Hong Kong Certificate of Education Examination

The Hong Kong Certificate of Education Examination (HKCEE) is a public examination taken by the majority of secondary school students at the end of the fifth year of their secondary school. (Grade C or above in most HKCEE subjects including English language syllabus B is recognized as equivalent to an O-level pass in a British International GCE London Examination, 2008, p.1). To obtain a pass in the HKCEE is a proof of completing secondary school studies satisfactorily. A pass in the HKCEE means passing a minimum of five subjects including English language, Chinese language, Mathematics and two other subjects selected by individual students. A pass in this examination is the minimum qualification for further study or to be able to get a reasonable job. There are two different syllabi for testing students' English standard in this examination. Syllabus B is for students of Anglo-Chinese (EMI) schools, who are taught in English. Syllabus A is for students of Chinese (CMI) middle schools, who are taught in Cantonese. Most Hong Kong universities and tertiary institutes would prefer student entrants who have passed the syllabus B English rather than syllabus A English because the level of syllabus B English is higher than that of syllabus A.

1.3   English learning in the vocational institute

The vocational institute offers two-year, three-year and four-year full-time and part-time Higher Diploma courses in the disciplines of Business Services and Management; Engineering; Construction; Information and Communications Technology; and Multimedia and Internet Technology disciplines. There are different entry requirements according to different Higher Diploma courses. The total number of full-time students of this institute is approximately 6,000.

The minimum entry requirement for the three-year Higher Diploma courses is a pass (Grade E) in five subjects including English language, syllabus B in the Hong Kong Certificate of Education Examination (HKCEE). Students who pass English of syllabus A in the same examination are considered as getting only an F grade, which is a fail in the English subject. Students who fail the English language subject but obtain acceptable results in other subjects could be considered for a place in the four-year Higher Diploma courses in some disciplines. The annual tuition fee for this type of four-year Higher Diploma course is higher than that set for the two-year and three-year Higher Diploma courses. The 10 participants in the present study were studying year one of the four-year Higher Diploma course.

English language is a compulsory academic subject in all disciplines. Students need to pass English language in order to be promoted to year two. In theory, English is the medium of instruction in all courses. But as students' English standard is generally not good, many courses are conducted in Cantonese. Students rarely use English language except in English lessons and to write their assignments.

As described in section 1.2.3, like most students in Hong Kong, students in the vocational institute began their early childhood education, in kindergarten, at the age of five. They started to write both English and Chinese languages, respectively, in kindergarten and both subjects continued to be taught in primary and secondary school, and at tertiary level. Students usually speak Cantonese among family members, classmates, friends and relatives. Most students who apply to study in the vocational institute are either unable to gain admission to university or, have left school for some time, decide to return to study in order to improve their prospects for re-entering the work force. Although they would have been learning the English language for more

than 10 years, on entering the vocational institute some students' level of English does not meet the required standard. Most vocational students come from Chinese (CMI) secondary schools. Many students who study the four-year Higher Diploma courses have failed the English language subject of syllabus B in the HKCEE. Of the 10 participants in this study, only four passed English language syllabus B in the HKCEE.

Vocational education in Hong Kong is gaining in importance because of its emphasis on pre-employment training. Students completing the courses can enter the work force immediately. Much remains to be done in the study of language attitudes and motivation among students of this group, where language attitudes may be found to be quite different from the findings of studies done on secondary and tertiary students. This is the main reason why the researcher has carried out the present study on vocational students' motivation for learning the English language.

1.4   Purpose and rationale of the study

The study on the motivation for English language learning of Hong Kong vocational students was initiated by students' differences in learning attitudes towards English language learning and the variations in their standard of English. During years of teaching the English language in a vocational institute, the researcher has observed that students have different attitudes concerning English language learning. These differences in attitude could affect the learning outcome. Students who are motivated and inspired to learn would be more likely to be successful than those who are not. It is the concern of the researcher that vocational students are not motivated to learn the English language. As an English language teacher in a vocational institute, the researcher aims to achieve a better standard in this subject for vocational students. To

this end, it is the researcher's intention to explore the following questions:

- Do students hold responsibility for their own English language learning?

- Could teachers motivate students to learn the English language? If 'yes': Are teachers the only agents that motivate students to learn the language?

- What motivates students to learn the English language?

- How could students be motivated to learn the English language?

The purpose of this study is to find out the motivational factors of vocational students in the process of English language learning. The participants' English learning experiences in their primary and secondary schools are examined in order to have a better understanding of the initial motivating factors. The objective of this is to find out whether these factors are being carried on to a latter stage of English learning in the vocational institute. It is believed that by having a better understanding of students' motivation, teachers can improve and modify the teaching strategies, thus motivating students to learn the language more effectively.

In Hong Kong, studies of how motivation operates in English language learning have been conducted mostly with secondary and tertiary students (Lin *et al.*, 1991; Littlewood & Liu, 1996; Richards, 1998; Lai, 1999; Salili & Lai, 2003). The findings showed that both groups had instrumental motivation but not integrative motivation. Instrumental motivation refers to a learner's wish to gain some social or economic rewards through the target language's learning and achievement; while integrative motivation refers to a learner who has an open interest in the target language community and expresses a high degree of motivation to learn the language.

Some findings, however, from studies on tertiary students were different from the above.

Nunan (1999) found that most students

> have learned English throughout their secondary schooling, and are de-motivated by their perceptions of a lack of progress, by what many report as poor instructional methods, and by an increasing pressure, with the change of sovereignty, from Britain to China, to devote their language learning efforts to Putonghua. The second factor has to do with the limited amount of time that students are given to develop skills… (Nunan, 1999, p.61)

Participants in the above mentioned study had graduated from secondary schools and may have been disenchanted with the slow progress of their English and ascribed this to various causes, internal or external; or, they may have belonged to the group of students who had integrative and/or instrumental motivations. The researcher aims to find out whether vocational students' attitudes and perspectives are the same as those determined from previous surveys on secondary school and tertiary students.

1.5   Research questions

The research questions of the present study are the following:

1. What are the factors that motivate students in a vocational institute to learn the English language?

2. What is the English language learning attitude of students in a vocational institute?

3. Do(es) integrative and/or instrumental motivation exist(s) among students of a vocational institute?

1.6 Methods of study

A qualitative case study approach was employed in this research to find out the motivational factors in the learning processes of the 10 participants, who are students in the Hong Kong vocational institute. These 10 participants are students of the researcher during the period of study. A pilot study employing the case study approach on the same topic was conducted in the year prior to the present study. Results showed that it was feasible to carry out the research using this method in combination with questionnaires, semi-structured interviews and diaries.

In this research the case study approach is selected because of its very uniqueness. It can reveal a phenomenon and knowledge that would not otherwise have been accessed (Merriam, 1998). The vocational institute is a unique place and the participants belong to a year one group of the four-year Higher Diploma course in the Business Service Management Department (BSM). The researcher "typically observed the characteristics of these individuals with the purpose of probing deeply and to analyzing intensively the multifarious phenomena that constitute the life cycle" (Cohen & Manion, 2000, p.185) of this group of students.

Merriam stated that the case study is a particularly suitable design if one is interested in process rather than outcomes (Merriam, 1998, p.18). This research on the motivation for English language learning is to understand individuals' learning behavior over a prolonged period of time in order to find out their common characteristics. This is an extensive process. Case studies also help in understanding processes of events and programs, and in the discovery of context characteristics that will shed light on an issue or object (Sanders, 1981). The intention of this research is to focus attention on a case,

not the whole population of cases. It is for an understanding of the particular case, for "its idiosyncrasy and in its complexity" (Nunan, 1992, p.80).

The present research has undergone two main phases, covering the period from September to June in one academic year. The reason for having two phases is to examine whether there is any change of motivation for English language learning. Self-completion questionnaires written in English were given to 49 students in phase 1 of the survey and the same questionnaire was given to the same group of students in phase 2. The 10 participant students were interviewed using a semi-structured approach in both phases. The same group of 10 students was interviewed twice in this research. Participants were invited to keep diaries to write down their English language learning experiences during the research period. Informal talks were arranged with the participants twice a month.

1.7   Significance of the study

Since Hong Kong has become a Special Administrative Region of China, there has been an increased demand for good English speakers in the service sector of the society. Many people want to learn English well. Ironically, at the same time there has emerged a deteriorating standard of English proficiency among Hong Kong students, as mentioned in section 1.2.5. Students seem to have less and less motivation to learn English as demonstrated by the poor level of English proficiency in the examinations. A key factor in successful learning is the learner's motivation; a student's motivation is recognized as a factor contributing to their academic achievement. The poor standard of English proficiency of Hong Kong vocational students is recognized as an issue. It is essential to identify the motivational or de-motivational factors involved in order to

facilitate the English language learning of this group of students.

It is important for English teachers to clearly identify students' motivational factors in order to resolve any impediments to their learning. This study may help English teachers understand their students' motivation in learning the English language and, thus, enable them to improve the teaching methods. The researcher aims to strengthen students' motivation for learning the English language so that they will have a clearer purpose, and find the meaning and engage in learning the target language. Furthermore, studies indicate that the more students understand about how they learn, the more likely that they will become independent, responsible and self-confident learners (Myers, 1992).

1.8   Limitations of the study

This study does not presume to represent the learning experience of all vocational students in Hong Kong. The number of participants in the research is 10. There is no intention to offer an explanation of the motivational factors that relate to the English language learning attitudes of all vocational students. The qualitative case study approach is to develop deeper understandings of participants' attitudes relating to the English language learning experiences. The researcher conducted one-to-one interviews with the participants, organized informal talks with them and invited them to keep a diary during the research period. This methodology entails a number of constraints.

In sampling, the low achievers are excluded. The reasons for this are explained in chapter 3, the sample selection section. The English language learning experiences and motivational factors of this group are, thus, ignored.

A lack of time is another constraining issue. Although the participants were willing to talk about their learning experience in the two interviews, some of them guarded their time carefully. It was difficult to schedule informal talks regularly because these students were fully occupied with their lessons and tutorial classes.

The translation from Cantonese to English poses problems in the transcription of the interviews. First, the interview questions were in English. Although all questions were written in simple English, participants may not have fully understood the exact meaning of one or two of the questions. They relied on the researcher's Cantonese translations in answering these questions. Second, some participants spoke in Cantonese because they could not fully express their ideas in English. The researcher transcribed the interview conversation to English in the data analysis stage. In transcribing the Cantonese conversation to written English language, it is possible that the English vocabulary might not be an exact translation of the Cantonese. Nevertheless, this limitation has been minimized with the verifications by two experienced English language teachers, which will be explained in chapter 3.

Data collection through the use of the interview approach depends on the informant's ability and readiness to recall significant events and persons that had made an impact on their English learning experiences. It has to be acknowledged that in any retrospective data collection, there is a risk of a disparity between an informant's later interpretation of an experience and what actually happened. The findings of this study, in recording the recollections of the respondents' English language learning motivation, thus incorporate the potential limitations of any self-reported data.

1.9 Overview of the thesis

The thesis comprises six chapters. The content of each is summarized as follows.

The first, introductory chapter has outlined the background to the research by providing an overview of the English language learning environment in Hong Kong with respect to how English is used in the society, and to the educational settings in relation to the motivation of vocational students in Hong Kong. In addition, the chapter has discussed the aims and purposes of the study, the main research questions, the significance of the research, and certain limitations inherent in this type of qualitative research.

Chapter 2 is the literature review chapter and covers theories, models and empirical researches of motivation in relation to the present study. It comprises five major parts. The first presents a review of the literature on theories that relate to the motivation of learning. It focuses on learning in relation to needs, success and achievement. The second part presents theories and models of foreign/second language (L2) learning including the socio-educational models and the education-friendly approaches. The third major part discusses L2 learning motivation and the language learning contexts. This part, in turn, includes five areas. The first area details the influences on motivation of significant others, namely parents, teachers and peers. The second area focuses on the relationship between motivation and interest in learning L2. The third area describes motivational investment in relation to identity and community. The fourth area presents the process-oriented model of L2 learning. The fifth area discusses motivational autonomy and the L2 motivational self system. The fourth major part of this chapter presents five empirical researches on theories and models of motivation in L2 that have been discussed earlier, and of which relates to the present study. The fifth major part of

this chapter is a selected review of literature on motivational factors in the English language learning of Hong Kong students. This chapter ends with a summary of the theories and models being discussed.

Chapter 3 discusses the research methodology of this study. There are eight parts to the chapter. The first one is a discussion on the research approach of the qualitative case study. The second part provides information about the participants' education background and the criteria of sample selection. The third part explains the data collection process, involving a questionnaire survey on motivation to learn the English language, semi-structured interviews and diary notes. The fourth part presents the means of transcribing the data and the stages of data analysis. The fifth and the sixth parts respectively discuss the validity and trustworthiness, and the ethical considerations of the present study. The seventh and eighth parts examine the limitations of the study and the researcher's role, respectively.

Chapter 4 presents an overall picture of the data collected from Hong Kong vocational students; and, the findings on the motivation of 10 participants for learning the English language, discussing these in relation to the literature review in chapter 2. This chapter also attempts to answer the three main research questions of the thesis. It contains five major parts. The first part presents the results and discusses the findings of both phase 1 and phase 2 of the questionnaire survey. The second part explains how data are presented for the interviews and diaries. The third part describes and analyzes the findings from the semi-structured interviews and diary writings of the 10 participants in phase 1 and phase 2. The fourth part discusses the findings on attitudes of Hong Kong vocational students towards learning the English language. The fifth part provides an overall analysis of the motivation of Hong Kong vocational students in comparison with

other Hong Kong students as mentioned in the literature review chapter.

Chapter 5 of this thesis discusses the themes that emerged both from the survey and the analysis of the motivation for English language learning of Hong Kong vocational students. The themes will be discussed in the context of Hong Kong. It is followed by an outline of the individual profiles of four students – Students B, C, I and J. These four students are, respectively, intrinsically motivated; instrumentally-oriented; goal-oriented and socially motivated. In addition, motivational change is one of the important features found in the data, of which a discussion is included in this chapter as well.

Chapter 6 provides an overview of the aims of the study; the methodology employed; the data collection and analysis; and the results of the research. It examines the implications of the research findings; the evaluations of the current study; and provides suggestions for future research; as well as presents a concluding section to this thesis.

Chapter 2　Literature review

2.1　Introduction

Chapter 2 of this thesis is the literature review chapter and covers theories and models of motivation in relation to the present study. The purpose of the study is to find out the motivational factors of vocational students in their process of learning the English language. Motivation in foreign/second language (L2) learning in this thesis refers to motivation in learning the English language. The theories and models on which the research is based are mostly from Dornyei's (1998) model of seven dimensions of motivation because it has a comprehensive coverage of motivational factors that are related to the context of the study. This chapter contains five major parts. The first part presents a review of the literature on theories of motivation which focuses on learning in relation to needs, success and achievement. These theories lay the foundation to the motivational models and approaches described in the second part. The second part presents theories and models of L2 learning including the socio-educational models and the education-friendly approaches. The third major part discusses L2 learning motivation and the language learning contexts. This part is organized into five areas. The first area details the influences on motivation of significant others, namely parents, teachers and peers. The second area focuses on the relationship between motivation and interest in learning L2. The third area describes motivational investment in relation to identity and community. The fourth area presents the process-oriented model of L2 learning motivation. The fifth area discusses motivational autonomy and the L2 motivational sub-system. The fourth major part of this chapter presents five empirical researches on theories and models of motivation in L2 that have been discussed earlier, and of which relates to the present study. The fifth major part of this chapter is a

selected review of literature on motivational factors for Hong Kong students in learning the English language. This chapter ends with a summary of the theories and models being discussed.

2.2   Theories of motivation

Motivation has been found to significantly affect language learning success (Dornyei, 2005, p.65). Many researchers agree that it is one of the main elements directly related to success in developing a second or foreign language. It determines the extent of active and personal involvement in language learning (Oxford & Shearin, 1994). In the present study, motivation is defined as "the process whereby goal-directed activity is instigated and sustained" (Schunk *et al.*, 2008, p.4). It is a process inferred from behaviors and cannot be observed directly. Motivation is a desire to achieve a goal, combined with the energy to work towards that goal (Ames & Ames, 1989). The energy that works towards the goal not only involves desire but also the need to be persistent with it and expend the effort in it (Dornyei, 2001, p.8). The significance of motivation in language learning is summarized as follows:

> It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; … Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. (Dornyei, 2005, p.65)

Although different theories of motivation have been perceived by researchers to have

played important roles in the field of education (Oxford & Shearin, 1996), nevertheless, motivation is a multifaceted factor and, therefore, "no available theory has yet managed to represent it in its total complexity" (Dornyei, 1998, p.131). The literature review chapter mainly focuses on theories and models of motivation in the area of the present study. The following three sections aim at reviewing the theories of general psychology of motivation relating to needs, success and achievement in relation to education and learning. The researcher thinks that these are the basic driving forces that sustain the learning process. The implications and applications of these theories in the English language teaching and learning contexts are discussed as applicable in the sections.

2.2.1 Motivation and needs

The theories discussed in this section emphasize learners' potentialities and intrinsic motives that are associated with autonomy, capabilities and self-actualization. These fall within the area of the humanistic approach of motivation. The focus is on the natural desire of everyone to learn and the fact that individuals are capable of self-determination and eager to have control over their lives. The theory of hierarchy needs, self-determination theory, and intrinsic and extrinsic motivation are the three important theories in this area.

Maslow's theory of hierarchy needs

Maslow's (1954) humanistic theory is one of the important historical perspectives of needs theory (Schunk *et al.*, 2008). It puts forward that humans have five levels of needs, ranging from the lowest to the highest level of the hierarchy: physiological needs, security needs, social needs, esteem needs and self-actualization needs. Table 2.1 shows Maslow's hierarchy of needs.

Table 2.1 Maslow's hierarchy of needs

Higher needs (growth needs)	5. Self-actualization needs – growth through the realization of one's potential and capacities; the need for comprehension and insight
	4. Esteem needs – need to achieve, to gain approval and recognition
	3. Needs for belongingness and love – need for love, affection, security, social acceptance; need for identity
	2. Safety needs – need for security and protection from pain, fear, anxiety, and disorganization; need for sheltering, dependency, order, lawfulness and rules of behavior
Lower needs (deficiency needs)	1. Physiological needs – hunger, thirst, sexuality, and so on, as homeostatic and organismic needs

(Schunk *et al.,* 2008, p.173)

Self-actualization, the growth or higher needs at the top of the hierarchy, is the most important area for the development of personality. Not until the lower needs such as the physiological and safety needs are met, can the higher needs be satisfied. The lower need would dominate if two different needs were in conflict.

Maslow's theory underscores normal human growth and development. It is human's natural tendency towards growth that motivates behaviors. It has been recognized, however, that not all personalities follow this hierarchy. There is a variety of personality dimensions related to motivational needs, such as the introversion/extroversion dimension of personality. Alderfer (1972) reorganized Maslow's hierarchy of needs and worked out three levels in the introverted and extroverted components. Table 2.2 shows

the introversion/extroversion dimension of personality.

Table 2.2   Introversion/extroversion dimension of personality

Level	Introversion	Extroversion
Growth	Self-actualization – development of competencies (knowledge, attitudes and skills) and character	Transcendence – assisting in the development of others' competencies and character; relationships to the unknown, unknowable
Other (relatedness)	Personal identification with group, significant others (belongingness)	Value of person by group (esteem)
Self (existence)	Physiological, biological (including basic emotional needs)	Connectedness, security

(AbiSamra, 2003, p.18)

This table suggests two aspects of each level that differentiate how people relate to each set of needs. Different personalities might relate more to one dimension than the other. For instance, an introvert at the level of other/relatedness might be more concerned with his or her own perceptions of being included in a group whereas an extrovert at the same level would pay more attention to how others value that membership.

In Maslow's hierarchy of needs theory, the environment provides the opportunities for satisfaction of needs. Growth and development would not occur with the optimal result if the environment did not allow needs to be satisfied. In daily life, if a family environment did not provide for the basic physiological and safety needs of the children, it would not foster their most positive development. In the learning situation, students'

positive development could enhance their motivational behavior to learn. In addition, one of the growth needs, self-esteem, is regarded as a motivator for successful learning. Self-esteem is "the evaluation that the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval; and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy" (Coopersmith, 1967, pp.4-5). The hierarchy of needs theory lays the foundation for language learning theories in which variables like environment, self-esteem and self-actualization are apparent in L2 motivational theories and models such as those of Gardner's or Dornyei's, discussed in the later sections of this thesis. In the present study the data show the relationship of motivation with some of Maslow's "needs".

Self-determination theory

Self-determination refers to autonomy, individual choice and internal locus of control. It requires that learners accept their strengths and limitations; they make choices and determine ways to satisfy needs. There are three basic innate psychological needs that underlie behavior. These are the needs for competence, autonomy and relatedness. Students need to be competent in their interactions with others, with tasks and activities. The need for autonomy refers to the need to feel a sense of control, or autonomy in interactions in the environment or a perceived internal locus of causality (Ryan & Deci, 2000). Relatedness is the need to belong to a group. It is sometimes called a need for belongingness. Based on the self-determination theory, Ryan and Deci (2000) propose two types of motivation: intrinsic and extrinsic motivations.

Intrinsic and extrinsic motivations

Intrinsic motivation describes students' engagement in actions "for their own sake and

without coercion such as satisfaction, as sense of competence, interest, learning and challenge" (Alderman, 2008, p.252). Extrinsic motivation occurs when "students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards. Pressure from someone and coercion are also forms of extrinsic motivation" (Alderman, 2008, p.252).

Intrinsically motivated students will engage in activities like rehearsing new information, organizing knowledge and applying skills and knowledge in different contexts. When students develop skills and apply them in appropriate learning situations, they will perceive their progress and feel more efficacious about learning. Heightened self-efficacy and positive outcome expectations will raise intrinsic motivation and lead to further learning (Bandura, 1986, 1993). In the language learning environment, intrinsically motivated learners learn the target language because they want to know more about the target language itself. They want to feel competence and self-determination through the learning process.

Fisher (1990) also suggests that intrinsic and extrinsic motivations are the two general sources of motivation. He proposes three major sources of motivation in learning. The first one is the learner's natural interest, which relates to intrinsic satisfaction. The second one is the teacher/institution/employment, which relates to extrinsic reward. The third one is the success in the task, which relates to a combination of satisfaction and reward (Fisher, 1990). Littlejohn (2001) relates the three sources of motivation to English language teaching and learning situations:

Teachers and school systems have drawn on both the first two sources of motivations, the third source is perhaps under exploited in language teaching. This is the simple fact of

success, and the effect that this has on our view of what we do. As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort… In the classroom, this can mean that students who develop an image of themselves as 'no good at English' will simply avoid situations which tell them what they already know – that they aren't any good at English. Feelings of failure, particularly early on in a student's school career, can therefore lead to a downward spiral of a self-perception of low ability – low motivation – low effort – low achievement – low motivation – low achievement, and so on. (Littlejohn, 2001, pp.6-7)

The comment above shows that enhancing intrinsic motivation is one of the ways to diminish students' feeling of "no good at English". In order to do this, teachers could provide activities that meet the four sources: challenge, curiosity, control and fantasy (Lepper & Hodell, 1989). When students' skills are challenged by the activities, they will be intrinsically motivated. If an activity can present students with ideas that appear surprising or incongruous, it might prompt curiosity. Activities that provide students with a sense of control over their academic outcomes could enhance intrinsic motivation (Deci, 1980). Fantasy motivation can be promoted with activities that involve learners in fantasy and make-believe through simulated situations and games. It is the challenge of teachers to raise students' intrinsic motivation.

The notions of intrinsic and extrinsic motivations have aroused much attention and discussion among researchers. The concept of intrinsic and extrinsic motivations has been broadened and incorporated in many studies on the motivation of L2 learning which are discussed in the later sections of this thesis. Data from the interviews in the present study show that participants have intrinsic motivation and this will be examined in chapter 4.

2.2.2 Motivation and success

Success has been regarded as the ultimate effect of motivation. The ways to achieve it have been discussed in different theories. Expectancy-value theory and attribution theory of motivation are theories concerning success that have influenced the study of motivation for nearly twenty years between approximately the 1960s and the early 1980s (Weiner, 1992, p.161).

Expectancy-value theory

Expectancy refers to whether learners believe that they will do well on an upcoming test or some future event. A learner's motivation is determined by how much he or she values the goal and whether he or she expects to succeed. According to the expectancy-value theory, the motivated behavior will be undertaken when a learner values the goal and when he or she believes that the goal can be accomplished. It is proposed that in order for motivation to occur, the three factors: expectancy, instrumentality and valence need to be multiplied by each other (AbiSamra, 2003, p.12). A low value in one of them will result in a low value of motivation. If a learner does not believe he or she can be successful at a task or the learner does not value the results of success, then the probability that the individual will engage in the required learning activity is lowered. Hence, the greater the belief that the goal will be attained, the greater the motivational tendency to engage in the behavior it would be. In addition, it is assumed that learners are faced with alternative goals and each goal has an assigned value. Then expectancies and values are combined to yield a motivational tendency; the strongest motivational value wins and is expressed in action (Weiner, 1992, p.161).

In the learning situation, the expectancy of future success is usually measured by asking students to predict how well they will do in the future on some task. For example, "Am

I able to do this task?" Expectancy of success is more future-oriented than simple self-perceptions of competence. Research on this theory shows that higher expectancies for success are positively related to other achievement behaviors like choice and persistence (Schunk *et al.,* 2008). The implication of this theory for the school setting is that teachers could help students develop realistic expectancies for success. Teachers could motivate students to engage in tasks and to achieve if they believe they can accomplish them. Teachers could also provide accurate feedback to students in order to help them develop reasonable perceptions of their competence, and at the same time encourage them by telling them that their competence and skills will continue to develop and eventually lead to success.

Attribution theory

Attribution theory (Weiner, 1986) is concerned with the way in which people interpret the causes of their behavioral outcomes and the implications of those interpretations. In this theory, there are three dimensions: locus, stability and controllability. Locus denotes the orientation of a cause as internal or external to the actor. Stability means whether a cause is stable or unstable over time. Controllability signifies the degree to which a cause is under the actor's control. According to Weiner (1986, 1992)*,* effort is deemed internal to the actor, unstable over time and controllable; whereas the difficulty of a subject is regarded as external to the actor, stable over time and controllable only by others.

Weiner proposes that the locus dimension has an effect on self-esteem following success or failure. For internal attributions, self-esteem is augmented after success but diminished after failure. The stability dimension affects subjective expectancy of success. Future success will be expected if a positive outcome is attributed to a stable

cause, and future success will not be anticipated if a negative outcome is attributed to a stable cause. The controllability dimension is relevant to effects like anger, guilt and shame. Anger is felt if one is constrained from succeeding by factors that have been under others' control; for example, teacher's bias. Failures occur because of internally controllable causes such as laziness. Shame results from failures that are derived from internally uncontrollable causes such as lack of talent (Weiner, 1986; Graham, 1994).

In the teaching and learning environment, it is important for teachers to help students to formulate achievement beliefs that enhance motivation. Realizing the types of attributions and how these beliefs are formed, teachers could assist learners to develop a self-attribution explanation of effort that is internal and controlled. If a learner has an attribution of ability that is internal and not controllable, as soon as he or she experiences some difficulties in the learning process, they will experience a decrease in the appropriate learning motivation. It is the subjective reasons to which learners attribute their past successes and failures that considerably shape their motivational disposition (Dornyei, 2003, p.8). When students have feelings of failure, they will have a self-perception of low ability which leads to low motivation and results in low achievement, as mentioned by Littlejohn (2001) in the previous section. The findings of the present study reveal that some participants have feelings of failure in learning the English language. This will be discussed in chapter 4.

2.2.3   Motivation and achievement

Success and achievement are closely related to each other. An achievement-related action is associated with the possibility of success and the possibility of failure. When a learner succeeds, he or she will have the consequent emotion of pride; and if a learner fails, he or she will have the consequent emotion of shame. These emotions determine

whether a learner will approach or avoid achievement activities. Achievement behavior is viewed as the result of an emotional conflict between hopes for success and fears of failure (Weiner, 1992, p.181). Learners who have a high need for achievement are interested in excellence for its own sake. They tend to initiate achievement activities, work with heightened intensity on these tasks and persist in the face of failure. The main drive to do well comes from avoiding a negative outcome. This section discusses Atkinson's theory of achievement motivation, self-efficacy theory and goal theories.

Achievement motivation theory

Atkinson's (1964) theory of achievement motivation combines needs, expectancies and values. He proposes that behavior contains three components: motives, probability for success and incentive value. There are two basic achievement motives. The first is the motive to approach success and the second is the motive to avoid failure. If the motive for success is high, learners will likely approach and engage in the achievement tasks. The motive to avoid failure represents learners' capacity to experience shame and humiliation when they fail. When this motive is high, learners avoid engaging in the achievement tasks. In Atkinson's theory, the motives to approach success and to avoid failure represent the internal and personal contribution to motivation. The expectancy for success is the subjective belief in the probability of success. The incentive value of success concerns a positive feeling and pride in accomplishment. Tasks that are too easy usually do not generate much pride in accomplishment. Difficult but manageable tasks, however, are more attractive and generate greater pride and self-worth when learners succeed.

Self-efficacy theory

Self-efficacy is "people's judgments of their capabilities to organize and execute courses

of action required to attain designated types of performances" (Bandura, 1986, p.391).

Self-efficacy theory holds that the motivational impact on learners whose self-efficacy perceptions are high is that they will engage in tasks that foster the development of their skills and capabilities. When self-efficacy perceptions are low, however, learners will not engage in new tasks that might help them learn new skills (Bandura, 1997). Self-efficacy is strongly related to effort and task persistence (Bandura & Cervone, 1986; Schunk, 1995). Learners with high self-efficacy beliefs are likely to exert effort in the face of difficulty and persist at a task when they have the requisite skills. Moreover, self-efficacy has been linked to the use of deeper processing strategies and general cognitive engagement of learning (Pintrich & Schrauben, 1992). In a learning situation, students who have efficacy will have judgment as to their capabilities, skills and knowledge to master school-related tasks. They will also have outcome expectations about what grades they might receive on the tasks.

Goal theories

Goals or goal orientations refer to a student's purposes or reasons for engaging in academic work. Goal theories have emerged as one of the most prominent frameworks for studying motivation over recent decades. Among them, goal-setting theory and goal-orientation theory have become particularly influential in the past decade. Goal setting is an important motivational process. Learners who set goals and have a sense of self-efficacy for attaining them will engage in the activities. This notion has been stated in theories of motivation in section 2.2.

Goal setting refers to establishing quantitative or qualitative standards of performance in which goals have to be set and pursued by choice (Lock & Latham, 1990, 2002). Goals of moderate difficulty, which are more challenging but attainable, are more effective in

a motivational perspective. There are two aspects of goals in this theory. They are goal choice and goal commitment. Goal choice refers to the actual goal that learners are trying to obtain and the level at which they are trying to attain it. Goal commitment represents how strongly learners are attached to the goal, how enthusiastic they are about the goal and how determined they are to achieve it. Self-efficacy is one of the most important positive influences in personal goal-setting theory. Learners with higher self-efficacy set higher goals. Self-efficacy also bears a positive relation to goal commitment, with commitment being stronger when efficacy is high. In teaching and learning situations, teachers could encourage goal setting by specifying clear and unambiguous goals for all students. The goals that students set should be challenging and difficult but in the range of their capabilities.

Goal-orientation theory explains students' learning performance in school settings. It describes learners' achievement goals. They are important because they can influence motivational, cognitive and behavioral outcomes (Schunk *et al.*, 2008). The theory highlights two achievement goal orientations. The first one is mastery orientation which focuses on learning the content. The second one is performance orientation which focuses on demonstrating ability, getting good grades or outperforming other students.

Under a mastery goal orientation, learners see a strong link between effort and outcome and make more effort attributions for success and failure. In addition, mastery goal students see effort linked positively with ability; more effort means more ability. In contrast, a performance goal orientation can lead to using ability attributions for success and failure. Ability attributions for failure are maladaptive and can result in learned helplessness (Weiner, 1986). Moreover, students with a performance goal tend to see effort and ability as inversely related. They tend to think that the harder they have to

work, the less ability they have. This belief can lead them to be a risk for avoiding effort in order to protect their ability and self-worth (Schunk *et al.*, 2008).

In the context of school learning, students with mastery goals will aim at acquiring knowledge, developing new skills and improving their level of competence for task mastery. They will also focus on self-improvement using self-referenced standards like students who are intrinsically motivated. In contrast, students with performance goals will focus on demonstrating superior ability, outperforming others, and obtaining public recognition of excellence according to external norms. Learners with performance goals are more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. Mastery goal oriented students used "more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a strong belief that success follows from one's effort" (Ames & Archer, 1988, p.260).

There are different goals that learners set to learn L2. They may learn it for educational purposes: fulfilling school or university requirements; or learning the language could help to develop intercultural sensitivity and increase global understanding. It may also help to increase job opportunities and salary potential or to help gain social power or prestige. All these goals are found in the present study.

2.3   Theories and models of motivation in foreign/second language learning

The second part of the literature review starts by presenting socio-educational models of L2 motivation and theories with education-friendly approaches to this area. Recent

theories and modes of L2 learning motivation have often traced back to the work of Gardner and Lambert (1959, 1972) and their instrumental and integrative motivations. The two motivations have continued to inform empirical studies to the present day. There are attempts to re-define integrativeness in relation to English in the modern world, meaning that language is no longer necessarily associated with the respective cultures of its native speakers (Csizer & Dornyei, 2005; Gardner, 2005).

2.3.1 Socio-educational model

The basic assumption of the socio-educational model is that language is a significant part of one's self-identity and that learning another language is much more complex than learning another school subject because it involves the acquisition of skills and behavior patterns of another cultural community (Gardner, 2005, p.305). Gardner and his associates, using the basic socio-educational model, revised it to comprise more updated variables in relation to L2 learning motivation. The following section first explains the basic socio-educational model, and this is then followed by a discussion of the key elements of the model: integrative and instrumental motivation theories. Finally, the revised socio-educational model is presented.

The socio-educational model's (Gardner & MacIntyre, 1993) main importance lies in its clear separation of four distinct aspects of the L2 learning process. The first one is antecedent factors which can be biological or experiential such as gender, age or learning history. The second one is individual difference; that is, learner variables. The third and fourth ones are, respectively, the language acquisition contexts and learning outcomes. There are six main learner variables covered by this model. They are intelligence, language aptitude, language learning strategies, language attitudes, motivation and language anxiety. These variables affect L2 attainment in the formal and

informal learning contexts, resulting in both linguistic and non-linguistic learning outcomes (Gardner & MacIntyre, 1993).

In order to adopt a wider vision of motivation, Tremblay and Gardner (1995) incorporate expectancy-value and goal theories in the model. This model contains the following sequence: language attitudes – motivational behavior – achievement. It includes three mediating variables between attitudes and behavior. The first one is goal salience, which refers to the specificity of the learner's goals and the frequency of goal-setting strategies used. The second one is valence, which subsumes the traditional scales of the desire to learn the L2, thus denoting an L2-learning–related value component. The last one is self-efficacy, which comprises anxiety and performance expectancy.

Gardner's theory and research (see below) had been under criticism for failing to take adequate account of the classroom context of learner motivation (Crookes & Schmidt, 1991). There was a call for a more practitioner-validated, classroom-based concept of motivation (Ushioda, 2008, p.20); that is, the education-friendly approaches which will be presented in section 2.3.2.

Integrative and instrumental motivations

Gardner's view of L2 learning motivation is that L2 achievement is related not only to the individual learner's linguistic aptitude or general intelligence but also to the learner's motivation and interest in learning the target language. According to Gardner (1985), motivation refers to "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner, 1985, p.10). Motivation is concerned with the general reason for learning the target

language while the motive to learn a second language is "influenced by group related and context related attitudes, integrativeness and attitudes towards the learning situation" (Gardner, 1985, p.168).

Integrativeness is a motivation to learn a second language because of "positive feelings toward the community that speaks that language" (Gardner, 1985, pp.82-3). The integratively motivated learner is one "who has an open interest in the other language community and other ethnic communities in general, perceives the language learning context positively, and expresses a high degree of motivation to learn the language" (Gardner, 2005, p.351). Gardner also proposes that instrumental orientation is a powerful motivator in second language learning. Instrumental orientation emphasizes the "practical value and advantages of learning a new language" (Lambert, 1974, p.98). It is to pertain to the potential pragmatic gains of L2 proficiency, like getting a better job or a higher salary. The major distinction between orientations and motivation is that orientation refers to reasons or goals for learning L2 while motivation refers to the directed, reinforcing effort to learn the language (Gardner & MacIntyre, 1991, p.58). The role of orientation is to help arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality – integrative; or a strong practical quality – instrumental.

Revised socio-educational model

The revised model has a wider coverage of motivational variables. It is comprised of four sections: external influences, individual differences, language acquisition contexts, and outcomes. External influences include history and motivators. Individual differences include integrativeness (INT.); attitudes toward the learning situation (ALS.); motivation (MOT.); language aptitude (APT.); and other motivational and non-

motivational factors. Language acquisition contexts include formal and informal learning contexts; and the outcomes section includes linguistic and non-linguistic outcomes. Figure 1 shows the revised socio-educational model.

Figure 1   Revised socio-educational model
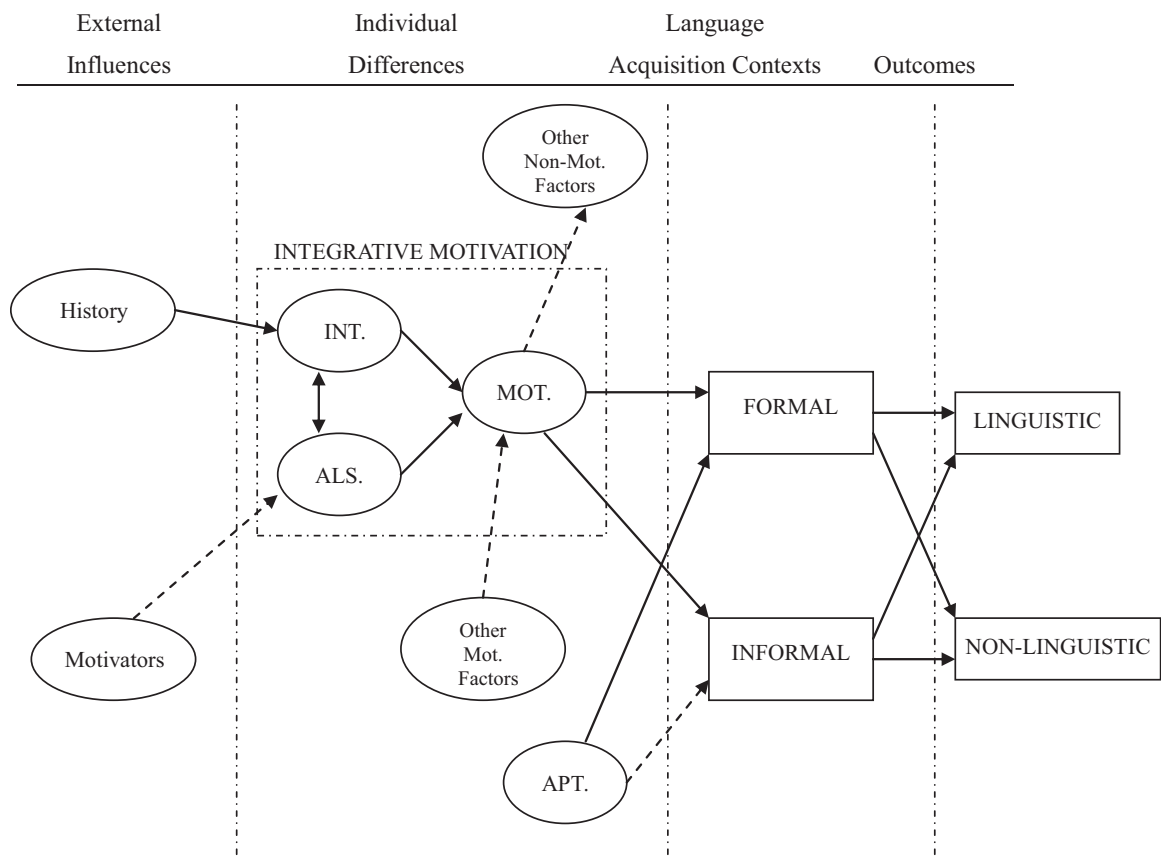
(Gardner, 2001, p.5)

External influence refers to any factors that might influence language learning. There are two classes of influences: history and motivators. History is the social and personal variables that the learner brings with him or her that can influence L2 learning; for example, the socio-cultural milieu in which the individual lives, and the personal family background. An example of the other external influence, motivators, is teacher. These two classes of background have an effect on two of the variables under the category of

individual differences: integrativeness (INT.) and attitudes towards the learning situation (ALS.), respectively. The other four variables of individual differences are integrativeness, motivation, language aptitude, and other motivating and non-motivating factors.

Integrativeness, as mentioned earlier in this section, reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community. It involves emotional identification with another cultural group (Gardner, 2001, p.8). Attitude toward the learning situation involves attitudes toward any aspect of the situation in which the language is learnt. Examples are as follows: the attitude toward the teacher; the attitude toward the extra-curricular activities, in a school context. Motivation is the driving force in any situation. In this socio-educational model, there are three elements required to learn L2: expends effort, wants and enjoys. The motivated learner would expend effort that is persistent and consistent in learning; he or she wants to achieve the goal and enjoy the task of learning the target language. Integrative motivation is an attitudinal, goal-directed and motivational attribute. The integratively motivated individual is one who is motivated to learn the language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively. In this model, integrativeness and attitudes toward the learning situation are two correlated supports of motivation, but it is motivation that is responsible for achievement in L2. Motivation and language aptitude are two variables that can have direct effects in both formal and informal contexts; the direct effects are indicated by the solid arrows in figure 1.

Examples of a formal context are the language classroom and the language laboratory; and examples of informal learning contexts are the setting where learners learn, and the

language materials like radio, movies, and language clubs. Both formal and informal language learning contexts have linguistic and non-linguistic outcomes. Linguistic outcomes refer to various aspects of proficiency in the language like vocabulary and grammar. The non-linguistic outcomes refer to consequences of language learning such as language anxiety, various attitudes, motivation and willingness to make use of the language. This model also shows two variables which are not related directly to the learning contexts: other motivational and other non-motivational factors, indicated by the broken arrows in figure 1. An example of the other motivational factor is the instrumental factor contributing to motivation (Dornyei, 1994, 2001). An example of the other non-motivational factor is language learning strategies. The use of such strategies can influence achievement by providing schema and techniques to help in learning the material; for example, by role-playing in language learning; and this is expected to be used by the motivated learner. So, there is a possible link between motivation and the other non-motivating factors. The revised socio-educational model has built-in variables which are similar to those of the education-friendly approaches outlined in the following section.

2.3.2   Education-friendly approaches

The education-specific aspect of L2 motivation research entails a major shift in thinking which took place at the beginning of the 1990s. The common feature of these approaches is the increasing attention paid to motivational processes underlying classroom learning. The reasons for putting emphasis on classroom learning are that researchers seek to "encourage a program of research that will develop from, and be congruent with the concept of motivation that teachers are convinced" (Crooke & Schmidt, 1991, p.502), which is critical for L2 success. The discussion below includes approaches developed by Crookes and Schmidt, Oxford and Shearin, Dornyei, as well

as theories of self-confidence and linguistic self-confidence theories. At the end of this section is a model that is a summary of education-friendly approaches by Dornyei.

Crookes and Schmidt's framework

Crookes and Schmidt (1991) propose that the L2 learner plays an active role at many levels of the learning process. They explain the relationship between motivation and second language learning at four different levels. The first one is the micro level, which deals with motivational effects on the cognitive processing of stimuli. The second one is the classroom level, dealing with techniques and activities in motivational terms. The third one is the syllabus level, at which content decisions come into play; and the fourth level entails the considerations relevant to informal, out-of-class and long-term factors (Crookes & Schmidt, 1991, p.483). At the micro level, the learner's motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the L2 and long-term factors.

Crookes and Schmidt (1991) also suggested that motivation to learn a language has both internal and external features. There are four internal or attitudinal factors: interest, relevance, expectancy of success or failure, and outcomes. The interest in L2 is based on attitudes, experience and background knowledge. Relevance refers to the perception that personal needs, for example, achievement, affiliation and power, are being met by learning the L2. The outcomes refer to extrinsic or intrinsic rewards gained by the learner. The external or the behavioral factors are the decision to choose, pay attention to and engage in L2 learning; persistence; and high activity level (Scarcella, 1992, p.52).

These factors are similar to that of Gardner's socio-educational models with a wider coverage of variables emphasizing the individual's motivations and the classroom's learning environment.
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Oxford and Shearin's approach

Oxford and Shearin's study (1994 and extended in 1996) covers 12 motivational theories and six factors that impact on the motivation of language learning. The theories are personal needs theory; job satisfaction needs theory; need for achievement theory; expectancy-value theories; valence/instrumentality/expectancy (VIE) theory; goal-setting theory; equity theories; reinforcement theories; social cognition theories; achievement goal theory; Piaget's cognitive developmental theory; and Vygotsky's socio-cultural theory.

The six factors that Oxford and Shearin put forward impact on the motivation of language learning. The first one is attitudes – the sentiments toward the learning community and the target language. The second one is belief about self – the expectancies arising from one's attitudes to succeed, self-efficacy and anxiety. The third one is the goal – perceived with clarity and the relevance of learning goals as reasons for learning. The fourth one is involvement – the extent to which the learner actively and consciously participates in the language learning process. The fifth one is environmental support – the extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience. The last one is personal attributes – aptitude, age, sex and previous language learning experience (AbiSamra, 2003). These theories and factors could be recognized as the combination of the theories of needs, achievement and success presented in section 2.2, together with some others.

Clement *et al.*'s theory of self-confidence and linguistic self-confidence

Self-confidence is defined as "low anxious affect and high perceptions of L2 competence" (Clement *et al.*, 1994, pp.422-3). Language learning in the case of English, which is considered as the world language, may involve little direct contact with members of the L2 community but considerable indirect contact with the L2 culture through the media (Clement *et al.*, 1994). Having a positive attitude will encourage the individual in a multi-ethnic context to seek contact with members of the L2 community. When the contact is relatively frequent and pleasant, self-confidence in using the L2 is likely to develop. The availability of extracurricular contact provides the conditions for the development of a motivational process of L2 learning.

Linguistic self-confidence is a mediating process in multi-ethnic settings that affects a person's motivation to learn and use the language of the 'other speech' community. Clement and his associates provided evidence that in contexts where different language communities live together, the quality and quantity of the contact between the members become a major motivational factor in learning the other community's language, determining future desire for intercultural communication and the extent of identification with the L2 group. The concept of self-confidence and linguistic self-confidence is close to the integrativeness motivation proposed by Gardner. Data from interviews of the present study also reflect this kind of behavior.

Dornyei's models

Dornyei (1994) proposes a general framework of L2 learning motivation. Based on his survey of the literature in both L2 learning motivation and psychology and on the findings of Clement, Dornyei, and Noels' (1994) study, Dornyei defines motivation in terms of three levels: the language level, the learner level and the learning situation

level. Each of these levels can supplement or cancel the motivation generated at the other levels. The language level focuses on motivation associated with the language itself; for example, the community or the value of knowing the language. The learner level refers to characteristics of the student. The learning situation level focuses on motivation that is derived from the curriculum, the teacher and the classroom. These three levels reflect the three aspects of language: the social dimension, the personal dimension and the educational subject matter dimension. Compared to Gardner's L2 learning motivation, this model has added both the 'internal' and 'external' motivational factors (Dornyei, 2001, p.108). This framework of motivation integrates language-related and learner's internal factors with learning situation factors like teacher socialization of motivation and classroom group processes (Ushioda, 2008, p.23).

Dornyei's (1994) and Crookes and Schmidt's (1991) respective models both imply the two-class framework of motivational factors, internal and external. Crookes and Schmidt, however, attempt to capture the notion that motivation can be related to language learning actions and situations at different levels.

Dornyei (1998) summarized the main motivational domains described in the 1990s research by identifying seven main dimensions. The first one is the affective/integrative dimension, which includes integrative motives; affective motives; language attitudes; intrinsic motives/attitudes towards L2; and learning/enjoyment/interest. The second one is the instrumental/pragmatic dimension. The third one is the macro-context–related dimension, which has multi-cultural/inter-group/ethno-linguistic relations. The fourth one is the self-concept–related dimension (generalized/trait-like personality factors), which includes the self-concept; confidence/self-efficacy; anxiety/inhibitions;

success/failure-related (attributional) factors; expectancy; and need for achievement. The fifth one is the goal-related dimension. The sixth one is the educational context–related dimension (learning/classroom/school environment). The seventh one is the significant others–related dimension (parents, family, and friends) (Dornyei, 1998, p.128). This summary gives a comprehensive coverage of education-friendly approaches. It includes, on the one hand, the focuses of classroom, teachers and learners; and, on the other, the variables of Gardners' socio-educational models, together with the constructs of theories of needs, success and attributions which have been described in section 2.2. Findings from the present study reveal most of these dimensions and will be discussed in chapter 4.

2.4   Motivational factors and language learning contexts

It is found that foreign/second languages (L2) are learnt in diverse contexts. It is an important motivational issue to study the degree to which the social environment supports the learning of L2 (McGroarty, 1998). Learners have a range of situational factors associated with different contexts in learning the target language. In one context, learners may wish to learn a language and develop skill in that language to gain practical benefits like that of motivational investment; or learners may like to pursue the learning of L2 primarily for enjoyment and as an engaging hobby or as an interest. In another context, learning L2 may serve as a touchstone for the learner's identity and sense of belonging to an esteemed community. Another important context of learning is the student's network of interpersonal contacts, the opportunities for direct contact with the language community and the background of the learner (Noels, 2009, p.299).

The focus of the following discussion is on five areas. The first one describes the

motivational influences of significant others, which includes parents, teachers and peers. The second area focuses on the interest in learning L2. The third area mainly describes motivation and the investment of gaining practical benefits, as well as the relationship of L2 learning with identity and a sense of belongingness to the community. The fourth area focuses on the process-oriented model of L2 learning to trace the ongoing changes of motivation over time. The fifth area discusses motivational autonomy and ends with the L2 motivational self system.

2.4.1 Influences of significant others on motivation

The motivation to learn is a competence acquired through experience and stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others, especially parents and teachers (Brophy, 1987). The seventh dimension of Dornyei's (1998) summary is the significant others–related dimension, which includes parents, family and friends. The following section discusses the role of parents, teachers and peers in the motivation of language learning and explains the different ways that these significant others could motivate the learners.

Parents

Parental influence on L2 motivation was a major component of Gardner's model (1985) because parents were seen to "act as the major intermediary between the cultural milieu and the student" (Gardner, 1985, p.109). Parents play an important role in children's attitude and development and they influence their children's attempts to learn L2.

There are two main roles that parents play in their children's learning process (Gardner, 1985). The first one is an active role. Gardner suggests that parents play an active role when they encourage their children to do well, when they monitor their language

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learning performance and when they reinforce any successes identified by the school. The mother who teaches additional words or phrases, or comments on some aspect of pronunciation displays an active role. Parents' second main role is the passive role, which involves indirect modeling and communicating attitudes related to L2 learning and the community. Gardner (1985) suggests that when parents have positive attitudes towards the community, they would serve to support an integrative motive in the student.

Milner (1981) proposes that ethnic attitudes develop in children as a consequence of three overlapping processes. First, some attitudinal development occurs in children as a result of direct tuition from their parents. "Parents undoubtedly do make explicit statements about their beliefs and attitudes on a variety of social issues, and there is usually an implicit encouragement for the child to feel likewise" (Milner, 1981, p.124). This process corresponds to Gardner's active role in L2 learning. Second, attitudes develop through indirect tuition, "where attitudes are not consciously taught, but are implicit in what the parents say or do" (Milner, 1981, p.126). In the process of identifying with the parents, children incorporate much of their value system. Milner proposes that "identification promotes the desire to emulate the parents, to appear grown-up by spouting adult ideas, and simply to gain approval by being like them" (Milner, 1981, p.125). This process refers to Gardner's passive role in L2 learning. The final process is role-learning. As they grow and mature, children learn to behave, feel and see the world in a manner similar to other persons occupying the same position (Milner, 1981).

In addition to the above mentioned parental influences in the learning process, parenting

styles can make a difference in children's academic motivation. In general, motivations are enhanced when parents allow children to make decisions, to state suggestions; when they acknowledge children's feelings and needs, and provide children with choices (Dornbusch *et al.*, 1987). Parents who give children hints and prompts rather than automatically supplying answers will encourage children's questioning and critical thinking (Newman, 2000). Verbalization and feedback is commonly used by family members, especially parents, in encouraging children to learn (Alderman, 2008, p.76). Parents who make adaptive attributions for their children's performance, have high confidence in the children's abilities, and value school work may be encouraging their children's positive motivational beliefs such as attributions and self-efficacy. Recent evidence suggests that parental expectations for achievement formed in one's early adolescence can predict one's educational plans and career choices some years later (Jacobs & Bleeker, 2004). Parental influence in the motivation of learning the English language is obvious in the present study.

Teachers

Teachers involved in L2 learning act not only as teachers but also as motivators. This dual role has been described in Gardner's and Dornyei's respective theories and models in the previous sections. Teachers can affect student motivation in many ways. This section focuses on three areas in which teachers could influence the motivation of language learning: teachers' teaching ability; teachers as encouragers and motivators using praise, criticism and rewards; and teachers creating an active learning environment.

Firstly, the way that teachers perform in teaching has an influential impact not only on how well students learn but also on how motivated they are. Teaching ability

encompasses the strategies required to transmit knowledge, skills and attitudes from the teacher to the student including the ability to develop an atmosphere that encourages student learning (Darling-Hammond *et al.*, 1983). To enhance students' motivation for learning, teachers should strive to meet students' personal, emotional and cognitive needs as different students have different needs (Stipek, 2002). In addition, teachers should "help students with learning and behavior problems, identify and use appropriate internal evaluative standards by teaching them to set goals that are specific, proximal, and challenging" (Taylors, 2002, p.86).

Secondly, teachers are encouragers and motivators. Praise, criticism and rewards can be used as tools to encourage students to learn. Recognition of student contributions motivates them to continue doing well. Teachers can use verbal praise to encourage students when they make progress. In another form of encouragement, praise conveys information to students of the teacher's beliefs about their ability (Pintrich & Blumenfeld, 1985). Praise given for success and progress in learning substantiates students' beliefs that they are learning and raises their self-efficacy for learning. Effective praise is contingent on successful performances. It can also boost students' perceived competencies and motivation for learning. Criticism can also result in enhancing students' motivation to learn. It refers to teacher's disapproval of student behavior through verbal feedback or gestures. Criticism can be used to motivate students when it conveys that they are competent and can perform better with more effort or better use of strategies; when it informs students about the value of the learning; and when it provides information on progress toward goals. The reward is used by teachers to foster motivation to link with outcomes like students' progress, skill improvement, learning and competence. When rewards are contingent on these outcomes, they convey to students that they are learning which builds self-efficacy and

sustains motivation. If rewards are used, that should be linked with the development of students' competencies to enhance intrinsic motivation (Schunk, 1995).

Thirdly, teachers should have the ability to create an active learning environment and, as a result, shift from passive learning to students taking responsibility for their own learning. It requires that teachers transfer to students some of their control over the curriculum, teaching and learning (Chapman & Aspin, 1997). The data from the present study reveal that some participants' teachers are motivators as described here.

The ultimate aim of teaching is to encourage students' autonomy in learning. A study aimed at examining the motivational impact of encouraging learners' autonomy showed that the degree of the teachers' support of student autonomy and the amount of informative feedback teachers provided was in a significant positive relationship with the students' sense of self-determination and enjoyment (Noels *et al.*, 1999). On the same line, Dornyei's (1994) model of L2 motivation also includes the teacher-specific motivational component of which autonomy is one of the major variables. Ushioda (1996) highlights the importance of learners' autonomy, which will be discussed in a later section. Teachers' influence on motivation to learn the English language is shown in the present study, and will be discussed in chapter 4 and 5.

Peers

The peer influences discussed in this section include those of friends and the learner group. There are five peer influences. The first influence is modeling; peers can act as a model. Observers' beliefs can be affected by their observation of models. Observing similar others' success can raise observers' self-efficacy and help them believe that they can do the same. The second influence is on the goals and achievement motivation of

students: observation of peers can lead students to adopt comparable goals (Bandura, 1988) because peer-oriented goals are highly valued by students. The third one is peer network, which can heavily influence members' academic motivation in several ways. Networks help to define students' opportunities for interactions, for observing others, interactions and access to activities (Ryan, 2000). Over time, network members become more similar to one another. Researchers have found that discussions among friends influence their choices of activities and that friends often make similar choices (Berndt, 1999).

The fourth influence of peers is through the quality of student's relationships with peers which is a powerful motivator. Friendships support students in the school environment and assist with their adjustment (Newman, 2000). Peers in the classroom can act as a source of support to deal with problems. Friends show consistent similarities on many motivational measures including perceptions of competence, importance of meeting academic standards and preference for challenges (Altermatt & Pomerantz, 2003). Friends influence one another by their attitudes, behaviors and by their quality of friendship (Berndt, 1999). Both positive friend characteristics and intimate relationships affect school adjustment in a constructive fashion. The fifth influence of peers is through peer pressure which often discourages negative behavior and encourages pro-social behavior, good studying behaviors and academic motivation (Berndt & Keefe, 1996).

Similar to peer influences, a learner's group also contributes to the motivation of learning. It is found that perceived group cohesiveness greatly contributed to learners' overall motivation construct and correlated significantly with various language criterion measures (Clement *et al.*, 1994). This finding formed the empirical basis for including a

set of group-specific motivational components consisting of goal-orientedness, the norm and reward system, group cohesion and classroom goal structures in Dornyei's (1994) framework of L2 motivation.

2.4.2 Interest

A common belief is that people will learn or do well if they are interested and will not learn or perform well if they are uninterested. Interest can be a major motivation source that arises as individuals interact with the environment (Krapp *et al.*, 1992). Interest refers to the liking and intentional engagement in an activity. It is suggested that students' low motivation and poor performance in school are due to a lack of interest and that interest is an important aspect of motivation that influences attention, learning, thinking and performance.

There are two types of interest: personal interest and situational interest. According to Krapp (1992a), personal interest is developed over time during a person's constant and consistent interaction with certain activities in a particular environment. Personal interest is a more stable personal disposition toward a specific topic (Urdan & Turner, 2005). It is based on increased knowledge, positive emotions and increased perception of value in the subject. If students lose motivation, they might think that the subject is boring because they cannot see the connection between the subject and real life; or perhaps they feel that it is too difficult or they are afraid of failure. Negative thoughts like the above factors will lower their personal interest in learning.

Situational interest is generated by certain stimulus characteristics in an activity (interest) and tends to be shared among individuals (Hidi & Anderson, 1992). It represents a more temporary, situation-specific attention to a topic (Urdan & Turner, 2005). In the

learning context, situational interest results from students' recognition of appealing features associated with a specific learning task (Mitchell, 1993). For example, the teacher can use real-life contexts to build on students' prior knowledge and interests to motivate them. In addition, the teacher can design appropriate learning activities to stimulate students' interest. When both personal and situational interest influence and interact with each other, students will maintain high engagement and motivation in learning. In the teaching and learning situation, it is sometimes difficult for learners to adapt instruction designed for a range of diverse personal interests. It may be easier for teachers to attempt to create situational interest, which in turn may stimulate personal interest. Situational interest can be increased through the use of interesting text, media and presentations in classrooms (Schunk *et al.*, 2008).

2.4.3 Motivational investment and identity

The concept of motivational investment describes the socially and historically constructed relationship of learners to the target language, and their ambivalent desire to learn and practice it (Norton, 2000, p.10). The investment concept is introduced because various theoretical approaches in the past were unable to capture the dynamic processes involved in motivation. Norton suggests that learners invest in a language because they understand that they will acquire a wider range of symbolic and material resources which will enhance their cultural capital, their identity and their desires for the future. The main drive behind learning is the expectation or hope to have a good return on that investment. This concept is very similar to instrumental motivation, yet there is a distinction between investment and instrumental motivation. Instrumental motivation presupposes a unitary, fixed and an historical language learner who desires access to material resources that are the privilege of target language speakers. Norton's "investment", however, conceives the language learner as having a complex social

history and multiple desires (Norton, 2000).

Norton also thinks that learning the target language is an investment in a learner's identity and this identity is constantly changing across time and space. She states that when learners speak, they are not just exchanging information with the target language speakers, they are "constantly organizing and reorganizing a sense of who they are and how they relate to the social world" (Norton, 2000, pp.10-11). In this way, an investment in the target language is also an investment in a learner's identity. This notion of investment is similar to that of Williams' (1994) idea of social identity.

Williams suggests that learning a foreign language is different to learning other subjects mainly because of the social nature of it. Language belongs to a person's whole social being. It is part of one's identity and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules or grammar. It involves "an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner" (Williams, 1994, p.77). In the same vein, Clement and Noels' (1992) social identity theory proposes that learners seek to view themselves positively and that a positive image is determined socially. Learners' desire to maintain a positive social identity is strongly linked to the motivation of pursuing the language in settings where it serves as an important dimension of group identity (Clement & Noels, 1992; Noels & Clement, 1996).

2.4.4 Process-oriented approach

The process-oriented approach focuses on the task of language learning to trace the ongoing changes of motivation over time. Motivation is a constantly changing facet

which cannot be measured at a static time. The learning and mastery of L2 could take several years to be successfully accomplished. To portray motivational processes as they happen in time is a major challenge for motivation theorists. It is suggested that people will learn or do well if they are interested in the activity; nevertheless, it is important to emphasize that motivation is more than sparking an initial interest. It also involves "sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals" (Williams & Burden, 1997, p.121). This is to assume that "motivation is dynamic in nature; it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task" (Ellis, 1997, p.76).

The process-oriented model (Dornyei, 2003) was developed with two assumptions. The first one is that learners may have a fluctuating level of commitment within a single lesson. The second one is that the variation in learners' motivation over a longer period (for example, a whole academic term) can be dramatic. It is a process model of L2 motivation that breaks down the overall motivational processes into small temporal segments. These segments are organized along the progression that describes how "initial wishes and desires are first transformed into goals and into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process" (Dornyei, 2003, p.18). The model consists of three phases: preactional, actional and postactional.

The preactional stage is a phase of choice motivation for learners to select goals. The actional stage is a phase of executive motivation; that is, to perform acts and sustain activities such as studying an L2 and learning in a classroom setting. The postactional

stage is a phase of motivational retrospection in which learners experience their outcomes and will determine the kind of activities they will be motivated to pursue in the future. These three stages are associated with different motives. Learners will be influenced when they are performing an action (Dornyei, 2003, p.20). This model is "an informative analysis of what takes place at specific stages of learning which provides useful perspectives for individuals concerned with explaining specific behaviors in language learning" (Gardner, 2001, p.30).

The process-oriented model is a significant approach in L2 learning motivation. This is because in an L2 learning environment, L2 achievement is influenced not only by the type and degree of motivation, but also its fluctuations over time. A learner might be motivated to learn a second language for a functional reason such as getting a job. He or she may be very highly motivated because they desperately need a job for a living and cannot get one without a high score on a certain L2 test for example, English. His or her achievement, however, might be influenced by motivational fluctuations over time. For instance, if he or she does not like a particular teacher or classroom activity, or if he or she gets a low score in a practice test, their motivation might be negatively affected. On the contrary, if this learner likes his or her teacher's style in the classroom, the teaching materials and activities, or gets a higher score in a practice test than he or she expected, their motivation might be positively affected. In the long run this type of motivational orientation might change; for example, moving from an extrinsic to an intrinsic orientation. It is therefore essential to apply this model to examine the interrelationship between the overall macro levels of motivation and the micro-level fluctuations.

2.4.5   Motivation and autonomy

Learners' autonomy means that the learners have the ability to make their own decisions

about what to do. In an educational context, learners take their first step towards autonomy when they recognize that they are responsible for their own learning. They will fully engage in all aspects of the learning process like planning, implementation and evaluation (Little *et al.*, 2003, p.4).

The ultimate aim of teaching is to encourage students' autonomy in learning. As learning is a process of constructing knowledge, the learners should be the agents who contribute actively in the process of learning. To become an autonomic learner, it is suggested that he or she should be actively involved and the motivation must come from within the learner. In learning a new language (for example, English)

> the growth of motivation within the learner enables them to relate the development of language skills to their own personal life and interests outside the classroom, and to express their own meanings in the language they are learning. Otherwise, it seems unlikely that they will want to invest in the pursuit of competent in this domain, since the language will remain to them somebody else's (the teacher's, the textbook's, the target language speaker's), rather than an integral developing part of their own behavioral repertoire. (Ushioda, 2003, p. 97)

In order to enhance a learner's capacity for autonomy, it is important that the learner's motivation must be of intrinsic nature. The learner also needs supportive interpersonal interactions and an optimal learning environment to facilitate the growth in positive ways (McCombs, 1994).

There have been studies on the motivational impact of encouraging learners' autonomy (Dornyei, 1994; Noels *et al.*, 1999). The study of Noels *et al.* (1999) shows that the degree of the teachers' support of student autonomy and the amount of informative

feedback teachers provided was in a significant positive relationship with the students' sense of self-determination and enjoyment. Dornyei's (1994) model of L2 motivation also includes the teacher-specific motivational component of which autonomy is one of the major variables. The study on learning autonomy is associated with theories presented in section 2.2 about needs which emphasize people's potentialities and intrinsic motives. The L2 motivational self system, which is the next topic, also falls into the same area of motivation.

L2 motivational self system

This model assumes that the language learner's initial motivation to learn a language does not come from internally or externally generated self images but from successful engagement with the actual language learning process because they discover that they are good at it. In 2005, Dornyei proposed the L2 motivational self system, which contained three components: ideal L2 self, ought-to L2 self and L2 learning experience. The first component, ideal L2 self is the L2-specific facet of one's ideal self. When the learner wants to speak L2, the ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between the actual and ideal selves. Integrative and internalized instrumental motives described in section 2.3.1 belong to this component. The second component, ought-to L2 self, reflects that one ought to strive to meet expectations and to avoid possible negative outcomes. The dimension is a more extrinsic, that is less internalized, type of instrumental motive. The third component, L2 learning experience concerns situated, executive motives related to the immediate learning environment and experience; that is the impact of the teacher, the curriculum, the peer group or the experience of success (Dornyei, 2009, p.29).

The idea of self is to understand the foundations of action and it is centered round

identity and identification. There are similarities with the L2 motivational self system in Gardner's (2001) revised socio-educational model which holds that motivated behavior is determined by three major motivational dimensions: integrativeness, instrumentality and attitudes toward the learning situation. This corresponds closely with the proposed L2 motivational self system. This self perspective also corresponds with the motivational constructs suggested by Noels (2003) and Ushioda (2001). Noels conceives L2 motivation as being made up of three interrelated orientations: intrinsic reasons inherent in the language learning process; extrinsic reasons for language learning; and integrative reasons. These three components are closely matched with the L2 learning experience, the ought-to L2 self and the ideal L2 self, respectively.

2.5 Empirical research on motivation

This section presents firstly, a synopsis of five empirical studies on motivation and models of motivation in L2 that have been discussed in relation to the present study of motivation in learning English as a foreign/second language (L2) secondly, it will discuss the dominance of quantitative approaches in the field of L2 motivation. The five studies described are variously based on or are the work of Gardner (1985), Clement, Dornyei and Noels (1994) and Dornyei (1998), four of them employ a quantitative approach and only one study takes a qualitative approach to the research.

2.5.1 Empirical studies

The first study is that of Clement, Dornyei and Noels' (1994), which focused on the role of motivation in foreign language learning. The survey aimed to examine 301 grade eleven Hungarian students in terms of their attitude, anxiety and motivation towards learning English; and their perception of classroom atmosphere and cohesion. There

were three elements in the research. First, it considered the role of orientations and attitudes (Gardner & Lambert, 1972; Gardner, 1985) as effective correlates of L2 behavior and proficiency. Second, it assessed the role of linguistic self-confidence and language anxiety (Clement 1980; 1986) in learning L2. The third element was group dynamics in the classroom setting (Clement *et al*., 1994, p.419).

The participants were 17 to 18-year-old students who studied English as part of their official school curriculum. There were two questionnaires used in this survey. The first was a student questionnaire titled "Orientations, attitudes, motivation and anxiety". Students indicated the extent to which they agreed or disagreed with each statement using a 6-point Likert-type scale. The second questionnaire was for the teachers. The teachers used a four 7-point scale to evaluate the quality of each student's homework; how active and how motivated the student was in class; the student's status among his/her fellow students' current level of achievement in active communication and in the passive, theoretical knowledge of English. The teachers also provided the students' English grade from the previous term (Clement *et al*., 1994, p.425 & p.428).

The findings of this research could be summarized into three areas. Firstly, instrumental orientation existed based on the acquisition of knowledge and media usage rather than on the achievement of pragmatic outcomes. Secondly, achievement in English was significantly related to self-confidence and the evaluation of the learning environment. Thirdly, group cohesion was associated with a positive perception of the learning environment. The result suggested that a good classroom atmosphere and extracurricular contact activities might jointly affect a student's language self-confidence. It underlined the presence of a learning environment and its relationship to student behavior and achievement (Clement *et al*., 1994, pp.440-2). This

research serves as a basis for the following studies on motivation of learning L2 in China.

The next study, which was conducted by Liu (2007), drew on the model and theories of Clement *et al.* (1994). The participants were 202 Chinese third-year undergraduates from Xia'men University of south China. The survey questionnaire was adapted from Gardner (1985) and Clement *et al.* (1994). The aims of this study were to investigate Chinese students' attitudes toward learning English; the relationship between students' attitudes and motivation types; and their achievement in English. The participants began studying English in junior high schools but they had stopped taking English courses at the time the study was conducted.

Data were collected through a motivation survey, including an open-ended question; and an English proficiency test. The survey contained two main parts. The first part involved students' attitudes towards learning English and the English-learning motivation scale. The motivation scale consisted of three subcomponents: integrative orientation; instrumental orientation; and the travel orientation designed by Clement *et al.* (1994). A 5-point Likert-scale was assigned to each alternative in this part of the survey. The second part of the survey was an open-ended question: "Are you more or less motivated to learn English than when you were a first-year or second-year student? Why?", which was included at the end of the questionnaire survey. The third part was a 2-hour English proficiency test.

The findings of the survey could be summarized into three areas. Firstly, students had positive attitudes towards learning English and they were highly motivated to learn the language. Secondly, the participants were found to be more instrumentally than

integratively motivated to learn English. Thirdly, students who had more positive attitudes towards learning English tended to score higher in the proficiency test; and students who were more instrumentally and/or travel motivated tended to perform better in the test (Liu, 2007).   According to the researcher, these findings could be attributed to the rapid development of China's economy in recent years which had yielded an increasingly high demand for university graduates with high English competency in education, market, business, science and technology. The fact that participants were more instrumentally motivated to learn English is the same finding as that of the present research on vocational students in the Hong Kong context.

The third empirical research sought to test the motivational dimensions of Dornyei (1998, p.128). Dornyei conducted two surveys, respectively, with Clement (reported in 2001) and with Csizer (reported in 2002). The aim of these two studies was to identify the orientations of students towards five different target languages when choosing a foreign language to learn at school. A 37-item questionnaire was designed for the surveys. They were carried out in 1993 and 1999 with over 4000 Hungarian school children aged 13 to 14 years old. The languages included: English, German, French, Italian and Russian. The status of each of these five languages in Hungary was as follows: English was the 'indisputable world language'; German was the traditional *lingua franca* of the region, and widely accessible through the regional mass media; French was the language formerly used by the Hungarian aristocracy, in addition to German, and still widely taught in Hungarian secondary schools; Russian was the language imposed as a compulsory second language for 40 years, but never popular or widely used; and Italian was a control for the four 'socio-culturally important' languages (Dornyei & Csizer, 2002, p.425). The findings revealed that "Hungarian teenage language learners appraise different target languages through the same mental

framework or schema, in terms of five broad and interrelated dimensions: Integrativeness, Instrumentality, Direct contact, Media-usage (or indirect contact) and Vitality" (Dornyei & Clement, 2001, p. 410).

The results also showed that different languages obtained different profiles along and across the dimensions, which were significantly influenced by macro-contextual and geopolitical factors. Languages were ranked differently in terms of their popularity among participants. There seemed to be a declining interest in the 'non-world' languages; but they were interested in English – the world language – which maintained a high popularity. It was also noted that geographical factors played a role in that students living closer to a bordering country generally appraised more highly the language of that country than students living further away. The Hungarian study's finding that English maintained a high level of popularity in that country is also applicable to some parts of Asia, as shown in the following study.

Empirical research on the motivation for learning English has also been conducted in Japan. The fourth study described in this section was conducted by Nakata (2006) and aimed to investigate how the learning experiences of school and university affected motivation (Nakata, 2006, p.272). The participants were 288 Japanese English learners who had just entered university. A closed questionnaire was used to obtain general patterns of motivation among these learners (Nakata, 2006, p.203). The 50 questionnaire items included self-developed items; and items modified from studies of Tremblay and Gardner (1995), Schmidt *et al*. (1996) and Little *et al*. (2002) (Nakata, 2006, p.204). The participants were asked to answer each item on a 6-point rating scale from 'strongly disagree' to 'strongly agree'.

The results could be summarized into two areas. Firstly, the students liked learning the language in general, but suffered from anxiety in oral activities. Nonetheless, they wished to communicate with foreigners. Secondly, the students' motivation was an intrinsic one which appeared to be related to self-determination theory. The intrinsic motivation, according to the researcher, might be because the students had successfully passed the entrance examination of the university, so that they had confidence in learning the English language (Nakata, 2006, p.212). Data also revealed that the participants had five motivational components: autonomy/intrinsic motivation, instrumental motivation, language learning beliefs, language use anxiety and international orientation (Nakata, 2006, p.213). The first two components are also amongst the findings of the present Hong Kong research.

The last of the five studies examined here is a qualitative study by Wu (2006) on the motivation of students in Taiwan. The aim of this study was to examine the motivational factors of College students' learning the English language and their learning strategies (Wu, 2006, p.170). The research tools included observations and dialogic interviews. Seven students in this study provided their perspectives and experiences regarding their motivation to learn English and the learning strategies they used while participating in English courses. Data revealed that students' motivations for learning L2 were influenced by some of the motivational dimensions of Dornyei (1998).

The findings could be grouped into seven areas. First, participants' prior learning experiences affected their attitudes towards learning English and established a good English foundation. This resulted in participants having a higher self-efficacy for learning and for performance in learning English. Second, all participants had interest and an intrinsic motivation, and these are the keys to learning English (Wu, 2006,

p.230). Third, English was considered as an important and valuable language by all participants because good English proficiency increased job competitiveness. Fourth, students needed English language skills for college schoolwork. Fifth, English was considered as an international language for communication. Sixth, teachers played a significant role in affecting and encouraging a students' learning. Students liked teachers to interact with them and liked studying authentic materials in class. Personal characteristics of teachers, such as being easy-going, humorous, patient and friendly – in addition to teaching styles or strategies – affected students' learning motivation. Seventh, factors of goal-orientation, the influences of western culture and the media; a great interest in English or technology also influenced student's learning motivation and learning strategies. The researcher concluded that the best learning came from intrinsic motivation (Wu, 2006, pp.231-2). These results were very close to the findings of the present study.

2.5.2   Approach to empirical research in L2 motivation

Most of the previous L2 motivation literature tended to use large-scale numerical data based on questionnaire surveys collected from participants (Dörnyei, 2003b). Empirical studies in L2 motivation were largely based on the social psychological perspective following the work of Gardner and Lambert (1972, Gardner, 1985) in using quantitative, statistical methods which had been dominant in the educational psychology field. (McGroarty, p.71, 2001)   The first four studies presented in the previous section are typical examples showing the dominance of quantitative research paradigm in the L2 motivation field. Questionnaires and Likert-type scale were used in these four studies: Dornyei and Noels' study (1994) on the role of motivation in foreign language learning; Liu's survey (2007) on the attitudes towards learning English; Dornyei, Clement and Csizers' research (2001 & 2002) on the exploration of motivational processes overtime

and Nakata's study (2006) on the investigation of how learning experiences of school and university affected learners' English learning motivation.

Within the dominant quantitative research paradigm, using large-scale statistical approaches above offered foundational insights into individuals' L2 learning motivation. (McGroarty, p.71, 2001) However, it did not accommodate the analysis and exploration aspect of motivation (Ushioda, 2001) which is the purpose of the present study in employing the qualitative research approach. The present study aimed to uncover participants' patterns of thinking and beliefs which shape their engagement in the learning process and affect their English learning motivations.

Data from qualitative research in the present study could show individuals' differences and changes in motivational profiles; it could also help distinguish the relative importance of family background and perceived usefulness as rationales for L2 study. Such an in-depth investigation into L2 motivation could not be achieved solely through a quantitative orientation (Ushioda, 1994 & 1997; Dörnyei, 2001).

Motivational theories for a long time were focused mainly on integrative and instrumental orientations. The focus, however, has broadened as is evident from the studies that have followed. Based on different L2 motivational theories and models, research has produced evidence of the relationship of motivation to better proficiency and higher achievement (Dornyei, 1994; Oxford & Shearin, 1994; Dornyei, 2001) and has shown that students' learning attitudes vary depending upon the socio-cultural setting in which the data are gathered (Clement *et al*., 1994; Oxford & Shearin, 1994; Noels, Clement & Pelletier, 2001). It has also found that intrinsic and extrinsic motivation orientations that emerged for reasons of travel are considered specific types

of orientations for learning L2 (Clement *et al.*, 1994; Oxford & Shearin, 1994; Noels, Cement & Pelletier, 2001) and that intrinsically motivated students who learned L2 because of the inherent pleasure in doing so are expected to maintain their effort and engagement in the L2 learning process even when no external rewards are provided (Oxford & Shearin, 1994; Noels *et al.*, 2001) (Liu, 2007, pp.128-9).

The motivation involved in learning L2 is not confined to one or two factors as it may have appeared in the empirical studies discussed above. Students in different contexts may be motivated to learn L2 by different orientations. There is a need for more qualitatively based research to further explore relevant factors and the dynamic nature of L2 motivation, especially in the Hong Kong vocational context.

2.6 Motivational factors of Hong Kong students in English language learning

The literature on motivation for English language learning in the Hong Kong context is sparse. The references to motivational orientations are mostly found in reports on language attitude surveys. The following section presents a selective review of literature related to the present study. The review is grouped into six sections which include: instrumental/practical orientation; extrinsic and intrinsic motivations; motivational influences of parents and community; medium of instruction; academic results; and English as an international language.

2.6.1 Instrumental/practical orientations

An early study of language attitudes in Hong Kong was conducted in the 1970s. It was during the time when English was the only official language (until 1974, when Chinese

was recognized as the other official language) and the *lingua franca* for international businesses. In a survey of 561 students from EMI and CMI secondary schools (Fu, 1976), most participants agreed that English was necessary for securing a good job and was important for their future. The majority also agreed that it would be valuable for their future spouses and children to know English (Pennington, 1993, p.5). There were three other surveys carried out by Lai in 1980, 1992 and 1995, respectively, to solicit junior secondary students' attitudes (Lai, 1996) towards learning the English language. Although the students' ages ranged from 10 to 15 years old, about a quarter of them related English learning to future careers. Only about 10 per cent reported that they learnt English because of their own interest (Lai, 1999).

Similar findings were shown in a survey carried out by Wu (2004) of a Band 1 secondary boys' school with ages ranging from 12 to 18. Students are arranged in Band 1, Band 2 or Band 3 when they enter secondary schools. Band 1 students usually have the best academic results; and Band 2 students normally have poorer results than those of Band 1; and Band 3 students have poorer results than those of Band 2 students. The findings of this study provide a consistent picture that instrumental goals, especially with career-related purposes, are more important than integrative goals. This confirmed previous findings that Hong Kong students tend to be more instrumental in their motivation toward learning English (Pierson *et al.*, 1980; Pennington & Yue, 1994; Richards, 1994; Lai, 1999; Hyland, 1997).

Practical orientation was revealed from the tertiary students. In a survey of 200 undergraduates (Lai, 1999), seventy percent of the participants had taken an English language elective course to improve their English skills for career preparation. This finding was similar to a previous survey on 2156 tertiary students (Littlewood & Liu,

1996). Participants showed strong pragmatic motivation and a sense of social concern for Hong Kong's future with regard to proficiency in English. (Littlewood & Liu, 1996, p.76)

Proficiency in English was also one of the motivational factors of learning L2 in Richards' (1998) survey. Semi-structured interview was conducted to 27 senior secondary school students. Seven students gave two main reasons for learning the English language. Firstly, proficiency in English would be useful when studying and working in order to better understand university lectures and to do business with native speakers of English. Secondly, proficiency in English allowed one to interact with native speakers of the language. The first reason combines practical academic and employment motives, while the second one is a communicative orientation with a more centrally social motive. Students with this type of orientation indicate that they have secondary motives for learning the English language. The secondary motives described in this survey are intrinsic interest in the language; a desire to do as well as or better than one's peers; a competitive or achievement motive; and a desire to acquire knowledge. These students' intrinsic interest will be discussed in the following section. The motive related to public examinations is also rated as being very important. Nine students of this survey emphasized the importance of gaining English qualifications in securing a good job or getting accepted into universities, rather than the usefulness of having English skills when working or studying. This is not surprising because examinations are important in determining educational options and opportunities. There are other orientations such as students are motivated primarily by a desire to do as well as their peers (Richards, 1998, p.319).

2.6.2   Extrinsic and intrinsic motivations

Extrinsic motivation was found to be stronger than intrinsic motivation to learn the English language for 524 tertiary students (Lin *et al.,* 1991) in a questionnaire survey which correlated responses with language proficiency levels. A close relationship was affirmed between intrinsic motivation and high achievement of English, in the same study. The same result was obtained from Walters and Balla (1992) who carried out a survey of 1237 tertiary students, using questionnaires. The findings showed that many Hong Kong students lacked intrinsic motivation. Although the demand for extra-curricular English courses was high, students were found to be reluctant to engage in independent and self-directed learning behavior.

Intrinsic motivation was found in the same survey conducted by Richards (1998) with senior secondary-school students. Ten participants out of 27 indicated that they were motivated primarily by an intrinsic interest in English, in foreign languages and in learning in general. Seven of these 10 students were motivated by a desire or perceived need to communicate with native speakers of the language. Two of the other three students stated that they already had considerable contacts with native English speakers. They also acknowledged the practical value of learning English like the students in the same survey stated in the previous section, they stressed the importance of having an intrinsic interest in the language. These findings suggest that the intrinsically oriented students are motivated by a broad range of factors: a desire to master the language for its own sake; a desire to interact with native speakers; an intrinsic interest in the language; and an appreciation for the practical uses of English (Richards, 1998).

2.6.3   Motivational influences of parents and community

Parents are eager for their children to get into schools that use English as the medium of

instruction (EMI). After the policy of mother tongue (Cantonese) teaching was implemented in 1998, the secondary schools that were not exempted appealed to the Hong Kong Education Department because the parents were very unhappy (*Ming Pao Daily News*, 1998). In a survey based on interviews with 189 principals, 50 per cent of the subjects reported that better students had asked to be transferred to EMI schools and that over 30 per cent of the new students seemed to be weaker in every aspect. There seemed to be a stigma attached to the Chinese (Cantonese) medium of instruction (CMI) schools and parents were reluctant to send their children to these schools (*Ming Pao Daily News*, 1999).

In addition to the concern with EMI which affects students' motivation, parents' knowledge of English also influences students' attitude towards learning English. In Richards' (1998) survey (described previously in section 2.6.2) of seven senior secondary schools, almost all the students who reported that their parents knew English were from either the intrinsic group or the practical/communicative group. One of the secondary Form seven students commented that if their parents knew English, local students would feel that they should also know it. "It becomes a part of their life to have that ability" (Richards, 1998, p.319).

The socio-cultural influence is shown in Lin's (2002) survey of secondary-school students' motivation for learning English. In the open forum of a Hong Kong English newspaper, Lin wrote down what she had heard from a 14-year-old boy, "it's so boring and difficult and I could never master it. But society wants you to learn English. If you're no good in English, you're no good at finding a job" (Lin, 2002). The student's remark reflected that a junior secondary-school boy had pragmatic motives in learning English. The 'society' to which he referred could be parents, teachers, relatives and/or

his friends in the community. The data showed that this boy and his classmates were fully aware about the socio-economic importance of English, yet he found learning English boring. One of the reasons for this may refer to the comment that English does not play any authentic socio-cultural role in learners' daily lives. Tien, M., the Chairman of the Standing Committee on Language Education and Research (SCOLAR) said in the same Hong Kong English newspaper that Hong Kong had become very Cantonese driven since the 1980s because of Canto-pop music and films. Students had problems with motivation for learning English. He also said that students were motivated for the wrong reasons: by examination, parental and career pressure. He suggested that English lessons could be more interesting (Forestier, 2002).

2.6.4 Medium of instruction

As mentioned in the introductory chapter (section 1.2.5), since the 1998 academic year, most schools have been required to use Cantonese as the medium of instruction (CMI) while English has continued to be learnt at school (Education Department, 1997, p.1, para. 2.1). Many parents have reacted strongly to this policy, as mentioned in the previous paragraph. The parents' opposition may have arisen for the following reasons. This policy directly diminished the exposure of learners to learning the English language. The medium of instruction (MOI) is an important factor that influences student daily usage, learning attitude and achievement of English language proficiency. Putting students into Band 1, Band 2 and Band 3 groups, according to their ability and achievement, is another policy that could affect the motivation for learning L2. Based on the last three terms of their examinations results, students are arranged in Band 1, Band 2 and Band 3 streams. They enter secondary schools according to their bands. Band 1 students usually have the best academic results and Band 3 students normally obtain the poorest academic results.

A survey on a significant effect of medium of instruction (MOI) indicated that students in EMI schools had higher levels of motivation in learning English than students in CMI schools. The 1807 participants were drawn from the Form one students of seven Hong Kong secondary schools of various ability bands. Results also showed that Band 1 students were more motivated to learn English than Band 3 students (Salili & Lai, 2003). Data indicated that students in Bands 1 and 2 had higher levels of motivation in learning the English language, and got higher scores in performance goal and learning goal orientations. They also had higher levels of self-efficacy. The present study underscored the unfavorable outcomes obtained for the students in the lower-ability band schools. The inference drawn was that these students were subject to learning environments with negative peer influences and, probably, an inferior quality of instruction. Moreover, it was argued that the situation was particularly detrimental to late developers who underachieved in the late primary school years, and were then allocated to lower-ability band schools where the learning environments were unfavorable for them to achieve their full potential.

2.6.5   Academic results

In Richards' (1998) survey of seven senior secondary schools (section 2.6.2), the majority of the students stated that they considered their experiences of learning English in relation to achievement. They were motivated because they needed to sit for public examinations, they were competing with classmates or they were receiving good grades. In the interview, two secondary Form seven students stated that the local students accepted examination pressure as an unavoidable fact of life and, consequently, did not view it as something that would diminish motivation. With regard to de-motivating experiences, only receiving poor grades and having difficulty learning were reported by more than two students. Although several interviewees mentioned that local students

were forced to learn English because of Hong Kong's colonial status, only one cited this requirement to learn English as a de-motivating factor (Richards, 1998, p.319).

2.6.6   English as an international language

In Littlewood & Liu's (1996) study of 2156 tertiary students, 90 per cent of students agreed that English is an important world language. Eleven per cent of students thought that they would lose Chinese identity if they were good at English. This underlines that, while young Hong Kong university students recognize the importance of English as a world language and would like to be proficient users of it, at the same time they are comfortable with their Chinese identity and feel little threat to it from the English language. This finding is the same as Hyland's (1997) study of the changing attitudes of undergraduates brought about by the handover which found that most respondents thought that English would continue to perform a gate-keeping role after the handover.

2.7   Chapter summary

Learning motivation theories emphasize the psychology of motivating factors of needs, achievement and success. These theories lay the foundation for L2 motivational models and approaches. L2 learning motivation research was initiated by Gardner and Lambert in the 1950s and their influential theories were developed and remained dominant for about three decades. It has been commented that Gardner's theories in the socio-educational models fail to take adequate account of the classroom context of learners' motivation. L2 learning motivation theories and research were then extended to a more education-friendly approach encompassing L2 learners and teachers, as represented by Dornyei's models. Current theories and models help to understand L2 learning motivation in different contexts. There are discussions on motivational

influences from the interaction between the learner and more significant others like parents, teachers and peers. Contexts like learners' wishes to pursue L2 learning as an interest and the notion of motivational investment and identity are being focused on by researchers like Norton and William. There are also the process-oriented model to trace the ongoing changes of motivation over time; the relationship between motivation and autonomy; and the L2 self system, which emphasizes learners' potentialities and intrinsic motives. Some of the theories and models above were tested in the empirical studies conducted in Hungary, China, Japan and Taiwan. In Hong Kong, similar theories and models were also employed to investigate the students' motivation and attitudes involved in English language learning.

Literature on the motivation and attitudes of Hong Kong students learning the English language infers that students generally believe that English skills and qualifications are vital to their future employment prospects. This sentiment may have its roots in the community's colonial heritage. With the shift in the local economy, however, towards international finance and trade, combined with the growing importance of English as an international language, learners' motives for learning the English language is not just instrumental or intrinsic but a combination of factors in relation to education and society. Over the years, the research on attitudes and motivation involved in language and English language learning in Hong Kong has been done in secondary and tertiary educational settings. No literature of similar kind has been published on learners at vocational institutes.

Vocational education in Hong Kong is gaining in importance because students completing the courses can enter the work force immediately. The number of students in the vocational institutes is increasing. These students are usually from lower-band

schools who are unable to gain admission to universities; or are students who, having been left school for some time, decide to return to study again. Much remains to be done in the study of language attitudes and motivation among students of this group, where language attitudes may be markedly different from those of secondary and tertiary students. This is the main reason why the researcher is carrying out the present study on the motivation of vocational students for learning the English language.

Chapter 3   Research methodology

3.1   Introduction

Chapter 3 of this thesis describes the research methodology of the topic: Motivation for English language learning: a study of Hong Kong vocational students. This chapter comprises eight parts. The first is a discussion on the research approach of the qualitative case study. The second part provides information about the participants' education background and the criteria for the sample selection. The third part explains the data collection process, focusing on the survey questionnaire on motivation to learn the English language, the semi-structured interviews and the diary notes. The fourth part explains how data are being transcribed and the different stages of data analysis. The fifth and the sixth parts discuss the validity and trustworthiness, and the ethical considerations of the present study, respectively. The seventh and the eighth parts examine the limitations of the study and the researcher's role, respectively.

3.2   Research approach

The aim of this study is to find out the motivational factors in the English language learning of Hong Kong vocational students. The qualitative case study is employed for this purpose because qualitative research focuses on the process, meaning and understanding (Maxwell, 1996; Eisner, 1998; Merriam, 1998; Bogdan & Biklen, 2007). It also attempts to get into the participants' lives and represent their voices within particular contexts. By learning the perspectives of the participants, qualitative researchers seek to illuminate the inner dynamics of the situations. As Patton says, "what it means for participants to be in that setting, what their lives are like, what's

going on for them, what their meanings are, what the world looks like in that particular setting" (Patton, 1985, p.1, quoted in Merriam, 1998, p.6).

The researcher wishes to understand the processes of the 10 vocational student participants undergoing English language learning and the motivational factors involved in English learning in the context of Hong Kong. Qualitative research serves this study's purpose. Like any qualitative researcher who believes that "reality is constructed by individuals interacting with their social world" (Merriam, 1998, p.6), the researcher is interested in understanding from the 10 students' perspectives the meanings they have constructed, the sense they have made of the world and their experiences as they have been lived, felt or undergone.

The qualitative case study was used in this research to examine and understand the motivational factors in the learning processes of the 10 participants studying in a Hong Kong vocational institution, and to answer the main research questions:

1. What are the factors that motivate students in a vocational institute to learn the English language?
2. What is the English language learning attitude of students in a vocational institute?
3. Do(es) integrative and/or instrumental motivation exist(s) among students of a vocational institute?

A case study design is employed to "gain an in-depth understanding of the situation and the meaning for those involved. The interest lies "in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation" (Merriam, 1998, p.19). The case study method is an "inquiry for promoting experiential

understanding" (Stake, 1995, p.37). Case-based incidents can help examine people's belief, knowledge, personality and pedagogical reasoning shaping a particular event. The participants in this study are studying in a Hong Kong vocational institute and they have been learning English for more than 10 years. In the process of learning the English language, each of them has different attitudes and motivational factors involved in learning English. The researcher explores when and why they start to enjoy learning English and how these students feel about learning English in the Hong Kong educational, social and economic environments. The participants' cases reveal both uniqueness and commonalities.

This study presents a holistic view of the learning experiences of 10 English language learners. The attention is on the uniqueness of each individual case in terms of what it can reveal about the particular situation that each student is in and what it may represent. In presenting a holistic view, the cases give the insider's perspective, penetrating the surface and revealing the interpretations of the people most knowledgeable about each case (Stake, 1995). The study also provides a rich and "thick description" (Geertz, 1973, p.6) of the cases under study and allows the discovery of new meanings and insights, illuminating our understanding of the development of each student being studied. The overall picture of 10 participants will be discussed in chapter 4 and an indepth analysis of 4 individual cases will be presented in chapter 5.

3.2.1 Pilot study

A pilot case study on the same topic was carried out in the year prior to the main study. The purpose of the pilot study was to find out how English language learning behavior was affected by the factors of intrinsic motivation; instrumental and integrative motivation; using a self-completion questionnaire; and in-depth semi-structured

interviews.

In this pilot study, a self-completion questionnaire was given to 65 students of the four-year Higher Diploma course in a vocational institute. The model in Schmidt and Watanabes' study (2001, p.313) was adapted and modified for constructing the questions for this questionnaire because the factors are closely related to that of Hong Kong's vocational students' English language learning attitude. Also, in-depth semi-structured interviews were conducted with two students. Data collected from both methods were compared and contrasted. The students were invited to write a diary for four months to triangulate the findings with the interviews.

Another important purpose of this pilot study was to examine the effectiveness of adopting the qualitative case study in combination with interviews and diary writing as a method of research. The results showed that it was feasible to adopt this approach.

3.3 Participants

A vocational institute in Hong Kong was selected to be the site of the study. The researcher e-mailed the Principal of the vocational institute to seek permission to conduct the study with 10 participants who are students at the institute. It was clearly spelt out that this study was purely for academic research with an aim to enhance teaching and learning activities. The Principal wrote back in support of the research and wishing its success.

3.3.1 Participants' background

Students A, B, C, D, E, F, G, H, I and J participated in the present study. The age of the

participants ranged from 18 to 21 years. Five of them were male and five were female. They studied different streams, Arts, Commerce and Science in secondary school. Among them, Students B, C and G came from EMI schools and all the others came from CMI schools. Only Students A, F and H took syllabus A in the HKCEE; the others all took syllabus B in the same examination. Two participants, A and D, attempted the English subject examination two times and both of them gained a better result the second time. Four students, B, D, E and G passed (grade E) the English subject in syllabus B. The others either failed in syllabus B English or sat for syllabus A with grade D or E results. They chose to study the four-year Higher Diploma course because the entry requirement of English can be as low as grade F in syllabus B English and grade E in syllabus A English in the HKCEE. This group of students had different attitudes and perspectives in learning the English language. It is the researcher's goal to find out the motivating factors that govern their attitudes with the aim of helping students to learn the English language effectively. Table 3.1 shows participants' background of study.

Table 3.1   Participants' background of study

Participants	Age/Sex – Male (M) Female (F)	Medium of Instruction in secondary school (F.1-5)	Stream of study in secondary school	HKCEE result/ Syllabus A or B
A	18/F	Cantonese	Arts	E (1st attempt)/Syll. A D (2nd attempt)/Syll. A
B	18/F	English	Commerce	E/Syll. B
C	19/F	English	Science	F/Syll. B
D	18/F	Cantonese	Science	F (1st attempt)/Syll. B E (2nd attempt)/Syll. B
E	18/F	Cantonese	Arts	E/Syll. B
F	18/M	Cantonese	Commerce	D/Syll. A
G	19/M	English	Arts	E/Syll. B
H	18/M	Cantonese (F.1-3) English (F.4-5)	Science	D/Syll. A
I	21/M	English (F.1-3) Cantonese (F.4-5)	Arts	F/Syll. B
J	19/M	Cantonese	Science	F/Syll. B

The 10 participants were studying year one of the four-year Higher Diploma course in the discipline of Business Services and Management during the research period. This was the second year that the institute had run this four-year Higher Diploma course. English language is a compulsory subject in the institute. Students must pass it in order to be promoted to year two. There are six hours of English lessons per week and a total of 180 hours in one academic year. Although some students met the minimum requirement of passing the English subject in the HKCEE, the majority of students in this four-year Higher Diploma course failed this subject. Since students' English ability is generally low, many courses in this kind of four-year Higher Diploma are conducted in Cantonese. Students rarely use English except during English lessons and for doing their assignments.

3.3.2   Sample selection

In the selection of participants, the researcher sought a representative sample of students enrolled in a Hong Kong vocational institute. The participants in the surveys are studying a four-year Higher Diploma course in the discipline of Business Services and Management (BSM). The 10 case studies' individuals were among the participants in the surveys. The reason for selecting this group of students is that they are more approachable and more willing to communicate with others compared with students studying in other disciplines in the institute. The researcher had this observation because she was the teacher of this group of students during the research period.

Before the selection, the researcher observed a total of 97 students from two classes of BSM for one month at the beginning of the academic year during their English lessons. In this month, the researcher had friendly conversations with students to find out their accessibility and who might be the good informants. This was because

> …a good informant is one who has the necessary knowledge, information and experience of
>
> the issue being researched, is capable of reflecting on that knowledge and experience, has
>
> time to be involved in the project, is willing to be involved in the project and indeed, can
>
> provide access to other informants. (Cohen *et al.*, 2007, p.180)

The following two paragraphs describe the process and the guidelines for subject selection for this study. Firstly, students in the same course within one class would ensure more reliability in explaining the relationship between the results of the subsequent factor analysis. Secondly, it is easier to arrange interview slots and slot in after-class informal talks to fit the time-table of one class. Thirdly, in the light of her teaching experience, the researcher feels that the 10 learners have some thoughts about learning the English language and have the ability to record their feelings of language learning. Fourthly, they are more capable of using both English and Cantonese to communicate in the interviews and they are willing to tell their own experiences of learning.

It is the researcher's choice not to select participants that belong to the group of low achievers. The first reason is time constraints. There is a danger that the low achievers might not necessarily exhibit their motivational development explicitly during the time of this research. The second reason is that the participants are chosen from a group of students who agreed to take part in the interviews voluntarily. It is also the researcher's choice to select an equal number of male and female participants in order to have a balanced view of both sexes. This kind of selection is based on "criterion-based selection" (LeCompte *et al.*, 1992, p.69). In Patton's terms (2002), this is "purposeful sampling", sometimes known as purposive sampling. The aim of purposeful sampling is "to select information-rich cases whose study will illuminate the questions under study"

(Patton, 2002, p.46), enabling the researcher to "learn a great deal about issues of central importance to the purpose of the inquiry" (Patton, 2002, p.230).

3.4 Data collection

3.4.1 Survey on motivation to learn the English language

The data of the 10 participants were collected in the course of one academic year, a span of around eight months. The tools for data collection included a survey by self-completion questionnaire, semi-structured in-depth interviews, diary notes of the participants and informal post-lesson conversations. The procedures of data collection are divided and described in two parts. Both parts' activities were carried out nearly at the same time. Table 3.2 shows the procedures of the first part of the data collection.

Table 3.2   Procedures of the first part of the data collection

Survey questionnaire with 12 checking items and 1 open question
↓
Find out popular answers from the survey
↓
Work out semi-structured interview schedule (1)
↓
Phase 1 in-depth semi-structured interviews with the 10 participants
↓
Modify interview schedule (1) and work out interview schedule (2)
↓
Phase 2 in-depth semi-structured interview with the same 10 participants

The self-completion questionnaire was modified from that of the pilot case study which was carried out in the previous year, as mentioned in the pilot study section 3.2.1. This questionnaire was written in English and designed with the purpose of gathering the

popular motivational factors of English language learning. References were made from Schmidt and Watanabes' study (2001, pp.357-8) on motivation with substantial modifications and changes. The topic of this questionnaire is "I am motivated to learn the English language because:". Students were asked to put a tick in the box(es) that described their English learning motives and write down answers in the open questions. This self-completion questionnaire includes areas on: intrinsic motivation, instrumental motivation, and motivational factors concerned with parents, teachers and schools. There are 12 statements and one open question. The open question invites students to add motivational factors that are not covered in the statements above. Table 3.3 shows a copy of the self-completion questionnaire.

Table 3.3   Self-completion questionnaire

Please put a tick in the box or boxes which describe/s your English learning motives. Please tick all that apply

I am motivated to learn the English language because:

☐   I wish to improve my English reading, writing, speaking and listening skills.
☐   I would like to watch English movies.
☐   I like to communicate and make friends with foreigners who speak English.
☐   I like to learn about a foreign culture.
☐   I want to pass the examinations.
☐   It is useful to find a good job.
☐   I would like to find a job in a government department.
☐   English is an international language.
☐   My parents (mother/father) encourage me to learn English.
☐   The teaching materials are useful.
☐   I like the classroom atmosphere during English lessons.
☐   English is a compulsory subject.
Please add any other motivations for learning English if they are not covered above.
_____
_____
_____

The research was carried out in two phases in one academic year, from October to June. The aim of phase 2 of the survey was to examine whether there was any change of motivation for learning the English language. Students filled in the questionnaires voluntarily and anonymously in both phases. The self-completion questionnaires were given to 49 students in phase 1. In phase 2, the same questionnaire was given to the same group of students but the number then was 48 because one student had de-registered from the course. Both phases' results will be summarized in chapter 4 in the findings. Based on the top five popular statements and statistics from other statements of phase 1 survey, the researcher worked out a schedule of semi-structured interviews which will be discussed in the following section.

3.4.2   Semi-structured interviews

Ten students were interviewed using semi-structured interviews in phase 1 and phase 2. Interview schedule 2 was used in the phase 2 interviews. All the questions were the same as those for interview schedule 1 except adding "why/why not" at the back of interview question 1. The same group of students was interviewed twice in this research to look for motivational changes. Altogether, 20 interviews were conducted. The time-table of semi-structured interview is attached in Appendix 1.

It was one month after the start of the academic year, October, that the researcher approached the 10 participants and obtained their consent to participate in the study. The researcher explained to them that there would be two interviews of 20 minutes each in the same academic year. Interviews would be audio-taped if they had no objection. The interview questions were shown to the participants before the interviews started. The purpose of this was to give them a general idea of what kind of questions they were going to answer so that the interviews could run smoothly. They could choose to speak

in English or Cantonese in the interviews. The researcher wanted to make sure that there was no language barrier for the participants and no misunderstanding between the interviewer and interviewees. In addition, the interviewees could express their feelings freely. Of all the interviews, only two interviewees spoke in English and two spoke in both Cantonese and English; the rest of the interviews were conducted in Cantonese.

Open questioning was adopted for the interview schedule because it puts a minimum of restraint on the answers and the expressions. Based on the results of the phase 1 self-completion questionnaire survey (Table 3.3), the researcher worked out the interview schedule. The aim of these questions was to collect data on the areas of motivation. The interview schedule consisted of two parts. The first part of the questioning aimed to capture some general ideas of the participants' motivation and their backgrounds. These questions were designed to trace their English and/or other language's learning experience and their previous motivation. This part enquired about participants' own motivations for learning English during the primary and secondary school period, whether they liked learning English and when they started to like learning English. What were most important factors for them? What made them like or dislike learning English? And what did they find to be motivating/de-motivating in their English learning experience? The second part asked about their present views on English learning: whether they think that English is a useful language; whether they think that they enjoy learning English and if they could choose, would they still want to learn English. The phase 1 interview questions are listed below.

Phase 1 interview questions

1. Do you like learning English?
2. When did you start to like learning English, at primary school, secondary school

or at the college?

3. What are the most important factors that make you like or dislike learning English?

4. What do you find to be motivating/de-motivating in your English learning experience?

5. Do you think English is a useful language? Why/why not?

6. Do you think you enjoy learning English? Why/why not?

7. If you could choose, would you still want to learn English? Why/why not?

The interview is a good way of gathering information, having direct bearing on the research objectives, as Tuckman (1994) described it:

…by providing access to what is 'inside a person's head', these approaches make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences) and what a person thinks (attitudes and beliefs). (Tuckman, 1994, p.216)

These points are exactly what the present study on motivation wants to find out. In-depth interviewing seeks deep information and understanding (Johnson, 2002). This is what the researcher was seeking. The interview questions were structured around the three research questions stated in section 3.2.

The interviews were kept semi-structured because the interviewer could set up a general structure by deciding in advance what ground was to be covered and what main questions were to be asked. The researcher did not want to confine herself and the participants to asking and answering, respectively, only the specific questions and to

discussing only issues that were prepared in the list. This type of iterative interview technique has been favored by many researchers working in a qualitative research tradition because of its flexibility in use and richness in producing data (Lincoln & Guba, 1985; Woods, 1996; Holstein & Gubriuim, 2004; Nunan, 2009).

Questions in qualitative studies depend on the interviewee's responses and how the interviewer follows up on these responses (Kvale, 1996, pp.132-3). The interviewer can gather factual information about people's circumstances; collect statements of their preferences and opinions; and explore in some depth their experiences, motivations and reasoning (Drever, 1997). In the interviews, a variety of questioning tactics may be used, such as probing, interpretive and follow-up questions (Kvale, 1996, pp.133-4). Through these tactics, it is hoped that the research issues can be pursued. The researcher can probe deeper into the participants' remarks and allow for the emergence of new themes or issues. While keeping the interviews semi-structured and being prepared to depart from the questions that were set beforehand, the researcher has taken care that she returned the interviews to their anticipated courses when necessary but not in so rigid a way as to preclude her learning unexpected information (Johnson, 2002).

Establishing rapport is important in interviews and the interviewing relationship must be marked by "respect, interest, attention and good manners on the part of the interviewer" (Seidman, 2006, p.97). The researcher maintained a friendly relationship with the 10 participants throughout the interviews and throughout the research period. Among the participants, seven out of the 10 were very friendly and talked freely during the interviews while one male, Student J, and two females, Students E and F, were more formal in the interviews. In phase 2 of the interviews, these three participants became more relaxed.

Most participants spoke Cantonese in the interviews. The translation process will be described in the data analysis section 3.5. Originally, the researcher had hoped to use solely English in the interviews because it would have saved time by precluding the need to translate the interviews from Cantonese into English. But some of the participants rarely communicated in English in their daily lives. In order to build up a friendly interviewing atmosphere and relationship with the 10 participants so as to engage in open-hearted conversations with them, using Cantonese in the interviews would have the desirable result. In addition, using English to communicate could be a barrier, hindering the participants from expressing exactly what they mean. As non-native speakers of English, some of them would feel more comfortable conversing in their daily dialect, Cantonese.

3.4.3 Diary notes and informal talks

The second part of the data collection includes diary notes and information talks, which were carried out nearly at the same time as the first part. In order to collect information on the participants' desire for and attitude towards learning English, the 10 participants were asked to write diaries on a voluntary basis throughout the research period. They were asked to record their daily English activities for four months. Informal talks about their classroom learning and outside-classroom learning were also scheduled. Table 3.4 shows the procedures of the second part of the data collection.

Table 3.4   Procedures of the second part of the data collection

Diary notes ↕
Informal talks ↕
Interviews (Phase 1 & Phase 2) ↕
Diary notes ↕
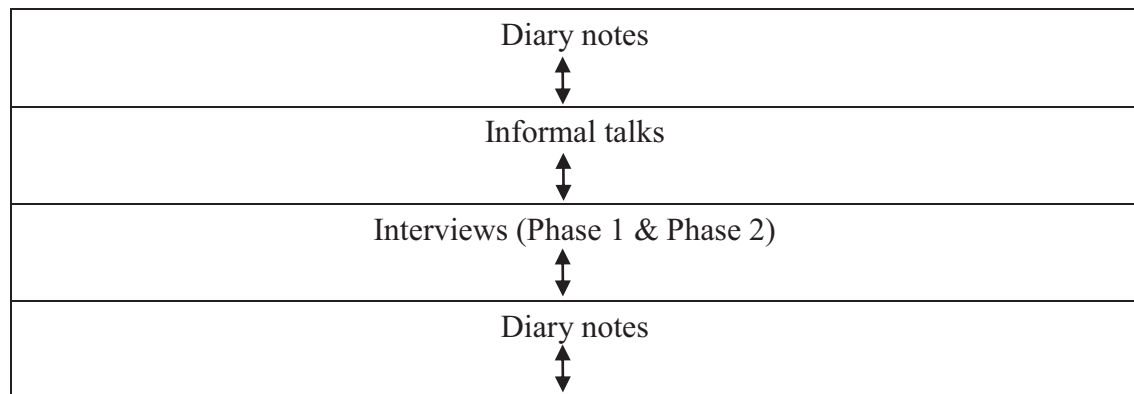
Diaries are tantalizingly attractive because they appear, on the surface, to provide the means of generating substantial amounts of data with a minimal amount of effort on the part of the enquirer (Robson, 2002, p.258). The researcher makes use of diaries to collect, compare, conflate and analyze the experiences of the participants to produce a general picture of what things mean to groups as well as individuals.

The researcher explained clearly to the participants that the purpose of writing diary was to reveal more about the English language activities that they had undertaken in their free time. This information was used for correlation with the interview data. Participants were advised to record their activities twice a week for four months. From time to time, the researcher chatted with them to learn about their progress in writing the diary. They could write in either English or Chinese language. All participants wrote in English. The researcher provided the format and an example to them for the purpose of standardization. A copy of the diary notes is attached in Appendix 2.

Informal talks were arranged with the 10 participants. They were usually scheduled after English lessons on a bi-weekly basis in the belief that there would be a much greater chance to capture the moment-to-moment or day-to-day fluctuations and

changes in motivation. Two or three participants were invited to talk with the researcher at one time on their feelings about classroom learning and outside the classroom's self-learning English activities. Questions were asked generating participants' voluntary comments on changes, fluctuations in interests, persistence in learning and learning strategies. These questions included discussions with the participants on topics like "how the week went", "what went well and what didn't", "what have you learnt", and "what activities you liked". The goal was to elicit anecdotes on what happened in their learning experience in and out of the classroom for the week. In addition, on-going questions were asked about what the participants attended to and pursued, and what they did not attend to and pursue on a variety of different levels. The researcher kept a "reflective field log" (Glesne, 2006, p.148) during the informal talks in getting the thoughts down as they occurred. With the notes, a more detailed record was produced immediately after the talk so that important information would not be left out. A record of informal talk is attached in Appendix 6.

The following section focuses on the data analysis of the semi-structured interviews. The data analysis of the diary notes will be presented in chapter 4.

3.5   Data analysis

3.5.1   Transcription and translation of interview data

To obtain data from the semi-structured in-depth interviews, the researcher listened to the tapes and transcribed each phase 1 interview as soon as it was finished. In this way, she could easily and conveniently get back to the participants and seek clarification for further information where necessary. But in reality, it was not always possible to complete all the transcription right after the interviews because this was a long process

and involved translation from spoken Cantonese into written English. During the process of transcription and translation, the researcher explored the data that emerged from the interview questions. The researcher was aware of some of the questions raised by Rossman and Rallis (2003) such as "If you have translated from another language into English, what constitutes direct quotes? Can you use translated words as a direct quote? How do you signal that a translation is accurate and captures the subtle meanings of the original language?" (Rossman & Rallis, 2003, p.260). The major difficulty that the researcher encountered when transcribing and translating the data was that she could not at times find the most appropriate English words to express an idea. In such cases, the researcher did her best and translated the ideas as closely to the original Cantonese expressions as possible. In order to verify the translated transcripts, the researcher took several measures to establish validity and trustworthiness. As the researcher was doing the transcription and translation, she, at the same time, wrote down issues that emerged from the interviews. There were, for example, difficulties in correctly transcribing some of the statements from Cantonese to English; and some other topics evolved from motivations in learning the English language. This written record helped in the data analysis at the later stage.

3.5.2 Stages of data analysis

The data analysis in the present study was done simultaneously with the data collection. This enabled the researcher to focus and shape the study as it proceeded. As Glesne (2006) suggests, this procedure is a kind of "early data analysis" (Glesne, 2006, p.148) and facilitates meaning-finding interpretations which will gradually emerge from the study. Taking Glesne's suggestion, the researcher consistently reflected on the data, organized them and tried to discover what they were revealing to the researcher. Through this kind of early data analysis, the researcher hoped to avoid the common

difficulty faced by qualitative researchers of getting a sheer volume of material that can be unfocused, repetitious and overwhelming and that needs to be processed (Merriam, 1998).

The data analysis was done by the researcher in three stages. In the first stage, an attempt was made to identify a wide variety of factors which seemed to be related to participants' motivational orientations. Based on the literature review, the researcher recognized that there were a number of motivational factors identified; that is, this earlier stage of the data analysis was not restricted to any seemingly significant factors expected to influence learner motivation. Rather, it was concerned with a broader conception of motivational factors within the participants. In this process, microanalysis (Strauss & Corbin, 1998), which often refers to line-by-line analysis (Strauss, 1987), was employed. The aim of this method was, at the beginning of the study, to conceptualize and categorize events, acts and outcomes from the data collected. This procedure was focused so that the researcher could examine the specifics of the data. For example, each specific event that the participants stated during the interviews was initially labeled with relevant motivational concepts, and categorized based on similarities and differences. In doing so, each statement of the participants from the interviews was checked line by line so as not to lose any specifics of the data. (An example of line-by-line analysis is shown in the transcript of semi-structured interview in Appendix 3) At the same time, the method of memoing was used as well (Punch, 1998, pp.205-6). The data analysis of the diary notes was also done line by line to identify similarities and/or contrasting factors which were emerging from the interviews at all stages. A summary on diary notes analysis is shown in Appendix 4.

The second stage of data analysis focused on pattern. As the data analysis procedure

evolved, the data were broken apart and reconstructed in an analytic and interpretive way. The data then began to cluster into themes related to motivational issues like learning environment, teacher effect, relationship with classmates, self-confidence and social effects. They were associated with intrinsic motivation and/or instrumental motivation in learning English to which, in turn, the participants contributed their particular learning outcomes. Once these major factors were identified, the analysis became more focused on exploring the interplay between the motivational factors, learning behaviors and learning outcomes. In doing so, a number of steps were taken to identify the patterns and the relationships operating among the themes. A copy showing the levels of data analysis is attached in Appendix 5.

One way of identifying patterns is through the on-going evolution of questioning and answering. One might view asking questions as part of the data collection process only. In this study, however, questions were used not just to generate data but also to generate ideas or ways of looking at the data. The procedure of asking both theoretical and practical questions and pursuing their answers led the researcher to more relevant questions. At the beginning, the researcher was more concerned with questions that would lead her to the proper focus of the inquiry. For example, in the earlier stage of data collection and analysis, the researcher kept questioning the proper focus of interview questions she asked during interviews with the participants, looking for more relevant questions that would potentially lead to more anecdotes from the participants. Afterwards, the researcher brought more detailed questions about what she had interpreted from the data already collected, and reinterpreted the central phenomena and also raised further questions about them by pursuing the answers given by the participants. For instance, as the data collection and analysis evolved, the researcher kept raising questions about the significance of motivational factors of the participants

within a set of events, and the relationship of the effect and subsequent effects identified later.

In the third stage, the major issue was how to integrate into a coherent formulation all the ideas questioned and answered regarding the issues of concern in this study. Each interview was reinterpreted by cross-checking data through the diary writing and informal talks. This interpretation was fundamentally based on comparative analysis (Lincoln & Guba, 1985; Strauss, 1987; Strauss & Corbin, 1998). There were two major types of comparisons. The first one was to compare incident to incident or concept to concept, attempting to categorize them by means of clear relationships among their properties; that is, each specific event identified with a certain factor or combination of factors was compared with other events to examine the clear effects of the factors within each event. The second type consisted of the comparison of each relationship identified as the analysis of the data progressed. This procedure focused on comparing a set of events in which a factor affected micro-level motivation, which in turn led to changes in learning behaviors to which subsequently the learner attributed learning outcomes. These steps were initially carried out separately for each case, and subsequently among the different cases.

3.6   Validity and trustworthiness

In this qualitative study, the researcher was deeply concerned with its validity and trustworthiness. How accurate and reliable are the data? Interviewers usually have their own perspectives and biases which are caused by their background characteristics, psychological factors and behavioural factors. The interviewer's age, education, perceptions, expectations, motives and the inadequate conduct of an interview (Powney,

1987), like incorrect reading, are the causes of the above factors. It is believed that a qualitative study has validity and trustworthiness, provided that care has been taken to address these issues during the research process. Merriam (1998) also noted that ensuring validity in qualitative research involved conducting the investigation in an ethical manner. In addressing the validity of this research, the researcher considered how carefully the study was designed, conducted and presented and how sensitively the writer treated the participants. A number of measures were employed to address the issues of validity and trustworthiness.

Firstly, multiple data collection methods and resources were employed. There were two surveys and two phases of semi-structured interviews conducted. There were also reflections of diary notes and conversations. This triangulation of findings (Stake, 1995; Patton, 2002; Glesne, 2006) helped to build up and contribute to the credibility of the study. Secondly, all participants were informed about the aim of this study, which was to find out the motivational factors in English language learning of Hong Kong vocational students. It was clearly spelt out that it had nothing to do with examinations or any form of assessments. Thirdly, all interviews were tape-recorded, transcribed and then organized; and data were documented systematically to provide an accurate report.

Finally, in the transcription and translation of the in-depth interviews, the researcher took care to translate the interviews as closely to the original ideas as possible. Although a completely error-free version of the translated transcripts could not be guaranteed, the researcher used two ways to establish the trustworthiness of the transcription and translation. In the first place, the researcher gave the participants each a copy of his/her interview transcripts for checking. Although some participants' English was not good, all of them were capable of checking whether the transcription was a true reflection of

what they had said in the interviews. The researcher shared the interpretive proofs with them, as a form of member checking (Stake, 1995; Merriam, 1998; Glesne, 2006). In this way, the researcher was able to verify that she had reflected their perspectives; to clarify problematic sections; and to develop new ideas and interpretations. All participants agreed that the translated transcriptions were the true reflection of what they had said in the interviews. There were no changes requested from any of the 10 participants.

In addition to this member checking procedure, the researcher invited two professional teachers to proof-read the transcriptions and translation. The first one is a former lecturer who has taught English in the same vocational institute for 10 years. The second one is a secondary-school teacher who has been teaching English for 20 years. Both of them listened to all the audio-taped interviews and checked with the researchers' scripts separately. The lecturer found little discrepancy. She sent an email to ask the researcher to check Line 68 of Student A1's and Line 94 of Student B2's transcriptions again. The e-mail that she wrote was recorded for proof of evidence of member checking.

The secondary-school teacher found a few translations unclear and there were word choice differences. She wrote the suggested choice of words next to the original translated scripts and told the researcher to have a second thought about the words. The scripts on which she wrote were kept as a proof for the second member checking document. Other than these, there were no significant or notable differences among the three of our interpretations of the interviews. The researcher listened and went through the scripts again and agreed to what both of them had mentioned. While taking care to verify the data, the researcher also tried constantly to be aware of the limitations of the

study and to attend to the ethical issues involved in the research study, which will be discussed in the following two sections.

3.7   Ethical considerations

Ethical issues permeate the whole process of research work. "Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (Stake, 2005, p.459). In the present research, the researcher took steps to attend to ethical considerations before the study and during the research process. Prior to the start of data collection, once the participants had been identified and selected for the study, the researcher obtained their informed consent to commit themselves to the study. At the same time the researcher wrote an e-mail to the Principal of the institute telling him about this research and was granted permission for access to the collection of data in this institution. To ensure anonymity and confidentiality of the identity of the 10 participants and the name of the institute, the researcher used capital letters A to J for the 10 participants and referred to the institute without naming it at all. The researcher took care that any information that might personally identify the 10 participants or that might characterize the institute was not used in the write-up of the research. The 10 participants, however, did not care too much about whether their identity would be disclosed. The participants all agreed to whatever names the researcher might use in the write-up. Apart from preserving their anonymity, the researcher also ensured that the 10 participants would have the right to withdraw from the study at any time without the need to provide explanations and that they would be offered a summary of the study on its completion. Although the researcher aimed to take the role of a researcher in the field, she did not want to ask intrusive questions and listened only. She also sought their critique of her work, gave them small tokens of appreciation and acknowledged their

commitment and patience.

Finally, special care were taken to store the collected data, audio-tapes, field notes and participants' diary writings in a safe place and confidentiality was ensured at all times. The same procedures were also taken by the two verifiers who undertook the verification of translations and transcriptions for ensuring reliability. When the researcher explained the procedures to them, both of them were very understanding and promised to adhere to the same ethical stance as the researcher. The computer files that contained the data were all locked in a cabinet when they were not in use. The researcher only discussed the data with her thesis supervisor and no one else outside the study.

Throughout the research process, the researcher found herself negotiating between presenting the 10 participants' learning motivations as their English language teacher and trying to keep them "unpolluted" by her presence. The researcher hoped that the ethics of the study were realized in mutual help and growth, avoidance of exploitation in order to depict a true picture of the participants' experiences and present their voices. The true picture was ensured in the selection period that the researcher had observed the participants' behavior and found that they had open and honest character; they were likely to answer the interview questions openly and honestly. Furthermore, the data obtained were verified by the triangulating of different tools mentioned in section 3.4.

3.8   Limitations of the study

Regarding the difficulties the researcher encountered during data collection, the main limitation of the present study lies in the fact that the interviews and discussions with

the 10 participants were conducted in a language other than that of the language of this thesis. Even though much care has been taken and much cross-checking has been done to maintain the original wording and meaning of the conversations, some essence of the conversations might have been lost in translation. During the interpretive process of the data, as a form of member checking for this study, the researcher sought approval individually from the 10 participants of all the transcriptions and translations of their respective interviews.

Diary completion is quite a sophisticated task. The researcher needs to ensure that respondents know what they have to do, why and when they have to do it (Robson, 2002). It is difficult to make participants start doing it. When they were asked to write diaries at the beginning, they all said that they didn't know how to do it. The researcher explained in detail and showed a sample to them. Though they promised to do it, some were not disciplined or organized in handing in their diaries. As a result of frequent encouragements and reminders, they were able to produce records of daily English activities. It was found that, in general, girls were more conscientious in writing diaries than boys in the present study. Another issue was that the information gathered may not be typical or true. There might be inadequate recalls, and sample selection bias on the activities that they recorded. Participants always entered records of watching TV programs and some did not have complete records of what they had done. Moreover, participants generally are not willing to complete diaries for more than a limited period, which was the case for some of this study's participants. Nevertheless, there were sufficient diary notes for the purpose of triangulation.

3.9   Researcher's role

As the English teacher of the 10 participants and a researcher, it is sometimes difficult to convince readers that the participants provided answers openly and honestly. As students of the teacher, participants may give answers to please the teacher, so that they will give a better impression and this may result in the teacher giving them higher marks in the test or examination. This is also related to teacher's bias. In the structure of this Level 1 (year 1) English language course, however, none of the tests are marked by the subject teacher. There is no grace mark, either. So for the participants in this study, there was no advantage in pleasing the researcher. The researcher believes that all data from the participants are trustworthy.

The role as a researcher was sometimes blended with other roles such as a friend and a teacher. It was sometimes difficult to keep the role as purely a researcher throughout the whole academic year of study, though the researcher had no intention of adding her suggestions or giving advice to the participants concerning their motivation for learning English. The researcher believed that this would have distorted her understanding of their developmental processes. The researcher also had to remind herself that she was not a teacher in front of the participants when doing the informal talks and during the interview periods. This, again, would have affected the understanding of how these participants reacted in the above situations. As Merriam (1998) pointed out, some participants gained valuable self-knowledge through the interviews but for some others the interviews might be therapeutic. Throughout the interviews, the researcher reminded herself that the interviewer's task "is first and foremost to gather data, not change people" (Patton, 2002, p.405). The researcher had to constantly remind herself that she was neither a judge nor a therapist.

3.10   Chapter summary

The rationalistic research paradigm has been prevalent in applied linguistics including the study of L2 learning motivation. Within the field, however, there have recently been some calls for methodological alternatives for the sake of a balanced view and a better understanding. The fundamental rationale behind the calls is that of different paradigms for different purposes.

Motivation is a complex and multifaceted concept. Recent researcher in the field, like Dornyei (1998), asserts that no single theory can possibly explain the complexity of foreign/second language learning motivation in different contexts. Likewise, the researcher believes that no single methodological framework can possibly capture this complexity, the research design, therefore, does not fix to one specific framework. However, the grounded theory's means of data collection and data analysis were adapted selectively to suit the nature of this research. The analysis of findings was both theory driven and data driven. This study employed the qualitative research approach of case study with self-completion questionnaire, semi-structured interview, diary notes and informal talk as research tools. The research was carried out in one academic year between October and June. With a longer time span of research, a better understanding of the actual factors of the motivation could be gained. The present study is small scale and qualitative in nature; it does not aim at making generalizations about all students who study in vocational institutes in Hong Kong. Yet, it should be noted that the 10 participants' cases are representative of a larger population of the same group of students. The overall picture of these 10 participants is presented in chapter 4 and four individual profiles are analyzed in chapter 5.

Chapter 4   The overall picture

4.1   Introduction

Chapter 4 of this thesis presents, firstly, an overall picture of the data collected from Hong Kong vocational students; and, secondly, the findings on the motivation of 10 participants for learning the English language, discussing these in relation to the literature review in chapter 2. The present chapter also attempts to answer the three main research questions of the thesis. The aim of this study is to find out the motivational factors in the English language learning of Hong Kong vocational students. The data reflect the motivational factors in the English language learning, since primary school, of 10 participants and what causes them to like or dislike learning the English language. The tools for data collection include a self-completion questionnaire, semi-structured interviews and diary notes. The research was carried out in two phases, from October to June, over about eight months in one academic year. The purpose of phase 2 of the survey is to examine whether there is any change of motivation for learning English.

This chapter contains five major parts. The first part presents the results and discusses the findings of both phase 1 and phase 2 of the questionnaire survey. The second part explains how data are presented for the interviews and diaries. The third major part describes and analyzes the findings from the semi-structured interviews and diary notes of the 10 participants in phase 1 and phase 2. It includes five subsections on the motivational factors involved in learning the English language, namely: instrumental motivation; intrinsic motivation; influences of significant others on motivation; educational influences on motivation; and self-achievement and self-esteem. The fourth

major part, which discusses the findings on attitudes of Hong Kong vocational students towards learning the English language, focuses on four areas: practical/communicative orientation; a tool for study; daily use; and social status. The fifth major part of this chapter provides an overall analysis of the motivation of Hong Kong vocational students in comparison with other Hong Kong students as mentioned in the literature review chapter.

4.2   Data from self-completion questionnaire survey

The self-completion questionnaire was modified from that of the pilot case study. The model in Schmidt and Watanabes' study (2001, p.357) was adapted with substantial modifications and changes as mentioned in section 3.2.1. Participants filled in the questionnaires voluntarily and anonymously in both phases. The survey by self-completion questionnaire was given to 49 students in phase 1. In phase 2, the same questionnaire was given to the same group of students, which by then numbered 48 because one student had de-registered from the course.

The topic of this questionnaire is "I am motivated to learn the English language because:". Students were asked to put a tick in the box(es) that described their English learning motives and to answer the open question. The 12 statements in the questionnaire cover areas of intrinsic motivation; instrumental motivation; and motivational factors concerned with parents, teachers and schools. The open question at the end is designed to invite students to add motivational factors that are not covered in the statements above or to add opinions that are related to the motivation for learning the English language. Only two participants in phase 1 and five participants in phase 2 wrote answers to the open question. Since the data from the open question were limited,

they were excluded in the findings section. Table 4.1 shows the results of the questionnaire surveys for phase 1 and phase 2.

Table 4.1   Results of phase 1 and phase 2 of the questionnaire survey

Statement	Total Number of Respondents	
	Phase 1	**Phase 2**
I wish to improve my English reading, writing, speaking and listening skills.	45	46
I would like to watch English movies.	30	34
I like to communicate and make friends with foreigners who speak English.	27	32
I like to learn about a foreign culture.	22	28
I want to pass the examinations.	33	46
It is useful to find a good job.	44	46
I would like to find a job in a government department.	20	31
English is an international language.	43	42
My parents (mother/father) encourage me to learn English.	23	29
The teaching materials are useful.	18	35
I like the classroom atmosphere during English lessons.	6	26
English is a compulsory subject.	23	33
Other	2	5

The five most popular statements were identified in phase 1 of the survey. Forty-five

students out of 49 chose as the first top sentence: "I wish to improve my English reading, writing, speaking and listening skills". Forty-four students ticked as the second top statement: "It is useful to find a good job". The third most popular statement, "English is an international language", was chosen by 43 students. Thirty-three students ticked as the fourth top statement: "I want to pass the examinations". Ranked as the fifth top statement, "I would like to watch English movies" was ticked by 30 students.

The top three statements were chosen by the same number of students, 46 out of 48 in phase 2 of the survey. The first statement was "I wish to improve my English reading, writing, speaking and listening skills". The second was "It is useful to find a good job". The third was "I want to pass the examinations". Compared with phase 1, one more student chose the first statement and two more students chose the second one. For the third statement, 13 more students chose it in phase 2 in comparison to phase 1 of the survey. It ranked as the fourth top statement in phase 1 of the survey. Forty-two students chose as the fourth top statement of phase 2: "English is an international language". This statement was the third top one in phase 1. There was one student less who chose it in phase 2 than in phase 1. Thirty-five students chose the fifth top statement: "The teaching materials are useful". Compared with phase 1, 17 more students chose this statement in phase 2 of the survey.

Based on the five most popular statements and on statistics from other statements in the questionnaire of both phases, a schedule of semi-structured interviews was worked out for both phases. The phase 1 interview schedule was presented in section 3.4.2. The interview questions are designed to answer the three main research questions:

1. What are the factors that motivate students in a vocational institute to learn the

English language?

2. What is the English language learning attitude of students in a vocational institute?

3. Do(es) integrative and/or instrumental motivation exist(s) among students of a vocational institute?

4.2.1 Findings of phase 1 and phase 2 of the questionnaire survey

The 12 statements of phase 1 and phase 2 of the survey can be categorized into three general areas. The first four statements focus on intrinsic motivation. The fifth to eighth statements relate to instrumental/practical motivations. The last four statements explore the areas of educational influence and influence of significant others.

For intrinsic motivation, in comparison to phase 1, phase 2 of the survey found: one more student "wish[es] to improve my English reading, writing, speaking and listening skills"; four more students "would like to watch English movies"; five more students "like to communicate and make friends with foreigners who speak English"; and six more students "like to learn about a foreign culture".

In the area of instrumental/practical motivations, when compared with phase 1 of the survey, phase 2 saw a great increase in the number of students ticking these statements. Thirteen more students "want to pass the examinations" and 11 more students "would like to find a job in a government department". One more student found that learning English is "useful to find a good job".

The number of students who ticked statements in the last area, that of educational influence, greatly increased in phase 2 of the survey in comparison to phase 1.

Seventeen more students found "the teaching materials are useful"; 20 more students "like the classroom atmosphere during English lessons" and 10 more students believe that "English is a compulsory subject". For influences of significant others, six more students ticked "My parents (mother/father) encourage me to learn English".

The increasing number of students choosing the statements in the above three areas shows that, over time, students experience some degree of motivational change in learning the English language. The biggest change of motivation in phase 2 lies in the influence of significant others and educational factors on the motivation for learning English. Instrumental/practical motivation ranks as the next big change while intrinsic motivation shows the least change. Not only do the questionnaire findings reveal that students' motivation for learning English can change over a period of time, but also the data from the semi-structured interviews indicate changes in motivation. These will be highlighted in the individual students' profiles in chapter 5.

4.3   Data presentation of interviews and diaries

The primary source of data for the present study is from the two phases of face-to-face interviews with the 10 students participating: A, B, C, D, E, F, G, H, I and J. Their ages range from 18 to 21 years. Five of them, Students A, B, E, F and G are female; and the other five, Students C, D, H, I and J are male. They studied different streams in secondary school. The participants' background of study is shown in Table 3.1. The time-table and language used in the interviews are shown in Appendix 1. Participants were asked to write diaries to record their daily English activities throughout the research period. Data from the semi-structured interviews of phase 1 and phase 2 are triangulated with data from the participants' diary notes. A total of six participants

handed in their diary writings on a monthly basis.

The major data used for the findings are based on the responses to questions from the two interview schedules and on the diary writings. The interview schedule of phase 2 is almost the same as that of phase 1 except for a variation to the first question in that "why/why not" was added at the end of question 1 in the phase 2 interview schedule. All participants have been interviewed twice, using the following system of identification. The first participant of the phase 1 interviews is labeled A1 and the same participant who takes part in the phase 2 interviews is labeled A2. In the transcription process, all interview conversations are labeled with numbers, with (1) as the starting dialogue, which is usually the first interview question. The response to (1) is labeled (2). For example, the response of Student A in the phase 1 interview to the first interview question is labeled A1 (2) in the findings sections. These labels record what has been done in the transcriptions to facilitate cross-checking and easy referencing. Appendix 3 shows a sample of the transcription of the semi-structured interview. Only dialogues of the interviews and entries of diary notes that best illustrate the motivational factors are quoted in the following findings sections.

Data from the diary notes are used for correlation with the findings from the semi-structured interviews. The findings from the diary notes are based on the entries of Students A, B, E, F, G and H. All entries of the same participant are marked with the small letter "d" to represent "diary notes" and the sequence starts with 1. For example, Student A has 18 entries: the first entry is A (d1) and her last one is A (d18). In the analysis stage, the researcher reads all the entries and correlates their notes with the themes of the semi-structured interviews. A table has been drawn up to facilitate the description and analysis of the results. As for the frequency of recording their English

activities: Student A has 18 entries; Student B, 12 entries; Student E, 16 entries; Student F, 9 entries; Student G, 3 entries; and Student H, 11 entries. Among these six participants, the first five students are female and the sixth is male. Appendix 4 shows the summary on data of the diary notes analysis.

4.4 Motivation for learning the English language: interview findings and analysis

This section answers the first research question: What are the factors that motivate students in a vocational institute to learn the English language? Data are obtained from the first four interview questions.

1. Do you like learning English?

2. When did you start to like learning English, at primary school, secondary school or at the college?

3. What are the most important factors that make you like or dislike learning English?

4. What do you find to be motivating/de-motivating in your English learning experience?

Participants' motivational factors are presented under the following five headings: instrumental motivation; intrinsic motivation; influences of significant others on motivation; educational influences on motivation; and self-achievement and self-esteem.

4.4.1 Instrumental motivation

All 10 participants like learning the English language, but they started to like learning the language at different stages. All except Student A and Student I started to like

learning English at junior secondary school. Student A and Student I respectively started to like learning English when Student A was at primary school and Student I was working. Eight students have the same instrumental reason of wishing to have a better career.

Instrumental motivation is one of the seven dimensions in Dornyei's (1998) summary of the education-friendly approaches. It is also one of the motivational variables in Gardner's (2001) socio-educational model. It emphasizes the practical value and advantages of foreign/second language (L2) learning. In the process of learning, the participants set up goals and have expectancy values in mind. Their goals and value of the importance of learning the English language form the instrumental motive to find a job in the future.

Goal setting (Locke & Latham, 1990, 2002) is an important instrumental motivational form of behavior for Student C and Student I in their learning process. In a competitive society like Hong Kong, having a better standard of English means that it is easier to get a job. Participants realize that English is a necessary qualification and a basic criterion for companies in the selection of applicants to fill job vacancies. It also enables them to get a targeted job. To be a policeman is Student C's goal choice: "Most importantly, I wish to be a policeman but I only got grade F for English in HKCEE." [Student C1 (4)] He is committed to this goal because he re-states the same goal several times in the interviews. "I aspire to be a policeman, but I failed English in HKCEE." [Student C2 (36)] He strongly believes that only after he has obtained the necessary qualification can he apply for this particular job. "Now I hope to use this certificate to apply for the post." [Student C2 (36)] His goal of being a policeman will engage him in English learning activities, expending effort and persisting in it. "I want to find a job, so I need to study

seriously." [Student C2 (22)] He has a goal commitment that is strongly attached to his goal and he is determined to achieve it.

Like Student C, Student I is committed to his goal. He is a self-efficacy learner. Self-efficacy is one of the most important positive influences on personal goal setting in goal setting theory (Locke & Latham, 1990, 2002). "In comparison with my colleagues, my working ability was not low. But my promotion prospect was not as good as them because of my qualifications. The biggest problem was that my English was poor. ... So, poor English was an obstacle to my career." [Student I1 (42)] Student I has formed an efficacy judgment of his capability "to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p.391). Confident in his belief that his working ability is not low, he wants to exert effort and persist in learning English with the expectation of performing well in his future career. "As I am an adult now, I need to think of my future. I treat English as a skill. I also have interest in it. Since I have interest in it and it can also help me with my career, I want to learn English." [Student I1 (42)] He is a learner with a higher level of self-efficacy. He will set higher goals and with a stronger commitment.

In addition to goal setting, the participants exhibit the behavior of expectancy and valence. Expectancy, instrumentality and valence are the three factors required for motivation to occur (AbiSamra, 2003). The value of the importance of learning English for Students D and H is reflected in the following comments: "English … I believe that it is very important to my future, for my living, or for work. … It can help me to prepare for the future work or study." [Student D1 (42)] "In fact, I think nowadays people do not learn English for their own interest. They do it for their future, for jobs, for competition. … They do it for monetary reasons." [Student H1 (63)] The value of

learning English is deeply rooted in the student's mind that it is for future work, in particular, for money. Student D says, "I think English is quite important, especially in a society like Hong Kong; we need to know English in order to work in a company or do certain jobs." [Student A1 (56)]

Expectancy is another type of behavior that leads to increased motivation. During a visit to the courts, Student F found that the barristers were very fluent in English. This experience inspired her – and she decided that she would become a lawyer in the future. She wrote in her diary:

> Our group visited the High Court and District Court. This is my first time to see the judges, barristers, solicitors and jury. There are three cases including conspired cheat, murder and breach contract. It's really different from what's in TV. I thought that the barristers were smart because they spoke English fluently. I have a desire to be a lawyer. [Student F (d4)]

The expectancy of becoming a lawyer increases Student F's motivation to learn and improve her English.

Students with instrumental motivation will set goals and have value and expectancy in mind. Strong instrumental motivation is apparent from the interviews and the diary writings of participants. They wish to have a better career and, thus, seeking a job is an important motivator for them to learn English. In Hong Kong, having a better standard of English would facilitate obtaining a job, especially the job that is targeted, like the situation of Student C. Conversely, a poor standard of English language is an obstacle in the career path. It is a hindrance to promotion in the business sectors even if one has the work capability. From these students' expectancy and value, one can predict in their

achievement behavior that they will do well in learning English (Schunk *et al.*, 2008).

4.4.2   Intrinsic motivation

One of the reasons why the participants like learning English stems from their own interest in it and the fact that they find English language an interesting subject. This is shown from nine participants' conversations in the interviews, and particularly seven of them who really like the language. These students engage in actions "for their own sake and without coercion such as satisfaction, as sense of competence, interest, learning and challenge" (Alderman, 2008, p.252). Interest, enjoyment and intrinsic motives are the first dimension: the affective/integrative dimension of Dornyei's (1998) summary of the education-friendly approaches. Interest is also one of the important variables of an integratively motivated learner (Gardner, 2001). This learner "has an open interest in the other language community … , perceives the language learning context positively, and expresses a high degree of motivation to learn the language" (Gardner, 2005, p.351).

Student A is intrinsically motivated. She finds English interesting and special. Her preferred skill is spoken English and she likes to communicate with others. She learns English because she wants to know more about the language itself. She feels competent and displays self-determination throughout the learning process. Her interest has developed over time with constant interaction through spoken activities. She said:

I found that when I learnt more, I spoke more. Sometimes, I didn't know how to say something and this would block communication. I began to regain my interest and wanted to learn more English. … [A1 (28)] The greatest motivator is to acquire a better English standard. [A1 (32)] I like to establish a better foundation for my future but actually I have an interest in learning. So my interest is a greater motivator. [Student A1 (34)]

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Student A engages in activities, rehearses new information, and applies skills and knowledge in different contexts (Bandura, 1986, 1993). In her diary notes, she expresses her interest in foreign cultures and traveling to foreign countries. She also writes about enjoying watching TV programs on topics like traveling, foreign countries' culture and environments, and clearly enjoys these programs very much. She wrote:

> I love this TV program very much. It is about traveling. I know more about …other countries' cultures, such as the Indian people, how to cook local food for their dinner with fire. Although I cannot understand what they talk about, I enjoy watching it! (d1) This TV program is very nice. Today, the show is about the most beautiful hotel in the world. I have never seen this big hotel on the island. It is very expensive. It is very big and beautiful. (d4) This time the program is about Canada. The park of Canada looks very relaxed and beautiful. Canada's government puts lots of money towards the local people having a comfortable environment. I think Hong Kong needs to build more parks to make our city more comfortable. (d7)

Student A's interest in learning the English language stems from her personal interest (Krapp *et al.*, 1992). It has developed through her constant and consistent interaction with English learning activities. Personal interest is a more stable personal disposition toward a specific subject (Urdan & Turner, 2005). This is based on the increased knowledge, positive emotions and increased perception of value in the English language.

Personal interest develops over time in the learning process. Student D reported that since he had been at secondary school, he had watched foreign movies. The reason that he liked to watch them so much was because "I read the subtitles, and I started to want

to learn their meanings and how to read the words." [Student D1 (8)] He realized that his English was not adequate, so in addition to watching movies he also tried his best to read English newspapers. He describes the way that he learns from the newspaper: "I will guess the meanings of words in the articles first. After guessing, I will then find the meanings of the words in a dictionary. If my guessing is correct, I will be happy. I also try my best to remember the meanings and the pronunciations of the words." [Student D1 (50)] This shows that Student D has a real interest in learning English, like Student A.

Five participants, Students B, C, F, G and H want to travel to foreign countries. They think that knowing English will help in situations like reading road signs and maps, or bargaining with prices. They have a situational interest in learning the English language. Situational interest represents a more temporary, situation-specific attention to a topic (Urdan & Turner, 2005). It is generated by certain stimulus characteristics in an activity (interest) and tends to be shared among individuals (Hidi & Anderson, 1992).

While Student B was traveling in Thailand with her parents, she could not speak English well enough to bargain down prices as they were shopping. She realized the importance of being able to communicate in English. The fact that her weak English did not allow her to bargain stimulated her to improve her knowledge of the language. She would observe her own progress and feel more efficacious about learning. Student H likes to travel and wishes to communicate with others. He says, "If I don't know English… I can't communicate with others. When I am in other countries, it is difficult to communicate with others." [Student H1 (16)] With heightened self-efficacy and positive outcome expectations, Students B's and H's respective intrinsic motivation is raised and this will lead to further learning (Bandura, 1986, 1993).

4.4.3   Influences of significant others

This section discusses the study's findings in relation to the literature review on the influences of significant others, which include family members, teachers and peers. These influences are the seventh dimension: the significant others–related dimension in Dornyei's (1998) summary of the education-friendly approaches. Family members, teachers and peers are elements of external influences, which is one of the four important sections in Gardner's socio-educational model (2001).

Family members

The motivation for learning the English language of seven of the study's participants can be attributed to family members. This includes respective parents' active and passive roles; direct and indirect tuition that enhance children's attitudinal development; parental style; and family environment.

The mother, in particular, plays a key role in children's learning process. Student J's mother plays an active role (Gardner, 1985) because she encourages her son to do well and monitors his language learning performance. She also teaches additional words, phrases and pronunciation to her son. Student J's mother guided him to study English when he was young, buying him a lot of English books and urging him to watch English programs. She read books and watched the programs together with her son. When there were some words that he didn't know, his mother read the words to him. "My mother talks in English with me and often teaches me English. …When I learn some words, she'll praise me." [Student J2 (56)] Student J's mother encourages him by using praise as a kind of reward. She links the reward to progress and achievement when she praises Student J for his improvement. On receiving his mother's praise – a recognition of his progress – this in itself can build self-efficacy and motivation (Schunk *et al.*, 2008).

Furthermore, Student J's mother makes adaptive attributions for her son's performance and is confident in his abilities, all of which is encouraging for her son's positive motivational beliefs like attributions and task values (Newman, 2000). "My mother tells me the importance of English. I, therefore, sometimes take the initiative to learn English and join some English classes." [Student J1 (109)] The major factor for Student J in learning the English language is obvious: "… motivating factors are from my mother". [Student J1 (107)]

The direct tuition by Student J's mother would contribute to that student's attitudinal development (Milner, 1981). Milner proposes that attitudinal development occurs in children as a result of direct tuition by their parents. "Parents undoubtedly do make explicit statements about their beliefs and attitudes on a variety of social issues, and there is usually an implicit encouragement for the child to feel likewise" (Milner, 1981, p.124). Parents also play a passive role, which involves indirect modeling and communicating attitudes related to second language learning and the community (Gardner, 1985). The use of verbalization is one way to encourage children in learning (Alderman, 2008).

The respective family members of Students F and G play a passive role in that they verbally state the importance of the English language. Student F mentions that "if I do not study well, I couldn't find a good job and then I couldn't support myself" [Student F1 (58)] and that her family members "all think that if your English is better, you can perhaps find a better job and have a better life." [Student F1 (60)] Student G's family members have the same verbal message as those of Student F. "My family members always say that I can't do much if I don't know English. And English is used in many situations. If I want to read a manual, I have to know English." [Student G2 (60)] In

addition to direct tuition, parents can also influence their children's attitudinal development through indirect tuition. Milner suggests that attitudes develop through indirect tuition, "attitudes are not consciously taught, but are implicit in what the parents say or do" (Milner, 1981, p.126). Student G' reveals that her father's academic result was not good and that he studied at night school when he started to work full time. He felt that it would be better if his daughter had a better foundation before she started working.

Moreover, parenting styles can make a difference in children's learning motivation. Motivations are enhanced when parents allow children to have input into decisions; state expectations as suggestions; acknowledge children's feelings and needs; and provide children with alternatives and choices (Dornbusch *et al.*, 1987). Student A's parents give her a lot of freedom. There is no pressure from her family members; they let her choose what she likes to do. They remind her to study hard but without putting her under a lot of pressure.

In a family, it is not only the parental roles and style that influence the learning process; providing a good environment can enhance children's learning activities, too. In Maslow's (1954) theory, the environment provides opportunities for satisfaction of needs. If the environment does not allow needs to be satisfied, optimal growth and development will not be realized. Student J's family financially supports him to learn English overseas as an exchange student. Student H's family members spend time with him watching English movies and programs, providing a good environment – a relaxed atmosphere – to encourage him to learn English. His parents do not force him to speak English. They take a more relaxed attitude, simply encouraging him to watch English television programs or to write in English. In a similar fashion to Student H's family, all

the families mentioned above, particularly that of Student J, provide a very good environment for the participants to learn English.

Teachers

The teachers' teaching methods, skills, ability and strategies for meeting students' needs can motivate students to learn. Five participants said that their teachers motivated them to learn English. They think that their teachers encompass both the skills of transmitting knowledge and the ability to develop an atmosphere that encourages them to learn (Darling-Hammond *et al.*, 1983).

Student A had a good English teacher who encouraged her to overcome difficulties, so that she was interested in learning. "The teacher taught quite well and I was interested as I was going to be promoted to secondary four. …" [Student A1 (18)] "I think learning English is hard. But at that moment when I have a problem, my English teacher always encourages me to overcome difficulties and she gives me the courage and encourages me to try my best to learn English." [Student A2 (12)] Student E's teacher has the ability to understand students' needs and has the experience to deal with different learning styles and progress. Student E says that the teacher "taught me many things …, so I started to like learning English at that time." [Student E1 (10)] "What she said would attract us to listen to her … She used some simple methods." [Student E2 (16)] These are reasons the students give to explain why they have the urge to learn English.

When teachers have the ability of creating an active learning environment, it results in a shift from passive learning to students taking responsibility for their own learning (Chapman & Aspin, 1997). Student H has had an interest in English since primary school because one of his English teachers taught well. "Perhaps she was not so rigid

and did not just write notes in class. … She played games and would hold activities like singing, story telling and watching videos. The activities were all in English, and she was very kind and friendly." [Student H1 (8)] His teacher created an active learning environment, trying to meet the student's personal, emotional and cognitive needs to enhance the student's motivation for learning (Stipek, 2002).

Peers

Eight participants found that peers were an influence on each other to improve, work hard and to achieve (Alderman, 2008, p.208). The discussion of peer influences presented in this section includes peers as models and as teachers; and focuses on the friendship quality and peer network that motivate students to learn English.

Peers can act as a model. Observers' beliefs can be affected by observing models. Observing similar others' successes can raise the observers' self-efficacy and motivate them to perform the task (Schunk *et al.*, 2008, p.274). Students believe that if their models can succeed, they can succeed as well. When Student I was working in a company, he met some friends whose qualifications were higher than his. This observation raised his sense of self-efficacy. In addition, his friends were always motivating him to learn more English. After he had learnt more English, he found that his horizons broadened. This further aroused his interest in learning English.

Observing peers' success can enhance learning. On the other hand, observing peers' failure can also motivate students to learn. Student F's classmate is a repeater. During English lessons, while practising speaking, this classmate could not pronounce common English words. He was always falling asleep. The situation concerned Student F, as she thought that the repeater student must be suffering a great deal of tension over his study.

This experience stimulated her motivation to improve her English standard and made her determined to pass her exam. "I must get a pass to level 2 because I don't want to be a repeater like this classmate." [Student F (d3)] Student F did not want to repeat and follow in the step of this classmate. Thus, observing similar others' failure can raise observers' self-efficacy and motivate them to perform the task.

The observation of peers can lead students to adopt comparable goals because peer-oriented goals are highly valued by students (Bandura, 1986, 1988). Students want to be liked and approved by others; to develop social or intimate relationships and to cooperate with others, or to win favor from others. Student B has some friends older than herself who talk in English, which she does not understand. She finds that she does not get along well with her friends. One of them, who has come back from Canada, speaks very good English. "I sometimes speak English with her because she doesn't speak Cantonese. I want to be able to communicate with her. So, I'll push myself to improve my English." [Student B1 (16)] Student B wants to develop a close relationship with, and to be viewed favorably by this friend. This pushes her to improve her standard of English.

Peers can act as teachers if they have a good English standard and qualifications (Alderman, 2008). One of Student G's friends speaks very good English and teaches her how to pronounce sentences in English. "I have a friend whose English is better than mine. Wherever we go, she'll teach me how to say something in English. She will later check whether I remember the English sayings." [Student G2 (126)] Similarly, Student I has a friend who acts as a teacher to him. All his friends are university graduates. If he has any questions about English, he can ask these friends and they will teach him. "If I make some mistakes while talking with them, they will teach me to rephrase the

sentences and the effect will be different. I find it quite interesting. … We started to practise speaking English together." [Student I2 (73 &79)] Peers who act as teachers like the respective friends of Student G and Student I demonstrate the positive quality of students' friendship.

The quality of peer relationship is a powerful motivator. Friendships support students in the school environment and assist with their adjustment (Newman, 2000). In school, Student B's friend passed a book to her saying that it was worth reading. Student B found that there were many difficult words in it that she did not understand. When she had to look up their meanings, she realized the importance of understanding English. Similarly, Student H's friends introduce books and songs; and communicate in English with each other. "My friends, they give me many English songs to listen to. And, there is something called video conferencing. We speak English and talk in this conference. We take it as practice or simply use it for communication." [Student H2 (144)] This demonstrates how school friends support each other in learning.

Members of peer groups easily form networks. Peer networks can heavily influence the members' academic motivations. Networks help to define students' opportunities for interactions, for observing others; for interactions and access to activities (Ryan, 2000). Over time, network members become more similar to one another (Berndt, 1999). This is how Student I perceives peer motivation in learning the English language. He thinks that people who know English and those who do not know English are of different levels. Students have a wider of choice of friends if they can communicate with people of different levels. "In fact, if I know one more language, I will make more friends. This is also a motivational factor for me to learn English because I am the one who takes the initiative in making friends with others." [Student I2 (44)] Student D wishes to be close

to his friends, "Because after secondary school, some of them went to another country to study. … They come back to Hong Kong after a few months. And they always speak English. Yes, I feel that they are stronger and cleverer. … I want to be near them." [Student D2 (63, 65 & 71)] Student D's motive for improving his knowledge of English is the wish to join the peer network.

4.4.4 Educational influences on motivation

Academic results

Seven participants, in particular, expressed determination to pass and obtain good results in their study, especially in examinations. This strength of purpose is influenced by the policy of the local education system, which has an impact on classroom teaching and learning. This is also the sixth dimension: the educational context–related dimension in Dornyei's (1998) summary of the education-friendly approaches. The desire to obtain good results comes from the motives of achievement, attribution and goal setting.

Atkinson's theory (1964) of achievement motivation proposes that behavior contains three components: motives, probability for success and incentive value. There are two basic achievement motives. The first is the motive to approach success and the second is to avoid failure. Student A's motive for success was strong. "Maybe, I have the result. Oh, it's encouragement to me". [Student A2 (98)] Student A would approach and engage in the achievement tasks because getting a good result encourages her to learn English. This is one of the three components: probability for success. As for Student G, she has the incentive value in learning English because she "got better results in the English subject". [Student G1 (22)]

When Student G gets poor academic results, however, she hates learning the English language. This is the second achievement motive suggested by Atkinson: to avoid failure. The motive to avoid failure reflects learners' capacity to experience shame and humiliation when they fail. When Student A did not work hard and the result was not good, she gave up. It is the same for Student H: "My results have become very poor. So I resisted learning English." [Student H1 (4)] The behavior of Students A, G and H is related to the controllability dimension in attribution theory, which is relevant to effects. Failures occur because of internally controllable causes such as being lazy. In addition, shame results from failures that are derived from internally uncontrollable causes such as lack of talent (Weiner, 1986; Graham, 1994).

Goal setting (Locke & Latham, 1990, 2002) has been discussed in relation to instrumental motivation in section 4.4.1. It is also an important motivational process in obtaining good results in academic studies and examinations. Learners with a goal and a sense of self-efficacy for attaining it are willing to engage more intensively in activities. This will lead to attainment by means of expending effort and persisting in doing the task. The motivational benefits of goals depend on learners making a commitment to attain the goals. Student E had the goal of doing better in examinations. So, starting from secondary Form three, she dedicated her effort to this and persisted in reading English books, which resulted in her starting to like English.

The study goal for participants C, D, E, F and H, respectively, is to obtain good results and to pass the English subject in the Hong Kong Certificate of Education Examination (HKCEE) in order either to be promoted to higher forms or to graduate from secondary school. This goal is explicitly stated in the semi-structured interviews. "Motivating forces … I want to have a better standard of English, do better in exams, find a better

job and support my family." [Student F1 (18)] Student H declares his commitment to attain the same goal as Student F: "It's a must to learn English in order to pass the examinations. … In secondary schools, it's for examinations and further studies that you must study English well." [Student H1 (36 & 34)] "The purpose of learning English in secondary school is to prepare for the CE (HKCEE)." [Student H2 (22)] This goal of success in examinations can also be related to the fourth dimension: the self-concept–related dimension, which includes success/failure-related (attributional) factors in Dornyei's (1998) summary of education-friendly approaches.

Teaching medium

Students are motivated to learn English because they have the goal of getting good results in their studies and in examinations. They could be de-motivated, however, by the education policy of changing the teaching medium from Cantonese to English.

There are two points of time of change in the teaching medium in the Hong Kong education system. The first is from primary six to secondary Form one. The experience of Student H was that he resisted learning English at school because he was unable to adapt to the transition from being taught in Cantonese when he went from primary to secondary school. Student I recalled his experience:

My teacher taught in Chinese in primary school. In secondary school, all of a sudden, all subjects were taught in English. My foundation of English at primary school was not good, so I found it difficult to adapt to it. My results at primary school were very good. But in secondary school, I was put originally in the top class and then dropped to the bottom one. It was a serious setback to me. [Student I1 (6)]

The second point of time of change is from secondary Form three to Form four. Student D found difficulty adapting to this change. The lessons were conducted in Cantonese before Form three. In Form four and afterwards, English was used. It was difficult for him to cope with most of the subjects, especially with the English terms used in Physics and Biology, because he had a poor memory. He would easily forget the meanings of the words after a few days. "It's a bit more difficult for me. I often need to look up the meaning of the words in a dictionary. … I had to use the words frequently and say them frequently before I could remember the words." [Student D2 (125)] The adverse effect of the teaching medium in relation to motivation for learning the English language is the same as described in some of the studies on Hong Kong students presented in section 2.6.

4.4.5   Self-achievement and self-esteem

Self-achievement and self-esteem are regarded as motivators for successful learning. This is another aspect of the fourth dimension: the self-concept–related dimension in Dornyei's (1998) summary of education-friendly approaches. Esteem need is one of the growth needs in Maslow's (1954) hierarchy needs theory. It reflects the need to achieve, to gain approval and recognition (Schunk *et al.*, 2008, p.173). This need is shown in Students D's and H's respective processes of learning the English language.

Student D feels pleased when he can answer the teacher's questions in English; he gains approval and recognition. He admits that he learns English "in order to achieve a goal". [Student D1 (74)] Adding to his need to achieve, Student D is proud of his achievement. He feels superior to others if he can communicate in English. "When using English I will feel that I'm superior to others. … If you speak English, people will think that you are smarter. … Yes, I am filled with pride." [Student D1 (54)] If, however, he felt unable

to communicate in English, he would feel ashamed and embarrassed. "While shopping or when I talk with others, say my previous schoolmates, they will, during our conversation, suddenly speak English, I need to understand what they say. I will be very embarrassed if I ask them the meanings of the English words." [Student D1 (28)] Student D's behavior reflects his self-esteem. Self-esteem is "…the evaluation that the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval; and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy" (Coopersmith, 1967, pp.4-5).

This kind of successful feeling occurs with Student H, too. He thinks that English is his worst subject at school. But when he can make use of the language to do some work, he feels successful. "If I can use English to present something, I have successful feelings. … When I speak English with others, I have a great sense of achievement, and I'm very happy. So speaking has become an interest. That means using English has become an interest." [Student H2 (68 & 136)] With the evidence that he is capable and successful in performing activities in English, Student H is interested in learning English.

The learning of L2 (foreign/second language) can happen in both a formal and an informal context (Gardner, 2001). The informal learning context could be in a street. In a multi-national society like Hong Kong, where different language communities live together, it is quite common for L2 learners to encounter English speakers in the street. Student A wrote in her dairy: "On that day, my friend and I were shopping in Tsimshatsui. A tourist asked me some questions about the places that he needed to go. And I tell him how to get there. After that I was very happy because I can clearly talk to

a foreigner!" [Student A (d16)] The same experiences are also reported by Student D about his conversation with foreign visitors. He feels happy that he can help them. Both students have successfully communicated with foreigners. This is a major motivational factor for them to learn English. Student G, however, has different feelings when she is in the same situation as Students A and D. Student G also meets a foreigner in an area where English is commonly spoken. "Once when I was in Tsimshatsui, a foreigner asked me the way. I didn't know how to answer him. … My friend helped me to answer him. … I was shamed! I don't want this to happen again and make people feel that college students don't know how to speak English." [Student G1 (90, 94, 98 & 100)] The experience of being unable to communicate with foreigners stimulates Student G's motivation to learn and improve her language skills.

When the students are capable of using English in communication, they have a sense of achievement. This is because they have as their source of motivation "the success in the task which related to the combination of satisfaction and reward" (Fisher, 1990). They succeed in doing the task, so they get satisfaction. Students like what they do well; and are therefore more likely to do it again, and put in more effort. For students, however, who think that they are weak in English, they will simply avoid situations that they cannot accomplish. "Feelings of failure, particularly early on in a student's school career, can therefore lead to a downward spiral of a self-perception of low ability – low motivation, low effort – low achievement …" (Littlejohn, 2001, p.7). As Student A came across difficulties, for example, when she did not understand a word or the meaning of a paragraph, she stopped learning it. Even though she liked English, she gave up because she did not want to face the difficulties. Student F exhibits similar behavior when she has difficulty in learning: "I feel under pressure". [Student F1 (68)] The fact that Student A gives up learning when facing difficulties has a relationship with

her self-efficacy.

Self-efficacy is about people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986, p.391). It affects choice of activities, effort and persistence. Learners who hold a view of low self-efficacy of themselves for accomplishing a task may avoid the task, like Student A. Other students who believe that they are capable, are likely to participate, especially when they encounter difficulties, because efficacious learners work harder and persist longer than those with doubts. Though Student F "…felt under pressure", when facing difficulties, she carried on with the task. She loves watching a TV program about love magic stories. Sometimes, the TV program has no English or Chinese subtitles, and she cannot understand the meaning of the story. But she carries on watching the program. "Although it is difficult to me, I will continue." [Student F (d1)] Student H has the same attitude as Student F. When facing difficulties, Student H persisted in doing the task:

I see the MP3 user manual. It teaches me how to use the MP3 player. The manual has many difficult words so I need more time to read it. … I practise the past examination paper of the Certificate exam, English paper 2. The proofreading section and the vocabulary exercises are difficult. But it is useful for me. [Student H (d5)]

4.5   Attitudes towards learning English

This section discusses the results of the study in relation to the literature; in particular, the motivational and attitude literature review of Hong Kong studies explored in chapter 2. It also aims at answering the second research question: What is the English language

learning attitude of students in a vocational institute? It discusses the findings from the last three interview questions:

5. Do you think English is a useful language? Why/why not?

6. Do you think you enjoy learning English? Why/why not?

7. If you could choose, would you still want to learn English? Why/why not?

4.5.1   Practical/communicative orientation

Of the 10 participants, eight think that they are learning English for practical reasons because it is a skill and a tool for present and future studies. This relates to one of Dornyei's (1998) seven main motivational dimensions – the pragmatic dimension. English is useful because it is an international language. It is used not only for communication in Hong Kong but also in many other countries. The participants feel that English has worldwide status because it is the only language commonly used when people travel to other countries. Students A, H and I have very strong views on this, saying that English is absolutely a useful language based on the above reasons. This view is the same as that drawn from Littlewood and Liu's (1996) survey. Ninety-six per cent of the students in this survey agreed that English is an important world language.

Student A declares that English is an important international language. As English is common in many countries where people do not know the Chinese language, English is regarded as useful in that it makes communication easier. Student H said, "If we don't know English, we cannot communicate with others and we'll lose our competitiveness". [Student H1 (40)] The proof of English as an international or worldwide language is demonstrated when participants travel abroad: "You can communicate with foreigners. For example, when traveling you can read the words, the road signs and maps. Otherwise, you won't know where to go". [Student C1 (56)] Student F also thinks of

English as an international language, and as one that she will need to know if she wants to work in a big company. If she Student F learns the language well, when she is older, she can move to live in a foreign country and be able to use the language.

In addition to the recognition of the international status of English in Littlewood and Liu's (1996) survey, pragmatic orientation was found in Richards' (1998) survey. Nine students emphasized the importance of gaining English qualifications in terms of securing a good job or getting accepted into university. In the present survey, it was found that proficiency in English would be useful when studying and working in order to better understand university lectures and to do business with native speakers of English (Richards, 1998, p.319). The present study also finds that participants regard English as valuable for daily use and as a tool for study.

4.5.2 Daily use and a tool for study

Daily use

Six participants found that English was in practical use daily in society. Student A's greatest motivator for learning English is to use it socially among teachers and classmates, relatives and friends. Teachers, classmates, relatives and friends are the motivators mentioned in Gardner's socio-educational model (2001) in the class of external influence. External influences refer to any factor that might influence language learning. Student A said:

> The greatest motivator is to acquire a better English standard. This facilitates communication with others, socially. … Sometimes, when I see that the teachers communicate fluently with the foreigners, I have a desire to do the same. … I have some foreign friends. It's easier to communicate, to talk with them in English. So it motivates me to learn English and try to

speak English. [Student A1 (32)]

Student G also said, "I use English to talk to my friends and my family members. … Yes, some of my friends live overseas. They don't quite know how to speak Chinese now." [Student G1 (40)] In addition, there are practical uses of English in daily situations. These situations are informal language learning contexts (Gardner, 2001). Some examples of informal language learning contexts in the present study are as follows: giving directions, telephone conversations, reading books, surfing the internet and going shopping. Student E finds that doing English exercises in class is helpful preparation for future practical use. "I do the exercises in class. It is about the telephone call. I listen to the call and write down some messages. I think that it is very useful for me. In the future, I may need to take some calls in English at the office. Now I can learn it." [Student E (d13)] Student H emphasizes the practical value of English in daily life as follows:

It was not until recently when I came to this institute or after Form five did I start to realize that English is not only a subject. It can be many different things. For example, in reading, there are English books; in listening, there are English songs; and even for surfing the internet, many websites are in English. So it's practical, more than just for examinations. … It's being practical. If you use it at work, it is practical. So I think being practical is the greatest motivator. [Student H2 (104 & 134)]

A tool for study

Students B, E, G, H and I in this study reported that learning English would help in their present and future studies. They all realized that they had to use English to study all the subjects. "I often need to use English at school now and my English is not good enough,

so I need to learn it." [Student G1 (28)] "I need to use English when going to school. In the lessons, all notes are written in English." [Student G2 (108)] Student H also said, "When we study further, English is used in all subjects. If I don't know English, or I don't have interest in it, like what happened in secondary school, then I don't have the motivation to study. It will affect my results." [Student H2 (116)] The participants agreed that it is "a must" to learn English. The prevalence of this attitude is further supported in the diary writings of the participants. In her diary writings, Student B reflects that English is a skill and a tool for study. Her English activities include reading books, and listening to songs and music. Student E also writes in her diary that English is a tool and a skill for carrying out such activities as reading and listening. Student H has seven entries in this area. His English learning activities include reading books and newspapers, doing English grammar exercises, watching English TV programs and listening to English songs.

The above mentioned informal language learning contexts will bring about linguistic and non-linguistic outcomes (Gardner, 2001). "Sometimes, when I go shopping, like in Tsimshatsui, the visitors usually ask me the way to some places. … Actually this kind of communication will help me with my communication skills. … I read many newspapers, magazines and web pages. Sometimes I look at information about new products like electronic games and clothes." [Student D1 (34)] The more the participants come in contact with these informal learning situations, the more they find that English is used and the more they will learn from them. Student D says, "Most web pages are from overseas. … There's more information in English than in Chinese… ." [Student D1 (139 &143)] "It is very useful. For example, every day you will read the English newspapers and magazines, TV programs and use the internet." [Student D2 (4)] The importance of the use of English in society is also shown in the respective diaries of Students A and G.

They write about using English for communication with foreigners as in writing e-mails; sending MSN messages from Hong Kong to Germany; and watching English programs and reading books.

4.5.3   Social status

The use of English enjoys a high status in Hong Kong society, and this status is obvious to the study's participants. Many of the participants reiterate this using different terms; for example, "English is useful", "it is an international language" or "it is a worldwide language". "Social status" is included in Gardner's socio-educational model (2001), where it is associated with history in the class of external influences. History is the social and personal variables that the learner brings with him or her that can influence L2 learning; for example, the socio-cultural milieu in which the individual lives, i.e. the society in which the learner lives.

Two participants believe that learning English would affect their social status. "Important" is another term participants use to show the high status of the English language in Hong Kong society and in the world. Student A thinks that English is essential in present-day society. "I think English is important in the world. … English can help me to find a good job, easily to communicate to the client and to my boss in the future." [Student A2 (60)] Student D declares that learning English could help to improve the social status of the learners. "Actually, in this society, English is the most important, I can say that it is sometimes more important than Cantonese in Hong Kong." [Student D1 (119)] Without a knowledge of English, he feels inferior to others within the society. "I want to learn more English for future work or daily use. As English is widely used in Hong Kong, I want to learn more and improve myself so that I won't be inferior to others." [Student D2 (119)]

All the participants have a positive attitude toward learning the English language. They enjoy learning English and they would like to continue doing so. They think that English is a useful language and an important tool for communication in the world.

4.6   Motivation of Hong Kong vocational students: a comparative analysis

The fifth part of this chapter answers the last main research question: Do(es) integrative and/or instrumental motivation exist(s) among students of a vocational institute? This section also analyzes the overall motivation of Hong Kong vocational students in comparison with other Hong Kong students in the literature mentioned in section 2.6.

The existence of instrumental motivation is apparent from the findings both of the interviews with the participants and of the diary writings. Pragmatic reasoning or motivation is one of the instrumental factors, which can be grouped into two areas. The first area relates to increasing job opportunities and salary potential. The second area relates to further study and communications. This finding is the same as that of the research on attitudes of Hong Kong students towards learning English.

The findings indicate that the participants are career oriented. They all say that seeking a job is a motivator to learn the English language. Motivation and attitude surveys undertaken in Hong Kong since the 1970s have shown the same result. Instrumental/pragmatic motivation of different ages of students is consistent in the periods both before and after the return of Hong Kong's sovereignty to China. The present study shows that this is a typical view held by students not only in the primary and secondary schools, tertiary and university settings, but also in the vocational

institute. Most secondary school students from EMI and CMI schools agreed that English was necessary for securing a good job (Fu, 1976). Band 1 secondary boys' school students aged from 12 to 18 provided a consistent picture that instrumental goals, especially with career-related purposes, were more important than integrative goals (Wu, 2004). Moreover, 70 per cent of university students in the 1998 survey took an English language elective course to improve their English for career preparation (Lai, 1999). Most Hong Kong undergraduates (Hyland, 1997) responded in the questionnaires about the instrumental importance of English. English would continue to perform a gate-keeping role after the handover and it would still be the dominant language in the employment context.

In terms of pragmatic reasons, students in the vocational institute agree that a determination to obtain good examination results is one of the motivating factors to learn English. This finding is the same as that for tertiary students in the attitude research of Hong Kong students. The survey of 2156 tertiary students on pragmatic attitudes, focusing on the practical values of English for personal success, showed that pragmatic motivation is the strongest motivation (Littlewood & Liu, 1996). The result is similar to that of a survey conducted in seven senior secondary schools (Richards, 1998). Nine students of that survey emphasized the importance of gaining English qualifications in securing a good job or getting accepted into universities. Their motivation stems from the need to sit for public examinations, compete with classmates or receive good grades. In the interview, two secondary Form seven students stated that the local students accept examination pressure as an unavoidable fact of life. This is not surprising because examinations are important in determining educational options and opportunities (Richards, 1998, p.319).

The vocational institute students participating in the present study have as their motivation for learning English that it is a tool for further study and for communication purposes. They all realize that they need the knowledge of English in formal and informal learning contexts. In formal contexts, such as at school, English is used in all subject areas. In informal contexts, English is used in movies and newspapers; and between friends, relatives, local citizens and visitors. Participants' experiences of communicating with foreign visitors in the street further enhance their motivation to learn English.

Another finding from the present study is that vocational students enjoy learning English. Nine participants out of 10 are interested in learning the language, find English an interesting language and enjoy the learning process. Some participants particularly like the English language and some of them reinforce what they have learnt by practising it in daily activities. The interest that these participants show is more of an intrinsic nature than integrative. Some participants in the present study demonstrate that they are intrinsically motivated by engaging in language activities, organizing their knowledge and applying their skills and knowledge in different contexts. When they can actually use English to speak with others, they have a sense of achievement. Perceiving their progress, the participants feel more efficacious about learning (Bandura, 1986, 1993).

Many participants are interested in foreign cultures and wish to travel to foreign countries. This kind of interest, however, is different from that of integratively motivated learners. The integratively motivated learner is one "who has an open interest in the other language community and other ethnic communities in general, perceives the language learning context positively, and expresses a high degree of motivation to learn

the language" (Gardner, 2005, p.31). The findings of the present study do not show that participants have an open interest in other ethnic communities, and the degree of motivation to learn the target language is not exceptionally high. Their interest is at the stage of feelings or beliefs but is not actually deeply engaged with the target language community. Intrinsic motivation has also been found in a survey of senior secondary school students from Form four to Form seven students, with 18 male and nine female students taking part (Richards, 1998). Ten participants indicated that they were motivated primarily by an intrinsic interest in English, in foreign languages and in learning in general. Seven of these 10 students were motivated by a desire or perceived need to communicate with native speakers of the language.

The fact that instrumental and intrinsic motivations are factors operating with the vocational students, as shown in the present study, does not imply that this will not change. Data shows that some vocational students have a motivational change over a period of time. Students A and F started learning English to fulfill school requirements. Since then, they have become intellectually engaged with the language and foreign culture, and they say that they want later to live and work in an English-speaking country and use the language. These examples show that initial participation can lead to interest, which can then lead to further involvement and changes in the reasons for the language learning. Motivation, thus, follows developmental paths that may change over time and may not remain in a definite framework of instrumental or intrinsic motivation (Oxford & Shearin, 1994). Similar to Students A and F, Student I exhibits motivational change in language learning. The specific language learning behavior of Student I together with that of three other participants will be compared and contrasted in the individual profiles in chapter 5.

The answer to the last research question is that vocational students display instrumental and intrinsic motivations but not integrative motivation. The practical value of learning English is heavily stressed and an intrinsic interest in learning the language is also shown. These findings suggest that the participants in this study are motivated by a range of factors: the dual desires to master the language and interact with native speakers; an interest in the language; and the instrumental and practical uses of English in Hong Kong society.

4.7 Chapter summary

Instrumental and intrinsic motivations are found among the vocational students participating in the present study. These two motivations were documented in the literature on the motivation and attitudes of Hong Kong students that was reviewed in chapter 2. Data show that all the participants like learning English. Most of them started to enjoy learning the English language when they were studying at secondary school. The participants have a strong instrumental motivation. The major reason for learning English lies in seeking a job – a job either to fulfill a dream or to get a higher salary to support family members on a better living standard. Intrinsic motivation is an important finding from the data, showing that the participants' motivation for learning the language is not only out of self-interest, but also for traveling and enjoying the culture of foreign countries.

There are discussions on other motivational influences that occur from the interaction between the learner and more significant others. This shows that learners' L2 learning motives are not just instrumental and intrinsic but a combination of factors in relation to education and society. Family, teachers and peers play important roles in motivating

participants to learn English. Supportive family members, especially the mother; good teachers with appropriate teaching strategies; and peers who act as teachers and mentors are the significant others who influence participants' motivation for learning. There are also educational influences on the participants' learning motivation. The prime concern of students in learning the English language is to obtain good results in examinations. Schools promoting English activities enhance students' motivation. The participants also learn English for self-achievement and self-esteem, gaining a sense of achievement and pride in themselves when they can use the language successfully. On the other hand, they feel embarrassed and inferior to others when they cannot use the language properly. English is perceived by the participants as a useful language, for communicating locally and internationally. It is regarded as a tool and a skill used for study and for daily activities.

All the participants in this study are motivated to learn the English language. There have been times, however, when some participants found that they were discouraged in their learning. They could not adapt to the transition period of changing the medium of instruction from Cantonese to English and, when facing difficulties, felt they would like to give up learning. Nevertheless, English is important in society and essential for daily use; and knowing more English is a symbol of higher social status. All these factors contribute to the motivation for learning the English language. All the participants enjoy learning the English language and, if they could choose, all would like to continue to learn it.

In the process of writing the analysis, it has been found that vocational students have instrumental motivation but not motivational investment. Participants wish to pursue L2 learning as an interest but not as an investment, which involves the idea of identifying

themselves with the target language community. Motivation and autonomy and the L2 sub-system, which examined learners' potentialities, are not obvious in the present study. Nevertheless data show that three participants have experienced changes of motivation from instrumental to intrinsic over a period of time. This reveals that motivation is a dynamic and ever-changing process.

Over the years, the research on attitudes and motivation for L2 learning and English language learning in Hong Kong has been done mainly in secondary and tertiary educational settings. The present study has provided data showing that vocational students have the same motivations and can add to the list of L2 learning motivation literature.

Chapter 5　　Emerging themes and individual profiles

5.1　　Introduction

Chapter 5 of this thesis discusses the themes that emerged both from the survey and the analysis of the motivation for English language learning of Hong Kong vocational students. Data reveal that the participants have intrinsic and strong instrumental motivations. Some learn English for their own interest and others for pragmatic reasons. The learning motivation of some students is particularly influenced by parents, teachers and peers. These themes will be discussed in the context of Hong Kong. The discussion is followed by an outline of the individual profiles of four students – Students B, C, I and J. These four students are, respectively, intrinsically motivated; instrumentally-oriented; goal-oriented and socially motivated. It is believed that the above terms best describe the motivational behavior of each of the four students. In addition, motivational change is one of the important features found in the data, of which a discussion is included in this chapter as well.

5.2　　Interest in learning

Vocational students are interested in learning the English language. In the two surveys undertaken, more than half the students ticked the first three statements, which relate to interest in learning. They want to improve their English reading, writing, speaking and listening skills; and they would like to watch English movies. They would also like to communicate and make friends with foreigners who speak English. In addition, nearly half the students like learning about foreign cultures.

In the interviews, nine participants said that the English language is an interesting subject and seven of them really like the language. The students' interests fall into three different types. The first type of interest is innate to the learner (Ushioda, 2003), meaning that the learner likes the language for its own sake and has a personal interest in it (Krapp, 1992a). Student A and Student F are examples of this type. In their interviews and diaries, they clearly indicate their interest in learning English by using different resources such as TV programs, songs and their respective schools' English activities. They practice their language skills whenever there is an opportunity. The second type of interest, exemplified by Students B and J, is that which develops under the influence of significant others. Student B's interest in learning English is initiated by her English teacher while Student J's interest comes directly from his mother. The third type of interest is pragmatic – it is generated from a practical use of the language. Student H and I are examples of this type. Student H finds out while traveling that he needs a knowledge of English to communicate – he has a situational interest in learning English. Student I's interest develops while he is working in Japan because he finds that English serves as a tool of communication.

5.3   Practicality in learning

Nearly all courses offered by the vocational institutes are practical in nature. Students are studying in the institute to prepare for entry into the job market immediately on graduation. Their attitude towards learning English is similar – it is for practical use. In the surveys, nearly all the students think that English is useful in helping them to find a good job; and about half of them would like to work in a government department. In the interviews, eight participants said that the reason they learn English is to have a better career. The pragmatic and instrumental motivation of these participants can be grouped

into three categories. The first category is defined by career goals –with a view to finding a better job, with a higher salary as in a government position, as is the case of Student C. This attitude stems from the demand in many jobs for English-speaking skills and the social recognition of English status in Hong Kong. Most jobs, especially government positions, require a pass in the English subject in HKCEE. Many people think that by achieving a good English standard they are likely to position themselves better for a career with good promotional prospects. This issue will be discussed further in Student I's profile, presented later in this chapter. In Hong Kong, many foreign business companies require employees to speak and write fluent English. Students, therefore, are keen to improve their language skills. There is also a feeling in Hong Kong society that English enjoys a high social status. If an individual has a good English standard, he or she is regarded as superior to the others.

The second category is defined by the need to pass examinations. In the survey, over half of the students ticked the statement that English is a compulsory subject. Seven participants in the interviews said that they wanted not only to pass but to obtain good results in the examinations. These motives are linked to the education policy. English language is set in the syllabus as a subject that must be learnt every year in all primary and secondary school. Moreover, obtaining a pass in the English subject in HKCEE is a requirement for continuing their studies in tertiary institutes. Almost without exception, the students in this study want a pass in the English language subject.

The third category is defined by communication needs. Participants in the survey find that English is a tool for communication in different Hong Kong situations. It is used in work situations; in communicating with local visitors, and with foreigners while traveling; in speaking with friends who come back from foreign countries; as well as

being used as a tool for further study. These are all practical uses of English in daily life.

5.4   Parent, teacher and peer influence in learning

Parents figure prominently amongst the influences motivating participants in learning English. In the self-completion questionnaire survey, more than half of the students ticked the statement that their parents encourage them to learn English. In the interviews, seven participants indicated that their motivation for learning the English language comes from family members. In addition, five participants said that their teachers motivate them to learn English. Parents and teachers are considered as two of the most important influences in students' English learning process in Hong Kong. Peer influence, although not as strong as that of parents and teachers, also plays a role in encouraging participants to learn English.

The encouragement of participants' English learning by family members is apparent from the participants' responses. Members of Student F's and G's respective families remind them verbally of the importance and usefulness of English in society. Student G's father sets a role model for his daughter by joining English night class after work. Family members of Student H watch English movies together with him at home. Student C's parents opt to save money by quitting bad habits such as gambling and smoking so that their son can further his study. The close monitoring of Student J's English learning progress by his mother is a good example of the deep involvement of parents in children's education in Hong Kong. The successfulness of their English learning has a great impact on the study options of Hong Kong children. Students with good academic results plus a good English standard have a greater chance of gaining entry to the EMI (English as medium of instruction) schools. Hong Kong has only just

over 100 EMI schools and more than 300 CMI (Chinese as medium of instruction) schools. Both these types of school are either government funded or subsidized. As mentioned in the literature review on motivational influences of parents and community (section 2.5.4), parents generally endeavor to get a place for their children in an EMI school. The EMI school is the symbol of a good school in Hong Kong – with more resources, enthusiastic teachers, hard-working classmates and, most important of all, students with higher academic achievements.

Student J's case suggests that parental influence and the home environment combine to serve as a significant factor in motivating students to learn the English language. The data show that this family has the resources to enable their son to learn English overseas. Student J's background as an exchange student in Australia suggests that the family can financially support him in learning English outside the school environment. Moreover, some participants' families are also aware that if their children get a good education, they increase their chances of securing college acceptance, good jobs and financial stability (Schunk *et. al*., 2008).

The second major influence of significant others can be attributed to English teachers. The participants mention various teachers whose special qualities and employment of particular strategies motivate the students to learn English. Student A has a skilled teacher who helps her to overcome difficulties. Student C's teacher stays on after school to give him extra tutoring in English. Student E's teacher understands the students' needs and can deal with their varying style and pace of learning. Student H's teacher creates active English learning environments. In Student B's case, the teacher uses punishment as a means of enforcement, while gradually developing the students' motivation to learn English. The strategy of using on-going punishment together with

enforcing compulsory memorizing of new English words every day is, in fact, quite commonly employed in Hong Kong's primary and secondary schools. This particular way of teaching may arouse comment and debate in the education field; however, the improvement is evident in Student B's class. All the above examples show that the enthusiasm of English language teachers and the adoption of appropriate teaching strategies contribute to effective English teaching that can motivate students in learning English.

Peer influence in learning English is common among the participants. Eight students reported that they felt peer influence. The range of influences can be grouped into three types. The first is from friends and colleagues, who help the weaker students improve their speaking skills and vocabulary, as they practice English together. Students A, B and F joined the activities on the English Speaking Day held at the institute and encouraged each other to participate. The second type of peer influence lies in observing others to enhance one's own self-motivation. On witnessing the negative attitude of a repeater in her class, Student F decided that she must work harder to ensure her promotion to year 2. In another example, Student C and his friends had become friends with triad members until they realized the implications of these "bad influences" and ended the relationship. These "bad" peers had a "good" impact on Student C's choice of study in that they inspired him to be a policeman. The case of Student C raises the issue of the disruptions caused in Hong Kong schools by members of the triad society. Triad members often disguise themselves as students to attract junior secondary students to join them. They generally get into schools where there are proportionately greater numbers of students who are de-motivated in learning and get poor academic results. Triad members pretend to be their friends, offering them free drugs, inviting them to parties and telling them to run away from school. This is an additional reason

why parents are keen to get their children into EMI schools where most students are motivated to learn and triad members are unable to exert a bad influence on them.

5.5   Motivational change

In comparison to phase 1 of the survey, the data from phase 2 show an increasing number of students choosing the statements in the areas of intrinsic and instrumental/practical motivations. There is also a great increase in the number of students acknowledging the area of educational influence. For the influences of significant others, six more students tick "My parents (mother/father) encourage me to learn English". The comparatively greater number of students who chose the statements in these three areas in phase 2 of the survey shows a change of motivation in learning the English language. The biggest change in phase 2 is in the influences of significant others and educational influences. Instrumental/practical motivation is the next big change while intrinsic motivation has the least change. This shows that students' motivation could change over a period of time. Data in the interviews also indicate the changes. Student C's motivation moves from being purely instrumental to instrumental plus intrinsic and Student I's motivation moves from instrumental to intrinsic. These changes will be highlighted in the following individual profiles.

5.6   Individual profiles

The respective motivations of Students B, C, I and J for learning the English language show distinctive individual characteristics and some common features. The aim of presenting the profiles is, on the one hand, to gain an understanding of the particular learning behavior exhibited in each of the four respective cases for "its idiosyncrasy and

in its complexity" (Nunan, 1992, p.80); and on the other hand, to discover the context characteristics that shed light on issues (Sanders, 1981).

Student B is a typical intrinsically motivated learner and social factors are also significant to her. Student C is an instrumentally-oriented learner and he has motivation for further study as well. Student I is a goal-directed learner, he also has intrinsic motivation and his motivation is a process-oriented type. Student J is a socially motivated learner with strong parental influence which stimulates his interest in learning the English language.

Table 5.1 shows a summary of similarities and contrasting features of each of the students.

Table 5.1   Comparison and contrasts of learning motivation – Students B, C, I and J

Students/Themes	B	C	I	J
Main Type	Intrinsically motivated	Instrumentally-oriented	Goal-oriented	Socially motivated
Start liking English	Form 1	Form 1	At work	Primary 3
Major influence/ factor	Teacher	For career	Communication	Mother
Other factors:- 1. Job	A better job	Be a policeman; For promotion	Work in Japan	A job with higher salary
2. Good Teacher	Punishment	Extra tutorials	Nil	Mother as teacher
3. Parents/ Mother/ Brother	Mother states importance of English	Parents save money for son's study / Brother's impact	Family's encouragement	Mother as tutor
4. Peers/ Friends/ Colleagues	Friends' good English standard	Friends' encouragement	Better English makes more friends; Colleagues' high qualification	Host family members/new friends only communicate in English
5. Communicat-ions	With foreigners overseas & locally; Travel, bargain over price	With foreigners overseas & in business field locally; Help in traveling	With Japanese colleagues & customers	In-depth communications with foreigners
6. English activities	School's English Speaking Day	Nil	Nil	Overseas student exchange program
Reasons to learn English:-	Interest	Job	Job	Interest
	Travel	Pass English subject	Pass examinations	Learn foreign culture; Travel
	Read books & film reviews	Read books about Law	Read story books	Read books & newspapers
	Listen to songs	Study abroad	Watch foreign movies	Watch English programs
	Find a better job	Nil	Interest in English	Help in work
Self-achievement	Satisfied when able to use English	Sense of achievement when able to speak English	Feeling of success when able to talk with people	Feel happy when given correct answers
De-motivation	Teachers' negative attitude	Find that English is difficult	Change in MOI from Chinese to English	Nil
Attitudes	Joyful experience	Enjoy	Enjoy	Enjoy
Continue learning English	Yes	Yes	Sure	Yes
Change of motivation	No	Some	Yes	No

Student B – an intrinsically motivated student

Student B's motivation comes mainly from an intrinsic interest in English and the learning of it. She has a sense of competence and challenge (Alderman, 2008). She likes studying English because she has fun learning it. She wishes to go traveling and be able to communicate with others in English; to read English books, listen to English songs and find a better job. Although Student B is mainly motivated by an interest in English as such, social factors are also important to her.

One of the most important motivating factors for Student B to learn English is the influence of her English teacher. The teacher uses punishment to enhance students' improvement in the English language.

Student B started to get interested in learning English the year she entered secondary Form one, when she had a very competent and kind English teacher. She had a very good English teacher at that time. Student B recalled:

In fact, I didn't realize that she was a good teacher at the beginning because she was very strict. She forced us to memorize a lot of new words every day. The result of this was very good. I then realized that she was a very good teacher. [Student B1 (14)]

If students could not remember the words, she would punish them. The on-going enforcement and punishment made Student B work hard and obtain better results. With the improvement in her English skills, Student B recognized that the teacher used a strict but appropriate method to teach the class. The method of forcing students to learn led Student B to love English. The teacher also required the students to read a number of

story books each month followed by oral presentations of the stories to the teacher. Student B read English story books one after another. Eventually, she developed her interest in reading. Her English teacher's ability to create an active learning environment instigated a shift from passive learning to the students taking responsibility for their own learning. This teacher also initiated activities that provided students with a sense of control over their academic outcomes, which enhances students' intrinsic motivation (Deci, 1980).

From this experience, Student B realizes that she is a student who needs reinforcement from others to get improvement. When teachers required her to read books or hand in book reports, she would read them and write the reports. If she was left alone with nobody to supervise, she would not do any work at all. In fact, many students in Hong Kong exhibit the same behavior as Student B in that they depend on others, usually the significant others such as parents or teachers, in their learning process. As a result of this reading habit, Student B started to take more initiative to learn English. She selected movies to watch and more English books to read. She read reviews looking for positive comments about films before she watched them. Watching films inspired her to read the original novels.

The skilled English teacher described above greatly enhanced Student B's motivation. Other English teachers, however, de-motivated her in learning English. Some English teachers criticized the poor English performance of Student B's class. Criticism can encourage students when it conveys that they are competent and can perform better with more effort or better use of learning strategies (Schunk, 1995). The negative use of criticism by teachers as mentioned above discouraged the whole class in learning English. As a result, Student B lost interest in learning English. It was not until three

years later, when she was in Form four, that she became interested again. At this point, the importance of English became more explicit to her. Nearly all the subjects she was learning were in English, including Accounting and Commerce, which made her realize that English is very important in the business world.

In addition to teachers, Student B's mother and her friends from church motivated her to learn English. Student B's mother mentioned the importance of English but she did not exert pressure on her. The less her mother pushed her, the more initiative Student B showed in wanting to learn English. She thought of enrolling in an English pronunciation course that summer. Moreover, a church friend from Canada who spoke very good English heightened Student B's motivation to upgrade her spoken English in order to communicate effectively with this friend. Student B said:

Her English is very good. She always speaks in English. I sometimes speak English with her because she doesn't speak Cantonese. I want to be able to communicate with her. So, I'll push myself to improve my English." [Student B2 (118)]

Also, some of Student B's older friends always spoke English when talking about different current topics. To mix well with these friends, she needed to understand their conversations. For these reasons, she joined in more activities on the English Speaking Day at the college so as to maximize the chance to practice orally. Another friend of Student B introduced a book to her saying that it was worth reading; however, Student B did not know the meaning of many words in the book. This stimulated her to acquire better reading skills.

The second important motivating factor for Student B is her own interest in learning

English. She has fun learning English. The English activities provide a good opportunity for Student B to enhance her English skills and give her enjoyable experiences. The Wednesday English Speaking Day, according to Student B, is a part of the social life in the institute. When communicating with a native English speaker, she found that she did not have the requisite vocabulary to enable the listener to understand her. The interest in learning the English language was revealed in both interviews with Student B and in her diary. In her diary, she recorded her feelings and comments on listening to English songs, reading books and enjoying various activities on the English Speaking Days. She wrote about one of the talks on the topic of Thanksgiving Day:

I didn't know about this festival before joining the activities of the English Speaking Day. After the talk, I know more about the Thanksgiving Day and I think it is a meaningful day! The lecturer told us that the Thanksgiving Day was to thank our God who gives us happiness, health, family and everything. That is a great day, so I hope that there is a Thanksgiving Day in Hong Kong. [Student B (d12)]

Among the reasons for learning English, communication with foreigners is the third one given by Student B to explain why she likes learning English. The usefulness of English emerged while traveling overseas as well as locally in Hong Kong. The fact that she was unable to bargain over prices when traveling in Thailand encouraged her to improve her English. Another incident occurred in her secondary school days. Student B was asked by her teachers to interview some foreigners. During the interview, the foreigners did not understand what she said. This experience made her realize that English is more than just a subject because it affected her everyday communications. On the occasions when she was able to talk to foreigners with mutual understanding, she felt happy all day.

Student B's process of learning English is a joyful experience. She feels satisfied when she can make use of the language by reading books and listening to songs. Student B chooses to continue to learn English because she wants to communicate with people effectively.

Student C – an instrumentally-oriented student

Student C is an instrumentally-oriented student. His motivation is mainly driven by and directed towards a goal. His aim of getting a pass in English is reinforced by his goal of meeting the job requirements of a policeman. He also wishes to communicate with foreigners in English. Although Student C is mainly motivated by instrumental reasons, social factors and his own interest of learning English are also important to him. He has gradually developed interest in reading English books on the subject of law. He also expresses, in the phase 2 interview, an interest in studying abroad and says that he will put more effort towards enhancing his language skills to achieve this goal.

The most important motivating factor for Student C to learn English is for his future career. Like Student B, Student C started to get interested in learning English in Form one. Since then, he has decided to be a policeman.

Student C's passion to become a policeman took root through his experience of joining the triad organization. In one of the informal talks with the researcher, Student C recalled that in his early secondary school years, he had quite a long–term acquaintance with members of the triad organization. The triad members would usually disguise themselves as junior secondary school students, to become friendly with classmates and attract them to join the organizations. For the de-motivated students who are targeted,

these bad influences can hinder, disturb and, at worse, destroy any possibility of their learning at school. Student C had some unforgettable experiences with the triad members. He frequently witnessed triad members engage in disgusting behavior which sickened him. He later got away from the members and left the organization. From that time onwards, it has been his ambition to be a policeman with a mission to destroy the triad organizations of Hong Kong. "I often see triad members and feel bad about them and I've had some bad experiences." [Student C1 (8)] This strong intention has not changed since then. He repeated this desire several times in the interviews. "This is due to my own experience that makes me want to be a policeman." [Student C1 (20)] He also confirmed that if it were not for the goal of achieving the post of a policeman, he would not have the motivation to continue to learn English. It is unusual for a junior secondary school student to have such a strong desire and determination in his choice of career. This also reflects his hatred of the triad members and their organizations. The incident also brings out the issue of the social problem of the influence of triad members in schools, as discussed earlier in section 5.4.

The second important motivating factor in Student C's decision to learn English has been the influence of family members, peers and a teacher. Student C's parents sincerely hoped that their son could go on with his studies after completing his secondary education. "They themselves received little education. After I finished my HKCEE, they said that they would rather give up smoking and gambling and that I must study. So I have to study." [Student C1 (38)] The action of the parents is to save up for the required budget to enable Student C to further his study. Although the parents did not directly supervise Student C's school work, they frequently reminded him to be serious about his study. This, however, is an unseen pressure for Student C.

Aside from his parents, another family member whose experience strongly influences Student C in studying English is his brother. Student C's younger brother was expelled from school when he was in junior secondary school. "My younger brother stopped studying in Form 2. He has turned bad and this is why my parents want me to study better." [Student C1 (48)] This is an additional reason why his parents urged him to work harder because Student C was the only one in the family who could carry on studying. An English teacher also played a role in initially motivating Student C in the process of learning. When he first entered secondary school, he found his English teacher was very kind to him and competent; she was willing to spend extra time after school tutoring Student C in English. The enthusiasm of this teacher stimulated him and gradually he became interested in learning English. Student C developed his interest in reading more English books during that year. In the following school year, however, he had another English teacher who did not convey the same enthusiasm, and Student C lost interest in learning English.

Peers have variously played a positive and negative role in motivating Student C to learn English. In conversing with friends from England, Student C could not express himself. His friends did not understand his spoken English. He realized that he needed to improve his language skills. Most of his friends discontinued their study after Form one and Form two. He was the only one of the group who carried on studying. These friends encouraged him to work hard and to carry on studying. He valued their encouragement and wanted to fulfill their wishes. At the same time, the negative influence of the triad members made Student C determined to acquire a better English standard in order to become a policeman.

The third motivating factor for Student C in learning English is to improve his

communication. Student C strongly feels that English is a useful and important language in society. It is particularly useful for communication with foreigners. Student C believes that when traveling, knowing English will enable him to read road signs and maps. Without the knowledge of English, he will be lost and not know where to go. There was one time when he asked a foreigner how to get to a place, but could not express himself in English. "I once asked a foreigner the direction but I didn't know how to say it. After that I wanted to learn English so that I can communicate with others more easily." [Student C2 (70)] He felt very disappointed with himself. He then decided to improve his English standard so that he could communicate with others fluently.

Student C's motivation for learning English had changed slightly by the phase 2 interview. He liked to read books. "I'll actively try to find some English books to read." "I like to read books about law because I am studying law now." [Student C2 (92&94)] He had a sense of achievement if he could speak English correctly. When he encountered difficulties in comprehension, however, he did not have the patience to go on reading. Nevertheless, he would choose to continue learning English if he had the option. He believes that in learning more and knowing more English, he is less likely to be cheated by others, especially in the business environment where English is frequently used; for example, in signing contracts.

The change that occurred in Student C's motivation for learning the English language moved firstly from the strong desire of solely finding a job; to finding a job plus communication with foreigners; and, finally, to further study. In the phase 2 interview, he talked, for the first time, about going to the United Kingdom for further study. "I am thinking of going to a foreign country, to the UK" [Student C2 (102)] "I want to earn some money before I'll further my studies. I don't want to rely on my family." [Student

C2 (120)] It is for this reason that he is taking more initiative to improve his English skills. With better English skills, it will be easier for him to meet new friends and communicate with them when he studies abroad. Student C confirmed that he would study seriously in the coming years; unlike his secondary school time. He hopes to upgrade his English standard and believed that he already had made some improvement in language skills compared with the past. Studying in the institute has deepened his belief that in order to find a job, he needs to study seriously. "In fact, we study because we want to find a good job! Many people are like that. It's a fact." [Student C2 (128)] Despite his gradual change in motivation, at the end of the phase 2 interview he reaffirmed that the motivating factor for learning English was still for a job and for promotion.

Student I – a goal-oriented student

Student I is a goal-directed student, who has different goals at different stages. Student I's initial motivation of learning English comes from his work in Japan which is different from Students B and C, who started to be interested in learning English in Form one. The factors in his learning English are: for finding a job, communications and watching foreign movies. Significant others such as colleagues, friends and family have also motivated Student I to learn English. He also became interested when he found that learning English was not very difficult. Student I's aim in learning English in secondary school was to pass the examinations. His goal of getting a pass in the English subject at that time was because this was an exit requirement of secondary school education in Hong Kong. After his graduation, he worked in Japan for four years.

The most important motivating factor for Student I to learn the English language is for

communication in his current job. English is the only language that of any use when faced with meeting Japanese customers. All the documents were written in English. Initially, Student I could not communicate with people at work because of his low standard of English and poor skills in written and spoken Japanese. He recalled:

I went to Japan for three years. I didn't know Japanese. English is a language that we must use. My English was poor, I didn't know what people meant and people didn't know what I meant. Later, my colleagues asked me to learn English by taking some English classes. [Student I1 (18)]

He realized for the first time that English is an important tool for communication and this forced him to improve his language skills. He took a two-month intensive English language course in Japan. "After I had a job, I had more chances to use English because the documents in the office were in English. This forced me to read more English and I found that it was not very difficult." [Student I1 (12)] After he had acquired the basic skills, Student I started to develop an interest in learning English. From one who was "dumb and deaf" in English, Student I became one who managed to talk in English with more and more people in Japan. He actually performed better in English than his Japanese classmates in the intensive English course. This was because Hong Kong students started learning English much earlier than Japanese students, so he had a better foundation than his classmates. His good performance gave him a sense of achievement and a feeling of success.

Student I worked and learnt English at the same time. His experience through work has made him realize that the English language has a high status in local communities and worldwide. It is an essential skill for study and for one's own further development. His

horizons have broadened as he has attained a better English standard. Gradually, he has found English more interesting. During his four-year term of work in Japan, he kept up his interest in learning English. Whenever Student I thought about his career prospects, he became determined to improve his English skills. Student I explicitly expressed that his goal of learning English at this stage was for the necessity of work. "The fact is that we may not be able to do business with them or present our ideas to them. In this process, I found that I need very much to improve my English" [Student I2 (28)] When Student I thinks about his own future, it motivates him to learn. He believes that his work ability is no lower than that of his colleagues, but his promotional prospects were not as good as theirs. This was because of his qualifications and a poor standard of English, the latter being the greatest obstacle to his career. He treated English as a skill and, at the same time, he became interested in it. The ratio, in percentage terms, of motivation in learning English for career purposes to motivation for the sake of interest is, he estimates, 60 percent for career and 40 percent for interest.

Peer acceptance is the second significant motivating factor for Student I to learn and improve himself in English. He wants to make more friends among those whose standard of English is similar. He believes that people with the same English level tend to group together as friends. If one knows more languages, one has the capacity to make more friends. He usually takes the initiative in making friends, as he did with his colleagues in Japan. These friends, in turn, encouraged him to learn English by taking English classes. Friends who had a higher English qualification were frequently encouraging him to improve his English skills. The more he learned, the more interest he had in English.

In Hong Kong, Student I has nine friends who are members of the Hong Kong Auxiliary

Force. They started to practice speaking English when they prepared to apply for the job of Inspector in this department. Since then speaking to each other in English has become a habit for this group of friends. They meet and talk in English weekly and sometimes twice a week. The goal of practicing English at this stage is to find a job in the government. The fact that all the friends in this group are university graduates helps Student I in solving his language problems. When he makes mistakes in conversation, these friends teach him to rephrase the sentence so that it has a better structure. He learns and improves his English language skills in this informal learning situation, which he finds enjoyable. Student I's friends play a significant role, similar to that of Student B's friends, in motivating him to learn and improve his English language skills.

In addition to his peers, family members support Student I in his learning process. The family encourages him to become an all-rounded person, helping him to become independent. His family supports Student I through all the language courses that he chooses to study.

The third motivating factor for Student I to learn English is for watching foreign movies. He kept improving his listening skills by watching films. When he first watched a foreign movie, he could not follow it even though he had looked at the subtitles. He then forced himself to listen and, at the same time, read the English subtitles. After he had learned more words, he could understand 70 percent of the content without looking at the subtitles. This has given him a sense of achievement. "I listen more and read more. I read many books and watch many movies at home. I find that watching movie is good. The words are not very difficult. I can practice my reading and listening." [Student I1 (57)] Student I's way of learning English is: "practice makes perfect". He employed the same method in reading essays. He made use of a dictionary to help in his reading. After

some time, he could comprehend simple articles. Before practicing, he could not understand a simple business letter from the bank. He would continue to read more English story books by reading the easier ones first and followed with the more difficult ones. In this way, he developed an interest in learning the English language. The interest in learning English for Student I has expanded to exploring the difference between Chinese and foreign cultures. "English provides us one more channel to learn about foreign cultures. …   If I know one more language, I will be able to see more things." [Student I2 (4)] He said that he would certainly carry on learning English; continue to read more books and to learn more words by memorizing them. Student I works hard and tries his best to improve and learn more. At this stage, Student I's goal is to acquire better English skills to satisfy his own interest. His motivation in learning English has changed to an intrinsic one.

In spite of his interest in English, Student I's goal direction was nearly upset by the implementation of a change of medium of instruction (MOI). When he started studying in secondary school, he could not adapt to the change from a CMI primary school to an EMI secondary school. Teachers taught in Chinese (Cantonese) in his primary school, whereas in secondary school all subjects were taught in English. Student I was de-motivated to learn the English language at the time. He was depressed and resisted learning during this year. Lacking a good foundation of English at primary school, he found it difficult to study most of the subjects in English language. His results at primary school had been good; but in secondary school, he was moved from the top class to the bottom one. This was a serious setback to him. "I couldn't adapt to this change. I could not find any good methods to help myself. After several exams, I felt very discouraged and then gave up." [Student I1 (10)] Student I's de-motivation for learning English is related to his lack of success in the task (Fisher, 1990). He has an

image of himself as 'no good at English' and the feelings of failure in his early study path lead to "a downward spiral of a self-perception of low ability – low motivation – low effort – low achievement – low motivation – low achievement" (Littlejohn, 2001, pp.6-7). It was not until three years later, when he realized that passing English was essential in the examinations, that he started to pay attention to the English subject again.

Student I's motivation is initially based on a mastery goal orientation. He aims at acquiring knowledge, developing new skills in English and improving his level of competence for task mastery. He said:

Yes, it's an essential skill for study and further development. Actually, if you don't know what other people say and they don't know what you say, how can you develop yourself? In Hong Kong, English is used in the lessons. If I can't understand English in my lesson, it will be very difficult to further my study." [Student I2 (65)]

While his motivation in learning the English language starts as a mastery goal oriented one, Student I has later become interested in the language itself. His motivation has gradually changed to an intrinsic one. This English language learning behavior is related to the process-oriented model in which motivation has been broken down into temporal segments. These segments are organized along the progression that describes how "initial wishes and desires are first transformed into goals and into operationalized intentions, and how these intentions are enacted, leading to the accomplishment of the goal and concluded by the final evaluation of the process" (Dornyei, 2003, p.18). Motivation, in Student I's case, follows developmental paths that may change over time and may not remain in a definite framework of instrumental or intrinsic motivation

(Oxford & Shearin, 1994).

Student J – a socially motivated student

Student J is a socially motivated student. The motivating factor for Student J to learn the English language stems directly from his mother. The active role of his mother has encouraged and helped him to develop an interest in learning English. This learning interest has been generated from a beneficial home environment. His interest in learning English was further enhanced when he was an exchange student in Australia, with the advantage of social contact with a family in a foreign country. Although Student J's main motivational factors for learning English are intrinsic, such as learning more about foreign cultures, communication with foreigners, reading foreign books and newspapers, there are also instrumental factors like obtaining a higher salary.

One of the most important motivating factors for Student J to learn English is the influence of his mother. His mother is his tutor and teacher at home.

Student J liked learning English when he was in primary one. He thought that learning English was fun and the subject matter was easy as the content was simple at that time. Starting from an early age, Student J was encouraged by his mother to learn English. As soon as he was in primary school, she cut out news articles and bought a lot of English books for him to read. She told him of the importance of English in society. She taught her son a lot of new words. When he entered secondary school, Student J had difficulties in studying English; however, after he had learnt the meaning of new words and understood the tenses, he found English interesting. Student J then took the initiative in learning English by joining some English classes, and reading more English newspapers and books. He carried on practicing English and his mother continued to cut

out English articles for him.

Student J's mother, as discussed in section 4.4.3 (pp.118-9) played an active role in motivating him to learn English. "When I was young, my mum always urged me to study English." [Student J1 (18)] "She read books and watched English programs with me. When there were some words I didn't know, she'd read them to me." [Student J1 (22)] Student J's mother monitored her son's language learning performance; gave direct tuition which resulted in the child's development of ethnic attitudes (Milner, 1981); and provided verbalization and feedback (Alderman, 2008, p.76) for his work. Due to his mother's strong encouragement, Student J had no fear about the difficulties of learning English. Although the content of the English subject was more complicated at secondary school, it did not decrease his learning motivation. He "practiced more instead". [Student J2 (38)]

Student J started to pay attention in class and did his revision in secondary Form 3. He realized that English is used in many situations, such as in work environments and in foreign countries. Although Hong Kong citizens have their own language – Cantonese, they use English to communicate. Student J wants to be able to answer foreigners' questions when he encounters them. He once met a foreigner who asked him the way, but he was not capable of answering him in English. He had the same situation as occurred for Student C. At this point he felt that he must improve his English. Moreover, upgrading his English standard could help in his future work. He wants to work in the field of administration where he would need to communicate with many foreigners. Student J said, "Motivate me to learn English? I hope to improve my English so that I will be able to find a better job with a higher salary." [Student J2 (80)] "At least they use English to interview you. You at least need to know how to answer them, to give a

good impression." [Student J2 (82)]

The second factor that motivates Student J to learn English is a beneficial home environment. Student J has a good quality of home that relates positively to his development of intelligence (Schunk *et al.*, 2008, p.283). Student J's home environment comprises: the mother's responsiveness and involvement with her son; and the availability of appropriate learning materials and opportunities for daily stimulation. The parents of Student J seemed to provide a warm, responsive and supportive home environment that encourages exploration and stimulates curiosity; and these accelerate the young person's intellectual development (Schunk *et al*., 2008, p. 284). The fact that family members point out the importance of English and his mother's work experience in society – these increase Student J's learning motivation. "My father, mother, aunt and cousins, they think that English is very important. When you go out to work you can communicate with others. When you meet your clients or with foreigners you can communicate with them." [Student J2 (46)] Student J also mentioned that his mother needed to communicate in English with her boss because: "Her boss is a foreigner." [Student J2 (64)] "So, she often needs to speak English." [Student J2 (66)] The real-life work situation of his mother provides evidence to Student J of the use of English in society.

The positive home environment of Student J includes it affording the resources to enable him to go abroad to interact with members of another society so as to broaden his horizon and, thus, increase his learning motivation. As early as his primary school days, Student J traveled abroad to Hawaii. He was then too small to know much English. He experienced the difficulty, however, in communicating with foreigners if one did not know English. The second time he traveled abroad was as an exchange student for two

weeks after his secondary school study. When he was in the Gold Coast, Australia, he lived with a local family. The family members were very interested in communicating with him and he wished to talk with them, too. "I stayed with a family. They talked about politics with me, and I didn't know how to respond" [Student J2 (24)] "They asked me what my view point was; I found it hard to tell them." [Student J2 (28)]   At this point, he decided to improve his English vocabulary and language skills to cope with such situations. If he had another chance, he would like to join similar programs with a view to practicing English.

Student J enjoys learning English. His motivation comes from his family directly and he is an intrinsically motivated learner. He said, "In fact English is quite interesting. There are many different tenses, like the present, and the past. They are different, so I think English is quite interesting." [Student J2 (106)] When asked whether he had ever felt de-motivated in learning English, he said that he had probably not experienced this. Occasionally, he felt that English was quite difficult. But he would try his best to learn it. It was because, he said, that when "I've learnt many new words, I can translate the words from Chinese into English and tell others about them. I won't have any difficulty." [Student J2 (108)] Moreover, with the experience of traveling abroad has enhanced his curiosity about foreign cultures. As this is a big world, knowing English will enable him to explore things that he wants to learn.

5.7 Chapter summary

Student B is an intrinsically motivated learner who engages in learning English and applying skills in different contexts. In student B's case, a good English teacher plays the most important role in motivating her to learn the English language. The growth of

intrinsic motivation within Student B is that she is first stimulated by the strict English teacher. She then takes the initiative in improving her language skills. She interacts with peers, communicates with foreigners and learns from speaking with others in English. She also perceives her progress and feels efficacious about learning which, in turn, gives her a heightened self-efficacy and positive outcome expectations. Compared to Student B, Student C has a completely different motivation for learning. He has a very strong instrumental orientation. In Student C's case, his goal of a career as a policeman influences him significantly in learning English. This desire has not changed since he was in junior secondary school. Student C makes his best effort to get a pass in the English subject to fulfill the entry requirement of the job of a policeman. Although Student C continues to insist that learning English is for the purpose of becoming a policeman, in the phase 2 interview, he mentions that he wishes to further his study overseas and that he has started to read books actively. Student C has a slight shift of motivation from learning English for career only, to learning English for career and for study.

The learning motivation of Student I has common characteristics with that of both Students B and C, respectively. His goal-directed learning behavior is similar to that of Student C's instrumental motivation. Both of them employ English as a tool for work: Student I is for current work while Student C is for future work. Moreover, Student I has developed an interest in the English subject in that he focuses on self-improvement by using self-referenced standards. He becomes an intrinsically motivated student at a later stage. Student I uses effective learning strategies to perform more challenging tasks. He has a positive attitude towards the language, and has a strong belief that success follows from his effort. (Ames & Archer, 1988) The difference between Student B and Student I in regard to their intrinsic motivation is that Student B's interest in learning English

started from the beginning, while Student I's interest developed over a period of time while he was working in Japan. Student I's motivation is also a process-oriented one in that he has specific behaviors at specific stages of learning (Gardner, 2001). Motivation in Student I's case follows developmental paths that may change over time and may not remain in a definite framework of instrumental or intrinsic motivation (Oxford & Shearin, 1994).

Student J's motivation is the same as that of Student B in that they are both intrinsic in nature. Student J's learning motive is socially oriented from his own family locally and from a native English-speaking family overseas in Australia. Student J's English learning process shows the positive benefits of parental involvement for motivational variables such as intrinsic motivation; perceived competence and control; self-regulation; mastery goal orientation; and motivation to read (Schunk, 2008, p. 287). Student J's case reveals that strong parental influence and a beneficial home environment are significant factors in motivating students to learn the English language.

Chapter 6 Conclusions

6.1 Introduction

The final chapter comprises five main parts. The first one provides an overview of the aims of the study, the methodology employed, the data collection and analysis, and the results of the research. The second part examines the implications of the research findings in the areas of teaching, learning environment, educational policy, teachers' attitude and learners' autonomy. The third part presents the evaluations of the current study. The fourth part provides suggestions for further research; and the last part is the concluding section of this thesis.

6.2 Overview

The overall aim of this thesis is to find out the motivational factors of vocational students in learning the English language. The study was initiated by students' differences in learning attitudes and the variations in their standard of English. As an English language teacher, the researcher aspires for the vocational students to attain a better standard in the subject. It is believed that by having a greater understanding of students' motivation, teachers can more efficiently improve and modify their teaching strategies, and thus motivate students to learn the language more effectively.

A pilot case study was conducted in the year prior to the main study. This served as a trial run and refined the interview parameters for the researcher. A qualitative case study approach was found to be the most appropriate means of understanding the motivational

factors in the learning processes of the vocational students in this study. This approach was used because perceptions, attitudes and relationships cannot be objectively measured, as would be required in a quantitative approach. In contrast, qualitative methods, such as interviews and diary notes were more likely to yield rich and thick descriptive data for understanding the case of this study (Geertz, 1973). The limitations imposed by the scale and size of the present study meant that the case is confined to one vocational institute.

The three research questions of this study, as mentioned in section 1.5, together with the findings from the questionnaire survey on motivation, served as a guide in developing a semi-structured interview schedule. The sample selection was based on purposeful sampling. The researcher sought representatives that did not belong to the group of low achievers. This was because low achievers might not necessarily have exhibited their motivational development explicitly during the time of this study. And it was the researcher's choice to select an equal number of male and female participants in order to have a balanced view of both sexes.

The data were collected through face-to-face semi-structured interviews and diaries. All the interviews were tape-recorded and transcribed. The transcriptions were verified by two professional teachers to ensure trustworthiness. The data analysis was done in three stages. In the first stage the method of microanalysis (Strauss & Corbin, 1998) or line-by-line analysis was employed to capture motivational concepts and to categorize them on the basis of similarities and differences. In the second stage the data were broken apart and reconstructed in an analytic and interpretive way and clustered into themes related to motivational issues. The third stage involved the integration of ideas, which were later reinterpreted by cross-checking the data based on comparative analysis

(Strauss, 1987).

Data reveal that vocational students have strong instrumental motivation for learning English and they also have intrinsic motivation at the same time. Nine participants out of 10 find English an interesting language and enjoy the learning process. The findings show that it is a misconception of the researcher that vocational students are not motivated to learn the English language. Moreover, the motivational factors identified from this research are consistent with the theories and models of motivation of L2 learning literature; in particular, Dornyei's (1998) seven dimensions of motivation, and the variables in Gardner's (2001) socio-educational model. Students set up goals and have expectancy values in mind. Among these is the instrumental motive to find a job in the future. They all enjoy learning English and hold responsibility for their own learning. They have a personal and situational interest in learning English. Students' motivations are influenced and encouraged by significant others like teachers, parents and peers. The importance of these influences is highlighted in the four Students' individual profiles. Moreover, in education, academic results and the medium of instruction influence students' motivations. Students also learn English for self-achievement and self-esteem. The English language is perceived by participants as a useful language for communication locally and internationally. It is a tool and a skill for study and performing daily activities.

6.3   Implications of the research

The following implications are derived from the findings in relation to the three research questions and the purpose of the study.

6.3.1 Implications for teaching

The first implication is for teaching. It is necessary to address the value and the importance of learning English. The findings show instrumental motivation operates among the vocational students and that their strong instrumental motivation is influenced by many factors directly and/or indirectly of the society. Vocational education in Hong Kong is gaining in importance because the courses provide the necessary training for students to enter the work force immediately after they have completed the courses satisfactorily. Most students have in mind when they enter the vocational institute the goal of getting a job. The choice of work among these students is largely their own; however, it is also influenced by other factors. Having a better standard of English, it is agreed by all participants, is the necessary requirement of many areas of work in the society and offers a better choice of career. The emphasis of learning English, on the one hand, is to show students the practicality of English and, on the other hand, to further cultivate students' intrinsic motivation. It is found that many students' interest in learning English is for traveling to other countries and communicating with foreigners. These elements could be incorporated into the curriculum, by means such as arranging study visits to English-speaking countries and inviting foreign speakers to take part in English activities. The curriculum might also include real-life English by linking the course contents and students' lives in order to increase students' opportunities to practice English in different kinds of social situations.

6.3.2 Implications for learning environment

The second implication is for the learning environment. Intrinsic motivation, it was found, exists among the students and they hold responsibility for their own English language learning. Significant others, particularly family members and teachers, play

important roles in motivating participants to learn intrinsically. Intrinsic motivation could be generated by the learner's own interest with the support of a good learning environment. This finding implies that the family should provide freedom and a relaxed environment at home to enhance the student's motivation. English teachers could create an active learning environment in the schools and promote English activities to arouse students' interest in L2 learning. In doing so, the learners might select to engage in more language activities within informal contexts like watching movies, listening to songs and reading English books and magazines. The intrinsic motivation is further enforced if teachers give positive feedback, design interesting materials and offer rewards such as praise to boost children's self-esteem when they perform well in English.

6.3.3   Implications for implementation of educational policy

The third implication is for educational policy. The change of medium of instruction (MOI) from Cantonese to English was found to be one of the de-motivating factors in the participants' process of learning English. Students could not adapt to the sudden change of MOI, from one that is their mother tongue, Cantonese, to that of a foreign language, English; and, thus, they would lose their interest in learning. The implication of this for the education policy-maker is whether to consider introducing a gradual transitional period in launching the change of MOI, to ensure that students have enough time to cope with such a change. During the said transitional period, schools and teachers could provide tutorial classes or remedial lessons for the students who are finding difficulty in adapting to the change.

6.3.4   Implications for teachers

The fourth implication is for the attitude of English language teachers. The findings show that English teachers play a crucial role in affecting students' motivation to learn

English. The teacher's teaching style, teaching strategies and teaching characteristics influenced students' learning. Teachers who had a negative attitude and criticized the poor performance of students would de-motivate their students to learn English. Students would lose interest and some would even give up learning English. This implies that teachers should present their criticism in a positive manner when commenting on students' work or performance.

6.3.5   Implications for learner's autonomy

The last implication is for learner's autonomy. Although this area is not clearly shown in the present study, the findings of intrinsic motivation operating with vocational students imply that the attitude towards English language learning of this group of students could be further developed to the stage of autonomous learning. This can be done through an interactive learning environment whereby teachers are supportive and helpful in developing students' sense of confidence and self-determination, which could be translated into the learning-oriented behaviors of the intrinsically motivated students. Teachers could also increase a student's confidence in learning and performance by using care and praise in order to enhance the self-efficacy that leads to learner's autonomy.

6.4   Evaluations of the research

Firstly, the research approach was based on qualitative methods, with a combination of semi-structured interviews and diary notes. Owing to the limitation of resources, the number of participants in this study was limited to 10. The lack of a larger sample size and the fact that the findings rely only on qualitative data may arouse criticism. The intention of the study is not to offer an explanation of the motivational factors that relate

to the English language learning attitudes of all vocational students but to develop a deep understanding of the participants' motivation in the English language learning experience. It would have been better, however, to have had a bigger sample size of participants from different disciplines and from more than one vocational institute. In addition, if the research were a combination of both qualitative and quantitative study, with a bigger sample size, a more far-reaching generalization of the findings would have resulted.

Secondly, the duration of the interviews and survey was limited to one academic year. This may not fully reveal the motivational changes of the participants. The present study does not reveal a significant change of motivation in the learning behavior. A longer duration, for example two to three years' study, would reflect in more detail learners' motivation and their changes over time, if there were any.

Thirdly, there were limitations on sampling; a lack of time; data collection issues; and the translation of interview data from Cantonese to English. For sampling, low achievers were excluded in this research. The English language learning experiences and motivational factors of this group are, thus, ignored. A lack of time was an issue for the participants. Some of these students guarded their time carefully because they were busy with their studies. Data collection through the use of interviews may pose a risk of disparity between an informant's later interpretation of an experience and what actually happened. Moreover, the data of diary notes may not be typical or true. There might be inadequate recalls, and a sample selection bias on activities that participants had recorded. In addition, not all participants handed in the diary notes in this research as this was done on a voluntary basis; however, there are sufficient data for analysis. The data were collected through different tools and were triangulated to ensure validity and

trustworthiness. In terms of the interview transcriptions, the translation of interview conversations from Cantonese to written English holds the possibility that the English vocabulary might not exactly match the saying of Cantonese. This limitation, however, is minimized by the verifications of two experienced English language teachers.

Fourthly, as the researcher and, at the same time, English teacher of the participants, it is difficult to convince readers that the participants provided answers openly and honestly. Participants may provide answers to please the teacher so that they may make a better impression and result in the teacher giving them higher marks in a test or examination. According to the structure of this Level 1 (year 1) English language course, however, none of the test is marked by the subject teacher. There is no grace mark, either. So the participants in the present study do not get any advantage from pleasing the researcher. The researcher believes that all data from the participants were trustworthy.

6.5 Suggestions for further research

There are four suggestions for further research. Firstly, it is worth exploring further about the autonomy of vocational students. Intrinsic motivation was found among vocational students in the present study. As these students' motivation grows, through their experience, their attitudes towards the English language and the process of learning English could progress. Their confidence may increase as they use English as a genuine means of communication and self-expression. As a result of such a learning experience, they may find meaning in their learning in the society in which they live, and they could exhibit their motivated and self-regulated learning behavior. It is therefore suggested to carry out further research on learner's autonomy among vocational students to enrich the analysis of motivation and, in particular, to illuminate

the interaction between the individual learner and social influences in shaping motivational growth and regulation.

Secondly, it is suggested to pursue further study to trace how vocational students' motivation changes longitudinally. The present study reveals the factors of English language learning motivation of vocational students in Hong Kong. Most factors are covered in the literature on motivation in L2 learning. The findings in this research show the change of motivation from instrumental initially to the later stage of intrinsic, which demonstrates that motivation can change over time. The time element, however, is not explicitly shown in this research. It may be due to the limited period of time of carrying out this research, which has been confined to one year. In order to bring about a better understanding of how best to motivate vocational learners in learning English, it is necessary to trace how their motivation changes longitudinally; for example, over three to four years' time.

Thirdly, it is suggested that research be initiated on the strategies used in combination with the motivation for learning English of vocational students in Hong Kong. It is worth examining how motivational factors affect students' choice of learning strategies.

The last area of research suggested is in the area of parental influences on student's learning development. In the process of analyzing the data in the present study, the researcher was impressed by the family support of parents, particularly the mother, in encouraging participants to learn English. It is the aspiration of the researcher to design another study which focuses on the mother's role and influence on children's motivation for learning English in Hong Kong.

6.6   Conclusions

L2 learning is a complex phenomenon in which motivation plays an important role. Motivation determines the extent of learners' involvement in learning tasks at different stages. The present research has served to expand our understanding of Hong Kong vocational students' motivation for learning English. This study reveals that vocational students exhibit motivation to learn English. It provides a picture that shows that students, in addition to having strong instrumental motivation, also have intrinsic motivation. Through their experience and increased knowledge, students' motivation grows and their attitudes towards English change. They realize the usefulness of using English and their confidence increases when they actually use English as a means of communication and self-expression. As a result of this learning experience, they find meaning in their learning in the society in which they live. Eventually they exhibit their motivated and self-regulated learning behavior habitually.

The findings of this study are consistent with the motivational theories, models and approaches current in the field of motivation in L2 learning. The motivational factors in learning English have practical implications for both language teachers and learners. By recognizing students' motivational factors, teachers can provide teaching material more relevant to their personal goals for learning the language, offer positive teacher feedback, and encourage de-motivated students to improve their English learning behavior.

It is hoped that this study can draw greater attention to vocational students' motivation for learning English. Through the findings of the present study, teachers and students may better understand what contributes to vocational students' motivation for learning

English. It has been identified that students are motivated to learn English by many factors. The teacher is a crucial agent but not the only one that motivates students to learn. The most important agent is, in fact, the student's own ability in self-learning. To succeed, students need to learn to maintain interest, set goals, exercise self-efficacy and manage their own learning responsibilities in order to enhance their English standard. In addition, the role of teachers is to present a quality and strategic instruction which can promote an active learning environment.

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Appendix 1 Time-table of semi-structured interviews

Participants	Date (Dec., 1)/ Time/Language (English, E/ Cantonese, C)	Date (May, 5)/ Time/Language (English, E/ Cantonese, C)
A1	11:30am / C	
A2		11:00am / E
B1	11:00am / E	
B2		11:30am / E & C
C1	2:30pm / C	
C2		2:00pm / C
D1	3:00pm / C	
D2		2:30pm / E
E1	12:30pm / C	
E2		3:00pm / E & C
F1	12:00pm / C	
F2		3:30pm / E
G1	11:00am / C	
G2		4:00pm / C
H1	3:30pm / C	
H2		1:20pm / E & C
I1	4:00pm / C	
I2		11:30am / C
J1	4:30pm / C	
J2		1:40pm / C

Appendix 2   Script of diary notes (Student E)

Entry/ Date/Time	Activities	Learning skills	Contents	Comment
d1 16/10 4:25~4:40	Write e-mail	Writing	This e-mail is to one of my good friends. I tell her about myself and what happens today. I say some special things to her.	I feel that it is very good. In this e-mail, she knows more about me and I can improve my English.
d2 17/10 7:30~8:00	Watch TV	Listening	I watch the news about the men who go to space and come back. They are very successful and happy. It also talks about other countries' news.	In this news, I know a lot of things about Hong Kong and other counties. But some English words are very difficult for me. Its speed is too fast. I hope that I can learn more next time.
d3 23/10 2:30~2:45	Read web-site	Reading	There is a test in this web-site. After finishing this test, I know more about myself. I know the characters of girls.	I feel that it is very funny. I know and understand more about myself.
d4 5/11 10:00~ 11:00	Read books	Reading	The story is about two dogs. They have ninety-nine puppies in the house. They are very happy. One day, the woman Cruella de Vilstlone sold the puppies for money. Two big dogs called their friends to solve the problem.	I feel that this story is very funny. The big dogs are very clever. They think of methods to save their puppies.
d5 7/11 10:00~ 10:30	Do listening exercises	Listening	I do five listening exercises in 'Language Proficiency'on Internet. I finish two more later. It is about appointments, phones and food list.	I think that it is easy for me. There are answers for me to choose.
d6 23/11	English Speaking Day	Listening	I go to the school playground and listen to the talk. They talk about different types of noodles in USA.	I think that it is very funny. I learnt some difficult new words and about the types of noodles. It makes me learn more.

d7 9/11	Do reading exercises	Reading	I do one reading exercise on the website. This exercise has five short paragraphs.	I think that it is very useful for me. Because it can help me to learn and read more English. I learn some new words, too.
d8 19/12	Write e-mail	Writing	I sent e-mail to my friends. It is about our meeting.	I feel that English is very useful for writing an e-mail. We can use it for communication.
d9 3/1	Reading books	Reading	I read a book. The book's name is *The Secret Garden*. I read a few pages. It is about the girl who lives with her mother. After her mother has died, she needs to live with her uncle. Her uncle is not kind to her. He does not look after her. She needs to take care of herself.	I feel that she is very sad because she has lost her parents, this is very sad for a child. After that, nobody looks after her. Nobody likes her.
d10 6/01	Do reading website	Reading	I finish 20 exercises on the website This is looking for information, do true or false questions and fill in the blanks.	I think that the exercises are useful. But if it is a bit more difficult, it'll be better. I hope that it will be good for my test.
d11 29/1	Write a e-mail	Writing	I write e-mail to my friend. I say thank you to her. It is because she sends the card to me. And I talk to her about myself.	I am very happy to receive her beautiful card. I know that she is care about me.
d12 6/2/~8/2	Read a book	Reading	It is a story book. It is about a girl whose parents have died. She lives in her uncle's home. One day she went to the garden and found a door at the front part. The door was locked.	I am very interested in this book. I want to know what is behind this door. So, I will finish the story quickly.
d13 28/2	Do exercises on website	Listening	I do the exercises in the lesson. is about the telephone call. I listen to the call and write down some messages.	I think that it is very useful for me. In the future, I may need to take some calls in English at the office. Now I can learn it.

d14 8/3	English Speaking Day	Singing	In this class, I sing some songs. For example, "Help". I can speak simple English.	I think that it is very interesting. I can learn how to sing English songs. In this class, I feel very happy because I sing many songs with my friends.
d15 15/3	English Speaking Day	Singing	That day, I learnt how to use the words to write a song. We think of words and try to sing it.	It is very funny and special for me. This is the first time for me to learn how to write words for the song. The feeling is very good. I hope that in future, I will learn more about this.
d16 29/3	English Speaking Day	Speaking	On that day, we learnt how to make a story for a short film. We need to make some dialogues for the characters of the film.	I feel that it is very funny. I learnt how to write the dialogues in English. I can speak English in this activity. It is a very special experience.

Appendix 3 Transcript of semi-structured interview (Student A1)

I= Interviewer (Teacher)
S= Student

	Interview transcriptions	**Line-by-line analysis** **(1st level coding)**
1.	I: Thank you for coming today. *Do you like learning English?*	Q1. Like learning English
2.	S: <u>Yes, I do</u>.	
3.	I: Why?	
4.	S: Because I think that English is <u>quite interesting and quite special</u>. It is <u>different from the Chinese language.</u>	<u>Have interest in English</u> <u>Compare English to Chinese</u>
5.	I: How are they different?	
6.	S: An English word can have different meanings. I need to pay attention to grammar when using it.	
7.	I: Is it difficult?	
8.	S: It is quite difficult.	
9.	I: Though it's difficult, you still like to learn English.	
10.	S: <u>Yes, because I think English is quite interesting</u>.	<u>English is quite interesting</u>
11.	I: *When did you start to like learning English?*	Q2. Like English at primary school
12.	S: I think…, in a certain period of time, <u>in primary school, I liked to learn English</u>. But <u>later, perhaps, I found that it was too difficult and did not like learning it</u>. Then, in <u>secondary school, I liked learning English again</u>.	<u>Later find it difficult & stop liking English</u> <u>In sec. school like English again</u>
13.	I: Why did you find it difficult to learn English in primary school?	
14.	S: Maybe, I was too lazy to memorize the tenses, … etc. In secondary school, <u>there was an atmosphere of learning. I regained the interest</u> of learning English.	<u>Regain interest because of learning atmosphere</u>
15.	I: When did you regain the interest of learning in secondary school?	
16.	S: At <u>the end of Form 3</u>.	<u>Regain interest at the end of Form 3</u>
17.	I: Why did you like it again at that time?	
18.	S: It's because I thought that <u>the teacher taught quite well</u> and I was interested as I was going to be	<u>Teacher taught well</u>

	promoted to secondary four, if I didn't work hard, then …yes…because <u>it would help me to further my studies</u>.	<u>For further study</u>
19.	I: Which one is more important?	
20.	S: Hm…, <u>I am really interested in English.</u>	<u>For interest greater than for study</u>
21.	I: Is it only because your English teacher taught well?	
22.	S: Hm… this is one of the reasons and I also think that English is special. Then I started to regain the interest of learning English.	
23.	I: What was the reason that made you start to regain the interest?	
24.	S: <u>I started to think about my future. The thought my future pushed me to learn English</u> and <u>in the process of learning, I found interest in learning</u> the subject. Maybe, the best thing I like is speaking. I like to communicate with others. <u>Using English is a different way to communicate with others.</u>	<u>The thought of future pushed to learn English and then found interest</u> <u>For communication with foreigners and friends</u>
25.	I: Whom did you communicate with?	
26.	S: <u>Foreigners. Sometimes, I spoke English with my friends.</u>	
27.	I: I mean when you were in Form 3.	
28.	S: Yes. There were <u>native English teachers at school and I liked to communicate with them.</u> I found that <u>when I learnt more, I spoke more.</u> Sometimes I <u>didn't know how to say something and this could block the communications. I began to regain my interest and wanted to learn more English.</u>	<u>Wish to communicate with native teachers</u> <u>When learn more, speak more</u> <u>Don't know how to say English may block communication, Regain interest</u>
29.	I: In addition to motivating by your school teacher and the thought about your future, does your family encourage you to learn English?	
30.	S: I don't think so because <u>my parents give a lot of freedom to me</u>. There is no pressure from my family. They let me choose what I like. There is not much encouragement or … . t<u>hey just ask me to study hard but don't put me under a lot of pressure.</u>	<u>Parents provide freedom</u> <u>Parents ask S to study harder</u>
31.	I*: In the process of learning English, *what are the factors that make you like learning English?*	<u>Q3. Greatest motivation is for better standard</u>

32.	S: Er.., <u>the greatest motivator is to acquire a better English standard. This will facilitate communication with others, socially.</u> As for reading, e.g. when I look at the newspaper, I will be able to understand the news articles. <u>I like to travel. It would be more convenient if my English is better</u>.	<u>Facilitate communication</u> <u>Like to travel, knowing English is more convenient when traveling</u>
33.	I: I wonder if this is due to your interest more than other things.	
34.	S: Er..., <u>yes, it could be</u>. To a certain extent, I like to establish <u>a better foundation for my future but actually I have an interest in learning. So my interest is a greater motivator.</u>	<u>Better foundation for future</u> <u>Interest is a greater motivator</u>
35.	I: So, if you are going to rate, that is, to prioritize, would you say that interest is the first motivator, and will you rate it higher than that of your future?	<u>Rate for interest higher than for future</u>
36.	S: <u>I may say yes</u>.	
37.	I: *<u>What do you find to be motivating in your English learning experience,</u>* from the beginning until now?	<u>Q4. English is important</u>
38.	S: Actually, I think <u>English is very important</u> and this motivates me to continue to learn. Sometimes, when I see that the teachers <u>communicate fluently with the foreigners, I have a desire to do the same.</u> This, to a certain extent, pushes me to learn English and I think that this is the major reason.	<u>Have the desire to learn, wish to communicate with foreigners</u>
39.	I: You said that you want to communicate with foreigners.	
40.	S: Hm…	
41.	I: Do you have a strong interest in foreign countries?	
42.	S: Yes.	
43.	I: About foreigners or in foreign matters?	
44.	S: Foreign places. <u>I am quite interested about the environment of foreign countries</u>.	<u>Like foreign countries' environment</u>
45.	I: Have you been to any foreign countries before?	
46.	S: No.	
47.	I: Why are you interested in foreign countries?	
48.	S: I have relatives living in foreign countries. <u>Their life style is better than that of Hong Kong. I like their living style.</u>	<u>Like the living style of foreign countries</u>

49.	I: Do you communicate in English with them, in written or spoken form?	
50.	S: Not often, only occasionally.	
51.	I: *Do you think English is a useful language?*	Q5. English is a useful language
52.	S: Yes.	
53.	I: Hm.	
54.	S: I find that English is common in many countries where people may not know Chinese but they can speak some English. So English is useful and makes communication easier. It's easier to make friends with others if you know English.	English makes communication easier
55.	I: Any others?	
56.	S: I think English is quite important, especially in a society like Hong Kong, we need to know English in order to work in a company or do certain jobs. If one is weak in English, there will be obstacles and one will feel that one is inferior to others in many ways.	English is important in Hong Kong society English is used in work situations Feel inferior to others if English is weak
57.	I: Inferior to others in many ways, what do you mean?	
58.	S: For example, when you read the same newspaper as others, and your English standard is not high, you'll learn less. You may not have common themes to chat with others when others talk in English, you may not be able to respond. This is an obstacle to your development.	Can't communicate when English standard is not high An obstacle for future development
59.	I: After learning English for many years, *do you think you enjoy learning English?*	Q6. Enjoy learning English
60.	S: I think er…overall, it is. But when I come across difficulties, for example, I don't understand the meaning of a paragraph, it stops me from learning further, I would be discouraged. However, after I seek help from others, I feel better. Overall speaking, I enjoy the learning process.	Enjoy learning English
61.	I: Did you recall any bad experience that made you think of giving up learning English?	Follow up question – not in interview schedule
62.	S: Yes. For example, sometimes when I work on a multiple choice question in a reading comprehension exercise, I think that I have chosen the most suitable	

	answer. In fact it is not. Later I find that in the reading process, <u>I miss some points. It is my carelessness that leads to the mistakes</u>. If I hadn't missed out that, I could get the right answer. <u>I have problems in writing, like grammar.</u> Sometimes I do not know which word to use but I don't want to do a direct translation<u>. I feel quite frustrated.</u> I always need to find the words from the Internet.	<u>Getting wrong answers because of carelessness</u> <u>Problems in writing</u> <u>Feel frustrated when don't know which word to use</u>
63.	I: Do you think you can overcome these problems?	
64.	S: Er...I need time to do this. <u>I need to… first, understand the words and then use them later. I need to spend more time practicing</u>.	<u>Willing to try and practice more</u>
65.	I: Overall speaking, *if you could choose, would you like to choose to continue to learn English in the future*?	Q7. Choose to learn English
66.	S: <u>I would.</u>	
67.	I: Hm…	
68.	S: Actually, we can't have learnt all of it. Besides, the world keeps changing and we have to keep up with the time. <u>I think English is an important international language. I should not stop learning</u>. What I've learnt is not enough, so I would continue to learn the language. <u>I'd like to upgrade my English standard.</u> For example, instead of using simple words, I would like to use suitable words. <u>I'll enrich my knowledge</u> and it's not bad to learn more things. So I choose to continue to learn English.	<u>English is an important international language</u> <u>Wish to upgrade own standard of English</u> <u>Enrich knowledge</u>
69.	I: Yes, good. Do you have any thing to add?	
70.	S: I think that's all.	
71.	I: Thank you very much!	
72.	S: Thank you.	

End

Appendix 4   Summary on diary notes analysis

Participants/ Frequency/ Themes	A 9/10 - 6/12 (18 entries)	B 18/10 - 30/11 (12 entries)	E 16/10 - 29/3 (16 entries)	F 23/10-3/11 1/3 -26/4 (9 entries)	G 8/3 – 9/4 (3 entries)	H 2/12 -16/1 (11 entries)
Interest in foreign culture	d1, d4, d7					
Future job				d4		
Peers			d1, d8, d11	d3		d3
Schools -Eng. activities	d8, d14	d10, d12	d6, d14, d15, d16	D6, d9	d1	
Self-achievement	d12, d13, d16					
Facing difficulty				d1		d5, d10
English as a skill for study	d11, d15, d18	d1, d2,d3, d4, d5, d6, d7, d8, d9, d11	d2, d3, d4, d5, d7, d9, d10, d12, d13	d2, d5, d7, d8		d1, d2, d4, d7, d8, d9, d11
Daily use	d2, d3, d9, d10, d16, d17				d2, d3	d6

Appendix 5　Data analysis (Phase 1)

Q1. Do you like learning English?			
Interviewees		**2nd level coding**	**3rd level coding**
A	BCDEFG HIJ	Like learning English	Like learning English
B	E	Like traveling	For travel
		Like English books & music	Intrinsic motivation
		Want to find a job	For career
C	F	Communicate with foreigners	For communication
	E	Find a good job, need a pass, E	For career/qualification
D		For daily use	Social effect
E	F	Useful when traveling	For travel
		Useful when reading books	For reading
		Can learn more things	Intrinsic motivation
F		For future job	For job
		Got fluent English will not be frightened when traveling	For travel
		Most countries use English for communication	For communication
G		Quite funny- many variations in English, slight change would affect the meaning	Intrinsic motivation
H		Interest in culture	For culture
		Like new things	Intrinsic motivation
I		From primary school to secondary school English result was poor, so resist learning English	Poor result- resist learning
		Friends' qualification is higher, they motivate S to learn more English, so, broaden horizon & arouse interest.	Motivate to learn for higher standard of English
		In secondary school, from top class to bottom, a serious setback- a feeling of failure	De-motivation/ School effect
		Can't adapt to EMI school	Education policy
		Discouraged and then gave up	De-motivation
J		Can't adapt to EMI school	Education policy
		English is used in many places in foreign countries	International language
		Used in work situations	For work
		Use English when being a tutor	For work

Q2. When did you start to like learning English, at primary school, secondary school or at the college?			
Interviewees		**2nd level coding**	**3rd level coding**
A	H	Started like learning English at primary school	Start at primary school
		Interesting	Intrinsic motivation
		Got atmosphere of learning	Learning environment
	BDEFHG	Teacher got good teaching method	Teacher's effect
	H	For future study	For future study
	C	For communications	For communication
		Parents provide freedom	Parent's effect
		Study abroad	For study abroad
B	CEFJG	Started like learning English in Form 1	Start at secondary sch.
		Classmates introduced books to read	Peers' effect
	F	Realize that English is very important	English is important
C		Mainly for study	For study
		For qualification	Qualification oriented
		Only for job, after getting what he wants, S would stop learning English	Mainly for job
D		Started like learning English at secondary school	Start at secondary Sch.
		Like foreign movies, want to learn meaning & pronunciations	Intrinsic motivation
	H	Need to watch movies in Form 1, then write report	Teacher's/school's effect
			Teaching method
		Like English all the time	Intrinsic motivation
		Watch English programs after school	Self motivation
E		Started like learning English in Form 2	Start at Secondary Sch.
		Good English teacher who taught many things	Teacher's effect
		For examination	For examination
		Started reading English books in Form 3	Intrinsic motivation
F		In secondary school, very happy to communicate with teachers	Teacher's effect
		Own interest of learning greater than before	Intrinsic motivation
		Begin to realize that English is very important	English is important
		Wish to talk with others but not up to standard	Intrinsic motivation
G		In secondary school, suddenly got good results in English subject	Sense of achievement

		Good results lead to like learning English	
H		Teacher at primary school was very kind and friendly	Teacher's effect
		Play games & activities e.g. singing, story telling, watching videos. So, not afraid of speaking English	Teaching methods
		In secondary school, learning English attitude changed and purpose of learning changed, so dropped the interest in English	Learning attitude changed
I		Started learning when started to work	For work
		More chances to use English, was forced to read more and then find English is not difficult	Forced to learn
		Thought about prospect & wanted to learn	For career
		English is an international language	International language
		First for career	First for career
		Second for interest	For interest
J		In Form 3, started to pay attention in class & did the revision, then found interest	Intrinsic motivation
		Mother urged to study English in childhood	Mother's effect
		Mother brought English books for S to read and asked him to watch English programs	Mother's effect
		Mother watched program and read difficult words to S.	Mother's encouragement
		This raised S's interest in Form 3, learnt more new words	Self motivation

Q3. What are the most important factors that make you like or dislike learning English?			
Interviewees		**2nd level coding**	**3rd level coding**
A	H	Most important factor is to have better standard	Better standard
		Better foundation for future, for interest greater than for future	For future
			Interest greater/ Intrinsic motivation
B	EF	For communication with foreigners while traveling	Intrinsic motivation
			For travel

	E	Parents tell S to work hard, so improve English	Parents' effect
		Believe that English is very important	Believe- self efficacy English is important
C	E	Main reason for job	Main reason is for job
		English is important in society	English is important
		Only motivation is for applying the job of policeman	Social factor
			For career
		Parents sacrifice to support S to study	Parents' effect
		Brother got negative experience	Family's effect
D		To achieve a goal	Achievement
		Curious about English, want to find more about it, so work hard until got the answer	Curiosity
E		For work, need English to handle document	For work
F		English is used nearly in all countries	Practical use
G		Got better result in English subject	Better result
		Need to use English at school and feel that English is not good, so need to learn it	For study now
		English is an important language	English is important
		English is spoken everywhere & understood by everyone	Practical use
H		For future	For future
	J	Like to travel, don't know English, can't communicate	For travel
			For communication
I		Need to use English while working in Japan because don't know Japanese. Study a 2-month English course in Japan and start to develop interest	For work
			Intrinsic motivation
		Feeling successful	Achievement
		Able to communicate , a sense of achievement	For communication
		Work situation made to have interest in learning English	Work that lead to have interest
J		Able to communicate with foreigners	For communication
		Need English to communicate with foreigners e.g. when they ask about directions	Practical use

Q4. What do you find to be motivating/de-motivating in your English learning experience?			
Interviewees		**2nd level coding**	**3rd level coding**
A		English is important	English is important
	D	Communicate with foreigners	For communication
		Like living style & environment of foreign countries	Intrinsic motivation
B			
C			
D	E F	English is important for future	English is important
		For living	Social effect
	E	For communication in society	For communication
		English is the most important language, more important than Chinese	English is important
			Compare English to Chinese
		Feel embarrass if don't understand peers' English	Self-esteem
			Peers' effect
		English ability affects work	For work
		Able to communicate with foreigner, e.g. when ask about the directions - feel happy	For communication Sense of achievement
E		For work in future	For work
		Family member encourages	Family's effect
	F	Most important factor is for work in future	For work
		Need to use English in classes	For present study
		Read books, write e-mails	Intrinsic motivations
F		Want to have better standard of English	For better standard
		Find a better job	For better job
		Support family, buy a better house for family	Family's effect
		Employer would like to employ someone who knows English	For work
		Wish to meet overseas friends	Peer effect
		Write e-mails & ICQ	Practical use
G			
H		In primary school, got interest in English, not difficult at that time, feel good	Motivated if English is not difficult

		Teacher taught well	Teacher's effect
		For examination in secondary school, need to pass examinations	For examination
		Like to read literature, e.g. Shakespeare's work	Intrinsic motivation
I	J	For future is the motive to learn	For future
		Poor English is the biggest problem, which is an obstacle to career	For career
		English is a skill, got interest in learning this skill	Learn a skill
J		The motivation is to improve English, hope English could help with work later like in administration	For better English
			For work
		Need to contact more foreigners in admin. work	For communication

Q5. Do you think English is a useful language? Why/Why not?			
Interviewees		**2nd level coding**	**3rd level coding**
A	BCDEFGHIJ	English is a useful language	Useful language
	BFC	English makes communication easier	For communication
		English for work	For work
		Weak English can't communicate, it's an obstacle for future development	For career
B	H	English is important as a tool for study	A tool for study
		English is important in business world	For business, for work
		A change of school environment in Form 4 from CMI to EMI	School environment
			From CMI to EMI/ Education policy
C		Communication	For communication
		Travel to foreign countries, need English to read road signs	For travel
		Communicate in e-mail, ICQ with friend in English	For communication
D	J	English is an international language	An international lang.
		Most people communicate in English in many countries	For communication
		Books & magazines are in English	Practical use
		Read English newspaper, guess the right meaning will feel happy	Sense of achievement
E	I	English is used all over the world	Practical use

F	G	At college, every subject requires English, teacher teaches in English, so it's important	For study in college/ English is important
G		English is used in classes	For study
		To talk to friends & family members overseas because they don't know Chinese	Peers and family communication
H		Write e-mail in English	Practical use
		Need to use English to communicate	For communication
		Hong Kong is a place of East meets West, don't know English can't communicate, lose competitiveness	Social effect
		For future	For future
		Communicate with relatives to form better relationship	For communication
I			
J		In Hong Kong, everyone needs to know English.	Practical use
		S wants to know more foreign culture, learn more English would help to learn more about foreign culture	Intrinsic motivation

Q6. Do you think you enjoy learning English? Why/Why not?			
Interviewees		2nd level coding	3rd level coding
A	CDEFGHIJ	Enjoy learning English	Enjoy learning English
		Enrich knowledge	Practical use
		Wish to improve English standard	Improve English standard
		English is an international language	An international lang.
B		English is a joyful experience	Joyful experience
		Got satisfaction when using English, upset if just got little improvement	Sense of achievement
		Wish to communicate in English but not confident	For communication
C		Teacher spent time to give tutorial- so got interest After this teacher has left, no more interest	Teacher's effect
D		Able to use English feel superior & smarter than others	Pride
E		Sometimes want to give up English but insist because need to use it	Practical use

F		Now many people speak English including classmates and teachers	Commonly used for communication
G		Need to recite many things which is different from Chinese, Mathematics and History.	Compare English to Chinese & other subjects
		Learning English is more relaxing	Intrinsic motivation
		Would watch movies or listen to songs	
H			
I		Enjoy learning English especially when watching movies, now S can understand foreign movies without looking at subtitle	Intrinsic motivation/ Sense of achievement
J		English words have different meaning	

Q7. If you could choose, would you still want to learn English? Why/Why not?			
Interviewees		2nd level coding	3rd level coding
A	BCDEFGHIJ	Would choose to learn English	Choose to learn
B		Friends/peers	Peers' effect
		No chance to use English in society except in English lesson	Social factor
		Would find chance to learn English	Self- motivation
C		Want to learn more things	Self- motivation
		Won't be deceived by others in business world, e.g. use English to sign documents	Work situation
D		Will choose to learn because of future	For future
E		Good to learn one more language	For communication
		Help to communicate with others, friends, classmates & schoolmates	
F		Must keep learning English	A must to learn English
G		Would choose to learn because weak in English	For improvement
		Need good foundation because English is really a very important language	Need good foundation
			English is important
		It is often used in the College	Commonly used
I		60% for future prospect & 40% for interest, try to learn more words	More for prospect/ Less for interest
J		It is essential in society	Social effect

		Don't know English is like losing something	English is a must
		While traveling, not knowing English need to rely on others	For travel
		Improve English to facilitate communications	For communication
		Motivating factor from mum, often cut articles for S to read since primary school. Tell the importance of English. So S initiated to learn & join English classes	Mother's effect/ Intrinsic motivation

Others (data obtained not directly from answering the seven interview questions)		
Interviewees	**2nd level coding**	**3rd level coding**
A	Recall bad experiences in learning English	De-motivation
B	Believe work hard in English will be useful in future	For future
C	Wish to study seriously	For study
	Wish to improve English	For better English
D	S gives good advice & have positive attitude of learning English	Positive attitude of learning English
E		
F	Family members encourage that better English would have better job and better life.	Family's effect/ For job
	Brother & sisters attach hope to S.	Brother's & sister's wishes
	Feel pressure when facing difficulty in English	Has pressure when facing difficulty
G	Feel shameful when can't answer foreigners' questions in a street but friends can help to answer This event enforces motivation because don't want this happen again which may give impression that secondary school student can't speak English	Feel shameful
H	For better future, for money, for competition	For better future For money
	Poor English get poor job	For job

		To hold job & for promotion, for a living in future	For promotion
		For communication and for a job is equally important, now job is more important. In future, communication would be more important	First for job For communication
		English is a language that one must learn	Must learn English
		Father feels better to have better foundation of English before working	For better foundation
		Family members ask to write English, family members watch English movies together, provide chances to learn English. Parents encourage to watch English TV programs	Family's effect
		Parents tell which book is good	Parents' effect
I			
J		Now S still keeps on reading more English newspapers, books, etc	Intrinsic motivation
		Mum still helps S, praises verbally when S learns some words. This is a strong motivation to S	Mother's effect

Appendix 6   Record of informal talk

Date: December, 3, 2005

I asked Student B and F how the week went. B said that she was reading a book and found that the book was very interesting. Although there were some difficult words that she didn't know, she was able to guess the meaning without finding the words from the dictionary. She would continue to read the book and aimed at finishing it in two weeks' time. She also listened to some English songs and enjoyed singing them and found that the lyrics were meaningful. She would remember them. Student F also mentioned that she had been reading books for some time. They were about Doctors and patients. And she would continue to read story books of the same topic.

I asked them what other English activities they had done. Both of them said that they joined some of the English Speaking Day's activities. One of these activities was learning English through playing games. Both Students said that they were very frightened to speak English at first. But after a while, they enjoyed speaking English and played word games together with other students. They also said that they would join similar kind of English activities again.