

# RELATIONSHIP BETWEEN ENGLISH LEARNING MOTIVATION TYPES AND SELF-IDENTITY CHANGES: A QUANTITATIVE STUDY ON CHINESE UNIVERSITY STUDENTS

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## ABSTRACT

*This quantitative study investigated the relationship between EFL motivation types and self-identity changes among university students in the People's Republic of China. The sample obtained from a stratified sampling consisted of 2,278 undergraduates from 30 universities in 29 regions. The instrument was a Likert-scale questionnaire which included 30 items of motivation types based on free responses, and 24 items of self-identity changes in 6 pre-defined categories – self-confidence, subtractive, additive, productive, split, and zero changes. An exploratory factor analysis revealed seven types of motivation types: intrinsic interest, immediate achievement, individual development, information medium, going abroad, social responsibility, and learning situation. A canonical correlation test found that motivation types and self-identity changes were correlated through four pairs of canonical variables. Intrinsic interest was correlated with productive and additive changes, individual development with self-confidence change, social responsibility with productive and split changes, and immediate achievement, learning situation and going abroad with subtractive and split changes. Theoretical significance and pedagogical implication pertaining to the results are discussed.*

## 1 Introduction

### 1.1 Background to Research

The meaning of a second language acquisition or foreign language learning to learners may be multiple. In the classical social psychological theory of language learning proposed by Robert Gardner and his associates, there are two major types of motivation--instrumental and integrative (Gardner and Lambert, 1972); there are also two sets of learning outcome--linguistic and non-linguistic (Gardner, 1985). The former consists of target language proficiency; the latter consists of more general changes in the learner. Changes of learners' self-identities can be considered non-linguistic outcome of learning in this framework. "Self-identity" is how the

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learners' perceive themselves in terms of linguistic and cultural groups they belong to, their values, communication styles, abilities and worthiness.

A great amount of previous research focused on linguistic outcome of learning as indicated by proficiency test scores. These studies were concerned about what kind of motivation led to higher proficiency achievements, and how motivation and other learner factors respectively influenced learning achievements respectively (e.g., Gardner, Day & MacIntyre, 1992; Gardner, Tremblay & Masgoret, 1997). In the last decade, it has been proposed that Gardner's classical model should be expanded in light of psychological theories of a broader range (e.g., Oxford & Shearin, 1994). Expanded models have included new factors such as "learning situation" (Dörnyei, 1994), "self-confidence" (Clément, Dörnyei & Noels, 1994), "salience of goals," "valence," and "self-efficacy" (Tremblay & Gardner, 1995). Existing studies concerning EFL motivation in the Chinese context have mostly focused on the effects of motivation on learning achievements in terms of English proficiency, and the relationship between motivation and other learner factors (Shi, 2000; Wen, 2001; Wu, Liu & Jeffrey, 1993; Zhou, 1996). Research on internal structure of motivation has also appeared in recent years (Qin & Wen, 2002). Most of these studies on Chinese learners adopted motivation types as defined in Gardner and associates' classical model or its expanded models, without examining their appropriateness in the local context.

Lambert (1974) proposed two types of bilingualism -- "subtractive bilingualism" and "additive bilingualism," which involved cultural identity changes that can be taken as "nonlinguistic outcome" of language learning in the classical model. With subtractive bilingualism, the native language and native cultural identity are replaced by the target language and target cultural identity. With additive bilingualism, the learner's native language and native cultural identity are maintained while the target language and target cultural identity were acquired in addition.

In light of Erich Fromm's "productive orientation" (Fromm, 1948), Gao (2001, 2002) proposed the concept of "productive bilingualism." With productive

bilingualism, the command of the target language and that of the native language positively reinforce each other; deeper understanding and appreciation of the target culture goes hand in hand with deeper understanding and appreciation of the native culture; learner's cognitive, affective and behavioral competence are enhanced as a whole. As an ideal type of bilingualism, productive bilingualism is distinguished from additive bilingualism, and is symbolized as "1+1>2." The empirical basis of the concept consisted of interviews of some recognized "best foreign language learners" in China -- mostly professors, researchers and translators. Yet so far studies on non-linguistic results of EFL learning in the Chinese context are still very few.

Review of existing literature shows that the social psychological studies of EFL/ESL learning have mostly followed the classical theory of Gardner and associates (Gardner & Lambert, 1972; Gardner, 1985), and have focused mostly on the relation between learner factors and linguistic outcomes. Several issues remain to be explored. First, the appropriateness of motivation types in the classical model has not been amply verified in specific cultural contexts. Second, research on "non-linguistic" outcomes is relatively weak, especially in EFL contexts. The existence of productive bilingualism, as a type of self-identity change different from additive and subtractive bilingualism, remains to be examined among ordinary learners such as university students. Third, the relationship between motivation types and self-identity changes is yet to be explored.

## **1.2 Research Questions**

As part of a larger research project, the present study aimed to explore the relationship between English learning motivation types and self-identity changes of Chinese university undergraduates. The major research question was: Were there any relationships between Chinese university students' English learning motivations and their self-identity changes? If so, what were they? To answer this major question, two questions were to be answered first. First, what were Chinese university students' motivations for learning English? Second, did they undergo self-identity changes after learning English? If so, what types of changes?

## 2 Method

### 2.1 Sampling

Subjects of the study were 2,278 undergraduates at 30 universities from 29 provinces, autonomous regions and municipalities across Mainland China. A stratified sampling (Appendix 1) was performed according to the ratio of university types and corresponding numbers of students, as issued by the Chinese Ministry of Education in the spring of 2002. Demographic features of the subjects are presented in Table 1.

**Table 1. Distribution of Subjects' Sex, Age, Major and English Proficiency<sup>5</sup>**

	Sex		College Year				Major			English Proficiency			
	M	F	1st	2nd	3rd	4 <sup>th</sup>	Scien- ces	Arts	Eng- lish	Under Band 4	Band 4	Band 6/4 for Eng. major	Band 8 for Eng. major
No. of cases	1,100	1,163	830	745	513	185	1,247	565	404	1,410	428	399	19
%	48.6	51.4	36.5	32.8	22.6	8.1	56.3	25.5	18.2	62.5	19.0	17.7	0.8

(Missing values have been omitted.)

### 2.2 Instrument

A questionnaire was designed, which included one section concerning motivation type and another pertaining to self-identity changes, all measured by a 5-point Likert scale (1=strongly disagree; 5=strongly agree).

The motivation type section (See Appendix 2) consisted of 30 statements, which were based on several hundreds of anonymous feedback to an open question,

<sup>5</sup> Band 4, Band 6 and Band 8 are levels of a national English proficiency test in P.R. China. According to *Guidelines of the Teaching of College English* issued by China's Ministry of Education (2000), all university undergraduates are required to pass College English Band 4. On job market, a Band 6 certificate is preferred by many foreign enterprises. The Band levels set for English majors are higher than those for non-English majors.

completed by students of four universities from China's north, southeast, and west. Such a bottom-up design was intended to exhaust possible types of motivation.

The section of self-identity changes contained 6 categories, each with 4 items. This design was primarily based on existing bilingual theories, supplemented by students' feedback to an open question issued in the 4 universities mentioned above. The categories and corresponding questions are as follows:

- 1) *Self-confidence change* -- change in the perception of one's own competence. "I feel terrific when I find my command of English is better than that of others"; "English learning has a great impact on my self-confidence"; "When I have difficulties in English learning, I begin to doubt my own ability"; "Whenever I have overcome a difficulty, I can feel my own growth."
- 2) *Additive change* -- the co-existence of two sets of languages, behavioral patterns and values, each specified for particular contexts. "I can easily switch between Chinese and English according to situational needs"; "I am relatively confident when speaking in English, and relatively modest when speaking in Chinese"; "I prefer to listen to the original English dialogue when watching English movies, just as I enjoy the original Chinese dialogue when watching Chinese movies"; "I have an English name in addition to my Chinese name. They are used in different situations."
- 3) *Subtractive change* -- the native language and native cultural identity are replaced by the target language and target cultural identity. "With the improvement of my English proficiency, I feel my Chinese is becoming less idiomatic"; "After learning English, I feel my behaviors have become somewhat westernized"; "After learning English, I have developed repugnance to some Chinese conventions"; "After learning English, I have begun to reject some traditional Chinese ideas."
- 4) *Productive change* -- the command of the target language and that of the native language positively reinforce each other. "With the improvement of my English proficiency, I can better appreciate the subtleties in Chinese"; "After learning English, I find myself more sensitive to changes in the outside

world”; “After learning English, I have become more understanding and can better communicate with others”; “As my ability of appreciating English literature and arts increases, I have become more interested in Chinese literature and arts.”

- 5) *Split change* – the struggle between the languages and cultures gives rise to identity conflict. “I feel weird when my speech in Chinese is subconsciously mixed with English words”; “I feel a painful split when I switch between English and Chinese behavioral patterns”; “When parting with foreign friends, I’m frequently confused as to whether I should shake hands or hug and kiss”; “After learning English, I’m often caught between contradicting values and beliefs.”
- 6) *Zero change* – absence of self-identity change. “No matter which language is used for expression, I remain to be myself”; “I have not felt any change in myself after learning English”; “An instrument is an instrument. It is impossible for me to change into another person after learning a language”; “For me, it is meaningless to talk about personal changes after learning English.”

In the above categories, “zero change” was a category used for comparison; “self-confidence change” was essentially independent of cultural identities. The other four categories were cultural identity changes, among which “split change” might be viewed as an intermediate phase. In order to avoid cognitive dissonance, learners experiencing split change might develop other types of identity changes afterward.

### **2.3 Procedure**

Five pilot studies were carried out in three universities in Beijing, and the items were adjusted accordingly. The resulting version of the questionnaire was formally administrated between March and May, 2002. Altogether 2,473 copies were issued and 2,278 valid copies were collected, amounting to a valid return rate of 92.1%. Cronbach $\alpha$  was calculated; the reliability for the motivation types was 0.77, and that for the identity change section was 0.65 .

Data analysis, performed with SPSS 10.0, consisted of three parts. First, a factor analysis was conducted to explore motivation types. Second, descriptive statistics of mean scores for various categories of self-identity change were calculated. Third, a canonical correlation analysis was carried out to examine the relationship between motivation types and self-identity changes.

### **3 Results and Discussion**

Because of limited space, this paper will be primarily devoted to the results corresponding to the major research question, i.e., the relationship between motivation types and self-identity changes. A brief account will be given to results pertaining to the other two questions on which this major research question was based, i.e., motivation types and self-identity changes (For full report on motivation types, see Gao, Zhao, Cheng & Zhou, in press).

#### **3.1 Motivation Types**

Seven factors were extracted through the factor analysis, which accounted for 54.54% of the total variation. They were named and explained as follows:

- 1) *Intrinsic interest.* This referred to appreciation or fondness of the target language and certain aspects of its culture. (Questions 21, 19, 1, 20, 23, and 18 in Appendix 2 had high loadings on this factor)
- 2) *Immediate achievement.* This motivation was typically associated with obtaining high scores in exams, e.g., for university entrance or graduation. (Qs 4, 6, 3, 11, 2)
- 3) *Learning situation.* This factor indicated the influence of learning environment such as the quality of teaching, teaching materials, teachers, and affiliation with the learning groups. (Qs 8, 9, 10, 7, 5)
- 4) *Going abroad.* This motivation was related to going abroad for various purposes, such as “finding better education or job opportunities,” “experiencing English-speaking cultures,” and “immigration.” (Qs 26, 28, 27)
- 5) *Social responsibility.* The desires to repay for one’s parents and motherland

were shown in this factor. It was a Confucian tradition to combine “harmonizing the family” and “putting the country in order,” emphasizing individuals’ responsibility to fulfill social expectations. This motivation type was not found in existing literature, and might be particular to Chinese or Asian contexts. (Qs 24, 25, 22)

- 6) *Individual development.* The interest of increasing one’s own ability and social status in future development was manifested, which could be as specific as “finding a good job” and as general as acquiring “a sense of achievement.” (Qs 29, 30, 16, 13, 14)
- 7) *Information medium.* The function of English as an instrument for obtaining information and learning other academic subjects was highlighted here. (Qs 15, 17)

Among the above seven categories, immediate achievement, information medium and individual development had the features of “instrumental motivation” in the classical model, which referred to the employment of the target language as an instrument to achieve certain goals, their differences lying in the purposes the instrument served. Intrinsic interest was a “cultural motivation” in that it was related to the culture of the target language. Although it looked similar to “integrative motivation” in the classical model, it might be mainly an intellectual and aesthetic interest rather than a desire of personal integration with the target culture group. “Going abroad” and “social responsibility” contained both instrumental and cultural elements; the latter was particularly context-specific. “Learning situation” was independent from either instrumental or cultural types of motivation, and it corresponded with Dörnyei (1994)’s “learning situation level” in his expanded model.

### **3.2 Self-Identity Changes**

The full score of each type of self-identity change was 20, with 12 as the critical value between “changed” and “unchanged” states. As shown in Table 2, the most prominent self-identity change for the Chinese subjects occurred in self-confidence. The second highest score appeared under zero change, probably indicating the

instrumental nature of learning characteristic of EFL contexts, and to a certain extent, the shortage of target culture exposure. Meanwhile, the cultural aspects of learner identity did undergo some change, especially the productive and additive type. It indicated that “productive bilingualism” was not limited to the “best language learners”; it existed among ordinary university undergraduates.

**Table 2. Descriptive Statistics for Self-Identity Changes**

	Self-Confidence	Subtractive	Split	Productive	Additive	Zero
Valid No. of Ss	2,227	2,233	2,233	2,216	2,221	2,241
Means	14.21	9.09	9.67	12.85	12.25	13.39
SD	2.60	2.76	2.52	2.77	2.59	2.59

### 3.3 Relationship Between Motivation Types and Self-Identity Changes

While an ordinary linear correlation reveals the relationship between two individual variables, a canonical correlation reveals the relationship between two canonical variables X and Y, each representing a number of original observed variables in various degrees. Thus the purpose of canonical correlation analysis is to examine the relations between two sets of variables through the establishment of a canonical correlation model (Guo, 1999). With such a model, we could have a deeper and more systematic perception of how motivation types and self-identity changes were interrelated with each other. For the convenience of theoretical conceptualization, motivation types in the present study were named as “independent variables” and self-identity changes as “dependent variables,” though the correlations between the two sets were statistically two directional, indicating reciprocal influence between the two sets of variables.

Results of the canonical correlation analysis showed that motivation types and self-identity changes were correlated with each other through four pairs of significant canonical variables ( $p=.000$ ). The canonical correlations between the four pairs were .681 (X1-Y1), .367 (X2-Y2), .317 (X3-Y3) and .232 (X4-Y4) respectively. Table 3 presents the canonical correlation statistics.

**Table 3. Canonical Correlation Statistics**

Standardized canonical coefficients	Canonical Variables				Standardized canonical coefficients	Canonical Variables			
	X1	X2	X3	X4		Y1	Y2	Y3	Y4
Motivation Types					Self-Identity Changes				
Intrinsic Interest	.860	.124	.029	-.113	Self-confidence	.547	-.784	-.235	-.074
	.674	.042	-.048	-.038		.216	-.997	-.237	-.183
Immediate Achievement	-.248	-.389	-.565	.428	Subtractive	.305	.339	-.718	-.199
	-.099	-.354	-.429	.444		.127	.327	-.530	-.447
Learning Situation	.183	-.013	-.610	.157	Productive	.883	.072	.139	.409
	.087	.012	-.520	.127		.577	.198	.299	.836
Going Abroad *	-.382	-.211	.593	.263	Additive	.737	.188	-.187	-.325
	-.168	-.341	.601	.448		.363	.250	-.156	-.600
Social Responsibility	.311	.155	.033	.755	Split	.073	.160	-.748	.459
	.195	.165	.098	.834		-.100	.057	-.483	.683
Individual Development *	-.353	.846	-.001	.132	Zero	-.444	-.196	-.333	.189
	-.221	.897	-.066	.170		-.166	-.187	-.398	.247
Information Medium *	-.601	.000	-.239	-.107					
	-.294	-.014	-.342	-.152					
% representing observed motivation type variables	31.95	13.91	21.58	9.41	% representing observed identity change variables	22.33	13.59	15.75	12.69
Cumulative representation %	31.95	45.86	67.44	76.85	Cum. representation %	22.33	35.92	51.67	64.37
% of observed identity change variables explained	14.81	1.88	2.17	.508	% of observed motion type variables explained	10.35	1.83	1.58	.69
Cumulative % of explanation	14.81	16.69	18.85	19.36	Cum. % of explanation	10.35	12.18	13.76	14.45

\* factor loading value in pattern matrix is negative

The upper half of Table 3 contains two groups of statistics, canonical loadings (in shaded areas) and standardized canonical coefficients. The former indicates the total effects of observed variables on canonical variables, and the latter indicates the direct effects of observed variables on canonical variables. “Total effects” take into account of both “direct effects” and effects resulting from correlations between observed variables in the same set.

Canonical variable X1 mainly represented intrinsic interest motivation. The total

effect of intrinsic interest on X1 (canonical loading) was .86, and its direct effect (standardized canonical coefficient) was .674. The total effect of information medium on X1 reached .601, yet its direct effect was less than .3.<sup>6</sup> X1 seemed to indicate lasting motivation of a certain kind. Canonical variable X2 consisted primarily of individual development motivation, with a total effect of .846 and a direct effect of .897. Canonical variable X3 stood mainly for motivations of immediate achievement (total effect: .565; direct effect: .429), learning situation (total: .61; direct: .52), and going abroad (total: .593; direct: .601). In general, X3 represented rather immediate influences, in both temporal and spatial terms. Canonical variable X4 consisted mainly of social responsibility motivation (total: .755; direct: .834). As shown in the lower left section of the table, the above 4 canonical variables represented 76.85% of the variance in the observed motivation type variables and accounted for 19.36% of the variance in the observed self-identity change variables.

Within the set of self-identity changes, as shown in the upper right section of Table 3, canonical variable Y1 mainly stood for productive change (total: .883; direct: .577). The total effect of additive change on Y1 was also rather great, with a canonical loading of .737. However, its direct effect was relatively small, the standardized canonical coefficient being .363, probably due to the correlation between additive and productive changes (Pearson  $r = .454$ ,  $p < .01$ ). On the whole, Y1 seemed to stand for a kind of “plus” change that was gaining a new self-identity without losing the old identity. Canonical variable Y2 represented essentially the change in self-confidence (total: .784; direct: .997). Canonical variable Y3 mainly consisted of subtractive change (total: .718; direct: .530) and split change (total: .748; direct: .483). These two were changes of a “minus” kind, in the sense that the learner’s native language and cultural identity suffered during the process of target language learning. Nevertheless, in the real process of learning, the feelings of loss or split brought about by cultural conflicts might be natural and indispensable in the process of reaching a higher level of self-identity integrity. Canonical variable Y4 represented two changes

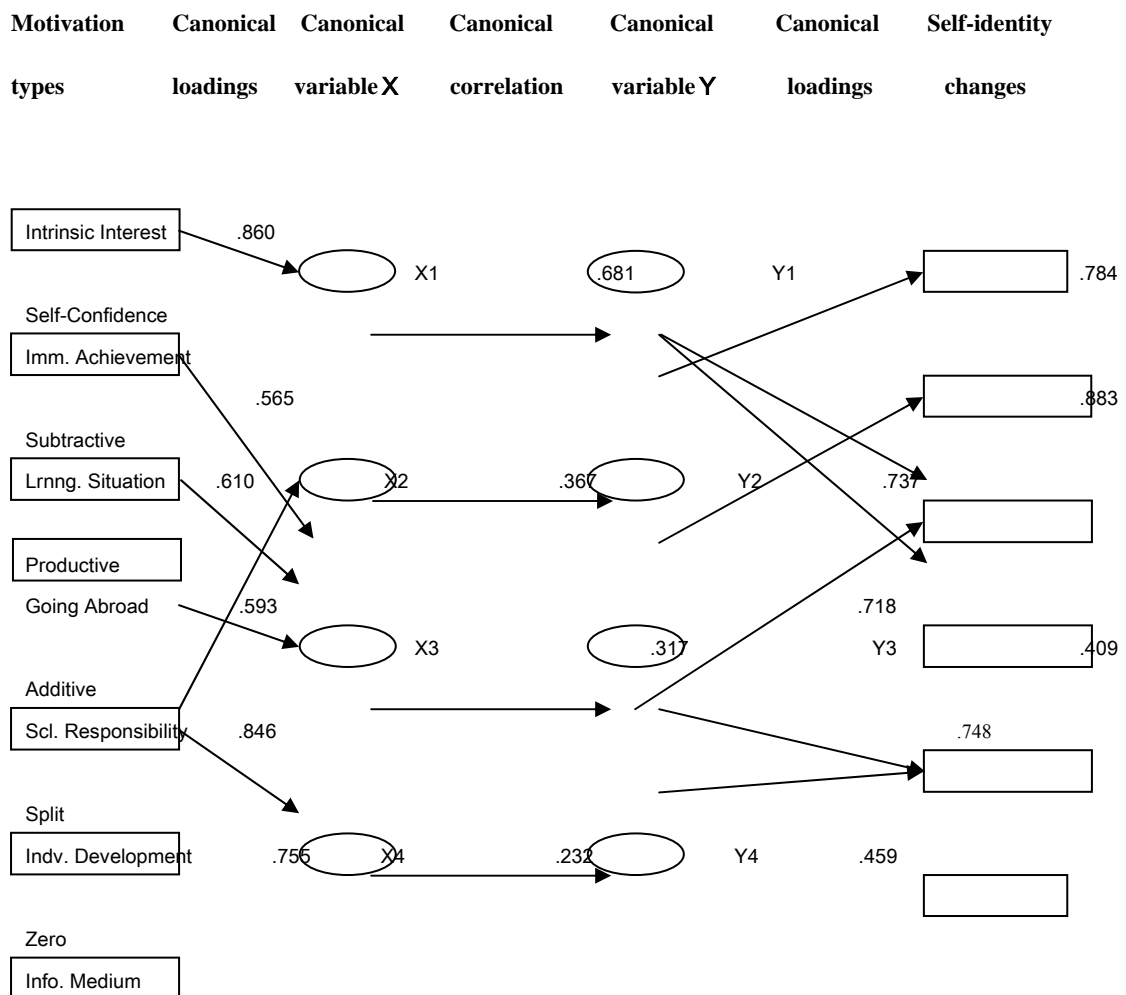
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<sup>6</sup> In this discussion and the model in Figure 1, when canonical loadings are negative on both sides, the negative markings are canceled out.

that seemed to stand in two opposite poles, namely split change (total: .459; direct: .683), and productive change (total: .409; direct: .836). The above four canonical variables put together represented 64.37% of the variance in the observed self-identity variables, and explained 14.45% of the variance in the observed motivation variables.

Based on the above analyses, a canonical correlation model was established (Figure 1).

**Figure1. Canonical Correlation Path Model**



Altogether motivation types accounted for 19.36% of variance in self-identity changes through four pairs of canonical variables, which suggested a quite good degree of canonical correlation. The most important pair of canonical variables in this model was the first one (Square of Canonical Correlation=.464), through which

motivation types explained 14.81% of the variance in self-identity changes. This suggested that the stronger the students' intrinsic interest, the more they underwent productive and additive changes. The second pair of canonical variables (Sq.Cor=.135) showed that the motivation of individual development influenced the learners' self-confidence but rarely affected their cultural values and communication styles. The third pair of canonical variables, carrying a relatively lighter weight (Sq.Cor = .100), suggested that students who were driven by short-term targets and immediate situations also underwent some self-identity changes. If students learned English in order to go abroad or obtain good test scores, or were very sensitive to learning results and environment, they might get lost and feel the conflict between the two languages and cultures. The last pair of canonical variables was of minor importance (Sq. Cor=.054) but fairly interesting. It indicated that students who were driven by a native-culture oriented social responsibility might lead to two extreme kinds of changes. The target and native cultures would either get a positive integration and mutual enhancement in their self-identity, or fight against each other and result in identity confusion and split. In addition, this pair of canonical variables revealed a difference between productive change and additive change.

## **4 Conclusion**

### **4.1 Major Findings**

First, canonical correlation analysis showed that there was a strong relationship between intrinsic interest on the one hand, and productive and additive changes on the other. In other words, the more interested one was in the target language and culture, the more likely he or she was to experience productive and additive changes in self-identity. These two "plus" changes would also in return stimulate learners' intrinsic interest in the target language and culture.

Second, individual development motivation and self-confidence change constituted a pair of canonical variables, which was largely independent of cultural motivations and self-identity changes. This indicated the importance of relatively long-term instrumental motivation, and the function of English learning in fulfilling

one's self-esteem needs (Maslow, 1957).

Apart from the above two major findings, there were also some minor yet interesting points to note. Some motivations of immediate nature, such as test scores, learning situation and going abroad seemed to have “minus” effect on cultural self-identity, i.e., subtractive and split changes. Such a relation remains for further examination and explanation. The identity changes correlated with social responsibility motivation manifested polarity—productiveness on the one hand, and split on the other. This might point to the ambivalent function of native culture oriented English learning motivation in a developing country.

#### **4.2 Pedagogical Implications**

EFL teachers in China and similar contexts should keep in sight not only “language,” but also learner the “person.” Efforts should be made in fostering students' EFL learning motivation, not only to enhance linguistic knowledge and skills, but also to enhance positive self-identity changes. First, productive bilingualism exists among EFL students in China, and can be taken as an educational objective. Teachers may simultaneously cultivate learners' intrinsic interest in the target language and culture, and enhance their understanding and appreciation of the native language and culture. A proper integration of the two will lead to productive changes. Second, since individual development motivation influence self-confidence for EFL learners, teachers might pay more attention in helping students set up English learning goals and incorporate them into their long-term career development. Encouragement is greatly needed during the learning process. Third, immediate, short-term motivations are double-edged swords. It could directly enhance learning efforts, yet may have negative effects on learners' identities. Therefore, these motivations should be carefully monitored and not overly emphasized.

It should be noted that in actual learning, students' self-identity changes would be affected by many factors other than learning motivation, which were not taken into consideration in the present study. The data in the present study were confined to China's ELT context, and its implications for other contexts remain to be examined in future research.

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### Appendix 1. Sampling Stratification

Type of University	Number of universities (% among all universities)	Number of sampled universities (% among all sampled universities)	Number of undergrads (% among all undergrads)	Number of sampled students (% among all sampled students)	Sampling method	Number of students sampled in different majors
Comprehensive U.	81 (13.57%)	4 (13.33%)	1,123,038 (21.55%)	540 (21.7%)	45(students) x 3(majors)x 4(universities)	Arts 180 Sciences 180 English 180
U. of Foreign Languages	11 (1.84%)	1 (3.33%)	52,479 (1%)	40 (1.6%)		English 40
Normal U.	109 (18.26%)	5 (16.67%)	950,309 (18.23%)	450 (18.45%)	30(students) x 3(majors) x 5(universities)	Arts 150 Sciences 150 English 150
U. of Science & Technology/ Medical U.	255 (42.71%)	13 (43.33%)	2,235,511 (42.89%)	1,040 (41.9%)	80(students) x 13(universities)	Sciences 1,040
Agriculture/ Forestry U.	41 (6.87%)	2 (6.67%)	357,541 (6.86%)	160 (6.5%)	80(students)x 2(universities)	Sciences 160
U. of Finance/ Law/Ethnic Studies/Arts	100 (16.75%)	5 (16.67%)	493,128 (9.46%)	250 (10%)	50(students)x 5(universities)	Arts 250
Total	597	30	5,212,006	<b>2,480</b>		Sciences 1,530 Arts 580 English 370

**Appendix 2. Questions on Motivation Types**  
(Translated from the first part of the Chinese Questionnaire)

Read each statement below, and tick a number that indicates your opinion of the statement.

1 = Strongly Disagree   2 = Disagree   3 = Uncertain   4 = Agree   5 = Strong Agree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I fell in love with English at the first sight, without particular reasons.  | 1 | 2 | 3 | 4 | 5 |
| 2. I began to study English because my parents/school required me to learn it.  | 1 | 2 | 3 | 4 | 5 |
| 3. Before entering university, my purpose of learning English was mainly to obtain high scores in the university entrance examination.  | 1 | 2 | 3 | 4 | 5 |
| 4. Before entering university, my effort of English learning depended to a large extent on test scores.                                 | 1 | 2 | 3 | 4 | 5 |
| 5. Before entering university, my effort of English learning depended to a large extent on whether I liked my English teacher or not.   | 1 | 2 | 3 | 4 | 5 |
| 6. After entering university, my effort of English learning has depended to a large extent on test scores.                              | 1 | 2 | 3 | 4 | 5 |
| 7. After entering university, my effort of English learning has depended to a large extent on whether I like my English teacher or not. | 1 | 2 | 3 | 4 | 5 |
| 8. After entering university, my effort of English learning has depended to a large extent on the quality of English classes.           | 1 | 2 | 3 | 4 | 5 |
| 9. After entering university, my effort of English learning has depended to a large extent on the quality of English textbooks.         | 1 | 2 | 3 | 4 | 5 |
| 10. After entering university, my effort of English learning has depended to  | 1 | 2 | 3 | 4 | 5 |

a large extent on whether I like the fellow students in the English class.

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|--|---|---|---|---|---|
| 11. An important purpose for my English learning is to obtain a university degree.   | 1 | 2 | 3 | 4 | 5 |
| 12. The direct objective of my English learning is to obtain high scores in examinations concerning going abroad or career development in China. | 1 | 2 | 3 | 4 | 5 |
| 13. Learning English is important for me, because English is a very useful tool in contemporary society.   | 1 | 2 | 3 | 4 | 5 |
| 14. Learning English can give me a sense of achievement.   | 1 | 2 | 3 | 4 | 5 |
| 15. I learn English in order to facilitate the learning of other academic subjects.  | 1 | 2 | 3 | 4 | 5 |
| 16. Only with good English skills can I find a good job in the future.   | 1 | 2 | 3 | 4 | 5 |
| 17. I learn English so as to catch up with economic and technological developments in the world.   | 1 | 2 | 3 | 4 | 5 |
| 18. I learn English because I am interested in English speaking peoples and their cultures.  | 1 | 2 | 3 | 4 | 5 |
| 19. I have special interests in language learning.   | 1 | 2 | 3 | 4 | 5 |
| 20. Out of my love of English songs/movies, I have developed a great interest in the language.   | 1 | 2 | 3 | 4 | 5 |
| 21. I learn English just because I like this language.   | 1 | 2 | 3 | 4 | 5 |
| 22. I learn English in order to let the world know more about China.   | 1 | 2 | 3 | 4 | 5 |
| 23. Out of my love of English literature, I have developed a great interest  | 1 | 2 | 3 | 4 | 5 |

in the language.

24. Only when I have a good command of English can I well contribute to China's prosperity. 1 2 3 4 5
25. Only when I have a good command of English can I live up to the expectations of my parents. 1 2 3 4 5
26. I learn English in order to find better education and job opportunities abroad. 1 2 3 4 5
27. I learn English so that I can go abroad to experience English-speaking cultures. 1 2 3 4 5
28. The ultimate purpose of my English learning is to become an immigrant in English-speaking countries. 1 2 3 4 5
29. Acquiring good English skills is a stepping-stone to one's success in life. 1 2 3 4 5
30. Fluent oral English is a symbol of good education and accomplishment. 1 2 3 4 5

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