

A comparison of English learning motivation among elementary school students, high school students, and college students- A case study in Taiwan

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Abstract

Motivation is believed to be the key to learning. However, are students at different learning stages with different learning motivation? It's nine years after the official implementation of English teaching in Taiwanese elementary schools. How the child learners are motivated to learn English attracts more concern. The study aimed to investigate the young learners' English learning motivation and compare with that of high school students and college students. Participants were 881 students, including 520 elementary schools students, 107 high school students, and 254 college students. They were arranged to fill out questionnaire dealing with their background, English learning motivation, attitude and motivational intensity (Gardner, 1985). All available data were processed by SPSS 17.0 for descriptive, correlation, and one-way ANOVA analyses. Findings showed that with longer learning experiences, older learners had more positive motivation and attitude; but younger learners, with more integrative orientation, held more favorable motivational intensity towards English learning.

Keywords: motivation, attitude, English learning experience

I. Background

As in a global village, English has become the "Lingua Franca" and been widely used as a tool for communication in many fields. To promote the English skills of its workforce and economic outlook, many countries have invested enormous resources in English language learning, Taiwan is not an exception. One of the efforts and changes made was the nation-wide implementation of English teaching for the elementary school students in 2005, starting from the third graders upward, though, not until 2001, was English officially included in the curriculum for the fifth and sixth grades in elementary schools. Based on The Nine-year Integrated Curriculum for Elementary and Junior High Schools Guidelines, the goals of English

curriculum are (1) to help students develop basic communication skills in English; (2) to cultivate students' interests in learning English; and (3) to promote students' awareness of local and foreign cultures and customs (Ministry of Education, Taiwan, 2000). Consequently, the English instructions at the elementary stage are placed on developing students' listening and speaking abilities in the first two years with approximately 1-2 hours a week, and gradually integrating reading and writing skills, in the following two years with approximately 2 hours a week. Now, it comes to the tenth year of the official implementation of English instruction in the elementary schools. The process still has some pros and cons. Some crucial concerns include the differences of students' learning motivation, English prior knowledge, rural/urban areas, teachers, resources, performance, etc. Second/foreign language learning is a complex process, and is affected by many factors. Among them, motivation is believed to be the key to learning. In Taiwan, many studies dealing with motivation have been conducted, and many studies used college students as subjects (Hou, et al., 2013; Yang, et al, 2013). Hence, the study intended to investigate how the child learners are motivated to learn English and compare with that of high school students and college school students.

The Research Questions

The study intended to answer the following research questions:

1. How children's English learning motivation, attitude, and motivational intensity
2. What differences of English learning motivation among students of different learning stages: elementary school, high school, and college.

Purpose of the Study

This study was a step toward providing a better understanding of students' English learning motivation in different learning stages: elementary school, high school and college.

II. Literature review

Related studies of motivation and attitude in second/foreign language learning were described below:

Motivation and attitude

Gardner and Lambert (1959) were the first to publish the investigation of the relationship of attitudes and motivation to second language achievement. It was hypothesized that attitude could play a role in second language acquisition. They suggested two independent factors both related to second language acquisition, namely, language aptitude and motivation. As for motivation, Gardner & Lambert (1959) began to define it as integrative and instrumental motivations. The former is "based on a desire to become more like valued members of the target language community," (Gardner & Lambert, 1959, p.267) and the latter is that "which reflects a determination to acquire another language to achieve such goals as a good job or

social recognition” (Clement, et.al., 1977). It was found that there were clear associations among an integrative orientation, attitudes toward French speaking Canadians, motivational intensity and French achievement. Regarding to attitude, Titone (1990) focused on the role of attitude in second language learning. He indicated that attitudes strictly tied up with motivational dynamics work most powerfully, especially in acquiring mastery in a second language. The causal relationship between attitude and achievement is contradictory. Positive attitude may cause satisfactory achievement. On the other hand, successful achievement may breed positive attitudes. Unlike aptitude, attitudes are not inborn and can be developed and cultivated. In any event, it was suggested that “Developing sound attitudes is the first step toward the achievement of bilingualism” (Titone, 1990, p.1).

III. Research methodology

A case study was used for the research methodology. That was because it was a bounded system, which was in a particular circumstance and with a particular problem, and also gave readers ‘space’ for their own opinions (Stake, 1988).

Subjects

A total of 881 Taiwanese EFL students participated in the study, including 520 elementary students, 107 high school students, and 254 college students. The average years of learning English were 3, 6, and 9 for elementary school students, high school students, and college students, respectively. They were arranged by individual schools to fill out questionnaire dealing with their background, motivation, attitude and motivational intensity toward English learning. The subjects of the study were shown in Table 1:

Table1. Subjects of the study

| Group \ Gender | boy | girl | total | English learning |
|-------------------|-----------|-----------|------------|------------------|
| Elementary school | 271 (52%) | 249 (48%) | 520(59%) | Average 3 years |
| High school | 54 (51%) | 53 (49%) | 107 (12%) | Average 6years |
| College | 109 (43%) | 145 (57%) | 254 (29%) | Average 9 years |
| total | 434 (49%) | 447 (51%) | 881 (100%) | |

Data Collection Instrument

The research questionnaire items were mostly adopted from Gardner (1985). For easy to read, the questionnaire items were translated into Chinese, and even with phonetic symbols for the child learners. The questionnaire contained two parts: Part one: 5 items of students’ background, and Part two: 16 items for reasons to learn English, 18 items for attitude, and the rest 10 items for motivational intensity. The part two items were with 3 choices of disagree (1 point), no comment (2 points), and agree (3 points).

Along with descriptive statistics of mean, standard deviation, and percentages of the questionnaire, a Pearson Relation Analysis was used to find out if there was any relationship among motivation, attitude and motivational intensity. In addition, a One-Way ANOVA was adopted to see if there were any significant differences in English learning motivation, attitude, and motivational intensity among the three groups: elementary school students, high school students, and college students. All were processed by Statistical Package of Social Science (SPSS, 17). The research instruments were shown in Table 2:

Table 2. Research instruments of the study

| Research instruments | | item number | point |
|----------------------|--------------------------|-----------------------|-------|
| Questionnaire | Background | 1-5 | 1-6 |
| | Motivation | 6-21 | 1-3 |
| | Instrumental orientation | 6,8,10,12,14,16,18,20 | 1-3 |
| | Integrative orientation | 7,9,11,13,15,17,19,21 | 1-3 |
| | Attitude | 22-39 | 1-3 |
| | Motivational Intensity | 40-49 | 1-3 |

IV. Findings

Findings included (1) the reliability of the questionnaire; (2) the correlation of students' motivation, attitude and motivational intensity; as well as (3) description and comparison of English learning motivation, attitude, and motivational intensity among the three groups of elementary school students, high school students, and college students. The findings were described below:

1. The reliability of the research instrument

The overall reliability of the questionnaire in the study was Cronbach Alpha =.924 (N of case=44), with .835, .859, and .843 for individual parts of motivation, attitude, and motivational intensity, respectively. "If a test were perfectly reliable, the reliability coefficient would be 1.00....However, no test is perfect reliable" (Gay & Airasian, 2003, p.141). Hence, the result indicated that the research instrument of the study was quite reliable.

2. The relationship among motivation, attitude and motivational intensity

By Pearson Correlation analysis, it's found that motivation, attitude and motivational intensity were strongly and positively correlated to one another ($p < .01$). The results were shown in Table 3:

Table 3. Relationship among motivation, attitude and motivational intensity

| | | motivation | attitude | intensity |
|------------|-----------------|------------|----------|-----------|
| motivation | Pearson | 1 | .762(**) | .449(**) |
| | Sig (two tails) | | .000 | .000 |
| | N | 787 | 772 | 774 |
| Attitude | Pearson | .762(**) | 1 | .538(**) |
| | Sig (two tails) | .000 | | .000 |
| | N | 772 | 787 | 775 |
| Intensity | Pearson | .449(**) | .538(**) | 1 |
| | Sig (two tails) | .000 | .000 | |
| | N | 774 | 775 | 790 |

* p<.05

** p<.01

3. Description and comparison of motivation among students of elementary school, high school, and college

Regarding to English learning motivation, in general, students were motivated to learn English more instrumentally than integratively ($p < .01$). In particular, there was a significant difference among the 3 groups of students ($p < .01$). College students had the strongest motivation ($M = 2.45$), especially instrumental orientation ($M = 2.59$), then elementary school students ($M = 2.23$), and followed by high school students ($M = 2.19$). But, as far as integrative orientation was concerned, elementary school students were stronger ($M = 2.14$) than high school students ($M = 2.01$), though weaker than that of college students ($M = 2.16$). Among the three groups of students, the top reasons to learn English were “English seems of great importance today” (item 20) ($M = 2.57$), “To get a better job” (item 8) ($M = 2.55$), and “To pass exams” (item 16) ($M = 2.55$). However, elementary school students had the strongest integrative orientation “To think and behave like an English speaking person” (item 11). Comparatively, elementary school students believed more that “Every educated person should learn English” (item 24) ($M = 2.42$) than their counterparts ($p < .01$). In addition, the child learners not only “enjoy speaking English” (item 29) ($M = 2.11$) than high school students ($M = 1.88$) ($p < .05$), but also “enjoy writing” than the other two groups of older learners ($p < .01$). On the other hand, comparing with students of elementary school and college, high school students expected “to have more practical teaching materials” because they were “not satisfied with the present textbooks” (item 36) ($M = 2.19$) ($p < .01$).

4. Description and comparison of attitude among students of elementary school, high school, and college

Generally speaking, students held very positive attitudes toward “the language” (item 23) ($M = 2.62$), and wish to “speak English fluently” (item 26) ($M = 2.61$). Furthermore, they believed that “English is

important, because the people who speak it are important” (item 22)(M=2.53), and in addition to English, they “want to learn an additional foreign language in the future” (item 32) (M=2.40). Particularly, high school students held less positive attitude toward “Every educated person should learn English” (item 24) than the other groups of elementary school and college ($p<.01$). Also, elementary school students seemed to less “enjoy listening to English songs and news broadcasts” (item 28) than the other two groups of older learners ($p<.01$). However, the child learners were more favorable to “enjoy speaking English” (item 29) ($p<.05$) and “enjoy writing diary, letters, or compositions in English” (item 31) ($p<.01$). As for high school students, they expected “to have more practical teaching material to learn”, because they were “not satisfied with the present textbooks” (item 36) than the other two groups of students ($p<.01$).

5. Description and comparison of motivational intensity among students of elementary school, high school, and college

In general, students spent more time and effort and hold more positive attitude toward what they were “learning in English class” (item 41) (M=2.46); carefully taking care of the “English assignments” (item 47) (M=2.46) and “English homework” (item 43) (M=2.33). On the contrary, they seemed to be less favor of looking for other opportunities to learn English out of campus (item 40) (M=2.15); actively thinking of what they had learned in English class (item 44) (M=2.03); and enjoying watching English TV programs (item 49) (M=2.01). In particular, elementary students tended to have more favorable motivational intensity (M=2.34) than both groups of students of high school (M=1.97) and college (M=2.09) ($p<.01$). The young learners performed better in dealing with such situations as “When I have a problem understanding something we are learning in English class” (item 41) ($p<.01$); “When it comes to English homework” (item 43) ($p<.01$); as well as actively participation in English class (item 45) ($p<.01$) and positively checking the English assignments (item 47) ($p<.01$).

6. Summary of comparison of motivation among students of elementary school, high school, and college

To summarize, except for motivational intensity, college students had higher means in motivation (both instrumental orientation and integrative orientation), and attitude toward English learning. Specifically, significant differences existed in motivation (both instrumental orientation and integrative orientation) among the three groups ($p<.01$), and between elementary school students and college students ($p<.01$). As for motivational intensity, elementary school students had higher mean than that of the other two groups ($p<.01$). The summary of the comparison was listed in Table 4.

Table 4. Summary of comparison of motivation, attitude and motivational intensity among elementary school students, high school students, and college students

| | N | Motivation | | Attitude | | Motivational Intensity | | Instrumental | | Integrative | |
|---------------|-----|----------------------------------|-----|----------------|-----|------------------------------|-----|----------------------------------|-----|----------------------------------|-----|
| | | M | SD | M | SD | M | SD | M | SD | M | SD |
| 1.Elementary | 520 | 2.23 | .49 | 2.23 | .47 | 2.34 | .45 | 2.31 | .54 | 2.14 | .53 |
| 2.High school | 107 | 2.19 | .35 | 2.27 | .30 | 1.97 | .40 | 2.36 | .37 | 2.01 | .42 |
| 3.College | 254 | 2.45 | .33 | 2.34 | .28 | 2.09 | .32 | 2.59 | .33 | 2.30 | .41 |
| All | 881 | 2.27 | .45 | 2.26 | .41 | 2.24 | .45 | 2.38 | .49 | 2.16 | .50 |
| Sig | | 1:3-*** 2:3-*** | | 1:3-*** | | 1:2** 1:3** | | 1:3-*** 2:3-*** | | 1:3-*** 2:3-*** | |

Note. 1. elementary school, 2.high school, 3. College“-“ negatively *p<.05** p<.01

V. Conclusion and Implication

Some conclusions and implications derived from the study were described below:

Conclusion:

1. The research instrument of the study was quite reliable (Cronbach's Alpha=.924, No of Case=44).
2. Students had strong motivation, positive attitude, and favorable motivational intensity, and the three variables were strongly correlated to one another (p<.01).
3. Students were found to be motivated to learn English more instrumentally than integratively (p<.01). The top reasons for them to learn English were “English seems of great importance today”, “To get a better job”, and “To pass exams”. Comparatively, college students had the strongest motivation (p<.01), but elementary school students were stronger in integrative orientation than high school students (p<.01). Particularly, the child learners had the highest mean in integrative orientation “To think and behave like an English speaking person” (p<.01).
4. Students held very positive attitudes toward English learning. They wished to speak English fluently and wanted to learn an additional foreign language in the future. In comparison, elementary school students believed more that every educated person should learn English, and they seemed to enjoy speaking and writing more. At the same time, high school students expected to have more practical teaching materials because they were not satisfied with the textbooks they were using.

5. As for motivational intensity, they had more favorable intensity in dealing with “returned English assignments”; problem of “understanding English”; and doing “English homework”. On the other hand, they were less favorable in “hearing English songs”; “looking for other chances to learn English”; “actively thinking about what had learned”; and “watching local English TV station”.

Implication

1. In the study, the findings revealed that the older, the more instrumentally oriented. College students were motivated to learn English more instrumentally than the other two groups. However, integrative orientation was also believed to play an important role in foreign language learning. Hence, it was suggested that students develop both instrumental orientation and integrative orientation.
2. The elementary school students were very potential. They were found to be with more integrative orientation, as Ellis mentioned “Child learners are more strongly motivated to communicate with native speakers and to integrate culturally” (Ellis, 2003, p.494). It was suggested that in the upward teaching process, a good balance should be kept to help the child learners be motivated both instrumentally and integratively.
3. For the high school students, they seemed to need more support and encouragement in enhancing their learning behaviors. In particular, to have stronger motivation, more positive attitude, more favorable intensity, and provide more practical teaching materials should be the priority.

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Appendix: Questionnaire

| I. Background | | school | 1 | % | 2 | % | all | % |
|---|------------|--------|------|------|-------------|------|--------|-----|
| Gender: (1).boy (2).girl | elementary | 271 | 52% | 249 | 48% | 520 | 59% | |
| | high | 54 | 51% | 53 | 49% | 107 | 12% | |
| | college | 109 | 43% | 145 | 57% | 254 | 29% | |
| | all | 434 | 49% | 447 | 51% | 881 | 100% | |
| II. Orientation Index: Reasons for studying English | | | | | | | | |
| 1=disagree 2= no comment 3= agree | | | | | | | | |
| contents | | school | 1% | 2% | 3% | M | SD | sig |
| 6. To fulfill a school requirement. | elementary | 18.9 | 24.9 | 56.3 | 2.37 | .78 | 1-3 | |
| | high | 15.0 | 35.5 | 49.5 | 2.34 | .72 | *** | |
| | college | 11.6 | 20.6 | 67.8 | 2.56 | .69 | | |
| | all | | | | 2.41 | .76 | .129 | |
| 7. To understand English speaking people and their way of life. | elementary | 16.9 | 25.8 | 57.2 | 2.40 | .76 | 1-2*** | |
| | high | 17.8 | 50.5 | 31.8 | 2.14 | .69 | 2-3 | |
| | college | 6.6 | 32.8 | 60.6 | 2.53 | .61 | *** | |
| | all | | | | 2.39 | .73 | .000 | |
| 8. To get a better job. | elementary | 19.2 | 20.0 | 60.9 | 2.41 | .79 | 1-2 | |
| | high | 5.6 | 16.8 | 77.6 | 2.71 | .56 | *** | |
| | college | 3.3 | 10.0 | 86.7 | 2.83 | .45 | 1-3 | |
| | all | | | | 2.55 | .72 | .203 | |
| 9. To make friends with foreign language speakers. | elementary | 27.2 | 22.8 | 49.9 | 2.22 | .84 | 1-3 | |
| | high | 13.1 | 40.2 | 46.7 | 2.33 | .69 | *** | |
| | college | 6.6 | 33.3 | 50.1 | 2.53 | .61 | | |
| | all | | | | 2.30 | .79 | .602 | |
| 10. To be an educated person. | elementary | 18.0 | 22.1 | 59.9 | 2.49 | 1.94 | 1-2*** | |
| | high | 29.9 | 51.4 | 18.7 | 1.88 | .69 | | |
| | college | 16.7 | 36.7 | 53.9 | 2.30 | .73 | | |
| | all | | | | 2.37 | 1.63 | .003 | |
| 11. To think and behave like an English speaking person | elementary | 43.0 | 26.1 | 30.9 | 1.87 | .85 | 1-2*** | |
| | high | 57.5 | 35.8 | 6.6 | 1.49 | .62 | | |
| | college | 46.6 | 35.6 | 17.7 | 1.71 | .75 | | |
| | all | | | | 1.78 | .81 | .000 | |

| | | | | | | | |
|--|------------|------|------|------|-------------|-----|--------------|
| 12. To read the original publications. | elementary | 36.8 | 23.2 | 40.0 | 2.03 | .87 | 1-3 |
| | high | 20.6 | 47.7 | 31.8 | 2.11 | .71 | *** |
| | college | 8.9 | 35.6 | 55.5 | 2.46 | .65 | 2-3 *** |
| | all | | | | 2.13 | .83 | .113 |
| 13. To leave Taiwan and become a member of American society. | elementary | 52.0 | 20.7 | 27.3 | 1.75 | .85 | 2-3 |
| | high | 46.7 | 46.7 | 6.5 | 1.59 | .61 | * |
| | college | 31.6 | 52.2 | 16.1 | 1.84 | .67 | |
| | all | | | | 1.75 | .79 | .017 |
| 14. To study abroad. | elementary | 39.7 | 25.1 | 35.2 | 1.95 | .86 | 1-3 |
| | high | 26.2 | 41.1 | 32.7 | 2.06 | .76 | *** |
| | college | 10.5 | 40.6 | 49.3 | 2.38 | .67 | 2-3 *** |
| | all | | | | 2.06 | .83 | .222 |
| 15. To promote educational and cultural background. | elementary | 15.8 | 23.6 | 60.5 | 2.44 | .75 | 1-2** |
| | high | 21.5 | 42.1 | 36.4 | 2.14 | .74 | 1-3-* |
| | college | 10.6 | 35.6 | 53.9 | 2.61 | .60 | 2-3 *** |
| | all | | | | 2.44 | .73 | .000 |
| 16. To pass exams. | elementary | 14.7 | 24.0 | 61.3 | 2.46 | .73 | 1-2 |
| | high | 5.6 | 17.8 | 76.6 | 2.71 | .56 | *** |
| | college | 4.4 | 17.8 | 77.8 | 2.73 | .53 | 1-3 *** |
| | all | | | | 2.55 | .68 | .121 |
| 17. To merit social recognition. | elementary | 24.9 | 23.6 | 51.5 | 2.26 | .83 | 1-3-* |
| | high | 24.3 | 43.0 | 32.7 | 2.08 | .75 | 2-3 |
| | college | 10.6 | 35.6 | 53.9 | 2.43 | .67 | *** |
| | all | | | | 2.27 | .79 | .002 |
| 18. To travel abroad. | elementary | 26.9 | 21.1 | 52.1 | 2.25 | .85 | 1-2-* |
| | high | 15.9 | 18.7 | 65.4 | 2.49 | .75 | 1-3 |
| | college | 2.8 | 21.1 | 76.2 | 2.73 | .50 | *** 2-3-* |
| | all | | | | 2.39 | .79 | .971 |

| | | | | | | | | |
|--|------------|--------|------|------|-------------|-----|------------|-----|
| 19. I like the countries in which English is spoken. | elementary | 33.1 | 24.8 | 42.2 | 2.09 | .86 | 1-3 | |
| | high | 18.7 | 46.7 | 34.6 | 2.15 | .71 | *** | |
| | college | 9.4 | 41.7 | 48.9 | 2.39 | .65 | | |
| | all | | | | 2.16 | .81 | .325 | |
| 20. English seems of great importance today. | elementary | 14.6 | 19.9 | 65.5 | 2.50 | .73 | 1-3 | |
| | high | 9.3 | 26.2 | 64.5 | 2.55 | .66 | *** | |
| | college | 5.0 | 12.8 | 82.2 | 2.77 | .52 | 2-3-* | |
| | all | | | | 2.57 | .69 | .220 | |
| 21. I like the English speaking people. | elementary | 33.6 | 28.2 | 38.1 | 2.04 | .84 | 1-3 | |
| | high | 20.6 | 40.2 | 39.3 | 2.18 | .75 | *** | |
| | college | 9.5 | 40.0 | 50.5 | 2.41 | .65 | | |
| | all | | | | 2.14 | .80 | .628 | |
| Instrumental Orientation (even numbers) | elementary | | | | 2.31 | .54 | 1-3 | |
| | high | | | | 2.36 | .37 | *** | |
| | college | | | | 2.59 | .33 | 2-3 | |
| | all | | | | 2.38 | .49 | *** | |
| Integrative Orientation (odd numbers) | elementary | | | | 2.14 | .53 | 1-3 | |
| | high | | | | 2.01 | .42 | *** | |
| | college | | | | 2.30 | .41 | 2-3 *** | |
| | all | | | | 2.16 | .50 | .000 | |
| Total | elementary | | | | 2.23 | .49 | 1-3 | |
| | high | | | | 2.19 | .35 | *** | |
| | college | | | | 2.45 | .33 | 2-3 *** | |
| | all | | | | 2.27 | .45 | .002 | |
| II. Attitude toward English learning and culture | | school | 1% | 2% | 3% | M | SD | Sig |
| 22. English is important, because the people who speak it are important. | elementary | 18.3 | 22.6 | 59.0 | 2.40 | .78 | 1-2 | |
| | high | 5.6 | 19.6 | 74.8 | 2.69 | .57 | *** | |
| | college | 3.9 | 12.2 | 83.9 | 2.80 | .48 | 1-3 *** | |
| | all | | | | 2.53 | .71 | .233 | |

| | | | | | | | |
|---|------------|------|------|------|-------------|-----|------------|
| 23. English is an international language, everyone should learn English. | elementary | 11.1 | 20.0 | 69.0 | 2.57 | .68 | 1-3-* |
| | high | 8.4 | 21.5 | 70.1 | 2.61 | .63 | |
| | college | 5.0 | 15.6 | 79.4 | 2.74 | .54 | |
| | all | | | | 2.62 | .65 | .511 |
| 24. Every educated person should learn English. | elementary | 15.5 | 26.9 | 57.6 | 2.42 | .74 | 1-2** |
| | high | 25.2 | 44.9 | 29.9 | 2.04 | .74 | 2-3-* |
| | college | 13.3 | 36.7 | 50.0 | 2.36 | .70 | |
| | all | | | | 2.35 | .74 | .000 |
| 25. I am not really interested in English; I learn it just because it is a required course in school. | elementary | 31.5 | 22.3 | 46.1 | 1.85 | .86 | |
| | high | 35.8 | 27.4 | 36.8 | 2.00 | .85 | |
| | college | 38.0 | 30.2 | 31.8 | 1.93 | .83 | |
| | all | | | | 1.89 | .86 | .210 |
| 26. I wish I could speak English fluently. | elementary | 14.6 | 16.9 | 68.6 | 2.54 | .73 | 1-3 |
| | high | 6.5 | 21.5 | 72.0 | 2.65 | .60 | *** |
| | college | 3.4 | 14.5 | 82.1 | 2.78 | .48 | |
| | all | | | | 2.61 | .67 | .888 |
| 27. I hope to make friends with English speaking people. | elementary | 26.3 | 24.3 | 49.4 | 2.23 | .83 | 1-2 |
| | high | 5.6 | 35.5 | 58.9 | 2.53 | .60 | *** |
| | college | 3.9 | 35.8 | 60.3 | 2.56 | .57 | 1-3 *** |
| | all | | | | 2.34 | .77 | .094 |
| 28. I enjoy listening to English songs and news broadcasts. | elementary | 34.5 | 25.0 | 40.5 | 2.06 | .86 | 1-2 |
| | high | 11.2 | 28.0 | 60.7 | 2.49 | .69 | *** |
| | college | 7.8 | 31.8 | 60.4 | 2.52 | .63 | 1-3 *** |
| | all | | | | 2.22 | .82 | .017 |
| 29. I enjoy speaking English. | elementary | 31.0 | 27.7 | 41.4 | 2.11 | .84 | 1-2* |
| | high | 30.8 | 49.5 | 19.6 | 1.88 | .70 | |
| | college | 21.2 | 46.9 | 31.9 | 2.10 | .72 | |
| | all | | | | 2.07 | .80 | .011 |
| 30. I enjoy reading English newspaper, magazines, or original publications. | elementary | 38.7 | 29.1 | 32.1 | 1.93 | .84 | |
| | high | 41.1 | 38.3 | 20.6 | 1.79 | .76 | |
| | college | 33.5 | 45.8 | 20.7 | 1.87 | .72 | |
| | all | | | | 1.90 | .80 | .205 |

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| 31. I enjoy writing diary, letters, or compositions in English. | elementary | 30.8 | 24.0 | 45.1 | 2.14 | .86 | 1-2** |
| | high | 54.2 | 34.6 | 11.2 | 1.57 | .68 | 1-3** |
| | college | 45.2 | 43.6 | 11.2 | 1.65 | .67 | |
| | all | | | | 1.95 | .83 | .000 |
| 32. In addition to English, I want to learn an additional foreign language in the future. | elementary | 23.5 | 22.7 | 53.8 | 2.30 | .82 | 1-2-* |
| | high | 11.2 | 23.4 | 65.4 | 2.54 | .69 | 1-3 |
| | college | 5.6 | 25.1 | 69.3 | 2.63 | .58 | ** |
| | all | | | | 2.40 | .77 | .371 |
| 33. I like to have chances to know other country's culture, so I hope to study abroad. | elementary | 30.3 | 20.8 | 48.9 | 2.18 | .87 | 1-2-* |
| | high | 14.0 | 29.0 | 57.0 | 2.42 | .72 | 1-3 ** |
| | college | 7.2 | 32.4 | 60.4 | 2.53 | .62 | |
| | all | | | | 2.29 | .81 | .403 |
| 34. I have more difficulties in speaking and listening when I learn English. | elementary | 30.3 | 23.3 | 46.5 | 2.16 | .86 | 1-3 |
| | high | 17.8 | 31.8 | 50.5 | 2.32 | .76 | ** |
| | college | 13.4 | 24.6 | 62.0 | 2.48 | .72 | |
| | all | | | | 2.25 | .82 | .975 |
| 35. Generally speaking, most Americans are friendly, and courteous. | elementary | 21.3 | 33.7 | 45.0 | 2.23 | .77 | |
| | high | 15.9 | 51.4 | 32.7 | 2.16 | .67 | |
| | college | 13.4 | 43.0 | 53.6 | 2.30 | .69 | |
| | all | | | | 2.24 | .74 | .204 |
| 36. I expect to have more practical teaching material for us to learn, because I am not satisfied with the present textbook we use. | elementary | 32.8 | 34.4 | 32.8 | 2.00 | .81 | 1-2-* |
| | high | 11.2 | 57.9 | 30.8 | 2.19 | .62 | 2-3** |
| | college | 20.1 | 68.2 | 11.7 | 1.91 | .55 | |
| | all | | | | 2.00 | .74 | .002 |
| 37. I expect to have teachers who are native speakers of English. | elementary | 20.5 | 22.5 | 57.0 | 2.36 | .80 | |
| | high | 4.7 | 42.1 | 53.3 | 2.48 | .58 | |
| | college | 7.3 | 51.4 | 41.3 | 2.34 | .60 | |
| | all | | | | 2.37 | .73 | .088 |
| 38. I hope to have more English classes in school. | elementary | 22.6 | 25.7 | 51.7 | 2.29 | .81 | |
| | high | 22.4 | 40.2 | 37.4 | 2.14 | .76 | |
| | college | 10.6 | 57.5 | 31.9 | 2.21 | .61 | |
| | all | | | | 2.25 | .76 | .210 |

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| 39. I hope to study abroad in the summer or winter vacation. | elementary | 21.1 | 21.3 | 57.6 | 2.36 | .80 | |
| | high | 6.5 | 34.6 | 58.9 | 2.52 | .61 | |
| | college | 3.3 | 46.9 | 49.8 | 2.46 | .56 | |
| | all | | | | 2.40 | .73 | .162 |
| Total | elementary | | | | 2.23 | .47 | 1-3 |
| | high | | | | 2.27 | .30 | -** |
| | college | | | | 2.34 | .28 | |
| | all | | | | 2.26 | .41 | .804 |
| III. Motivational intensity | school | 1% | 2% | 3% | M | SD | Sig |
| 40. If English were not taught in school, I would: (1) not bother learning English at all. (2) pick up English in everyday situations (i.e., read English books and newspapers, try to speak it whenever possible, etc.). (3) try to obtain lessons in English somewhere else. | elementary | 22.5 | 44.4 | 33.1 | 2.12 | .77 | 2.12 |
| | high | 26.2 | 29.9 | 43.9 | 2.17 | .82 | |
| | college | 20.7 | 34.1 | 44.7 | 2.21 | .81 | |
| | all | | | | 2.15 | .78 | .927 |
| 41. When I have a problem understanding something we are learning in English class, I: (1) just forget about it.(2) only seek help just before the exam. (3) immediately ask the teacher for help. | elementary | 10.1 | 16.8 | 73.1 | 2.63 | .65 | 1-2** |
| | high | 20.6 | 56.1 | 23.4 | 2.02 | .66 | 1-3** |
| | college | 11.2 | 52.0 | 36.9 | 2.24 | .66 | 2-3-* |
| | all | | | | 2.46 | .70 | .000 |
| 42. Considering how I study English, I can honestly say that I: (1) will pass on the basis of sheer luck or intelligence because I do very little work. (2) do just enough work to get along. (3) really try to learn English. | elementary | 14.0 | 33.9 | 52.1 | 2.38 | .71 | 1-2* |
| | high | 20.8 | 41.5 | 37.7 | 2.16 | .74 | 1-3** |
| | college | 36.3 | 37.4 | 36.3 | 2.10 | .78 | |
| | all | | | | 2.29 | .74 | .364 |
| 43. When it comes to English homework, I: (1) just skim over it. (2) put some effort into it, but not as much as I could. (3) work very carefully, making sure I understand everything. | elementary | 9.9 | 33.8 | 56.3 | 2.46 | .66 | 1-2** |
| | high | 24.5 | 60.4 | 15.1 | 1.90 | .62 | 1-3** |
| | college | 8.9 | 60.9 | 30.2 | 2.21 | .58 | 2-3 -** |
| | all | | | | 2.33 | .67 | .000 |
| 44. I actively think about what I have learned in my English class: (1) hardly ever. (2) once in a while. (3) very frequently. | elementary | 18.3 | 53.2 | 28.5 | 2.10 | .67 | 1-2* |
| | high | 19.0 | 70.5 | 10.5 | 1.91 | .53 | 1-3** |
| | college | 11.7 | 85.5 | 2.8 | 1.91 | .37 | |
| | all | | | | 2.03 | .61 | .152 |

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|---|------------|------|------|------|------|------|------------|
| 45. When I am in English class, I: (1) never say anything. (2) answer only the easier questions. (3) volunteer answers as much as possible. | elementary | 8.7 | 39.9 | 51.4 | 2.42 | .64 | 1-2** |
| | high | 41.7 | 50.5 | 7.8 | 1.66 | .61 | 1-3** |
| | college | 21.8 | 69.8 | 8.4 | 1.86 | .53 | |
| | all | | | | 2.20 | .69 | .000 |
| 46. If my teacher wanted someone to do an extra English assignment, I would: (1) definitely not volunteer.(2) only do it if the teacher asked me directly. (3) definitely volunteer. | elementary | 10.9 | 33.7 | 55.4 | 2.44 | .68 | 1-2** |
| | high | 26.2 | 69.2 | 4.7 | 1.78 | .51 | 1-3** |
| | college | 19.0 | 76.0 | 5.0 | 1.86 | .47 | |
| | all | | | | 2.22 | .68 | .000 |
| 47. After I get my English assignments back, I: (1) just throw them in my desk and forget them. (2) look them over, but don't bother correcting mistakes. (3) always read carefully, or rewrite them, correcting my mistakes. | elementary | 5.8 | 22.7 | 71.5 | 2.65 | .58 | 1-2** |
| | high | 22.6 | 64.2 | 13.2 | 1.90 | .59 | 1-3** |
| | college | 7.3 | 59.2 | 33.5 | 2.26 | .58 | 2-3 -** |
| | all | | | | 2.46 | .64 | .000 |
| 48. When I hear an English song on the radio, I: (1) change the station.(2) listen to the music, paying attention only to the easy words.(3) listen carefully and try to understand all the words. | elementary | 29.3 | 25.4 | 45.3 | 2.16 | .84 | 1-3-* |
| | high | 13.1 | 55.1 | 31.8 | 2.18 | .64 | |
| | college | 8.9 | 46.4 | 44.7 | 2.35 | .64 | |
| | all | | | | 2.20 | .78 | .383 |
| 49.If there were a local English TV station, I would: (1) never watch it. (2) turn it on occasionally.(3) try to watch it often. | elementary | 20.8 | 52.0 | 27.2 | 2.06 | .69 | 1-3* |
| | high | 20.8 | 67.0 | 12.3 | 1.91 | .57 | |
| | college | 16.8 | 73.7 | 9.5 | 1.92 | .50 | |
| | all | | | | 2.01 | .64 | .236 |
| Total | elementary | | | | 2.34 | .45 | 1-2** |
| | high | | | | 1.97 | .40 | 1-3** |
| | college | | | | 2.09 | .32. | |
| | all | | | | 2.24 | .45 | .000 |