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**A Comparison of English Learning Motivations of  
Junior High School Students in Taipei and in  
Shanghai**

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## Thesis Topic

# A Comparison of English Learning Motivations of Junior High School Students in Taipei and in Shanghai

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## Abstract

This study tried to investigate the different motivation in English learning and the elements that influence the student's motivation between the junior high school students in Shanghai and Taipei. This study is conducted through social observation and qualitative research approaches. The scope of this study focuses on the investigation in Taipei and Shanghai. The subjects of this research will be the junior high school students in Taipei and the junior high school students in Shanghai, and the graduated or elder students, and the students' teachers and parents as well. After the research, there are some findings. The overpopulated pressure lead students in China must study harder to enter top prestigious universities. The interviewers in this study revealed that Taiwanese students do not totally study due to external stress and English learning is based on interests. Parents in Taiwan hope their kids not only learn English for good grades but also develop their interests in English learning. In Shanghai, parents urge their children to study all the time. Parents concern the school grades very much. In Taipei, teachers are willing to be students' friends. Differently, teachers in Shanghai are more authoritative than in Taipei. Teachers emphasize the accuracy on English learning. China's accession to WTO affects the model of English learning. Globalization accelerates the trend to learn English. These years China runs some world-class convention and exhibition which attract more international business and tourists and encourage Chinese to learn English. In the process in this study, we found the English learning motivation of students in Shanghai is stronger than Taiwan's students.

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# 1. Introduction

With the economy of China improving, people of China begins to heed the importance of English language. Chinese people are now learning English with unprecedented passion. During this recent period of high economic growth in China, a large of number of Taiwan businessmen have been doing business in the Mainland China and many of whom brought their entire family to live and be educated in China. Many of these Taiwanese businessmen have brought back information in connection with their educational experience in the Mainland China. We now have means to learn more about China's educational system including English language education and learning.

## 1.1 Motivation

Few years ago, one of my students (junior high school) migrated to Dalian, China and studied there because her father was transferred to work there. Like most of the children of Taiwanese employees stationed in the Mainland China, she came back to Taiwan during summer vacations. She came to see me and showed me her English text books. I was impressed at level of English taught in China which is much higher than that in Taiwan. The thought that came to my mind was that although China is big and powerful with a nationalistic attitude, it still has the ambition and drive to become more competitive by making their population proficient in foreign languages. I was intrigued by the Chinese students' motivation to learn English.

Another reason to arouse my interest in this subject is a certain teacher in China that I heard about. The teacher, Li Yang, is a passionate and enthusiastic English teacher who taught countless Chinese people his "crazy English" and earned a very high reputation. Yang is very good at motivating people's desire to learn. Yang motivates people's desire, their ambitions and even their love for their country. Yang's motivational teaching in English was at the peak during the time when China held the Beijing Olympic Game.

In 2008, China held the Beijing Olympic Game which caused an English learning

“fever”. People learn English like crazy, from kids, students in every rank of schools, young people and even grandfathers and grandmothers tried to learn English. Chao Chi-Cheng<sup>1</sup>, a committee member of the Chinese Peoples' Political Consultative Conference, in an English speech competition said that, Chinese people learned English for learning new technology few decades ago; but now, Chinese people learn English for introducing China to the world and for presenting the Chinese culture, which I doubt very seriously is the sole or even the strongest motivation behind this phenomenon. Regardless, the motivations behind learning English appear to be very different in China and Taiwan, at least on the surface.

Some of the Taiwanese businessmen's children who migrated to China with their parents and went to local schools or international schools cannot catch up with the local students' English level and were asked to move to a lower grade. Chinese high school students construct their future career plan with determination and hard-working. Taiwan should be aware of the crisis in their competitiveness and should take a look at what is behind Chinese students' strong motivation and ambition in learning English.

While I was doing my studying, I noticed that there are many researches made in connection with college students' English learning motivation but very few in connection with the motive of high school students. It is meaningful to do this research in order to achieve better comprehension on the advantage and disadvantage English teaching and learning methods in China and Taiwan. The results from this research could also be beneficial in forming relevant educational policies.

## ***1.2 Purpose***

This study is trying to investigate the difference in English learning motivation levels between the junior high school students in Shanghai and Taipei, the two largest cities in China and Taiwan respectively. This paper will also identify the elements that influence the student's motivation levels in learning English in

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<sup>1</sup> Sun, Lu (2009). *Chao Chicheng looked back to see the history of “English fever” in China*. Retrieved April 13, 2009 from <http://cppcc.people.com.cn/BIG5/35377/9117490.html>

these two cities.

Taiwan and China have the same Chinese language and the same culture, but they have developed separately in the last 60 years. The Culture of Revolution in China, especially, has introduced vastly different concepts of value and behavior model to Chinese people. Taiwan, on the other hand, is an island once colonized by Japan and its people was forced to learn Japanese. After Chinese nationalist came to Taiwan at the end of the Chinese civil war in 1949, Taiwanese people were forced to speak Chinese Mandarin in stead of Taiwanese. While the communist China was in a period of self imposed isolation, Taiwan was flourishing in international trade and Taiwanese people spontaneous learn English in order to pursuit higher academic achievement and international business achievement. Taiwan is a relatively small economy and well understood the importance of international trade and its people are aware of the advantage of knowing different languages. It was only about twenty years ago that China started to attach importance to English learning<sup>2</sup>.

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<sup>2</sup> Wang, Shaomin (2005). A review of researches on English Learning Motivation in China over the past 20 years. *Journal of TV University*. Retrieved 2005 from <http://www1.open.edu.cn/elt/11/4.htm>

## 2. Literature Review and Research Method

### 2.1 Previous Studies

Some theorists traced back the concept of motivation to Plato and Aristotle (Pintrich, P. & Schunk, D., 1996)<sup>3</sup>, who discuss the concept of "willingness". Various theories of psychology lead to different definitions of motivation and classification schemes. In Gareth R. Jones and Jennifer M. George's book<sup>4</sup>, motivation is explained as "psychological forces that determine the direction of a person's behavior in an organization, a person's level of effort and a person's level of persistence". According to Joe Kelly's book<sup>5</sup>, motivation is deeply affected by the needs. He devised a simple model that demonstrates the process of motivation: *Needs - drives - behavior - goals - reduction or release of tension*.

In the field of educational psychology, the motivational construct was examined in terms of intrinsic and extrinsic<sup>6</sup> motives of the learners. Intrinsic motivation is from internal rewards to a task or activity itself; people do certain activities for their own self-perceived needs and goals and pleasure.<sup>7</sup> Intrinsic motivation researchers believed that humans were inherently prone to pursue opportunities to develop their feelings of competence, possibly obtaining pleasure from the experience of the increased competence. Extrinsic motivation comes from external reward such as money, outside reinforcement and even certain types of positive feedback.<sup>8</sup> Behaviors that react to avoid punishment were also extrinsically motivated. Intrinsically motivated students determine to do much better in classroom activities, because they

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<sup>3</sup> Pintrich, P. & Schunk, D.(1996). *Motivation in Education: Theory, Research & Applications*, Ch. 3. Englewood Cliffs, NJ: Prentice-Hall.

<sup>4</sup> Jones, Gareth R. and Jennifer M. George (2008). *Contemporary Management*. Irwin Professional Publish.

Consador, Kat (2009). *What Is the Definition of Employee Motivation?* Retrieved September 11, 2009 from [http://www.ehow.com/about\\_5387352\\_definition-employee-motivation.html](http://www.ehow.com/about_5387352_definition-employee-motivation.html)

<sup>5</sup> Kelly, Joe (1980). *How Managers Manage*. N.J: Prentice-Hall, Englewood Cliffs.

<sup>6</sup> Sansone, Carol & Harackiewicz, Judith M. edited (2000) *Intrinsic and Extrinsic Motivation: The search for optimal motivation and performance*. San Diego: Academic Press, P.444~P.452

<sup>7</sup> Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum.

<sup>8</sup> Deci, E. (1972). *Intrinsic Motivation, Extrinsic Reinforcement, and Inequity*. *Journal of Personality and Social Psychology* 22 (1): P.113~P.120

are willing and eager to learn new material automatically. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. Diversely, extrinsically motivated students may perform the same tasks for chasing certain temptation like grades, compliments.

In the field of second/foreign language learning, Canadian social psychologists Robert Gardner<sup>9</sup> and Wallace Lambert<sup>10</sup>, accentuated motivational issues and claimed that motivation played a determining role in successful language acquisition<sup>11</sup>. They found that two orthogonal factors were equally related to second-language achievement, one an intellectual or aptitude factor, and the other a motivational factor, which was characterized by a strong drive to learn the language, favorable attitudes towards the language group, and an expressed desire to learn more about the language group and meet more of its members (referred to as an integrative orientation).<sup>12</sup> Their social-educational model of integrative and instrumental motivation had been the leading model for decades, which represents reasons for studying languages. In his doctoral thesis<sup>13</sup> in 1960, Robert Gardner postulated that the distinction between integrative and instrumental orientations implies an attitudinal as well as a motivation difference between two types of language students. “Those students who are instrumentally oriented may be handicapped by the fact that the linguistic responses they are trying to learn are not rewarding to them”<sup>14</sup>. That is, the linguistic responses are not really meaningful for instrumentally oriented students, while integrative oriented students, on the other hand, enjoy the foreign speech sounds, grammatical rules, etc., because they are willing to behave as valued members of a certain language group. He conducted a research on English speaking high school students learning French in Montreal in Canada to examine the factors of Second-Language Achievement, Integrative-Motivational, Home Background, General Associational Fluency or Meaningfulness, General Ethnocentrism, Home Discipline-Anomic

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<sup>9</sup> Gardner, R. & W. Lambert (1959), Motivation variables in second language acquisition. *Canadian Journal of Psychology*, 13:P.266~P.272

<sup>10</sup> Lambert, Wallace E. (1972) *Language, Psychology and Culture*. California: Stanford University Press, P.9~P.31

<sup>11</sup> Edwards, John (1985). *Language, Society and Identity*. Oxford: Basil Blackwell Ltd. P.146~P.158

<sup>12</sup> Gardner, Robert C. (1960a). *Motivation variables in second language acquisition*. Doctorial thesis, McGill University.

<sup>13</sup> Gardner, Robert C. (1960b). *Motivation variables in second language acquisition*. Doctorial thesis, McGill University. From <http://publish.uwo.ca/~gardner/docs/phd.pdf>

<sup>14</sup> Gardner, Robert C. (1960c). *Motivation variables in second language acquisition*. Doctorial thesis, McGill University. From <http://publish.uwo.ca/~gardner/docs/phd.pdf> P.16

Orientation, Parental Supports of the Integrative Orientation. It was found that the integrative-oriented students liked their French-Canadian acquaintances significantly more than those who were instrumentally oriented.

In the 1970s, the psychologist Abraham Maslow suggested that people are motivated by a hierarchy of needs<sup>15</sup>. According to Abraham Maslow's Hierarchy of Needs Theory, people are motivated by needs that remain unsatisfied, and that certain lower factors must be satisfied in order for higher needs. Maslow recognized the general categories of needs (the physiological need, the safety need, the belonging and love need, the esteem need, the need for self-actualization) which have to be fulfilled in order to prevent illness. These needs were referred to as “deficiency needs”. When people are motivated to fulfill these needs, people progress toward growth and, eventually, self-actualization.

Due to the very few researches on comparison of English learning motivations of junior high school students in China and in Taiwan, this paper is trying to cite the point of view from the researches from both sides to present the situation of both sides.

Liao (2007) in Taiwan did the study “A Study of Taiwanese Junior High School Students' EFL Learning Motivation and Learning Strategies”.<sup>16</sup> In Liao's study, a motivational questionnaire was developed and 315 students from ten different classes in a junior high school located in Miaoli County in central Taiwan were interviewed. The participants in Liao's study reported several orientations including, integrative orientation, instrumental orientation and intrinsic orientation.

Liao's study reflected that the participants' motivation was integrative orientated. Based on Gardner's proposition<sup>17</sup>, the integrative orientated factor refers to a desire to

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<sup>15</sup> Maslow, Abraham H. (1954). *Motivation and Personality*. New York: Harper & Row, P.35~P.58

<sup>16</sup> Liao, Yen-fen (2007). *A Study of Taiwanese Junior High School Students' EFL Learning Motivation and Learning Strategies*, Unpublished Master Thesis, National Changhua Normal University.

<sup>17</sup> Gardner, R. C. & Lysynchuk, L. M.(1990). The role of aptitude, attitudes, motivation and language use on second-language acquisition and retention. *Canadian Journal of Behavioural Science*, 22, P.254~P.270

interact with English-speaking groups and an interest in foreign culture, the language and the people. The students in Liao's study showed a high affinity to English language, customs and cultures and the special and interesting stories of the foreign culture but not necessarily actually integrate into foreign countries. The participants revealed that they hope to talk to the foreign tourists in fluent English and even to make friends with them.

The two motivational orientations Expectancy & Satisfaction and Utilitarian Purposes in Liao's study generally reflected the learners' pragmatic reasons for learning English. The construct of expectancy was referred to perceived likelihood of success and the concept of satisfaction which was related to the outcome of learning, including the combination of extrinsic rewards and intrinsic rewards. And the utilitarian purposes fact was regarded that the target language was a beneficial tool for finishing the individuals' assignments. The target language, English, was viewed as a useful tool when the learners sing or see a movie. The participants showed their learning English for pragmatic reasons, for example, to get a good job, to pass exams, and to use computers and Internet. Moreover, the learners thought that it is necessary to have excellent English proficiency in Taiwan.

In addition, there was a noted overlap of instrumental orientation and intrinsic motivation. The junior high school students in Liao's study hoped to be better than others by obtaining good English language skills. Students have been taught that good English proficiency can lead to a higher social status and a better future. In the study, it showed that a large number of participants had great confidence levels during language acquisition. The participants also declared that they enjoyed learning English because they were interested in learning something new.

Moreover, the construct of intrinsic motivation could be described using Weiner's (1979, 1986)<sup>18</sup> attribution concepts: people actively process information from their

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<sup>18</sup> Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71(1), P.3~P.25

Weiner, B. (1986). *An Attributional Theory of Emotion and Motivation*, New York: Springer-Verlag.

past experiences or contexts in an attempt to understand and rationalize the occurrences of their success and failure in achievement contexts. By this concept we can see, even 18% of the learners in Liao's study gave up learning English; it still can be attributed as the intrinsic orientated motivation.

Another relative research in Taiwan "A Study of the Relationships among Learning Motivation, Learning Satisfaction, and Learning Achievement of Junior High School Students---Example in Yunlin County"<sup>19</sup> was written by the graduate student Chiu-li Chen in 2005. The study involved 762 students as samples from public junior high schools and from private junior high schools in Yunlin County in central Taiwan. One of the purposes in Chen's study was to investigate students' English learning motivation and tried to discuss the differences among learning motivation. The findings of the study are: students held higher endorsement with the intrinsic goal orientation; the personal factors affecting their English learning motivation were school types, gender, learning style after class and the earlier learning, the better motivation orientation. Students learn English for intrinsic orientated reasons like curiosity, self-challenge, interest and positive attitude on learning. It was inconsistent with Huang (2004)<sup>20</sup> who conducted a research on elementary school students that revealed more extrinsic motivation orientated. It was presumed that junior high school students were more mature and deliberate than elementary school students. The outer rewards like prize or compliment from parents and teachers were not the main enticement. Junior high school students assent and discern they have to study hard and be self-responsible for their future.

From the theses above, we can presume that the English learning motivation of junior high school students in Taiwan are not only more intrinsic orientated but also more integrated orientated. Of course junior high school students in Taiwan also learn English for pragmatic reasons and have the extrinsic motivation element for they have

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<sup>19</sup> Chen, Chiu-li (2005). *A Study of the Relationships among Learning Motivation, Learning Satisfaction, and Learning Achievement of Junior High School Students---Example in Yunlin County*. Unpublished master thesis. National Yunlin University of Science & Technology.

<sup>20</sup> Huang, Yuwen (2004). *The research on senior grades teachers' teaching attitude, the interaction between students and teachers, and the motivation of learning in elementary*. Unpublished master thesis. Department of Education & Graduate Institute of Elementary and Secondary Education, National Chiayi University.

to be estimated by the important entrance examination to go to their ideal senior high schools. But the studies also revealed that junior high school students in Taiwan learn English for interest and for the reason to use this language to hook themselves to the world, to the level of self-esteem and self-actualization by Maslow's concepts. But the studies above were investigated in the central Taiwan and were some of the present cases in Taiwan. Thus, this study is trying to investigate the present situation in Taipei and trying to find out the differences from Shanghai.

On the other hand, some studies in Mainland China discussed the present situation of Chinese high school students' English learning motivation. In 2005, Fan Mingshu in Liaoning Normal University conducted a thesis on the topic of "An Investigation of English learning motivation of Second year of Middle school students"<sup>21</sup>. There were 70 eighth grade students in this study and two questionnaires were used. The finding indicated that the school children had no particular contact with foreigners and no particular interest in it and nor do their job prospects on it. English was just a subject and students had to force to accept it. Most schools accidentally encouraged extrinsic orientated motivation with the teacher-directed classroom, grades and test and competitiveness. This led the students to work to please teachers or authorities rather than to develop themselves on interest. It was meaningful for the middle school students to get high grades to please teachers and parents and to go to brand name senior high schools. The termination on getting good grades was stronger than using the language to fulfill their lives.

Another study was conducted by Wen (2005).<sup>22</sup> In this study it presented the current situation that students often complained that their classes were boring, their teachers were boring and their text books were boring. After each examination, students' names were listed in order based on their scores by their teachers and this let students got a lot of pressure. For teachers, students' scores were very important for their promotion.

Almost all teachers participated in this study thought students learn English for the

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<sup>21</sup> Fan, Mingshu (2005). *An Investigation of English Learning Motivation of Second Year of Middle School Students*. Unpublished master thesis. Liaoning Normal University.

<sup>22</sup> Wen, Aiyong (2005). *Effect of Students' Motivation on English Learning in Junior Middle Schools*. Unpublished master thesis. Jiangxi Normal University.

purposes to pass the exam and go to good universities and to get good jobs. In China, English is just one of the compulsory subjects; students' aim of learning English is only to pass the examination and the subject English is one of the determined elements to go to good universities. And cram methods of teaching were used frequently by teachers. Wen's research found that students spent much time on memorizing vocabularies, grammar structures and mechanical drills which were no help on students' English proficiency. The teaching approach was not communicative approach so the students lacked of interactive activities. The learning materials might lack of readability, suitability and exploitability. Quite a number of studies showed that the motivation for most Chinese learners was instrumental orientated. The research revealed that students from countryside or non-key high schools were less motivated to learn English and their learning outcomes are generally low (Meng, 1991<sup>23</sup>; Zhao and Campbell 1995<sup>24</sup>; Pride and Liu 1998<sup>25</sup>). Students from key high schools had stronger motivation on learning English than the students from non-key schools for the factors that key high school students had much stronger determination to learn English and believed English was important and valuable for their future and got higher scores on it as well. The author argued that English has become the international language and students achieve on it can hook the global village and make their dreams come true. With China's joining in WTO, China's development in economy, the Olympic Game in China in 2008, Chinese students learn English not only for passing the exam but also tried to identify themselves with English.

From the theses above, we can assume that the English learning motivation in middle school students in China are more instrumental orientated. Students focus their aim on getting high scores but not on the reason of usefulness. Teachers and parents forced students to learn English to get better grades and enter key high schools and brand name universities. It is guarantee to get a good job and improve the life quality by way of getting good grades and getting top brand name university certificate. But the situation might change gradually through China's rapid

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<sup>23</sup> Meng, Qingqing (1991). Letter to the Editor. *China Daily*, June 10 1991, P.6

<sup>24</sup> Zao, Young and Campbell K.P. (1995). English in China, *World Englishes*, Vol.14, No. 3, P377~390

<sup>25</sup> Pride, J. B., & Liu, R-S. (1988). Some Aspects of the Spread of English since 1949. *International of Journal of the Sociology of Language*, P. 41~70, 74

economic development and hook itself internationally by the joining in WTO current years.

These researches above were conducted on the situation in Jiangxi province and Liaoning province, but in this paper we would like to get more information about the English learning motivation of junior high school students in Shanghai, the most prosperous city in China. It is meaningful to continue digging into the context in this paper.

## ***2.2 Theoretical basis for the Research***

This study is trying to examine how needs or personal goals affect on the motivation of the students in learning English through psychological theories and compare Taiwan's and China's high school students' motivation in learning English.

In this thesis, I will apply Vroom's expectancy theory of motivation, definitions of motivation and needs as provided by Jones, George and Kelly, Gardner, Maslow and empirical data obtained from field research to identify the different needs of the junior high school students in Taipei and Shanghai and analyze the needs' impact on their English learning motivations and achievements.

## ***2.3 Vroom's Expectancy Theory of Motivation***

Unlike Maslow concentrated on the relationship between internal needs and the resulting effort expended to fulfill them, Vroom separated effort (which arises from motivation), performance, and outcomes to introduce his concept of expectancy theory. Expectancy theory is about the mental processes with reference to choice, or choosing. Vroom hypothesizes that effort, performance and motivation must be linked in order to motivate a person. Vroom proposes three variables to account for this, which he called Valence, Expectancy and Instrumentality.<sup>26</sup>

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<sup>26</sup> Vroom, Victor H & Kenneth R. MacCrimmon (1968), "Toward a Stochastic Model of Managerial Careers," *Administrative Science Quarterly* 13, June 1968, (1): 26-46

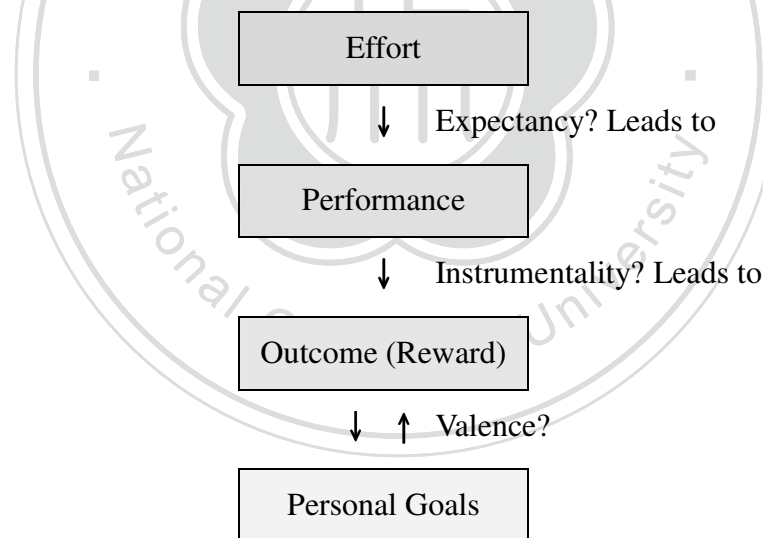
**Expectancy**<sup>27</sup> refers to the strength of an individual's preference for receiving a reward. If expectancy is higher, the individual will put higher efforts to achieve the desired outcome. It is the belief that increased effort will lead to increased performance, i.e. If I study harder then my grades will get better.

**Instrumentality**<sup>28</sup> is the belief that if you perform well that a valued outcome will be received, i.e. if I learn English well, I can benefit something in it for me. It refers to the degree to which a first level outcome will lead to the second level outcome.

**Valence**<sup>29</sup> is the importance that the individual places upon the expected outcome. For example, if I am mainly motivated by money, I will not value highly the offers of additional time off.

The following diagram depicts the expectancy theory of motivation:

Figure 1: The Expectancy Theory of Motivation (Vroom)



<sup>27</sup> Vroom, Victor H. (1964). Work and Motivation. John Wiley & Sons, Inc. Third Printing, April, 1967. P. 8~28

<sup>28</sup> Theories of Motivation: Vroom's Valence-Expectancy Theory  
from: <http://www.mbaknol.com/management-concepts/theories-of-motivation-vroom%E2%80%99s-valence-expectancy-theory/>

<sup>29</sup> Expectancy Theory of Motivation from [http://www.arrod.co.uk/archive/concept\\_vroom.php](http://www.arrod.co.uk/archive/concept_vroom.php)

There is a simple formula which expresses the strength of motivation:

$$M=E*V$$

E is expectancy, V is valance, and M is motivation. It explains that the more the expectancy and the valance, the more the motivation. For example, the strength of the benefit of English learning will strengthen junior high school students' motivation in learning English.

Porter, Lyman W. and Edward E. Lawler<sup>30</sup>, III ( 1968 ) enriched this pattern as four variables items: effort, performance, reward and satisfaction to explain the motivation of individual process. And in 1973, they made a second amendment of the new theoretical model, by adding a "learning" factor. They demonstrate the importance of learning and that the expectations of effort obtains performance and performance obtains outcome were likely caused by the influence of past experiences. They also stressed the impact of situational changes in incentives are features. The most important feature of expectancy theory is to emphasize the relationship between motivation and reward. The extrinsic rewards satisfy the low-level needs in Maslow's hierarchy of needs including food, clothes, salary, status, promotion, security and so on. The intrinsic rewards satisfy the higher demand levels in Maslow's hierarchy of needs including the meaning of existence and the ability of self-affirmation and so on.

This study tries to apply Vroom's Expectancy Theory of Motivation to examine the English learning motivation in high school students between China and Taiwan through the questionnaires basic on Gardner's definition on motivation. This study tries to interview the students in Taipei and in Shanghai to examine what kinds of personal goals are they expectant for, whether English learning is the most important reward for the students, how they performance in studying English and what effort they will make if they choose to performance well in English learning.

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<sup>30</sup> Porter, Lyman W. and Edward E. Lawler, III ( 1968 ) , Managerial Attitudes and Performance, Homewood, IL: Richard D. Irwin, Inc.

## 2.4 Hypothesis

This study hypothesizes that high school students in Shanghai have a stronger English learning motivation than their counterparts in Taipei, due to the different environments those students are exposed to, as explained by Victor Vroom's expectancy theory of motivation.

Taipei, as compared to Shanghai, has achieved relatively higher level of economic development where its GDP per capita is much higher than Shanghai<sup>31</sup>, its educational system encourages creativity and endorses Harvard Professor Howard Gardner's theory of multiple intelligences, and therefore, people's focus is placed on individual development and achievement of individual goals. Most junior high school students in Taipei attended senior high school and most are not exposed to financial pressure during this time. Colleges are available to most senior high school; students could attend college easily. Many multimedia educational tools are available to supplement learning. While Shanghai on the other hand has a lower GDP per capita, Most of the students' goal in life is to focus on placing on ability to get into excellent key high schools and prestigious top universities and find better paying jobs to make them stand out in a large population in China.

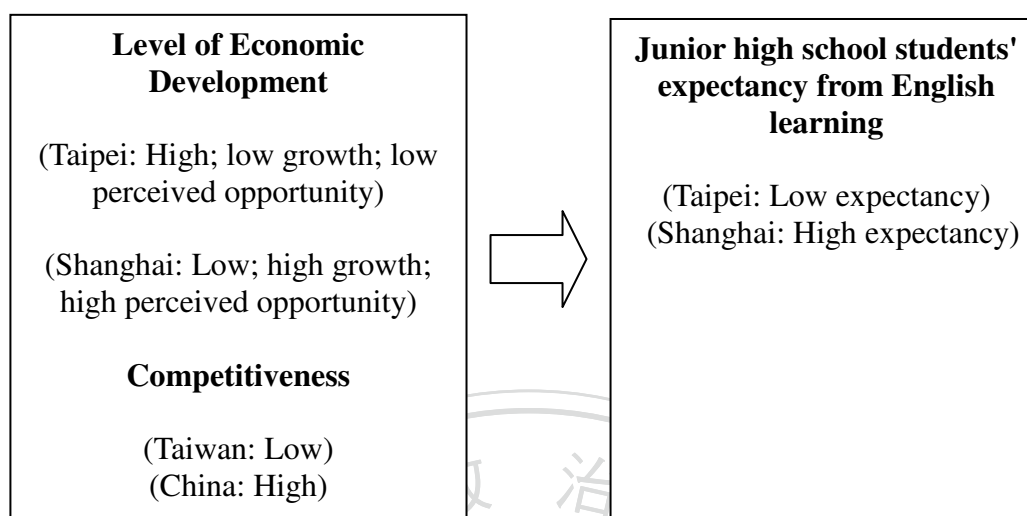
On the other hand, from Vroom's Expectancy Theory of Motivation, Shanghai students' relative higher motivation in learning English language can be explained that China's rapid economic growth leads high perceived opportunity itself and finally causes Shanghai's junior high school students have high expectancy for their future. But Taipei's level of development is higher and the time of the development is earlier, compared to Shanghai, and the low growth and low perceived opportunity causes its

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<sup>31</sup> According to IMF, the GDP per capita in Taiwan in 2009 was around US\$16392; and according to the Taiwan Economic Research Institute, a research report released in March 2009, it estimated the GDP per capita of Taipei was US\$48,400  
Li, Judy (2009). *Taipei City Has Second-Highest Per Capita GDP in Asia: TIER*. Taiwan Economic News. Retrieved March 19, 2009 from [http://www.cens.com.tw/cens/html/en/news/news\\_inner\\_26710.html](http://www.cens.com.tw/cens/html/en/news/news_inner_26710.html)  
According to IMF, the GDP per capita in China was US\$3678. According to Shanghai Statistic Bureau in 2008, it was the first year that Shanghai's GDP per capita was over US\$10000.

junior high school students have lower expectancy. But Taiwan develops itself as an innovative and creative society. My hypothesis can be illustrated as follows:

**Figure 2: The Explanatory Framework of this Research**



Taipei, as compared to Shanghai, has achieved relatively higher level of development, but this also suggests that the growth rate is lower and perceived opportunities are fewer. In a higher growth economy, Shanghai students are more likely to observe the success of others and the rapid increase in demand for people's proficient in English. Their experience in this kind of environment will likely result in higher expectancy in Shanghai students from English language learning and hence a higher motivation as based on Vroom's expectancy theory of motivation.

## **2.5 Research Method**

This study is conducted through social observation, qualitative research and qualitative approaches. The qualitative research will be conducted through the collection and review of second-hand academic journals, book sand so on. It will be also managed through in-depth interviews with junior high school students, the graduated junior high school students, their teachers and their parents in Shanghai and Taipei. The interviews with the junior high school students are intended to determine the elements of both intrinsic motivation and extrinsic motivation of the students. The interviews with students' teachers and parents are intended to prove that the extrinsic motivation of the students will influence their future career plan.

## ***2.6 Scope of Research***

This study will focus on the investigation in Taipei and Shanghai since these two cities are the largest and the most prosperous cities in Taiwan and China.

## ***2.7 Instrument***

For the instrument of this research, the use of observation approach will be adopted. The qualitative research will be conducted through the collection and review of second-hand academic journals, books, resources from Internet and newspapers and in-depth interview with semi-structured questionnaire to collect qualitative data.

## ***2.8 Subjects***

The subjects of this research will be the junior high school students in Taipei and the junior high school students in Shanghai, and the graduated or elder students, and the students' teachers and parents as well. Teachers will be involved in this research because they have been with the students in the campus for an extended period of time and understood the students' learning process. Teachers make long term observations in educational circumstance and are more familiar with educational psychology. As for parents, they are the secondary main roles who participate in their children's learning and sometimes they play the decisive roles in children's future career.

The parents know well about their children and even affect their children's learning and career planning. The graduated or elder students have just experienced the learning period of junior high school, and when they look back at their experience, they are often more clear about the learning process than the students who are still in it. They are also more eloquent in delivering their thinking and experience regarding the subject. The popularities or the public opinions or editorials will be accepted for gathering the views in the society generally.

## **2.9 Research Design**

The aim of this study is trying to identify the different motivations in English learning between Taiwan's and China's junior high school students and try to figure out whether the English learning motivation in junior high school students in Shanghai is stronger than in Taipei. This paper tries to apply Vroom's expectancy theory of motivation to examine the phenomenon and the differences between the two groups of students mentioned above.

The first process is that the researcher constructed a pool of items to develop the questionnaire. Open-ended questions were developed to reveal students' reasons to learn English. Second, the researcher interviewed students and their parents and teachers to know more about the situation of learning English among high school students between Shanghai and Taipei.

## **2.10 Procedure**

The procedure of this research was: (1) preparation and data collection, (2) field investigation and interviewing, and (3) data analysis and drawing conclusion

**Table One: The Schedule of This Research**

<b>Stages</b>	<b>Preparation and Data Collection</b>	<b>Field Research</b>	<b>Data Analysis and Conclusion</b>
Time	June, 2009 ~ January, 2010	July, 2009 ~ January, 2010	November, 2009 ~ February, 2010

In the period of preparation and data collection, I adopted data and resources about the issue and relative literature from books, journals and from Internet. In the period of field research, I went to Shanghai in person during July and August in 2009. I interviewed some domestic junior high school students and their English teachers through Taiwanese business people in Shanghai for the reason that I didn't know any local Chinese people. I interviewed some local students through Taiwanese students who join the local schools and international schools. In order to get more

information about the local education situation, I also interviewed some Taiwanese mothers whose children joined the local schools or international schools. In fact, Taiwanese parents send their kids to local schools which they chose as very good schools. And my interviewers are students who have strong willing to enter key-high schools and have good academic performance. So my interviewers on both Taipei and Shanghai in this study are students who wish to enter high schools. Not only Taiwanese mothers in Shanghai but also the local teachers, students, principals and parents in Shanghai helped me a lot to do this research. After back to Taiwan, I continued to interview the students, teachers and parents in Taipei to do more research. The third period of this research was to collect all data and analyze the data and try to find the clue and make a conclusion and implication.



### **3. The English Learning History and Development in Taiwan and in China**

#### ***3.1 Why learn English***

Because of the proliferation of globalization, the transportation vehicle progresses, along with the rise of Internet, people get closer and communicate one another more often. English becomes the global humanity's common language for communication after World War II<sup>32</sup>.

With the growth of the British Empire since eighteen century, English began to spread and reach to truly global by the late nineteenth century.<sup>33</sup> Indian linguistic Braj Kachru<sup>34</sup> (1985) has proposed a widely-used concentric model of English which can be categorized by three circles: the Inner-, the Outer-, and the Expanding-circle countries. In the Inner-circle countries, English is the main language (e.g., the U.S.A., Canada, Britain, and Australia). In the Outer circle, English has spread as a result of colonization and has been used there mainly for administrative purposes. As the Expanding circle, it encompasses all countries in which English is being taught as a foreign or additional language (e.g., Taiwan, China and other Asian countries. Now the population of the Outer circle and Expanding circle are bigger than the Inner circle and it is still increasing. The concept of “English is a world language” has been shaped.

A world authority English linguist, David Crystal, brought up his idea about the phenomenon of English as a global language. According to Crystal<sup>35</sup> in 1997, there were over 320-380 million speakers of English as first language, 150-300 million population speak English as a second language. The number of people learning English as a foreign language is 100 million to 1000 million and is still increasing

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<sup>32</sup> Wikipedia, *English Language* from [http://en.wikipedia.org/wiki/English\\_language](http://en.wikipedia.org/wiki/English_language)

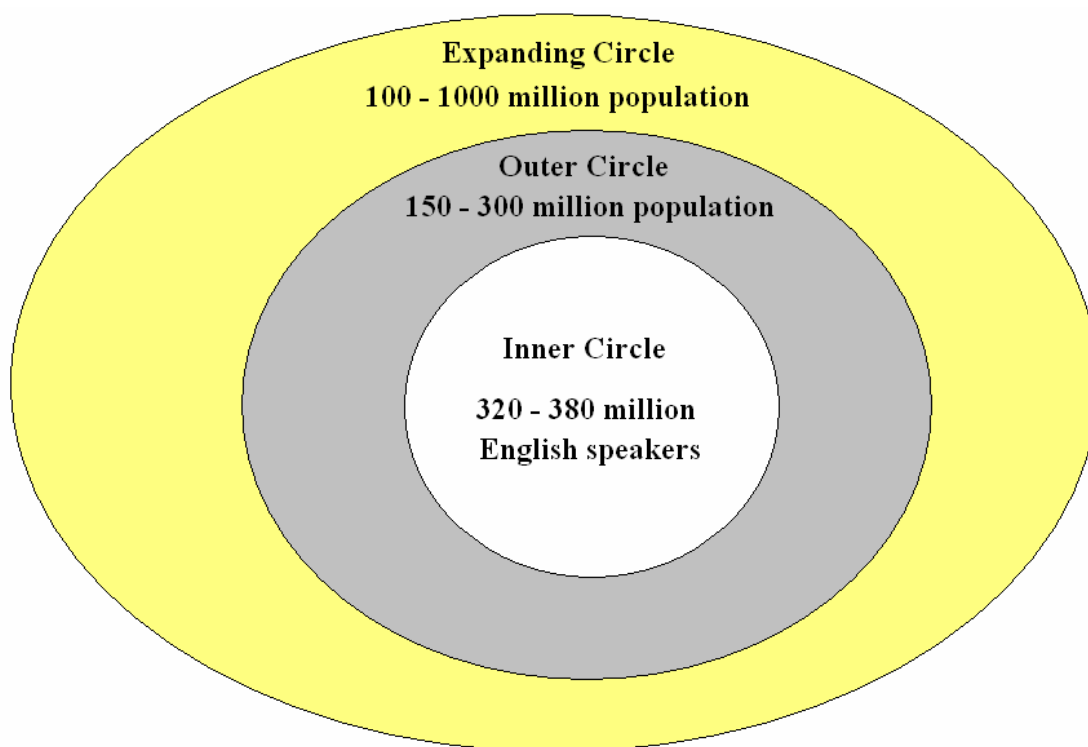
<sup>33</sup> eHistLing, *Lecture 7: World-Wide English*. from [http://www.ehistling-pub.meotod.de/01\\_lec06.php](http://www.ehistling-pub.meotod.de/01_lec06.php)

<sup>34</sup> Kachru, B. (1985). Standards, codification, and sociolinguistic realism: The English language in the Outer circle. In R. Quirk & H. Widdowson (Eds.). *English in the world, teaching and learning the languages and literatures*. Cambridge: Cambridge University Press, P.11~30

<sup>35</sup> Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University press.

rapidly. The famous British linguist David Graddol<sup>36</sup> (1997) forecasts the future language environment must be multilingual communication since the frequent international communication and trade, the rise of the BRICs, the technology and the corpulence of people. People who only use a language will probably meet the difficult on work, trade, research or politics. But “the global popularity in English is in no immediate danger and its pre-eminent position as a world language will not be changed in some world regions and domains use as the economic demographic and political shape of the world is transformed.”<sup>37</sup> He also analyzed that the relationship between English and globalization was a complex one: economic globalization encouraged the spread of English but the spread of English also encouraged globalization.

Figure 3: Kachru (1985) The Three Concentric Circles of the English-Speaking World with estimates of speaker numbers in millions according to Crystal in 1997



In 2006, David Graddol<sup>38</sup> forecasts that a massive increase in the number of people

<sup>36</sup> Graddol, David (1997a). The Future of English? The British Council 1997. 2000. P.2 , P.10~11

<sup>37</sup> Graddol, David (1997b). The Future of English? The British Council 1997. 2000. P.2

<sup>38</sup> Graddol, David. (2006). English Next. London: British Council. Available for free from the website of the British Council. Retrieved March 16th, 2008, from <http://www.britishcouncil.org/learning-research-english-next.pdf> P.14~15, P19, P41~49

learning English has already begun, and is likely to reach a peak of around 2 billion in the next 10-15 years. Over the next decade there will be a complex and changing mix of learner ages and levels of proficiency. The situation will be one of many ages and many needs. He argued the rise of Chinese and Spanish will appear the importance of bilingual. Multilingualism will be normality and affect the economy, education and national policy making. It is necessary to learn English and native language as well. With the prosperity of innovation and information technology, English will be the international tool of communication.<sup>39</sup> English language will continue to grow in popularity and influence in the future.

There are many reasons that people learn English:

(1) Participate in international official language: English involves deeply in various domains like international politics, the communication media, the economics and trade activity, the sightseeing trip, international education. Observing the situation, almost important international organization like OECD, WTO, APEC, EU and important international active like Olympic Games, the world expo, as well as many kinds of international conferences, English occupies the official language the first place. English is also prominent in international politics, business, technology, media, medicine, education, tourism, culture and so on.

(2) Get information from Internet: most government official websites, most international organization's websites and international displays use English as official language. The different cultures exchange and fuse unprecedentedly. The boundaries between countries become vague because of using the common language - English. The global various corners' news, the different groups' advocacy and their positions transmit to the world by the international language - English. English dominates computers and the Internet. Those who want to use computers or the Internet must learn English first.

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<sup>39</sup> Modiano M. (1999). International English in the global village. *English Today* 58, vol.15, No.2. UK:Cambridge University Press.

Crystal D. (1999). The Future of English? *English today* 58, Vol.15, No.2. UK: Cambridge University Press.

(3) Get access to knowledge: most books, press, reports and the most important theses in the world are written in English or translated in English. People who want to access to the important knowledge from all over the world must have the ability to use English or at least they meet the problems of translation. Most of the information on the Internet are written in English or translated in English.

(4) Communicate with people: nowadays most people use English in conferences, travel, and education, etc. Global migration is higher than ever before. People migrate at liberty and will surprisingly find that they can easily communicate with people everywhere in English. With convenience of transportation and information, lots of people travel on business or on vacation. The proportion of global tourism is growing. The employees from all over the world in transnational firms or global firms communicate mutually without any barriers for the reason they use the common world language -English. The spread of transnational goods also spread the language and culture.

(5) Push individual career forward: with the ability to use English, people may enrich their lives on work, social lives, and leisure. Learning to speak English well may be the best thing to improve our life. The employees in many international enterprises and joint ventures communicate each other in English. Then different nationalities employees discuss their work without language barrier.

(6) Share the different cultures and the circular of entertainment. American popular cultures and media contribute the spread of English. People can easily receive the popular entertainment and news from MTV channel, CNN, even the cartoon network or Disney channel.

In order to participate in the globalization opportunity and the challenges, many governments around the world stipulate English as one of the official languages in their countries or adopt English as very important foreign languages. English no longer becomes a legacy of certain countries. The skills of using international languages become a part of international competitiveness.

Because of the trend of globalization, whoever owns the ability of English proficiency

owns the competitiveness. The trend of globalization leads the cities like Seoul, Hong Kong, Singapore, and Taipei to international stages. Thus, many countries around the world try their best to promote their people with English. English native speakers will face more competition since more bilingual elites own the abilities of languages and profession. The western will no more occupy the superiority of leading the world. Not only the enterprise but the schools face the unprecedented competition. Many countries' governments manage various policies and plans to promote their people's English ability and to improve their people's international perspective. In Taiwan, the Research, Development and Evaluation Commission, Executive Yuan manages a plan in September 23, 2008 which is under the proposal of the twelve "i Taiwan" (I love Taiwan) to improve citizen's English proficiency. The government advocates that English proficiency is the key competitiveness in the future. The Executive Yuan set goals to carry out from 2010 to 2012 in order to improve people's English proficiency and build a circumstance which can attract international professional expertise to Taiwan. Taiwan is an economy which highly depends on export. It goes without saying that language is important in trade, especially English.

Though some schools of scholars bring up their critical respective on language hegemony<sup>40</sup>, culture hegemony<sup>41</sup> and infiltration of capitalism, we can not deny English provide people a channel to learn new knowledge and news and provide people the conveniences when they travel around the world and communicate with people internationally.

### ***3.2 The English learning history and development in Taiwan***

Look back Taiwan's history in learning English; it almost has been over 120 years.

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<sup>40</sup> Phillipson, R. (1992) *Linguistic Imperialism*. New York: Oxford University Press.  
Phillipson, R. (2001). English or 'no' to English in Scandinavia? *English Today* 66, vol.17, No.2.  
UK: Cambridge University Press.

<sup>41</sup> Wu, Shueichi (2008). *From the Deconstruction of Taiwan's English Worship to the Construction of Critical Pedagogy of English Teaching Model*. Unpublished doctoral thesis. The Department of Education, National Taiwan Normal University.

Before the Opium War in Qing dynasty, public school education in Taiwan was laggard. In 1886, the governor of Taiwan Liu Minchuan (劉銘傳) opened a school and hired foreign teachers to teach English, French, and geography to children in Taipei.

The school education was indefinite and in a chaos during the colonial period by Japan and the period Taiwan returned to the ROC government. After Japanese colonized Taiwan, Taiwanese were forced to learn Japanese. After the defeat of Japan in 1945, Taiwan was returned to the government of R.O.C. and practiced The Courses Standards of High School<sup>42</sup> in 1948 and stipulated to teach English 20 hours per week in junior high school. The Course Standards revised its regulations many times in later years. In the corresponding period of time in 1951, an American support association and Taiwan government held an “English training center” to develop some English expertise in Taiwan University. After 1965, the American support association decreased the money supply, so the “English training center” was taken over by Taiwan University. It was the period that people considered the elites in the society must know how to speak English.

In 1968, Taiwan government carried out the nine-year compulsory education and The Course Standards stipulated junior high school students had to study English and the teaching hours were 12-18 per week. In 1972, the English teaching hours were 8-12 per week. In 1983, The Course Standards was revised again and the English teaching hours were shrunken to 12-14 per week. In 1985, The Course Standards was revised again with very fine regulations and contents; and the English teaching hours were 3 required hours and 2 selected hours. In 1998, the Ministry of Education transformed The Course Standards to The Course Outline and integrated the nine-year compulsory education courses systematically. In 1997, the government had an experiment to teach English from the third grade in Taipei and from the fifth grade in Kaohsiung. The Ministry of Education regulated to teach English from the fifth grade in all cities of Taiwan in 2001 and then extend downward from the third

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<sup>42</sup> Source from: The Department of High Education of Taiwan Ministry of Education coded. (1983). Junior High School Curriculum Standards, Appendix: Junior High School Curriculum Standard Revision Processes. Taipei: Cheng Chung Bookstore.

grade in 2005. Since 1970s until now, Communicative Language Teaching Approach has been the mainstream English language teaching approach around the world and in Taiwan.

It was at the corresponding period that many Asian countries started to teach English in elementary schools. For example, Korea started to teach English from the third grade in 1997. Thailand started their English teaching from the first grade in 1996. In Japan, schools don't have formal English curriculum in elementary school, but schools can schedule the extra curriculum to learn English from the third grade. In 2004, 54% public schools and most private schools have English courses.<sup>43</sup>

There is a historical development that caused Taiwan's English education to pay more attention on colloquial English than academic English. Education in Taiwan has long been blind by worship of diploma and the impact of academic advancement. Examination led teaching and learning competitive pressures in. The political liberation after 1987 aroused the demand of reform from all ranks in the society. The demand of education reform was on reducing students' learning pressure and breaking the worship of diploma. Under the concept of happy learning, the course contents are simplified and teaching hours are reduced. And then, Taiwan adopted nine-year integrated curriculum and endorsed the concept of Gardner's multiple intelligences<sup>44</sup> in education. Nine-year integrated curriculum no more emphasizes the results and scores of children, but want the child to have "life skills". On this premise, English learning contents must be daily use and colloquial English, not only concern with English grammar and translation.

But the private institutes always go head and lead Taiwan the trend of English teaching. In the late 1970, many English learning institutions or so called cram schools in Taipei teaching extra English speaking courses and the trend gradually spread to all parts of Taiwan. It was estimated at least 70% of the 6<sup>th</sup> grade students

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<sup>43</sup> Chou, Chongtien (2004). *The differences of English teaching in Asia*. Retrieved June 1, 2004 from [http://www.cet-taiwan.com/ET/07\\_ET\\_show.asp?serno=119](http://www.cet-taiwan.com/ET/07_ET_show.asp?serno=119)

<sup>44</sup> Gardner, H. (1993), *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

had already learned English over 1 year before they went to the formal English learning in junior high school. Parents claimed to advance the English learning from elementary. The passion of learning English is not only from parents, from the private enterprises in international trade, technology and academic exchange but also the promotion from government<sup>45</sup>. The Ministry of Education promote the “Connecting Classrooms” plan which promotes the interactive learning through the Internet to exchange information of schools among countries, so that teachers and students from different countries can learn together like in the same classroom.



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<sup>45</sup> For example: 2010~2015 The White Book of Internationalization Education in Taipei City.

### ***3.3 The English learning history and development in China***

In 1861, the Qing dynasty was shocked by the western countries' ascendant military weapons and became aware of the lack of diplomatic expertise. They opened a school in Beijing (京師同文館: Jin Shi Tong Wen Guan) to cultivate diplomatic expertise. That was the first public school which taught English as a school course. Some churches also taught English. After 1911, the government allowed schools to teach English. In 1923, the Ministry of Education stipulated English as a required course in schools. But in 1937, during Chinese fought with Japan, English became a selected course. After the Chinese Communists took over the regime in 1949, the government stipulated students had to take either English or Russian as foreign languages in both junior high schools and senior high schools. From 1949 to the middle 1960s, the relationship between China and Russia was intimate; Russian once was the first foreign language. After the period of The Great Leap political movement in 1958, the foreign languages courses almost were cancelled. During the Culture Revolution in 1966, the foreign language courses almost stopped. It was until the end of the Culture Revolution in 1978, the foreign language courses revived again. Subsequent to the end of Cold War, English is substitute for Russian. After the reform and open period, most junior high schools took English as the first foreign language and as a required subject. After 1981, the government had formal context books for students to study. In 1986, the Chinese government practiced the nine-year obligation education and started to lay stress on English. The Chinese government emphasized that English as a communication tool and pay attention on the four skills of English. In 2001, China decided to make English compulsory in elementary schools from grade three. In practice, rural areas may not meet that target. Currently, in the coastal regions cities like Guangzhou, Beijing and Shanghai, students even learn English from grade one. Today, many parents send their children to whole English language kindergartens in order to start learning English earlier. The Course Standard divides the learning standard as nine levels. Students must reach the first level when they finish the fourth grade and the second level when students graduate from elementary schools. Students have to reach the fifth level when they graduate from junior high school and the eighth level when students graduate from senior high schools. The foreign language high schools students must reach the

ninth level.<sup>46</sup> Around the period of Beijing Olympic Game, the English tide reached the peak. Before that, many Taiwanese cram schools (in Mandarin: Bu Shi Ban) see the English learning fever in China and head west without hesitation.

When motioned about today's education system and education strategy, we can not ignore the man - Deng Xiaoping. In order to catch up with advanced countries after the Cultural Revolution, Deng Xiaoping first grasped the most important two areas of science and education. He cried out: "Be sure to create an air in the party: to respect knowledge, respect the talents."<sup>47</sup> He especially paid attention to basic education. He said: "People are not able to be trained in one or two days. University students are from high schools, high school students are from elementary schools, therefore, we must pay attention to primary and secondary education." He instructed that China have to set up key elementary schools, key high schools and key universities at the time. All ranks of key schools accept the most excellent students in certain areas. That is why there are key schools in every category of education in China today.

It was the recovery period of education from 1977 to 1984. In November in 1977, China restored a unified college entrance examination. In 1978, the resumption of large-scale sending students abroad, sending students to the United States for the first time. 1981 China allowed students to study abroad at their own expenses, this wave expanded since then till today. The trend of studying abroad arouses more people effort to move forward learning English. After decades later, these people come back to China and are regarded and respected as knowledge-rich "returnees." Thus, the passion of English learning is exaggerated.

From 1985 to 1989, it was a period of comprehensive education reform. China practiced nine years of compulsory education system in 1986. China adjusted the structure of secondary education and vigorously developed vocational and technical

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<sup>46</sup> Chou, Chungtien (2005). *The English teaching in China*. Retrieved March 1, 2005 from [http://www.cet-taiwan.com/ET/07\\_ET\\_show.asp?serno=117](http://www.cet-taiwan.com/ET/07_ET_show.asp?serno=117)

<sup>47</sup> www.ce.cn (2007) *Deng Xiaoping's speech about reviving the entrance examination of university in 1977*. Retrieved August 23, 2007 from C:\Documents and Settings\Joy\My Documents\1977 年鄧小平關於恢復高考的講話和批示(選載).htm

education. The political turmoil that occurred in 1989 interrupted the process of education reform slowed the development of education in the doldrums<sup>48</sup>.

After the mid 90s, education has led down a described as the "education industry" of the special development path. As the severe shortage of funds for education, China's government was keen to expand the use of market mechanisms, school-profit income-generating activities through education. In 2001, China promulgated the "Basic Education Reform and Development of the State Council on the decision" and implemented weak schools and new public schools could mutate to private schools. In this period, China implemented the "985 project" to build world-class universities; privatized the compulsory education system to private property, run "Famous School Runs Private" and the high tuition fees policy. Through the "Education Industry" strategy, it was indeed effective in expanding the education scale, increased access to education under the government's serious shortage of educational inputs. Those are the reasons why today there are various choices in China. Students try their best to enter the universities of "985 project" and its next "211 project". Without any doubt, students have to study English very hard if they want to enter such prestigious top schools. From the second half of 2003, the Ministry of Education high-profile criticized the ideas of "educational industry" and educational equity has become the fundamental values of public education till now.

China's reform and opening up let English-speaking universities, Britain, Canada, New Zealand and Australia soon propaganda in China, and major educational exhibition were held in China. This evoked China's younger generation to make a determined effort to learn English. It was the surging tide of globalization when the occasion of Deng's reform and opening up in 80's. The international society immediately was aware of the changes in China, and many English learning institutions developed their enterprises in China since then. Now its domestic English learning institutes like New Oriental Institute and Universal IELTS also develop prosperously.

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<sup>48</sup> Source: Blue Book of Development and Reform 1978~2008. Chapter 24.

Retrieved Octor 8, 2008 from: C:\Documents and Settings\Joy\My Documents\ 改革開放以來教育發展和改革的進程.htm

## **4. The factors and results of English learning motivations in Taipei**

Chapter 4 and Chapter 5 will present some factors and results which affect the English learning motivations of junior high school students in Shanghai and Taipei, and will have brief conclusions. These chapters will conclude five main factors and then subdivide into many detail factors to make an interview questionnaire with twenty questions to explore the factors and results which affect the English learning motivations of junior high school students in Shanghai and Taipei. The factors are: (1) Personal factors: interest, personal experience, future career, (2) Family factors: parents, siblings and other family members, (3) Schools factors: classmates, teachers, and schools, (4) Learning materials and tools (5) Social factors: social points of view. Of all, the personal factors are the most important factors which can explain students' intrinsic motivations.

And these chapters also try to investigate the different English learning motivations and learning models between Taipei and Shanghai. Further more, it tries to apply Vroom's value-expectancy Theory to examine the hypothesis of this study. The comparison of English learning motivations on both sides and the result of the application of the theories will be explained in the conclusion chapter.

### ***4.1 The factors and results of English learning motivations in Taipei***

In this section we will present the factors and results of English learning in Taipei and figure out the motivation of English learning in Taipei. We use the same questionnaire to make a comparison to figure out the differences between both sides.

#### **4.1.1 Personal factors: interest, personal experience, future career**

Personal learning motivation is the key point to show personal determination on learning and it is individual's intrinsic motivation in the field of educational

psychology. Students in Taipei regard English as first important world language and it is necessary to master it. Due to the policy of simplifying junior high school course and the policy to stress applying English in daily life, students in Taipei think English is the easiest, functional and vivid learning in school. Many parents think the textbooks are very easy and they send their kids to cram schools for the reasons to reinforce the curriculum performance and to develop kids' ability of using English. Parents hope their kids not only learn English for good grades but also develop their interests in English learning. Parents think English is a key to access the international and enrich people's lives. They hope their kids learn English happily and learn more in order to speak English spontaneously. They regard English as a tool of communication. But we can not say most of students are so interested in learning English. There is still a portion of students meet frustration on learning English and they lost their intrinsic motivation on it.

Mother Li feels that her daughter has great interest in English pronunciation. She said:

*"My daughter is very interested in English. She thinks the pronunciation of English is very pleasant. She often imitates new words or sentences happily." (Case F)*

*"My daughter reads English magazine voluntarily. Its contents are interesting and vivid. She feels very happy. Sometimes when she reads the interesting content, she can't help giggling. She studies her English textbooks well, too. The motive of reading English from interest certainly can strengthen the ability of using English gradually." (Case E)*

A junior high school student felt embarrassed and said:

*"I think pronunciation of English is quite pleasant. Although my English grades are not good, they're about 70s, I think I feel a great interest in English." (Case K)*

English teacher in Taipei, Ms. Shiu, expressed the present situation from her observation and she induced that students have learned English since they were in the kindergartens so they get used to English pronunciation and like it. Many students have interests in English and they don't study English just for passing the high school entrance examination. Students learn some talents or interests with foreign teachers both for learning English and for fun.

*“In my experience, many students learn English since they were in grade one or younger. They get used to this language gradually and like the pronunciation. They spontaneously learn English not only because their parents ask them to attend English speaking cram schools but also they think it is interesting to use this language and communicate with people.”*  
(Case A)

*“In my classes I met students who have passed the GEPT<sup>49</sup> middle level, but they still enjoy English classes in school. They don't think to learn English is just to pass entrance examination. They really think it is cool to use this language.”* (Case A)

*“For few years, parents send children to learn hockey, soccer or play music instrument with foreign teachers. They learn to speak English by way of playing and developing their interests and professional specialties.”* (Case A)

*“Some of junior high school use multi-media to learn English. For example, some schools ask their students to read extra supplementary materials like English magazines to improve their English. It is very ordinary to ask students to read magazine and have extra English competition.”* (Case A)

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<sup>49</sup> General English Proficiency Test: The Ministry of Education of Taiwan commissioned the Language Training & Testing Center (LTTC) to develop a fair and reliable English test, called the General English Proficiency Test (GEPT), for all English learners at all levels of proficiency. The LTTC GEPT is administered at five levels, Elementary, Intermediate, High-Intermediate, Advanced, and Superior, and includes listening, reading, writing, and speaking components. Retrieved from: [http://www.lttc.ntu.edu.tw/E\\_LTTC/E\\_GEPT.htm](http://www.lttc.ntu.edu.tw/E_LTTC/E_GEPT.htm)

*“A lot of students take interest as starting point of English learning.” (Case I)*

Ms. Chen teaches English in Taipei for nearly twenty years. She related that although to get good grades is helpful for passing tests and attending good schools, many students learn English not just for getting good grades. Some students think that textbooks in junior high schools are easy. They try to improve their speaking skills with foreign teachers in tutorial classes or cram schools and improve their reading skills by reading novels. There are fun ways to learn.

*“I have some students their English proficiency are high. They automatically grab some interesting English novels to read. They enjoy reading in English. They don’t regard English as just a school subject. It is not only a tool to pass the examination.” (Case B)*

*“Take our school for example; I know some of our students they have foreign tutors at home to speak with in English for the reason to practice English speaking proficiency. Parents hope to develop children interest and hope they learn happily. Parents arrange the tutorial classes not only to reinforce their curriculum performance or get high grades, but also encourage their children to discover their own interests.” (Case B)*

*“Taiwan is a stable society for a long while. Our parents’ generation studied hard and worked hard. Nowadays Taiwanese parents hope their children have happy life. They anticipate children to have correct value on personality. You can always hear the most important thing that the most important thing that Taiwanese parents care about is kids’ good behavior, and good grades are the second one.” (Case B)*

Ms. Chen continued to say that presently parents don’t give much pressure on kids’ learning. They hope their kids learn happily.

*“I have a student whose parents graduated from law school in Taiwan*

*University and got high salary in their work. That student doesn't get good grades in school, but it is not the first thing that the parents care about. They hope their children grow up happily only if the student has correct behavior and personality.” (Case B)*

And without question, good curriculum performance leads strong intrinsic motivation in English learning. Ms. Chen shared her experiences and said:

*“Students who get good grades in English are more self-confident and have great achievement. Further more, their English motivations are stronger. Their intrinsic motivation is stronger than their extrinsic motivation.” (Case B)*

Another English teacher Ms. Li also has the same idea that students study English not just for getting good grades but also for learning communication skills.

*“I think generally my students are interested in English, they study English voluntarily, and their inherent motives are strong. They study English not just for high scores on examinations. Certainly studying English well is helpful for examinations, but they agree English is a useful language. English is the tool to communicate with the world.” (Case G)*

And students in Mr. Fu's school mostly think English is the easiest one among their school subjects. Some of the students prepare for further English studies when they are in junior high school.

*"Students in our school generally study English well, only three or five students fail and can not catch up with in a class. Most students think English is the simplest in all subjects. A lot of students finished learning junior high school English in their elementary school stage. Some students attended to bilingual or whole English kindergarten. Some students have been already preparing to take the intermediate level test of GEPT.” (Case E)*

Mother Wu shared her sons' process of learning English. She manages the environment for her sons in order to evoke their interests in learning English. She particularly pays much attention to their ability of conversation.

*"I have two sons. We brought them to the small-scale tutorial class to practice conversation when they were in the third grade in elementary school. Foreign teachers taught them conversation and they felt a great interest in it. Their listening ability improved, but the ability to speak is weak. It must be because the practice in speaking is not enough. I encouraged them to listen to English magazine, too. They read "Live ABC" and "Let's talk in English". This year my elder son attends to the tenth grade in senior high school and he begins to listen to "Advanced English Studio". I won't force him to read the magazines because I think it is more important to learn English by interests." (Case H)*

Following are students who talk about their English learning experiences. From their statements, we can understand that most students learn English with interests though some of them don't have perfect good grades. And there are some students who strengthen their English proficiency by extra activities out of regular curriculums.

*"I am interested in English. It is probably because I learn it since I was in my grade one. I have not met the setback; I do not think English is very difficult." (Case M)*

*"I am interested in studying English, but some people have no interest in English. It maybe their foundation of English is not good and they lost confidence. Actually, some people do not have interest in any subjects. They are not academic-orientated." (Case O)*

*"I am always interested in studying English. Because of interest, I will be very curious to study the following lessons previously before teacher's teaching. But I do not mind very much whether I get perfect grades or not.*

*I do not spend too much time on the textbook. I often involve myself in some outside readings such as English novels and English websites.” (Case D)*

In addition to interests, the individuals’ experiences like traveling or talking with foreigners could affect their language learning intrinsic motivations. Travel experience is one of the catalytic agents to promote people to learn English. Through the observation and experience from the interviews, we can deduce that most students in Taipei have many experiences to travel abroad. The traveling experiences arouse students’ motivation in English learning. They witness how important it is to learn foreign languages. The traveling experiences also widen their views and increase their international perspective. The interviewers express that the phenomenon of high frequency on traveling shows the life standard in Taiwan is pretty high.

*“The rate of traveling abroad in our school is pretty high. Once I asked them whether they have passport or not, almost every one raised hands.” (Case A)*

*“The frequency of students traveling abroad with their parents is high. Ordinarily the number of times to travel abroad is tree to five. Often they travel in Asia for the sake that most parents don’t have long vacation to travel abroad.” (Case B)*

*“The phenomenon of high frequency on traveling shows the life standard in Taiwan is pretty high. The family spending is not only on daily need, but the spending on education is also high.” (Case B)*

*“The number of times of going abroad is very prevalence. Mostly students join the tour groups with parents. In general, the frequency of traveling is two to three times each student.” (Case I)*

*“In my school, there are quite many students in proportion traveling abroad, some traveled abroad many times.” (Case D)*

*"Students are very common to travel abroad. The compositions of playing are much more than learning. But without saying, students open their view of International perspective. Some students' English learning interests are stimulated. (Case J)*

*"I traveled abroad three times. I know English is a practical and useful communication tool." (Case K)*

*"My son and daughter traveled abroad at least six or more times. We went to Asian countries such as Japan and China. We also traveled to Europe and we traveled to the U.S.A. twice." (Case F)*

*"Both my sons have experience of traveling abroad. We have been to Canada once and go to the U.S.A. twice. We traveled to Japan and Singapore with tour groups. They like Japan very much; it is clean. They like the living environment of U.S.A., too. But they were too young to speak to foreigners." (Case H)*

*"My first going abroad is to the U.S.A. to participate in a summer camp. I made some foreign friends and start to improve my English speaking ability with various methods" (Case K)*

*"They (kids) seldom talked to foreigners automatically while traveling because they were young. Most of time, we are budget backpackers. Adults deal with all matters and children are responsible for playing. But I think to have opportunities to travel abroad is helpful for widening our view. We may deal with things with many dimensions. And we learn English well by way of traveling. Truly it is very important to learn English." (Case E)*

In addition, many parents send their junior high school kids to study tours or relatives' home abroad to enhance kids' English proficiency. The interviewers reveal that it is helpful for kids' English learning; especially it encourages kids to speak out. The

students' exchange activities also facilitate students' interests and abilities. Ms. Li said:

*“There are more and more junior high school students attending study tour recent ten years. Ten years ago, parents sent their older children to study tour when they were in senior high schools or universities. And international junior high school students exchanging activities are more and more recent years.” (Case D)*

*“During one or two months of winter and summer vacation, a lot of students join the study tour under parents' arrangement and some stay at relative's home to practice speaking English. The proportion is probably 1/6 of the whole class. Although the progress in English is limited in transient few months, obviously, they dared to speak English when they came back. The improvement is expectable after many summer and winter vacations.” (Case E)*

*“Our school has delegations to go abroad every year. There are many students that participate in at their own expense. Some are subsidized or supported. The person who wants to participate in still needs to pass the oral examination. We went to numerous countries such as Japan, Singapore, the U.S.A., Italy, Britain and France. We also have students exchange activity. When foreign teachers and students come, our students all are initiative to strive for the chance. They invited foreign students to live in their family. Sometimes we utilize computer video conference to talk to foreign students in school. When we have these kinds of chances (computer video conference), we ask two sides of students divide into six groups. Students all participate in talking very warmly. Certainly this kind of chance is more frequent than going abroad. It is actually very apt to see foreigners in Taipei. They grab chances to communicate with foreigners actively. The motive of interest is greater than getting high scores. Certainly the interest in learning English is helpful for getting high scores. After all students still have to pass the exam and go to universities.” (Case G)*

*“I attended to a study tour for four weeks in Canada when I was in my grade seven. We kept in touch after we went back home. I lived in a Canadian grandma’s house with a Spanish boy. We had English lesson in school during daytime, and went to visit some attractions in the afternoon in Vancouver”.*  
(Case N)

As for the experiences of talking to foreigners, most junior high school students don’t have much chance to talk to foreigners. Most of students reveal that they have chances to talk to foreigners only in cram schools. Parents want kids to develop their speaking proficiency so they send kids to cram schools. Few families take foreign friends to their homes.

*“Students seldom have opportunities to talk with foreigners, unless they go to cram schools to talk with foreign teachers.”* (Case I)

*“Young junior high school students have few opportunities to talk with foreigners unless they attend to cram school. But for decades the popularity of English, children have more opportunities to talk with foreigners and not afraid of showing themselves.”* (Case D)

*“I only have chances to communicate with foreigners at cram school. Foreign teachers speak English speedily. Foreign teachers teach English with games crazily.”* (Case O)

*“My family has chances to talk to foreigners for some reasons. They are our relative’s friends. We are not well acquainted with those foreigners. My daughter and son have opportunities to invite the foreign friend to our family occasionally. Children are very natural to talk with them. They don’t seize the opportunity and practice English sedulously.”* (Case E)

*“A few times I have the opportunity to meet foreigners and they are my mother’s colleagues. At the beginning I dared not to talk to them for the reasons that I was afraid of making mistakes in speaking and I was not familiar with them. But I feel no fear to take to them later.”* (Case M)

*“Parents send their elementary school children to English cram schools to establish their English foundation. Parents construct the academic environments to help their kids improve English listening and speaking proficiency.” (Case H)*

*“I didn’t have a chance to talk with foreigners. I attended English speaking class in a cram school in my grade five. The teacher was a Taiwanese, not a foreigner; but that teacher had great and ideal teaching ideas. I studied everything in English except textbooks at her cram schools. My English improved much at that time. I did not pay much attention on the achievement in school. My grades in schools are average. I didn’t regard English as a kind of examination tool. I am interested in learning English.” (Case C)*

But interviewers also expressed that it is easy to see foreigners in Taipei since it is an international city and some students can communicate with foreigners generously.

*“Students in our school have many opportunities to meet foreigners outside the school. If they have chance to speak to foreigners, they would try their best to response. Some students’ English ability is good enough to make presentations in English.” (Case E)*

*“Taipei is an international city. It is very common to meet foreigners. Parents usually tell their children that English is a very important communication tool by their experiences in jobs.” (Case B)*

*“I talked with foreigners. I think that is an interesting thing. There is nothing to be afraid when I chat with foreigners. Some foreigners can speak Chinese now. If don’t know how to communicate with them, I can use body gesture.” (Case K)*

*“Making foreign friends will help us to see the world form different dimensions. English is the international language. People use English when they work or travel to many countries.” (Case N)*

And to study abroad is a direct way to communicate with people in English. In cities all over the world, we can meet people with different English accent from different countries. To study abroad can not only acquire profession but also deepen English communication ability. It is one of the goals of some people. Two mothers encourage their children to study abroad and experience more to enrich their lives. They said:

*“My children would take the identity tests like IELTS or TOFEL. In one hand, they are interested in English; on the other hand, it is necessary on the work.” (Case E)*

*“My sons’ academic credits are good. In addition, they have been to the U.S.A. They like the environment. We encourage them to strive for the chance to study U.S.A. Parents’ responsibility is supporting them. Certainly they must be good at English listening, speaking, reading and writing in addition to their specialty.” (Case H)*

Some students also think about studying abroad because their parents mentioned that before but respected their choices. They said:

*“I have an opportunity to study abroad. To own good English proficiency can help us to communicate people all over the world.” (Case N)*

*“I have thought of studying abroad. I did not think about it when I was a junior high school student. My parents respect my various choices. They didn’t arrange me to study abroad. Now I notice the relevant information studying abroad.” (Case C)*

Mother Li encourages her children to study diligently and take advantage of scholarship to study abroad. But she optimistically believes that Internet will bring revolutionary changes. People can have lives internationally with Internet.

*“I told children it is very difficult for our family to support the expenses to*

*study abroad. I ask them to study diligently and take good advantage of subsidy resources. I tell them must prepare themselves well. It will be very great if they can get scholarship and then study abroad. Besides, young kids are the generation of Internet. Even our kids study in university or senior high school in Taiwan, they still can hook up with the world by Internet. English and Internet are the tools to connect us with the world.” (Case E)*

We can see a portion of parents still encourage their kids to study more abroad but they respect kids' choices. And a portion of parents manage international environment for their kids and guide them through Internet. In fact, recent years, Taiwanese face the choices whether to study in China or in Taiwan. If we continue to excavate the purpose in learning English, we can figure out that most of people hope to use English fluently. An English teacher in Taipei stated that:

*“Students generally understand English is the practical language tool, not only for the examination.” (Case D)*

And a mother devoted to manage an English learning environment for her kids since they were very young. She said:

*“We invited a New Zealander English teacher to strengthen my children's English speaking proficiency when they were younger. English should be a tool of communication. We hope children can use this language but not only for examination. School grades are less important than learning how to speak English.” (Case E)*

The other English teachers Ms. Chang and Ms. Li agreed with that and said:

*“The common concept of learning English is having the ability to speak English. It would be better to have a perfect English writing ability”. (Case I)*

*“I think most Taiwanese students studying English not only pay attention on grades but also wish to use it advantageously”. (Case J)*

A junior high school student expressed his purpose of English learning:

*“Learning English well is really helpful for getting first hand new knowledge in the world. English is an international language. If we want to receive the latest firsthand information immediately, we should be master of English.”*  
(Case O)

In Taiwan lots of students go to English cram school for further practice. Parents think the textbooks are very easy and it's better to strengthen their kids' listening and speaking ability additionally.

*“Many students go to cram schools to strengthen their English in order to pass the high school entrance examination. But many go to cram schools for improve speaking proficiency, especially when they are in elementary schools. The motivation of English learning is for practical reason-- to use it.”* (Case I)

Taiwanese think that owning the ability of using English is helpful for getting jobs and enriching people's lives. It will be helpful for people when they make foreign friends, travel, do other culture exchange activities and go further studies. Student D truly believed that owning the ability of using English enriches her life; and she expressed her opinion and said:

*“I hope I can have an opportunity to travel abroad often but not in order to learn English well. After all, English is one of the languages to communicate with people in the world, but it is not the only one.”*

*“I agree very much English is a very practical language. Especially when I travel abroad, I feel it is really a linking up tools. I go abroad five times. I have been to Mainland China twice and Thailand once. I went to San Francisco, California twice. I began to use skype to chat with foreigners when I was in my ninth grade. Well, it is better to say that because my English speaking ability is fine, I make some foreign friends. I didn't make foreign friends sedulously in order to promote ability of English.”*

Junior high school students N and M talked practically and agreed that English ability enrich people's life although they haven't decided their future career. They said:

*"I don't strongly hope I can have the chance to travel abroad. It is the secondary thing. But it would be good if I have opportunities to travel abroad in my work. I want to learn English well because it is a utility international language in the world. I have not decided what would be my future job when I grow up."* (Case N)

*"English enriches people's lives. I agree very much that English is very useful. Especially when I go abroad to travel I can understand more that it is a practical communication tool. I've been to Thailand, Mainland China for two times and San Francisco, California twice."* (Case M)

Student O maturely talked about her future career and said with confident voice:

*"I want to study business management in the future. My mathematics is good. It will be good if I can work in foreign investment companies because they are internationalized."* (Case O)

We discussed previously about the chances to talk to foreign people. And then we can try to understand whether junior high school students like to make foreign friends. Ms. Li believed that with appropriate guide, students would like to make foreign friends. But junior high school students are still young. They don't think about this thing often.

*"I believe that if there is a guide from teachers or parents, students will think that making foreign friends through English is an interesting thing. But the junior school student is still young. The core of a junior high school student's life is at school and at home, so they don't have many chances to make foreign friends."* (Case D)

English Teacher Mr. Fu also expressed that making foreign friends is not the main

motivation to irritate students' interest. Junior high school students are quite young and their communication ability is limited. He hopes students can improve their English ability and can make foreign friends to enrich their lives in the future.

*“Junior high school students are still young now. There is not a special channel or guide to make foreign friends. Contrarily, if students strength their English, it would be more chances in the future to make foreign friends from different cultures to fulfill their abundant lives on the occasions of studying , working or But making foreign friends would not be most students' main important motive to study English.” (Case E)*

Next let's see whether having good English proficiency is helpful for getting a good job with high salary. Is that the motivation to learn English? English teacher Ms. Li admitted that:

*“It is surely helpful for transferring and promoting for work. There are numerous foreign business companies or international enterprises in Taipei. (Case G)*

And Mother Wu declared why she emphasizes English so much:

*“It is definite that parents pay attention to their kids' ability of English. It is quite often to speak English when kids attend their career in work.” (Case H)*  
*Children feel that the whole society stresses the importance of English ability throughout, particularly in employment.*

#### **4.1.2 Family factors: parents, siblings, and other family members**

Family factors affect students' motivation in English learning. Here we want to discover how much and in what ways that parents, siblings, and other family members affect students' motivation in English learning. From the interviewers we can see most Taiwanese parents esteem kids interests and their choices. Parents don't only emphasize their grades; they hope their kids happy. First, we can

understand Taiwanese parents' attitude on their children's English learning. Junior high school students M and N talked about their parents' attitude:

*"My parents pay attention to my every subject achievement very much. But my school grades are average, not so good. In fact, they value my choice very much. I don't feel they give me a lot of pressure. On the contrarily, my extra-curricular knowledge and ability is relatively rich."* (Case M)

*"I begin to study in the bilingual schools since I was in the kindergarten. My parents care much on my listening and speaking English ability. I went to cram schools to learn spoken English with foreign teachers when I was in elementary school. Now, I am a junior high school student and I pay much time on my reading and writing. After all, I have to take the entrance exam when I will graduate from my ninth grade. But I will keep cultivating my speaking and listening."* (Case N)

Student C had a pleasant experience in learning English, even during the year that she had to prepare for the senior high school entrance examination.

*"My parents did not particularly ask me to attend any cram schools. But I went to a tutorial English class when I was in my ninth grade. The experience in that tutorial class is impressed and unforgettable. The tutorial class teacher leads us to read outside reading in English and we enjoyed the English movies a lot. We read novels and had to discuss the plots. From the actives, I learned a lot of vocabulary and grammar. The tutorial class teacher encouraged us to express ourselves and made presentation in English. The teacher taught us how to make nice coffee in English and taught us daily life English. I made a lot of progress from the tutorial class. My English ability is established since then and I got good grades in English on the entrance examination. It was the tutorial class but not my textbooks help me to develop my English."* (Case C)

*"My family is a traditional Taiwanese family; we don't have opportunity to contact with foreign friends to learn English. My parents encourage and support us to explore our interest. Some of my classmates have been forced to*

*learn English by their parents Thus, there are some classmates have good grades, but some still don't have good grades.” (Case K)*

English teachers Ms. Li and Mr. Fu have their particular view of points. Ms. Li observed that parents cultivate their kids' personal expression ability and leadership training through the activity of English drama.

*“If you want to know whether parents pay attention on English ability, you can easily estimate it by seeing how many English cram schools on the streets. Junior high school students go to the cram school not only for exams but also for developing communication ability. Some students study “English studio” magazine in cram school, and some practice English conversation or drama. They don't study English in cram schools for language expression training, but also the ability training on leadership and insight and courage.” (Case D)*

*“Parents help their kids to learn English even since kids was just born. On the view that parents spend much money on educational investment especially on the training of English ability, we can see how much parents pay attention on English ability. Taiwan is an island of export-oriented economy, so Taiwan society emphasizes the importance of language skills, especially English. Students in our school go to cram schools to improve their math and Chinese. Mostly students go to English cram schools for improving listening and speaking ability or learning advanced written English. The English textbooks are too easy.” (Case E)*

English teacher Ms. Chang described the situation at her school:

*“The parents in Taipei pay attention to English especially. Parents often ask teachers about the teaching methods and how to add supplementary material in class after class on Parents and Teachers Day. Parents don't only take notice of the English achievement and scores very much.” (Case I)*

*“Parents arrange their kids to cram schools half for the entrance examination, but half for extra supplementary. Parents hope their kids own the skills for*

*communication for future. Some do not really mind kids' grades."* (Case I)

Parents affect kids English learning very much. The situation that other family members like siblings affect kids' motivation of English learning is individually. Some kids affect by their siblings but some do not affect each other. Parents have the concept that everyone is individual and unique.

*"Most family respect everyone's developing individually now."*(Case E)

*"The siblings of the family each have their own personal specialty. Basically a person's individual differences deserve to be esteemed."* (Case D)

*"My other siblings' grades are not as good as mine in English. I am not influenced by family's siblings."* (Case O)

*"My kids perform their English ability individually. They are not influenced each other. My daughter feels a great interest in English but my son does not especially spend time in English. He likes mathematics and physics."* (Case E)

*"Two brothers develop their interests individually. They do not compete with each other."* (Case H)

*"I am not influenced by siblings in English learning. My family has no chance to invite foreigners to my home."* (Case L)

*"My elder brother is good in English. He influences me a lot. I hope I will be as good in English as my brother."* (Case M)

*"I expect much on myself. My younger sister's grades are not very good so I am not influenced by my sister."* (Case N)

#### **4.1.3 Schools factors: classmates, teachers, schools**

Parents choose suitable schools for kids and we can see the element of schools affect kids learning motivation. Teenagers are in the age of puberty. They regard their peer groups as very important people who affect them much. From the interviewers we can see many students are influenced by their classmates or good friends. If their good friends are good in English or encourage them to learn English, this will be one of the motivations in learning English. Students said:

*“My classmates influence me to study English well. The English learning intensity of our class is good.” (Case K)*

*“I am interested in learning English. Most of my classmates think inherently that they can't be backward.” (Case H)*

*“I had a close friend and she had good grades on all her school subjects. She was kind to take care of other classmates and cheer us all the time. That was her who built up my self-confidence at that time. She was very good in English, so I was influenced by her and became interested in English.” (Case D)*

*“All classmates help one another in the class. No matter their scores are fine or not, they help one another to learn English and all make progresses” (Case H)*

Teachers affect kids' learning, too. Many students like certain subjects just because they like the teachers. Teachers inspire and guide students' English learning. Teaching skills and the way to guide classes learning are very important. Teachers observed that and said:

*“I once asked my students what kind of teacher they would like. Mostly they admit that the serious, fair but interesting teachers are their favorite. I regard this as the goal in my teaching career.” (Case D)*

*“Certainly teacher's instruction is very important in student's learning process. Some students will like this subject because they like the teachers, vice versa.”*

*(Case D)*

*“Teacher's teaching glamour really influences students' English learning motivation. Teacher's teaching skills and guiding are really very important.”*

*(Case I)*

And students think teachers' teaching skills and personal glamour affect their English learning. They said:

*“My English teacher in my class teaches well. I think my English teacher is very interesting and I like her class.” (Case K)*

*“I like my English teacher. She can tell funny stories. Her teaching skills are good. She teaches us singing popular songs on Youtube in the classroom. We have projector and screen in front of our classroom. Last month we sang Lady Ga Ga's popular new song on Youtube. She presented the lyrics on the screen so we can sing with the melody. It's interesting to have English class like that. But she is very strict, too.” (Case O)*

*“English teacher's personal teaching style really inspires students' learning motivation. My English teacher's teaching skill is good enough to make me become interested in English, especially my English teacher in the cram school in my experience. But if the teaching is in order to cooperate with the textbooks, I would not feel interested.” (Case C)*

Schools policy or strategy on English learning can affect students' learning. If a school emphasizes more and praises students more on English learning, those would reinforce the inclination. In Taipei, many schools regulate students to read English magazine in order to strengthen students' English proficiency. Some schools hold various vigorous extra English activities to promote the English learning motivation. Students said:

*“My school have English learning magazine test. I study the magazine and follow the progress that our school scheduled. I also study it on the computer to practice my pronunciation. I read the magazine voluntarily. In fact, the magazine is quite interesting.” (Case O)*

*“My School pays attention to English performance every much. My school commends and praises students in public. Students go to the platform and accept the merit and commends. We have to read English magazine “Live ABC” and “Let’s talk in English”. The magazine reading progress is tie in our school’s periodic exams.” (Case N)*

*“My junior high school does not especially pay attention to English because every subject is equally important. My school praises the students who perform well in English in public. My school encourages us to read more outside readings.” (Case M)*

Mother Wu talked about her sons’ learning in school, she said:

*“Both my younger son’s junior high school and my elder son’s senior high school pay attention to their English learning. My elder son has an English quiz from the content of English learning magazine every day and my younger son has English quiz monthly from the content of English learning magazine in a semester. Schools praise the students who learn English well in public. Students who pass the GEPT test can get a good merit reward.” (Case H)*

English teachers talked about their schools policy and positively agree the activities hold in schools. Ms. Li said:

*“Our school regulates that every 7th grade students have to read English learning magazine “Let’s talk in English” to strengthen and widen their English ability. They have a quiz include the listening test weekly. The English learning magazine “Let’s talk in English” is incorporated in our school’s middle term and final term test for 10%. Many students learn a lot and enjoy reading the magazine.”*

*“My school pays attention to each subject equally. We have classes normally. Even the integrative classes have certain progress followed by schedule. My school encourages promoting the interest of learning English by the whole class English singing competition.” (Case D)*

In Ms Li's school, they also have vigorous activities to promote students' learning. Her school invited foreign exchange students in university to talk with their students. She said:

*“Our school runs an activity of “language corner”. We have a foreign exchange student who chats with students after school in a classroom weekly. It encourages students to speak English.” (Case I)*

*“Our school runs whole school activities such as English speech, English singing contest, story telling contest, and the “reader' theater” is the most successful content. Students have little drama which is similar to radio play for five minutes. Students must perform their own role with voice expression. Every class has to send representative to participate in the contest and school also draws lots students on the spur of the moment to participate in the contest, too. Students enjoy learning English through these kinds of activity.” (Case I)*

*“The classroom apparatus of our school is abundant and complete. Each teacher has one laptop. It is very convenient to teach by surfing the Internet in the classroom promptly. Some teachers present their own content of courses by power point. Teachers try many teaching methods to teach vigorously in the classroom”. (Case I)*

#### **4.1.4 Learning materials and tools**

Most students think the textbooks are interesting. The pictures and illustrations are enough. The issues are new and very close to students' lives. Textbooks attract students to read the contents. Students and teachers said:

*“There are many textbook illustrations that I use now. The content is very interesting, too. I learn some new knowledge from the textbook. Everybody is interested in foreign cultures especially.” (Case K)*

*“The illustrations in English textbook all correlate with textbooks. They help the textbooks to be understood easily. Students claim that the pictures and the illustrations in the textbooks are very interesting.” (Case H)*

*“The textbook that we use now is Hanlin version. Students generally all think the pictures are interesting. The quantity is enough, not few. Sometimes I lead my students to pay attention to the relation of the illustration and content of textbooks in order to inspire students' interests. The pictures and illustrations help my teaching vivaciously.” (Case I)*

*“Whether the pictures in the textbooks attract students or not is one of the consideration when we evaluate and then select the textbooks every year. So far I don't receive any information that students don't like our textbooks.” (Case D)*

*“Students are very satisfied with the amount of pictures on the textbook at present.” (Case J)*

*“My present textbook pictures and photos are numerous.” (Case N)*

*“I think there are fairly many pictures and photos on present textbooks.” (Case O)*

A student concretely described the lessons and pictures how to attract her. She said:

*“The pictures and illustrations on the textbooks are quite a lot. But they didn't impress a lot me when I was in my seventh grade. But I still remember the pictures and illustrations on the textbooks in my ninth grade. For example, there was a lesson which told us the difference between American English and British English. My teachers played the CD in the classroom to let us tell the differences. The tune of British English made me feel curious*

*and fresh. I left a greater impression on that lesson than I saw the Britain English movie Harry Potter.” (Case C)*

In addition, textbooks provide new knowledge to inspire students’ curiosity and motivation of learning. Students still remember the issues which are introduced in the textbooks.

*“The content of textbook is interesting and plentiful. I remember there was a lesson which taught us about lizards and encourage everybody to surf the Internet to look up the materials which we need. I still remember a lot about the contents of my textbooks in the junior high school.” (Case C)*

*“Some content of the textbooks are interesting and can catch students’ eyes. Some can combine current events or new knowledge. Most students all acknowledge the content of textbooks introduce us the new knowledge in the world. We have biography or story such as J.K. Rowling or the Easter egg hunting activities in front the lawn of White House. I present the Easter activities in 2010 on youtube and share the film in my English class to my students. They like it very much.” (Case D)*

*“Students feel satisfied with the pictures on the textbooks. On textbooks we teach basic sentence patterns and simple daily life English in the seventh grade. The text content combines current events and new knowledge. In the eighth and ninth grade, we have contents such as environmental consciousness, nanotechnology science and solar technology. The contents are better and better. Students think the textbooks are quite interesting.” (Case E)*

*“The topics of our textbooks are wide and great. They are included eating culture, international issues and so on.” (Case I)*

*“Our textbooks contents are living. For example, one of the lessons teaches us how to order another lesson introduces someone’s interesting life in summer vacation.” (Case K)*

*“I had an impression in my mind that the textbooks introduced us “the number one” in the world. Another lesson talks about the cruise “Titanic”. The most interesting part is that textbooks introduce much Chinese and Western culture.” (Case O)*

Textbooks introduce different culture in the world. Students are very curious and interested in what ways that foreigners live. Teachers supplement more cultures out of the western lives. Asian, European African cultures can be noticed if there are some relative cultural issues on textbooks.

*“It attracts me very much when the textbooks introduce us different culture in the world.” (Case L)*

*“The introduction of foreign culture is the component that students are most interested in, such as Thanksgiving Day in North America, Christmas Day in the world. I also introduce some other cultures in the world in addition to English countries like Water-sprinkling Festival of Southeast Asian, multi-culture societies like Malaysia, and the culture of Latin America and their craziness in soccer. There is a World Cup soccer game this year. The combination in culture and current events raise student's interest in learning English and open their international view.” (Case E)*

Not only the foreign cultures are introduced in textbooks, textbooks also lead students to know our local culture and teach students how to introduce our own cultures to foreigners.

*“Students are very curious about foreign cultures. The textbook introduces Taiwanese festival and celebration, too. That helps students to have an opportunity to learn how to recommend Taiwanese culture to foreign countries in the future.” (Case J)*

*“As to the introduction of culture, I have impression in my mind; they are Chinese New Year, red envelope with lucky money in it and food. And there is*

*a lesson which introduces the particular barbecue parties in front of people's front doors, balconies and in the parks in Taiwan on Moon Festival. No other Chinese societies have such interesting parties like this in Taiwan. It is so interesting. I learn how to introduce our Taiwanese culture to the world. ”*  
(Case N)

*“The introduction to culture is numerous, Chinese and Western culture are included. We have a lesson which introduces the night market of Taiwan and its snacks. We have lessons which introduce celebration in Taiwan, Chinese New Year and other festivals. The lessons are quite close to students' daily life experience”. (Case I)*

Students learn English through textbooks and other supplementary learning tools such as magazines, English songs, English movies, TV news, computers or other media. Teachers lead students to sing in class. Teachers and classmates also share their favorite songs or introduce popular songs each other. Sometimes teachers play video in class and use movies as one of the materials to learn English. There are countless English websites which provide learning materials online, but this need appropriate guide by parents or teachers. Parents buy educational software to assist kids learning. The most difficult part is English news. After all, junior high school students don't have enough English comprehensive ability and the news is not so attractive to teenagers.

*“Some of junior high school use multi-media to learn English. For example, some schools ask their students to read extra supplementary materials like English magazines to improve their English. It is very ordinary to ask students to read these and have extra English competition.” (Case A)*

*“I begin to listen to English songs when I was in my ninth grade. I begin to visit English websites and read a little English news on the Internet when I was in tenth grade in senior high school. I seldom learn through watching TV. I like Discovery Channel and Travel and Living Channel which can train my English ability and obtain knowledge as well.” (Case D)*

*“The acceptance of learning English by Listening to English songs and watching English films is high. Nearly 1/10 will practice English according to these methods.” (Case D)*

*“My children seldom learn English by watching English films. Sometimes they listen to English songs. They like the melody. They try to understand the lyrics, too. They seldom use the computer to study English. Most of the time, they listen to the contents of English learning magazine with MP3. I think English learning magazine really promotes the strength of their English. As for English news, junior high school students' English ability is not good enough after all.” (Case E)*

*“We have chances to watch the English video in the classroom. I eliminate the Chinese subtitles and ask students to write down the sentences which they heard. There are merit rewards to students who write well. But this kind of learning held once or twice in a semester because we have progress of teaching scheduled by schools and time is not so available.” (Case G)*

*“I also introduce some good websites to students and they like to learn English this way. English news is more difficult because there are many English terminologies. And only few high school students challenge to watch English news. But it will inspire some of the students with strong motivation to watch English news”. (Case G)*

*“My two sons follow the school schedule to learn English. They visit Blog, Plurk and MSN to chat with their classmates or see friends' writing. But they don't have the ability to see the English news on the websites.” (Case H)*

*“My elder son's personality is calm. Although he is interested in learning English and his grades are good, he seldom listens to English songs. But he prefers subjects like science and engineering. My younger son listens to English songs to study and practice his pronunciation. He thinks it is interesting.” (Case H)*

*“Parts of students learn English through English songs. Some active students look up the lyrics and learn new vocabulary. There are some students learn English by using computers and Internet.” (Case I)*

*“There are some students who learn English by listening to the English songs or watching the films. Students hear their favorite songs on TV and then they would surf the Internet to download the songs. They share their favorite songs with classmates. Mostly they enjoy songs by the guide of teachers or parents. But the teaching hours of English are only four hours every week. We only have limited time to sing in class. Young kids really enjoy learning English by songs.” (Case J)*

*“I like listening to English song very much. I can learn new words and sentence patterns in the lyrics.” (Case K)*

*“I know I can study English through Internet. My mother buys some educational soft wares for me to study.” (Case K)*

*“My elder brother studies in a top university and the other brother studies in senior high school. They share the pleasant English song to me. We download the songs from Internet and look for the lyrics as well. This is an interesting way to learn English and I can learn some English words and syntax from it.” (Case M)*

*“Students don’t often learn English through Internet, unless parents guide them at home sedulously.” (Case J)*

*“I watch MTV Channel and enjoy its music programs. Sometimes I download my favorite songs and lyrics on the Internet. I enjoy the melody first at the very beginning and later I look up some new words. I use the translation machine or translation software to look up the new words. I try to listen to CNN but it is too difficult for me. I do not understand it. But the foreign commercial films attract me very much. It is more interesting.” (Case N)*

*“Junior high school students are still young. Most junior high school students’ English are not good enough to visit foreign websites to learn English. Using Internet and visiting foreign website to practice English need parents’ appropriate leading and guiding.” (Case E)*

*“I seldom listen to English songs to study English. My father listens to the classical music and my mother has some English songs. She hums with her English songs and sometimes I enjoy her songs with her.” (Case O)*

Now many city governments in Taiwan hold language and culture exchange activities through Internet to lead students communicate with foreign people. Government and schools cooperate to manage a helpful English learning environment in class through Internet. Ms. Chen revealed the plans to us and said:

*“Learning through Internet is a new and good way to develop global perspective. Local government like Hualien and Changhua purposely arrange students to learn with students from other countries through Internet.” (Case B)*

#### **4.1.5 Social factors: social points of view**

Almost everyone agree that people with good English proficiency win more respect. It is one of the reasons to learn English.

*“I agree people think it is important to learn English well in our society.” (Case J)*

*“People respect the ones who learn English well.” (Case M)*

*“Generally people realize that learning English well in the society means possessing a key to world.” (Case K)*

*“In Taiwan, it is relatively apt to find a good job if one is good in English. After all, Taiwan is an island surrounded by sea. It survives by the foreign trade. The application of English is more extensive than other languages or Japanese.” (Case C)*

*“Junior high school students are young and their lives are simple. Parents and teachers tell them that learning English well is really helpful to find the good job by their experience.” (Case D)*

*“Children can feel the importance of owning English ability. The whole environment in our society emphasizes how important it is, especially in the working career.” (Case H)*

## **4.2 Brief conclusion of English learning motivations in Taipei**

### **(1) Personal factors: interest, personal experience, future career**

A portion of students in Taipei indicates that they like English pronunciation. It is one of the reasons that they are motivated to learn English well. And most students in Taipei learn English with interests although some of them don't have perfect good grades. There are some students who strengthen their English proficiency by extra activities out of regular curriculums like reading novels, magazines or websites on Internet. Many students have interests in English and they don't study English just for passing the high school entrance examination.

Most students in Taipei have many experiences to travel abroad. The traveling experiences arouse students' motivation in English learning. They witness how important it is to learn foreign languages. The traveling experiences also widen their views and increase their international perspective. In addition, many parents send their junior high school kids to study tours or relatives' home abroad to enhance kids' English proficiency. The interviewers reveal that it is helpful for kids' English learning; especially it encourages kids to speak out. The students' exchange activities also facilitate students' interests and abilities.

Most junior high school students don't have much chance to talk to foreigners. They have chances to talk to foreigners only in cram schools. Parents want kids to develop their speaking proficiency so they send kids to cram schools. Few families take foreign friends to their homes.

To study abroad is one of the goals of some people. We can see a portion of parents still encourage their kids to study abroad but they respect kids' choices. And a portion of parents manage international environment for their kids and guide them through Internet. In fact, recent years, Taiwanese face the choices whether to study in China or in Taiwan.

Most of Taiwanese students hope to use English fluently. They regard English is a communication tool. Many students stress the pragmatic English ability more than their school grades. Most students agree that it will be helpful for people when they make foreign friends, travel, do other culture exchange activities and go further studies. But making foreign friends is not the main motivation to irritate students' interest. Junior high school students are quite young and their communication ability is limited. Parents and teachers hope students can improve their English ability and enrich their lives in the future.

Students think that owning the ability of using English is helpful for getting jobs and enriching people's lives. Employees who own good English proficiency in companies are the people with competitiveness. Taiwan is an island surrounded by sea and its export-oriented economic pattern of the current business make elites work hard at learning English. And the Government is carrying Taiwan into an international community. Civil service workers are also required to pass the GEPT test. So no matter young people who are just out of schools or the employees in every rank of workplace have to learn English.

## **(2) Family factors: parents, siblings, family affects**

Many parents think the textbooks are very easy and they send their kids to cram

schools for the reasons to reinforce the curriculum performance and to develop kids' English proficiency, especially the listening and speaking ability. Parents hope their kids not only learn English for good grades but also develop their interests in English learning. Presently parents don't give much pressure on kids' learning. They hope their kids learn English happily and use it spontaneously. They hope their children grow up happily only if the student has correct behavior and personality. They regard English as a tool of communication.

The situation that other family members like siblings affect kids' motivation of English learning is individual. Some kids affect by their siblings but some do not affect each other. Parents have the concept that everyone is individual and unique.

### **(3) Schools factors: classmates, teachers, schools**

Teenagers are in the age of puberty. They regard their peer groups as very important people who affect them much. From the interviewers we can see many students are influenced by their classmates or good friends. If their good friends are good in English or encourage them to learn English, this will be one of the motivations in learning English.

Another group of people who motive students' English learning is their English teachers. Many students like certain subjects just because they like the teachers, vice versa. Teachers inspire and guide students' English learning. Teaching skills and the way to guide classes learning English are very important. And students think teachers' teaching skills and personal glamour affect their English learning. In Taipei, teachers are willing to be students' friends but sometimes teachers meet the challenge from students.

In Taipei, schools have irregularly or non-irregularly scheduled vigorous activities to promote students' learning. Most schools regulate students to read English magazine in order to strengthen students' English proficiency and their views out of the textbooks. Many schools hold various vigorous extra English activities like speech contest, storytelling contest, English songs contest, drama contest or spelling

bee contest to promote the English learning motivation. Schools praise the students who learn English well in public when students get in assembly.

#### **(4) Learning materials and tools**

Most students think the textbooks are interesting. The pictures and illustrations are enough. The issues are new and very close to students' lives. Textbooks attract students to read the contents. Textbooks introduce different culture in the world. Students are very curious and interested in what ways that foreigners live with. Teachers supplement more cultures out of the western lives. Asian, European African cultures can be noticed if there are some relative cultural issues on textbooks. Not only the foreign cultures are introduced in textbooks, textbooks also lead students to know our local culture and teach students how to introduce our own cultures to foreigners.

Students learn English through textbooks and other supplementary learning tools such as magazines, English songs, English movies, TV news, computers or other media. Teachers lead students to sing in class. Sometimes teachers play video in class and use movies as one of the materials to learn English. There are countless English websites which provide learning materials online, but this need appropriate guide by parents or teachers. Parents buy educational software to assist kids learning. The most difficult part is English news. After all, junior high school students don't have enough English comprehensive ability and the news is not so attractive to teenagers.

#### **(5) Social factors: social points of view**

Almost everyone agree that t people with good English proficiency win more respect. It is one of the motivations to learn English.

## **5. The factors and results of English learning motivations in shanghai**

### ***5.1 The factors and results of English learning motivations in Shanghai***

In this section we use the same questionnaire to interview local junior high school students, parents and teachers to understand the English learning motivation in Shanghai. We got some information and results from the interviewers to tell the distinction between Taipei and Shanghai.

#### **5.1.1 Personal factors: interest, personal experience, future career**

We try to get some information to know whether learning English is a personal interest among junior high school students by leading them to think about the questions like: Is English attractive to you because it sounds good (better than other languages like Thai, Pilipino, Vietnamese, etc.) ? Do you learn English purely because of your personal interest? When asked about the issue of personal interest, a local Shanghai junior high school student answered with his subject opinion:

*“I am good in English; but I don’t think the pronunciation of English is nicer than other languages. But I agree English is a useful language.” (Case 14)*

Another local junior high school student shared his distress and said:

*“My English grade is ok, but I don’t feel any sense of achievement. I don’t exactly like English, but I like math and science. It is too much trouble to study English since we got lots of vocabularies, grammars and sentences to memorize. It is not so fun.” (Case 17)*

Two graduated students recalled their learning experience and said:

*“The domestic students here study English because it is one of the subjects that schools ask us to study. Students here learn English instrumentally. We study for getting high grades. I don’t think students here are interested in learning English and really enjoy it. Not many students learn English for using it. (Case 1)”*

*“I agree English is a useful language, it is helpful for people’s careers.” (Case 7)*

Ms. Jiang is an immigrant from Taiwan. She does her business in Shanghai for over ten years. In order to integrate into the local society, most her friends are Shanghai local people. Since she knows Shanghai well and has a son studies in Shanghai, she gave us the indigenous thinking and she narrated from her observation:

*“Students from other provinces are more cherish their opportunities. They study harder than the domestic students here in Shanghai. They study hard and get good grades in order to upgrade their life standard. Not all the students in Shanghai city can stand working hard. Many of the students in cities are the only child in their families. They learn to be successful by opportunistic ways, included learning English. They are not really interested in learning English. Just think about 130 million Chinese speaking populations, students do not really need to speak English. Most students learn English just because it is one of the subjects that school ask them to learn.” (Case 2)*

From Ms. Jiang’s view, the reason students trend to “opportunistic” that is because students want to enter good upper schools like key high schools or top brand name universities. Whatever schools test the students, they just focus on tests. Why is it so important to enter key high school? Key high schools possess more sources and money investment from government. Not only the equipment is better, but teachers are well-trained<sup>50</sup>. Key high schools get more investment from government and some

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<sup>50</sup> Li, Chaoying, Li Liu and Chao Lu ( 2009). Beijing Sina News. *Experts say key high schools obstruct the*

key high schools get donation from parents and the tuition fee from parents when parents choose schools. On the side of equipment and premises, key high school is usually 3-5 times superior to ordinary school. On the side of teacher's quantity, key high schools require higher teacher's education background and high grade level teachers. Teachers in key high schools have more opportunities to go further studies, and teacher training places in Europe, America or Oceania. But the teachers in ordinary schools only get training in domestic. The interviewers reveal their eagerness to key high schools and the motivation of learning English:

*“Usually, private junior high schools and public senior high schools have good reputations. Students who do not have good curriculum performs can not go to those so called good schools even their parents are rich.” (Case 9)*

*“Many good teachers go to private schools because private schools pay higher salary.” (Case 9)*

*“The motivation to learn English is to pass the entrance exam to go to good schools like key high schools. Most students are utilitarian.” (Case 4)*

*“Students who learn English well for the reason to enter key high schools. They are utilitarianism. The students in cities are Utilitarianism and students in countryside study hard for opportunities.” (Case 3)*

*“Here few students learn English for interest, most are for enter good upper schools.” (Case 7)*

*“Many of my school mates in Shanghai they hide their diligence but study hard to surpass other students in order to get good chances at the right time.” (Case 19)*

*“I seldom heard students here learn English for interest. The common*

*reason that students here study English is to get good grades. The secondary reason that students here study English is to develop their ability in order to get good jobs. There are also some people who study English for the reason to make foreign friends.” (Case 12)*

*“Most parents in Mainland China think it is the only way to promote their life standard through education. We have retained system to retain a student to study again in the same grade if the student’s curriculum performance is not qualified. But few parents allow their children to retain again until they are qualified and good enough to enter good key- high schools.” (Case 20)*

From the views above we can have a brief profile that most students in Shanghai study English for reasons that it is one of the school subjects. If students want to get high grades to enter good key high schools, they’d better to study English hard. The college entrance exam and high school entrance exam are decisive to their future. The overpopulated pressure lead students must study harder if they want to be the tip. Most of the interviewers indicated that seldom students learn English because of interest. Students are instrumental-orientated learners by Garner’s concepts of learning motivation.

In addition to interests, the individuals’ experiences could affect their language learning intrinsic motivations, especially if they have the chances to use the certain language or meet the differences culturally. Travel experience is one of the catalytic agents to promote people to learn English. With the rapid growth of China’s economic development, more and more people have more experiences to travel abroad in recent years. Asian countries like Taiwan, Japan, Korea, and south east countries welcome Chinese people’ visiting to stimulate their domestic economy. The interviewers narrated their point of view:

*“Yes, we have chances to travel abroad and it is more popular in recent ten years. But only the people live in big cities like Beijing, Shanghai and Guanzou can get the visa issued from government. Most people in other places are constrained to go abroad. I went to Thailand with tour. I went to*

*Japan with study tour for half year.” (Case 12)*

In addition to travel experience, some parents send their kids abroad to learn English during summer vacation and winter vacation. Earlier years, parents send elder kids like senior high school students or above to attend study tour, and recent years, junior high school students and elementary school students follow the waves.

*“It is more and more popular to attend the study tour recent years, but only few families can afford it. (Case 3)”*

*“Most people don’t have the opportunities to travel abroad. Study tours start from recent years. Only few families can afford it.” (Case 4)*

*“Students were asked to learn English well in order to study abroad. It was better to stay or live abroad if could. Most students studied abroad after they graduated from universities. But recent years, teenaged students are sent to abroad and are looked after by their relatives or study in boarding schools. But it is risky because their parents can not take care of them.” (Case 3)*

Obviously, not many students have the chances to use English as a tool to communicate with foreign people in other countries. English is still a subject that schools ask them to learn. But Shanghai is an international city, people have more and more chances to see foreigners since the open-door policy attract foreign investment and the joining into WTO bring more international people to Shanghai.

*“Recent years, more and more foreign capital companies come to Shanghai, Chinese start to notice the importance of speaking ability. Shanghai is an internationalized city. People have more chances to see foreign people from all over the world. I think it is easier to develop the aspect of internationalization. They have English channels broadcast the international news twenty four hours. But it must be broadcasted underneath the point of view of Chinese government.” (Case 16)*

Do Shanghai students talk to foreigners? Does it cause the students’ motivation of

learning English? The interviewers of junior high school students said they don't have the chance to speak to foreigners. Some public schools and private schools have foreign teachers. Most students are afraid of speaking English but some grab the chances to practice. It is for sure that people are motivated to learn English especially when they see more international people around them.

*“People try every method to get better salary jobs to ameliorate life qualities. National enterprises don't emphasize on English abilities. Few people who work in national enterprises continue to learn English because of interest.”*  
(Case 4)

*“There are some “English corners” for people who want to exchange language speaking for local people or foreigners in the parks. People here never do things through churches. (Case 12)*

Earlier, we talked about students' strong wish to enter key high schools and top brand name universities. We also get more clues that parents and students wish to study abroad no matter the families are affordable or not. After the reform and open policy in 1980s, there is a trend to study abroad to pursue better life. People think the lives in west countries are colorful and rich. They think study abroad can have the chance to promote their life quality of material and upgrade the hierarchy of their souls. The population of studying abroad is increasing with years. For example, it was 59,939 people studied in the U.S. in 2001, 63,211 people in 2002 and 64757 people in 2003. To study abroad is a chance to promote people's status, social class and cumulate fortune.<sup>51</sup>

A junior high school student was told to study abroad when he was in elementary school:

*“To study abroad? Yes, my father mention about that when I was younger.”*  
(Case 17)

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<sup>51</sup> Lin, Jiaojen (2004). *Crazy learning English in China*. Tien Shia Magazine, Issue 311. Retrieved November 15, 2004 from <http://www.lcenter.com.tw/inter/chinaDetail.asp?no=2>

And many interviewers reflected the zealousness of studying abroad:

*“Yes, there are lots of people plan to study abroad. The percentage is high.”  
(Case 12)*

*“Most college school students go to IELTS cram schools for pass CET-4 and CET-6<sup>52</sup>. And almost every student wants to enter good high schools and top universities and then study abroad.” (Case 20)*

*“If students want to go abroad, they must learn English well. But only the rich families can afford their children to study abroad.” (Case 21)*

*“Parents here hope their children study hard in English and can get high grades to join the key high schools. Then parents will maintain their 'faces'. 'Faces' is very important here and equals to self-respect ion and self-esteem.”(Case 1)*

From above we can see Chinese people's desire to study abroad and it shows it is a pride to family, especially to study in English speaking countries. From this dimension it reflects the motivation of English learning in China. But is it the final purpose to study English? We still can dig some other reasons:

*“I think it is true that students here study English for passing the entrance examination to good high school and top universities. Senior high school students go to cram school to study IELTS for the reason one day we can study aboard, go to brand name top universities and can get good jobs and high salary jobs.” (Case 1)*

*“Students here study English very hard in order to study aboard. Further more, it is better to stay aboard, I mean, to live in countries out of China.*

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<sup>52</sup> The abbreviation of College English Test in China  
From: <http://baike.baidu.com/view/14727.htm>

*Parents sent their children to study abroad after they graduated from universities. But recent years, Chinese get richer, and parents send their children to study abroad when they are only teenagers.” (Case 2)*

*“Students in Mainland China cherish their limited resources to promote their lives. Just like Taiwanese people thirty years ago, Chinese people work hard to depart from poverty. From the low class and middle class people, studying hard is the economic and hopeful way to promote their lives.” (Case 8)*

It is clear gradually the purpose of learning English can be formulated by a model: learn English well can enter good high schools and universities; and then study abroad to get chance to make fortune and better life. The purpose of Chinese people's learning English is to get rid of poverty. Government encourages people to learn English and study abroad in order to bring in the latest knowledge to build the New China. After closing the country to international intercourse so long since Qing dynasty, China is really behind the western countries. The “returnees” going back to China leads China's development very much. People envy their achievement and hope one day their children can learn English well, speak English well and step their successful models.

When people were asked: does having good English proficiency help getting a good job with good payment? Most people agreed with that. Mr. Lu, a junior high school teacher emphasized the important of learning English and he took an example:

*“Some students who have good English proficiency get good jobs before they graduate from schools.” (Case 20)*

People found that working in a foreign enterprise with good English proficiency, their salary could be three to four times higher than working in a domestic enterprise without good English proficiency.

But it must be some other reason except the practical utility. Some people learn English hard because it is helpful to make foreign friends, travel, and exchange different cultures to fulfill life. A local teacher narrated:

*“Decades ago, people stress on subjects like math and science. Recent years, foreign investments are coming, more and more foreigners live in our neighborhood, so gradually people notice the importance of English proficiency. There are lots of English learning groups, English learning corners in our communities and cities.” (Case 20)*

And it is very spontaneous that people are curious about other cultures. Junior high schools declared that:

*“I hope I can study abroad so I think English is very important. I also hope I have chance to travel abroad often. I am an outgoing person. It is easy for me to deal with different people.” (Case 14)*

*“If I have a chance to study abroad when I grow up, I would like to go to experience the foreign life style.” (Case 18)*

We get different answers when we ask the question “When you finish your study and you don’t have to use English in your job, will you still want to keep learning English?” A local principal talked about her son and she said:

*“My son works in East Asia Bank. He got high grade in English when he was a student. But it is not necessary to speak English in his work, and then his English ability is degenerate. (Case 3)”*

Miss Chio just graduated from school and narrated that many people want to work in foreign enterprises because the salary is higher. But there are many people work in national enterprises because the work is stable. She said:

*“People try every method to get better salary jobs to ameliorate life qualities. National enterprises don’t emphasize on English abilities. Few people who work in national enterprises continue to learn English because of interest.” (Case 4)*

In fact, most young people keep learning English to increase their working competitiveness and leap to better jobs with better salary. Many people attend the PETS<sup>53</sup> test (Public English Test System), BEC test<sup>54</sup> (Business English Certificate), TOFEL or IELTS to get the certification and to improve English proficiency.

### **5.1.2 Family factors: parents, siblings, family affects**

Parents affect their kids learning a lot, parents even decide their kids' future career. The family factors are very important during their kids learning period. Parents in China have many choices to send their kids to different types of schools. There are public schools, private schools, boarding schools, international schools established and invested by foreign countries and domestic schools' international division. The boarding schools are established for the historical reason. After Deng Xiaoping's reform and open-door policy, he advocated "let some group of people get rich". These people were too busy to take care of their children and had to board their children at schools. In 1993, China allowed private schools to establish. To a certain extent, private schools help government build education. Taiwanese parents in Shanghai admire there are different types of schools they can choose.

In China, many families spend half or more their asset on education. Parents choose good schools for kids through "relationship", most of time parents have to pay the price to enter their so called good schools or key schools. In order to improve good English proficiency, parents ask their kids to attend English cram school after their normal schools or even hire private tutors or foreign teachers at home. Kids obviously feel their parents pay a lot of attention on their English ability improvement.

*"Chinese people spend much expenditure on their children's education, no matter they are rich or not. Parents send their children to foreign language schools, bilingual schools and those kinds of schools are very expensive. Young children learn English start from grade one. But recent years, it is*

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<sup>53</sup> PETS: Public English Test System is the national English test system held by Ministry of Education. It is a certificate to work in foreign enterprises and domestic enterprises.

<sup>54</sup> BEC: Business English Certificate is validated by the enterprises in the U.K. and other unit states, Europe and Asia.

*popular to send children to bilingual kindergartens.” (Case 3)*

*“Parents here hope their children study hard in English and can get high grades to join the key high schools. Then parents will maintain their “faces”. Here “Faces” “is very important and equals to self-resection and self-esteem.” (Case 1)*

Ms. Wu, a professional art teacher with a daughter studying in key high school - Wei Yu Senior High School, emigrated from Taiwan eight years ago and has a painting studio in Shanghai. She experiences the competition in this mega city.

*“Try to calculate this: if the percentage of rich people is 1%, you can figure out how many rich people are here! So many! And you can imagine so many rich Shanghai people they have strong ability on investing their children’s education. These kind of rich people and elite families emphasize the importance of education. They pay more attention on students’ English learning. The elite parents hire tutors or even the English native speakers to teach their children at home. The elite parents ask their children to get good grades and to attend the brand name schools. The elite parents discipline their children strictly.” (Case 5)*

Ms. Wu’s daughter experiences more since she was an elementary school student in this competitive city and she said:

*“The students here study very hard. Parents won’t ask their children to do housework. All students have to do is study hard. Parents urge their children to study all the time.” (Case 8)*

*“Exactly, I think students here are not healthy enough. When we were in 9<sup>th</sup> grade, we even didn’t have PE class, because the entrance examination didn’t test PE.” (Case 8)*

*“Sure, when I aware the local students study so hard, I got pressure to myself, because I want to attend to local key schools.” (Case 8)*

Ms. Yu followed her husband from Taiwan to Shanghai around ten years ago and they run a furniture business in Shanghai. With her long term of experiences in Shanghai, she observed the differences sharply and said:

*“The parents here value their “face” (it means dignity) very much, their children’s grades are significant to their dignity. If you have the chance to see their children’s files when they are going to apply their ideal schools, you would be surprised that their files are so rich just like they are going to interview jobs.” (Case 15)*

*“Underneath the one-child policy, parents protect their children very well. Children are not allowed to go outside alone. Oppositely, Taiwanese parents here train their children to be more independent. In Taiwan, it is very common that parents send their children to develop their various talents after school. Taiwanese parents hope their children to have colorful lives. Taiwanese parents advocate that studying school subjects is not the only thing in children’s lives. But here in Mainland China, students devote their time on text books. Recent years, parents in China aware the importance of extra activities.” (Case 15)*

Another young mother from Taiwan Ms. Ko cultivated her kid’s interest optimistically, she said:

*“My daughter kept learning English speaking and reinforced her speaking ability in “Giraffe English” when she was in Taiwan. Her English speaking proficiency is quite good. Not like her classmates in local school concentrate more on the English text books and concern their school grades, we keep sending our daughter to English speaking class. She is the youngest students in her English speaking class since almost her classmates in that English speaking class are adults.” (Case 16)*

Local junior high school student Shi disclosed most students’ learning situation directly:

*“My English grade is ok. I learn English at school. I follow the rules that school ask us. We have many monthly tests and mid-term and final term tests.” (Case 17)*

*“My classmates go to school by school bus. Usually we go home directly. Some of my classmates have foreign teachers at home. We seldom go out alone. Most time we stay at home and are with family.” (Case 17)*

We can get clearer profile that parents in Shanghai pay much money and attention on kids' academic performance. Parents urge kids to study all the time and concern their school grades very much. Students devote their time on textbooks the most. But recent years, parents start to notice the English speaking proficiency.

### **5.1.3 Schools factors: classmates, teachers, schools**

Schools affect students English learning efforts and motivation. Students deal with their teachers, classmates and staffs in schools for long hours, so students may be affected by teachers, classmates or school's administrative management. We will discuss all affective elements in schools in this section. Teenagers care about other people's aspects and opinion especially. Students may affect each other mutually, especially the teenagers of puberty. But the answers to the question are bipolar. We can see that whether teenagers affect English learning each other or not, everyone's situation is an isolated.

*“I won't learn English just because my classmates or friends affect me. After all, learning is my own business.” (Case 14)*

*“I often discuss our studies with my close friends in many subjects included English. I think I am kind of affected by my classmates” (Case 17)*

But we can be positive to say teachers affect students' English learning a lot included local teachers and foreign teachers. When asked about “Do your English teachers

affect your English learning?” Local teacher Mr. Lu told us the present situation in English learning and the strategies the local teachers use in Shanghai:

*“Here in Mainland China we emphasize to train students build the language structure. We try to firm students’ language foundation at their learning beginning. About ten years ago, we tried to use Hong Kong Oxford version to teach more colloquial English to our students. But we found it was a mess that students didn’t get correct language structure; and their grammar was terrible. About two years ago, we corrected new version and this time it is better. Most of schools in Shanghai use Oxford version and only two schools in XuHuei District use New Age version.” “No matter public schools or private schools, some of them have their own foreign teachers, and some exchange their foreign teachers each other.” (Case 20)*

Another local English teacher Ms. Ni told us the teaching principle in Shanghai:

*“When students are in junior grades, we build their oral communication ability, when they are in senior grades, we emphasize on their written ability.” (Case 21)*

Mother Tu noticed the different strategies in teaching English in Shanghai and in Taiwan. She offered the information:

*“Chinese people emphasize the accuracy on English learning. They focus on grammar structure. Teachers and parents don’t exactly ask the performance of language using. I observe teachers here ask students to memorize their lessons. Teachers request the language structure accuracy. Schools here learn British English, but contrarily, schools in Taiwan learn American English. Teachers in Taiwan encourage students to use the language. They encourage students to speak and to express themselves in English. It is ok that students make mistakes on the language structure. The type of questions on the entrance exam in Taiwan trends to how to use English in daily life*

*wisely. Schools in Shanghai also emphasize listening ability because there are listening tests.” (Case 16)*

*“I feel Taiwanese students behave better than Chinese students on speaking proficiency. Since Chinese emphasize on the language structure accuracy, students are afraid of speaking English. Chinese students are afraid to be blamed because of they speak wrongly. Recent years, more and more foreign capital companies come to Shanghai, Chinese start to notice the importance of speaking ability.” (Case 16)*

Apparently Ms Tu likes the way to regard English as a communication tool but not only learn it strictly on grammar structure. Ms. Ko, another Taiwanese housewife, expressed her daughters' English learning experience with more expectation and said:

*“My three daughters go to the local schools here. They got a lot of pressure in learning and tests. My elder daughter goes to the International Division of Shanghai High School. We plan to send her to the USA. Here are a lot of exams every day and students practice doing the exercises all the time.” (Case 9)*

*“My second daughter experiences her English class by copying vocabularies all the time. Teachers ask students listen to the tape at home alone. Teachers play English tapes in class in stead of speaking English by themselves. They pay much attention on grammar structure.” (Case 9)*

Ms. Wu's daughter, a grade ten student, told us her experience in Shanghai local school:

*“When I went to elementary school here in Shanghai, all the subjects were so difficult to me. But I was expert in English because I learned speaking English for few years when I was in Taiwan. One time, there was a foreigner came to my elementary school, everyone was afraid of speaking English to the foreigner. Even the school teachers were afraid of speaking to him. I was the only one who volunteers to speak to the foreigner. The other one who*

*cans speak to the foreigner was our principal who studied in Canada before.”*  
(Case 8)

A college student recalled his English learning experience in junior high school and expected that he can have more fun in learning. He said:

*“I think it still needs to improve the teaching skills in English. The teachers in schools only take grades seriously. Teachers teach grammar and the skills of solving the quizzes.”* (Case 12)

But Ms. Ma’s son has nice experience in Shanghai local schools. She praised her son’s school positively and said:

*We came here six years ago. At that time, my son was going to the first grade to local school here in Shanghai. We met good teachers and ideal principal luckily. They have ideal education concepts. My son attends the “interest classes” at school. He is happy to study in the local school.* (Case 13)

Ms. Su’s children have the similar nice experience and she said:

*“The equipment in local key schools in Shanghai is not inferior to Taipei. Teachers here take seriously on their teaching. They take care of students no matter on students’ studies or daily life concern.”* (Case 6)

A junior high school student revealed her English learning in the classroom and said:

*“When we were in the sixth grade, sometimes English teachers taught us through games. “Classmates here in Shanghai are aggressive to grab chances to perform themselves in learning.”* (Case 19)

From the content above, we can have brief conclusion: older students recalled their English learning experience and felt there were no fun on learning. School teachers focus on grammar structure teaching and school grades. School teachers didn’t speak English a lot in class. But the younger students who now are in junior high

schools feel that teachers sometimes teach English with games and competition in class to stimulate their motivation. It shows that teaching skills in China are different during recent ten years. They hope students can learn with more fun. Another side, the inalterable fact is that teachers hope to establish students' grammar foundation to continue their further studies; particularly it is helpful for passing the exams and attending good schools. In fact, high school teachers are divided into four grades, the first grade, the second grade, the first grade and the high class grade. The rate of students attending to good schools can be considered as one of the conditions when teachers are estimated to an upper teacher grade. The other side, parents in China once only emphasized on kids' school subject grades, but now parents aware the important of speaking skill. The alternation is with the changing of social environment.

School's policy and teaching strategy could affect students' English learning, especially if a school encourages students much on English learning. A senior high school student studying in SMIC private school told us her school life:

*“My school is an international school; of course it attaches importance of English. “The learning competition in our school is not much, but I know it is in local schools. Local students got a lot of pressure on learning. Most students in our school come from Taiwan; some are from Korea, not many Mainlander Chinese.” (Case 7)*

Another senior high school student in the tenth grade told her different school life in local key high school.

*“Our school is the so called key high school, so it pays more attention on English, Chinese and math. When it meets the end of semesters, we stop other subjects. All we have to do is learning these tree subjects; we don't have music classes, art classes and others. When we were in the 9<sup>th</sup> grade, we didn't have subjects that didn't take in the entrance examination. Most of our classes are Chinese, English and math, every day we have at least one or two hours on each subject.” (Case 8)*

Students and teachers talked about their English learning through activities in schools and said:

*“There are few speech competitions in schools. Even there is a chance; most people are not willing to attend because most of us can not speak out.” (Case 12)*

*“We seldom have English contest, and teachers decide who go to the contest. You also can tell your teacher you want to grab this chance to have a contest. Sometimes we all classmates decide who can go to the contest.” (Case 18)*

*“We also provide some activities to students to enforce students’ English four skills development. We seldom hold English drama or story telling activities. Basically, the members must have good English speaking proficiency if there is a drama contest.” (Case 21)*

Shanghai is famous for its independent and avant-garde style education. It was 150 years ago that Shanghai was the first area in China to teach English. Its leadership in China’s education last now. After 2001, China formulated that students must learn English from the third grade. China has developed many courses reform plans and one of the importance is reinforce students’ English ability. Recent years, they encourage the Communicative Approach teaching method in schools.<sup>55</sup> But we can see most schools still regard students’ grade the most important. However schools in Shanghai still attract parents bring their kids here for its multi and avant-garde education types.

#### **5.1.4 Learning materials and tools**

China’s textbooks are edited under the national curriculum standard teaching objectives and teaching requirements on the stage of basic education included elementary school and high school. When asked about their textbook, the tenth

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<sup>55</sup> Yu, Yuechin (2003). *The comparison of English curriculum documents on compulsory education on both sides of Taiwan Strait*. Unpublished master thesis. Sandong Normal University.

grade student who emigrated from Taiwan told us her experience:

*“Here in Shanghai, we have unified version of text books. We use the Oxford and New Age versions. The English teaching in junior high school focus on English language structures, grammars. We don’t emphasize on speaking ability.” (Case 8)*

*“I think the text books are improving year by year. Schools in big cities use international version like Longman or Oxford. I am from Hungzou, in my hometown, we use the text books edited by Chinese government.”(Case 12)*

Most students and parents hope the textbooks can have more fun and attractive to students. What are students’ opinions on their English textbooks? Do the textbooks have sufficient pictures and illustration? Do they inspire students’ English learning or provide students new knowledge? Let’s see what students told us:

*“Yes, there are some pictures on my text books, but I think there are boring. I don’t think the content of my text book is interesting. I am not interested in my English text books. I want to learn English well just because I want to get good grades.” (Case 14)*

*“I don’t think our English books are interesting. There are fewer pictures from our 8<sup>th</sup> grade books. As for the content, I like the parts which introduce the foreign cultures.” (Case 17)*

*“I don’t think I like my English text books. The pictures are not so interesting. The contents in our text books are so serious. I like the parts which introduce foreign culture.” (Case 18)*

*“My son studied in Australia. I think in English learning, the textbooks and teaching methods in China must be more interesting and attractive.” (Case 22)*

Many interviewers revealed their satisfaction on textbooks is not high. They hope

their textbooks can be more vivid. Commonly, students are interested in cultures around the world.

In addition to English textbooks, students can reinforce their English learning motivation by other methods and tools. Some would learn English through songs, movies or computers. But do students usually use these kinds of methods besides the textbooks and reference books? Junior high school students shared their experience and said:

*I don't learn English by using multimedia, computers or radio. (Case 14)*

*"It trends to learn English by watch English movies or listening to English songs recent years. It trends to learn English by computer in cities." (Case 12)*

*"I don't use the multimedia equipment to learn English. I don't learn English through TV, either. My parents allow me to use computer one hour every day. But I only play the computer game, not use it to learn English." (Case 17)*

*"I like English songs. But I only like the melody. I don't learn English by songs. My parents allow me to play computer two hours a week. I chat on Internet, not for learning English. I never do that." (Case 18)*

*"There are some "English corners" for people who want to exchange language speaking for local people or foreigners in the parks. People here never do things through churches. (Case 12)*

Junior high school students are still young and their life style is simple. They follow the rules that parents, teachers and schools ask them to do. After long hours studying at school and continuing their reinforcement on school subjects at home or learning other talents like instruments or arts, students don't have much their free time. Even they have time to listen to English songs or watch English movies, those are for fun, not for learning English. Exactly, they spend most of their time on school subjects. In order to get good grades, parents request kids to study harder and do

nothing besides studying.

### 5.1.5 Social factors: social points of view

Social points of view affect students' cognition and motivation. From newspaper, media, television shows, public opinions, schools and parents, students comprehend how important English is. From the beginning of reform and open door policy to China's joining to WTO, English learning is accelerating in China's society. As the leader city in China, Shanghai is the front to face foreign enterprises and keeps the fever of English learning heating. In fact, it must be one of the elements facilitate students English learning motivation.

When asked about "Do you agree that people with good English proficiency win more respect? If so, is this the reason you want to learn English?"

*"I know people respect the people who learn English well. But I have my own idea. I don't learn English actively because the demand of our society."*  
(Case 17)

*"I know China is rising abruptly. China is trading with multinational enterprises internationally. We must keep learning English. It is a way to change our lives."* (Case 4)

## ***5.2 The brief conclusion of English learning motivations in Shanghai***

### **(1) Personal factors: interest, personal experience, future career**

Most students in Shanghai study English for the reason that it is one of the school subjects. If students want to get high grades to enter good key high schools, they'd better to study English hard. The college entrance exam and high school entrance exam are decisive to their future. The overpopulated pressure lead students must study harder if they want to be the tip. Most of the interviewers indicated that seldom students learn English because of interest. Students are instrumental-orientated learners by Garner's concepts of learning motivation.

With the rapid growth of China's economic development recent ten years, more and more people have experiences to travel abroad. In addition to travel experience, some parents send their kids abroad to learn English during summer vacation and winter vacation. Earlier ten years, parents send elder kids in college school to attend study tour, and recent years, junior high school students and elementary school students follow the waves. But not many students have the chances to use English as a tool to communicate with foreign people in other countries. English is still a subject that schools ask them to learn.

The interviewers of junior high school students said they don't have the chance to speak to foreigners. Some public schools and private schools have foreign teachers. It is for sure that people are motivated to learn English especially when they see more international people around them.

It is a trend of thought since 1980s that studying abroad can have the chance to promote their life quality of material and upgrade the hierarchy of their souls. Studying abroad is a pride to family; especially to study in English speaking countries. Chinese people's desire to study abroad is strong. The population of studying abroad is increasing with years. From this dimension it reflects the motivation of English learning in China. Most people agree with that having good English

proficiency helps getting a good job with good salary.

## **(2) Family factors: parents, siblings, family affects**

In Shanghai, parents urge their children to study all the time. Parents concern the school grades very much. Parents in Shanghai pay much money and attention on kids' academic performance. Students devote their time on textbooks the most. But recent years, parents start to notice the English speaking proficiency.

The one-child policy makes students in Shanghai have no siblings. They are not affected on the school performance by their siblings. But the only one child could be the center of whole family. Parents and grandparents concentrate on them. The only one child students may not stand the pressure of academic performance.

## **(3) Schools factors: classmates, teachers, schools**

School factors affect students learning motivation. Teachers in Shanghai are more authoritative than in Taipei. Teachers teach for effects because teachers are graded by their teaching effects. Teachers emphasize the accuracy on English learning. They focus on grammar structure. Students graduated from junior high schools six or ten years ago recalled their English learning experience and felt there was no fun on learning. But the younger students who now are in junior high schools feel that teachers sometimes teach English with games and competition in class to stimulate their motivation. It shows that teaching skills in China are different during recent ten years. The other side, parents in China once only emphasized on kids' school subject grades, but now parents aware the important of speaking skill. The alternation is with the changing of social environment.

Junior high schools in Shanghai sometimes held activities to encourage the motivation of learning English. The private schools, international schools, or international division and the bilingual schools of course pay much more attention on English. There are also branch campuses of foreign schools in Shanghai. They have whole language classes teaching every subject in English. Some junior high

schools and senior high schools have ancillary “study abroad classes”. These kinds of schools cultivate students with strong English ability to study abroad since high schools. The existence of this kind of “study abroad classes” partially is because the strong pressure of entrance examination in domestic.

#### **(4) Learning materials and tools**

China’s textbooks are edited under the national curriculum standard teaching objectives and teaching requirements on the stage of basic education included elementary school and high school. Most students and parents hope the textbooks can have more fun and attractive to students. Many interviewers revealed their satisfaction on textbooks is not high. They hope their textbooks can be more vivid. Commonly, students are interested in cultures around the world.

Junior high school students are still young and their life style is simple. They follow the rules that parents, teachers and schools ask them to do. Exactly, they spend most of their time on school subjects. Many students have to learn special skills like music instrument, arts, dancing and so on to prepare for the entrance exams of university. Their specialties have to be qualified before the entrance exams. Students don’t have much their free time. Even they have time to listen to English songs or watch English movies, those are for fun, not for learning English.

#### **(5) Social factors: social points of view**

Social points of view affect students’ cognition and motivation. From newspaper, media, television shows, public opinions, schools and parents, students comprehend how important English is. From the beginning of reform and open door policy to China’s joining to WTO, English learning is accelerating in China’s society. As the leader city in China, Shanghai is the front to face foreign enterprises and keeps the fever of English learning heating. In fact, it must be one of the elements facilitate students English learning motivation.

## 6. Conclusion

Two sides of the cross Taiwanese Strait separated and governed individually by sixty years. The social development is different and so is the educational development. However, both sides with the same language, the same races and the same culture, some things are deeply rooted in the similar situation. The difficulties on learning foreign languages are similar. How to learn from each other, how to help each other on learning foreign languages efficiently and how to reduce learners pressure are the issues that both sides have to pay attention. Both sides have to support each other in competition and create an atmosphere of win-win situation.

From the experience and observation of the interviewers in this study, we got some points approximately. And after the comparison, we captured that there are some identical and different English learning motivation and results between students in Taipei and Shanghai. Here I present the comparison of the factors of: (1) Personal factors: interest, personal experience, future career, (2) Family factors: parents, siblings and other family members, (3) Schools factors: classmates, teachers, and schools, (4) Learning materials and tools (5) Social factors: social points of view.

(1) Personal factors: interest, personal experience, future career

The interviewers in this study revealed that Taiwanese students do not totally study due to external stress and English learning is based on interests although some of them don't have perfect good grades. Instead of studying English just for passing the high school entrance examination, students in Taipei emphasize more on speaking or using English to enrich their lives. These conform to The Course Outline and its teaching goals which Taiwan Ministry of Education stipulated. Taipei's junior high school students' English learning motivation conforms to Garner's concept of motivation - both integrative orientated and instrumental orientated. Inversely, most of the interviewers in Shanghai indicated that seldom students learn English because of interest. Students are instrumental-orientated learners by Garner's concepts of learning motivation. The overpopulated pressure lead students must study harder if

they want to be the tip. The pressure of entering top prestigious universities in Shanghai is huge. Students must be adopted into the key high schools first, and then students can have possibility to enter prestigious top universities. Even promising over the years of reform and expansion of universities, the society still attaches great importance to prestigious and elite universities. English is one of the subjects that decide whether students can enter the top prestigious universities.

A portion of Taiwanese parents still encourages their kids to study abroad but they respect kids' choices. In fact, recent years, Taiwanese face the choices whether to study in Taiwan, in China or in other countries. On the other side, with the rapid economic growth, middle-class in China increases. It enables more middle-class families to send their children to study abroad. Studying abroad is a pride to family. The population of studying abroad is increasing with years. The pressure of entrance examinations is the second reason which leads many wealthy families to send their children to study abroad directly or study in foreign schools' branch campus in China. It is very trendy now that foreign universities cooperate with domestic universities to offer international courses in English and international diploma. In fact, universities in Taiwan, like Cheng Kong University, have the similar cooperation program with foreign university. Whether to study abroad or study in international schools in the domestic China, students have to learn English. All the reasons enhance the motivation of learning English.

Most students in Taipei have many experiences to travel abroad. The traveling experiences arouse students' motivation in English learning. Students witness how important it is to learn foreign languages. The traveling experiences also widen their views and increase their international perspective. The students' exchange activities also facilitate students' interests and independent abilities. Most Taiwanese students stress the pragmatic English ability more than their school grades. Students in Taipei agree that it will be helpful for people when they make foreign friends, travel, do other culture exchange activities and go further studies. But making foreign friends is not the main motivation to irritate students' interest. On the side of China, the rapid growth of China's economic development recent years lead more and more people have experiences to travel abroad. But not many students have the chances to use English as a tool to communicate with foreign people in other countries. English

is still an important subject that schools ask them to learn.

But there is a same situation that junior high school students in both Taipei and Shanghai are quite young, their life style is simple and seldom have opportunity to talk to foreigners in English. In Taipei, students have chances to talk to foreigners mostly in cram schools. Parents want kids to develop their speaking proficiency so they send kids to cram schools. Few families take foreign friends to their homes. In Shanghai, The interviewers of junior high school students said they don't have the chance to speak to foreigners. Some public schools and private schools have foreign teachers. And the same as in Taipei, students in Shanghai have to go to cram schools for English learning and other talent learning for entering key high schools. With the rapid growth of economic development, it's easier to meet foreign neighbor in students' neighborhood in Shanghai recently. It is for sure that people are motivated to learn English especially when they see more international people around them.

## (2) Family factors: parents, siblings and other family members

Many parents in Taiwan worry about school English is too simple, so parents manage the environment like sending their kids to cram schools or urge kids to use computer and Internet to learn English; and hope to cultivate children's interest in learning English. Parents hope their kids not only learn English for good grades but also develop their interests in English learning. Presently parents don't give much pressure on kids' learning. Although eventually junior high school students in Taipei have to face the entrance examination, parents hope their kids learn English happily and use it spontaneously. They hope their children grow up happily only if the student has correct behavior and personality. Contrarily, in China, the population is huge, the competition is fierce. One wants to be the excellence among the huge population must work harder than others and efforts earlier. English learning must start earlier, too. In order to cultivate kids to be the elite in the future, some parents even send their three-year old baby to boarding schools to reinforce their competitiveness and start earlier than other kids. In Shanghai, parents urge their children to study all the time. Parents concern the school grades very much. Parents in Shanghai pay much money and attention on kids' academic performance. Students devote their time on textbooks the most. But recent years, parents start to

notice the English speaking proficiency.

Whether kids' motivation of English learning is affected by their siblings is individual. Some kids affect by their siblings but some do not affect each other. Parents have the concept that everyone is individual and unique. On the other side, the one-child policy makes students in Shanghai have no siblings. They are not affected on the school performance by their siblings. But the only one child could be the center of whole family. Parents and grandparents concentrate on them. The only one child students may not stand the pressure of academic performance.

### (3) Schools factors: classmates, teachers, and schools

From the interviewers in Taipei, we can see many students are influenced by their classmates or good friends. If their good friends are good in English or encourage them to learn English, this will be one of the motivations in learning English. In Shanghai, the interviewers revealed their situation individually.

In Taipei, teachers are willing to be students' friends but sometimes teachers meet the challenge from students. English teachers in Taipei are trained to use Communicative Language Teaching in the classroom. The teaching approach of Communicative Language Teaching emphasize on the ability of communication. Teachers have to encourage students to speak out more than to focus on accuracy. Differently, teachers in Shanghai are more authoritative than in Taipei. Teachers emphasize the accuracy on English learning. They focus on grammar structure. But the younger students who now are in junior high schools feel that teachers sometimes teach English with games and competition in class to stimulate their motivation.

In Taipei, schools have irregularly or non-irregularly scheduled vigorous activities to promote students' learning. Most schools regulate students to read English magazine in order to strengthen students' English proficiency and their views out of the textbooks. Many schools hold various vigorous extra English activities like speech contest, storytelling contest, English songs contest, drama contest or spelling bee contest to promote the English learning motivation. Decades ago, Taiwan actively

promoted education reform in order to reduce the pressure on students. But simplifying the course leads to the problem that students' basic academic competence is reducing. When Taiwan's efforts to reduce the academic pressure on students, do the students really reduce the pressure? Or, Taiwan just weakens the competitiveness of the next generation? Further more, the policy of simplifying courses and reducing pressure cause junior high school students only have to learn more 1200 words, but senior high school students have to learn over five times than that; thus, it is difficult to bridge courses for senior high school students.

Junior high schools in Shanghai sometimes held activities to encourage the motivation of learning English. The private schools, international schools, or international division and the bilingual schools of course pay much more attention on English. There are also branch campuses of foreign schools in Shanghai. They have whole language classes teaching every subject in English. Some junior high schools and senior high schools have ancillary "study abroad classes". These kinds of schools cultivate students with strong English ability to study abroad since high schools. The existence of this kind of "study abroad classes" partially is because the strong pressure of entrance examination in domestic. There are English learning institutes like New Orient English Institutes which provide one-to-one tutor courses to help junior high school students study each school subjects since grade 7 in order to prepare the high school entrance exams earlier. To help students to be more competitive in English, some prestigious junior and senior high schools in Shanghai strictly practice bilingual education; students have classes in English in physics, biology, chemistry, geography, history and other subjects. We can see students and schools show the strong determination on English learning on hooking up with the international and enhance their competitiveness personally and nationally. The multi-education system support parents various choices and it has its historical reasons. No matter boarding schools, private day school, public schools, international schools or the cooperated schools which combined the domestic schools credits and foreign school credits, all ranks of schools have strong determination and ambition to study English well. Since 2004, Guangdong, Beijing, Shanghai, Hubei and other provinces and cities designed listening test on the entrance examination according to different local conditions of English listening comprehension in order to ameliorate their so called "deaf- mute English".

#### (4) Learning materials and tools

Mostly the interviewers in Taipei think the textbooks are interesting. The pictures and illustrations are enough. The issues are new and very close to students' lives. Textbooks attract students to read the contents. But interviewers in Shanghai hope the textbooks can have more fun and attractive to students. They hope their textbooks can be more vivid. Commonly, students in Taipei and in Shanghai are interested in cultures around the world.

According to the interviewers in this study, students in Taipei learn English through textbooks and other supplementary materials such as magazines, English songs, English movies, TV news, computers or other media. Teachers lead students to sing in class. Sometimes teachers play video in class and use movies as one of the materials to learn English. On the other side, among junior high school students in Shanghai, the life style is simple. They follow the rules that parents, teachers and schools ask them to do. Exactly, they spend most of their time on school subjects. Many students have to learn special skills like music instrument, arts, dancing and so on to prepare for the entrance exams of university. Students don't have much their free time.

#### (5) Social factors: social points of view

Identically, both societies in Taipei and in Shanghai consent that English have been the global language. With the wave of globalization aggrandizes, no matter in Taipei or in Shanghai, from personal to government, societies in both sides emphasize the importance of English learning and make efforts on it. English learning also bring enormous business opportunities to the private. With foreign-funded enterprises or joint ventures have entered China, China's opening policies of international trades brings English speaking foreigners into the neighborhood of common Chinese citizens zone and supplies large number of employments' opportunities to the Chinese people with English language ability. China's economic development promotes its society learning English crazily.

Taiwan joined to WTO only several days after China. The emphasis on English learning is with no doubt since it has known the importance of language from the colonial period by Japan. China's accession to WTO will inevitably place more contact with the international. China's accession to WTO affects the model of English learning. English is not only a tool to get high grades in China but also a tool to communicate. Chinese start to notice the pragmatic importance of English speaking proficiency.

These years China runs some world-class convention and exhibition such as the Beijing Olympics Games, Shanghai World Expo and the upcoming Asian Sports Games in Guangzhou attract more international business and tourists. The opportunities to see foreign faces are more than ever. People are aware of the spoken English is as important as the English test. On the other side, Taipei grabbed the opportunities of holding the 2009 Deaf Olympic Games and the Flowers Expo in 2010 to exhibit itself in the international.

When we examine the result of English learning of junior high school students in Shanghai and contrast Maslow's theory, we can get that the hierarchy of needs in Shanghai is quite similar to Taipei since the economic development in Shanghai is accelerating and the life standard is increasing. The interviewers revealed lots of students study hard in order to improve their life standard although there are numerous rich families that cultivate their children to study in private high quality schools or study abroad in order to firm their status in the society. Meanwhile, stable economic base led to parents in Taipei pay more attention to children's individual development and the development of interest. In addition to cultivating children's learning capacity and the interests in life, parents in Taipei pay more attention to character education and the experiences of self-esteem and self-actualization.

When we contrast Vroom's Expectancy Theory, we can easily find that the strength of English learning motivation in Taipei and in Shanghai is different. Expectancy theory emphasizes the relationship between motivation and reward. Different reward expectancy and different personal goals lead to different motivations. Taiwan advocates Harvard Professor Howard Gardner's theory of multiple intelligences, therefore, people's focus is placed on individual development and

multiple goals and multiple values of the performance of self-expression. People respect for individual self-realization and the development of creation and innovation. People uphold not only money. Under the care of their parents, Taiwanese young people most are not exposed to financial pressure. Taiwanese Students' pressure and expectancy of improving their families' lives is not as strong as the students in China. The motivation by studying hard to get rid of poverty among students in Taipei is not as strong as the students in Shanghai and this leads the expectancy among students in Taipei is not as strong as the students in Shanghai. According to this study, the students in Taipei for sure have to learn English for the sake of getting good grades in entrance examination, but there are evidences showed that one of the purposes students learn English hard is self-expression in order to enrich their colorful lives. Most students in Taipei have at least three times traveling abroad experiences. This encourages them to learn the international language well and in order to hook up with the international, to understand more about the world, to make friends with people around the world, to enrich their life, and certainly pursuit the highest level to achieve self-realization. However, the retard of Taiwan's economy and political troubles lead its people lose a little bit motivation in English learning but leap toward west to China anxiously or expectantly.

In Shanghai, the wealth gap between millionaires and the poor is big. Under the one-child policy, the "little emperors" who also live rich, but most people own the average and general standard of living. Many people still expect to rely on studying hard to stand out in a large population and to meet the external extrinsic rewards, especially the outsiders which are from other provinces. China's economic is speeding up amazingly, and its foreign trade activities are vivacious. These make people aware of the importance of language application. Mastering in English language can bring good work, and good work can bring reward and reach to personal goals. Of course these all come from the efforts in students' studying period. Affected by Chinese thousands of years of blind faith to certificates, Shanghai students are enthusiastic and aggressive to enter into key schools prestigious top universities. The entering to such schools means getting the chances to get good work and good reward to improve the lives. Shanghai, as the front of China's foreign trade, its students in such mega city with international atmosphere, feel the importance of English proficiency. Since the students have very clear goals, their

motivation is also clear. When we applied Vroom's theory and contrast to the result in this study, we have clear effort to prove that students study English for good performance, and good performance can expect good rewards to achieve personal goals. High economic growth rates in China leads students to have high expectations and hopes. They have strong expectancy and they believe they can access to success as long as they try very hard on studies or on work. The value of English in Shanghai is high and this leads students to regard it as a tool to get the valance and to reach individual' goals. In the process in this study, I deeply feel that the English learning motivation in students in Shanghai is stronger than Taiwan's students. Students in Shanghai demonstrated great determination and efforts in English learning and their parents try their best to invest in their children's education, especially in English learning. Many Taiwanese businessmen take their children to study in Shanghai for different reasons. Their experience is: many Taiwanese kids are not as excellent as Shanghai's kids on the academic performance. Many Taiwanese pupils or students are asked to grade down a year if they want to enter local schools in Shanghai. Many Taiwanese scholars and people worry about this crisis.<sup>56</sup> Chinese Academy of Social Sciences reports that the city competitiveness of Shanghai has surpassed Taipei because of high economic growth rates and other elements<sup>57</sup>. Taiwanese people hope students in this generation can look at the efforts which Chinese people have made, and students have to think about it seriously: what competitiveness do Taiwanese own?

Many Taiwanese people said the current situation in Mainland China is like the one in Taiwan 30 years ago. The life standard in Shanghai and Beijing closely parallel with the life standard in Taipei, but places out of Shanghai don't. Most people still believe that "study to turn over". Their students must study hard then may have a chance to get rid of poverty. They are diligent and hard-working, just like the Taiwan elites 30 years ago. These trained elites will be the competitors to Taiwanese. Although Chinese students study hard with determination, however, there are still

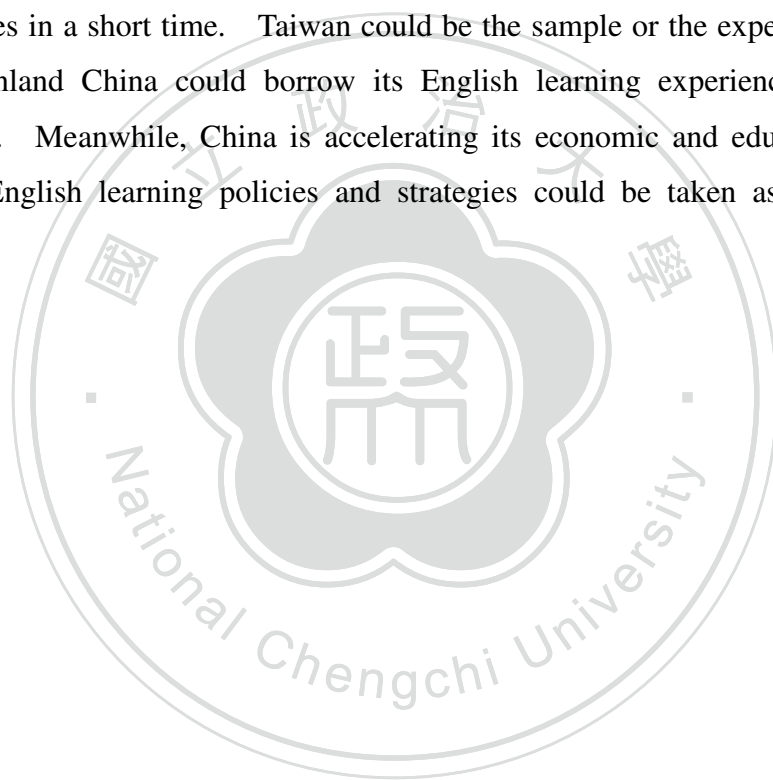
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<sup>56</sup> For example: China Review News (2010). *Dai Chongzen is worried about Taiwan's English learning* Retrieved March 24, 2010 from <http://www.chinareviewnews.com/doc/1012/6/8/9/101268900.html?coluid=0&kindid=0&docid=101268900>

<sup>57</sup> Xinhuanet news (2010). *Chinese Academy of Social Sciences published the global cities competitiveness report*. Retrieved June 25,2010 from [http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/politics/2010-06/25/c\\_12262093.htm](http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/politics/2010-06/25/c_12262093.htm)

many people support Taiwanese students' characters with creative and innovative features.

Taiwan is an island surrounded by sea. Since early decades, its special geographic condition makes Taiwanese know how important foreign languages are in trade; first, Japanese, then, English. Not like Mainland China took a break on its English learning during the Culture Revolution, the English learning process in Taiwan is stable and never is locked. Its English learning and teaching research is earlier than China. Taiwan developed itself little by little. However, China leaps its development, even in English learning. We can see how Chinese people improve themselves in a short time. Taiwan could be the sample or the experimental sample that Mainland China could borrow its English learning experience to take as a reference. Meanwhile, China is accelerating its economic and education speedily; and its English learning policies and strategies could be taken as a reference to Taiwan.



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## **Appendix**

### **Appendix 1. Questionnaire**

#### **(1) Personal factors: interest, personal experience, future career**

1. Is English attractive to you because it sounds good (better than other languages like Japanese, Korean, Thai, Pilipino, Vietnamese, etc.)?
2. Do you learn English purely because of your personal interest or sense of achievement?
3. Have you traveled to any country or attend a study tour? How many times? Which countries have you been to?
4. Have you ever talked to English speakers and that causes your interest in learning English?
5. Do you want to study abroad?
6. What is your other purpose to study English?
7. Do you learn English hard because it will be helpful for you to make foreign friends, travel, and exchange different cultures to fulfill your life?
8. Do you think if you study abroad and have good English proficiency, then it will be helpful for getting a good job with good pay?
9. When you finish your study and you don't have to use English in your job, will you still want to keep learning English?

#### **(2) Family factors: parents, siblings, family affects**

10. Do you think your parents pay a lot of attention on your English ability? Do they want you to attend English cram school?
11. Do you learn English because your siblings or friends are good at English?

#### **(3) Schools factors: classmates, teachers, schools**

12. Are you affected by your classmates in learning English?
13. Do your English teachers' teaching skills and their personal teaching glamour

make you feel interested in English language?

14. Does your school emphasize more on English and praise the students who get good grades in public, and those cause you to study English harder?

**(4) Learning materials and tools**

15. Are your English textbooks interesting?

16. Do your English textbooks have sufficient illustration and pictures?

17. Do your English textbooks provide you new knowledge?

18. Do your English textbooks introduce many foreign cultures which you feel interesting?

19. Do you learn English by way of listening to English songs, watching English movies, TV news or using computers?

**(5) Social factors: social points of view**

20. Do you agree that people with good English proficiency win more respect? If so, is this the reason you want to learn English?

## Appendix 2. Interview cases

### Interview cases in Shanghai

Interview cases	Name	Age	identity
Case 1	Peng (from Chindao)	19	Local student in Shanghai
Case 2	Ms. Jiang	50	Whose children study in local school
Case 3	Ms. Shen	50s	Local principal in Shanghai
Case 4	Chao, Siaofan	22	Local students in Shanghai
Case 5	Ms. Wu	40s	Whose children study in local school
Case 6	Ms. Su	50s	Whose children study in local school
Case 7	Hua	17	International school student in Shanghai
Case 8	Ms. Wu's daughter	16	Whose children study in local school
Case 9	Ms. Ko	40s	Whose children study in local school
Case 10	Ms. Ko's daughter	15	Local student in Shanghai
Case 11	Student in Design Dep (from Hungzou).	19	Local student in Shanghai
Case 12	Student in Design Dep.	19	Local student in Shanghai
Case 13	Ms. Ma	40s	Whose children study in local school
Case 14	Ma, Kongfu	14	Local student in Shanghai
Case 15	Ms. Yu, Shuyu	50	Whose children study in local school
Case 16	Ms. Tu	40s	Whose children stud yin local school

Case 17	Shi, Van	14	Local student
Case 18	Lee, Ziyang	14	Local student
Case 19	Ho, Ziyi	14	Local students
Case 20	Mr. Lu	40s	English teacher in Shanghai
Case 21	Ms. Ni	30s	English teacher in Shanghai
Case 22	Ms. Jia	50s	Principal in Shanghai

### Interview Cases in Taipei

Interview cases	Name	Age	Identity
Case A	Ms. Shiu	30	English teacher in Taipei
Case B	Ms. Chen, Hongjin	40s	English teacher in Taipei
Case C	Student C	20	College students in Taipei
Case D	Ms. Lee, Zuefang	40s	English teacher in Taipei
Case E	Mr. Fu, Sinyu	30	English teacher in Taipei
Case F	Ms. Lee, Huijen	40s	Parent
Case G	Ms. Lee, Lishu	50	English teacher in Taipei
Case H	Ms. Wu, Shiolan	40s	Parent
Case I	Ms. Chang, Shiofan	40s	English teacher in Taipei
Case J	Ms. Li, Jinyi	30	English teacher in Taipei
Case K	Student K	14	Student in Taipei
Case L	Student L	15	Student in Taipei
Case M	Student M	15	Student in Taipei
Case N	Student N	15	Student in Taipei
Case O	Student O	15	Student in Taipei