中国英语专业大学生口语动机研究

潘前颖

摘要 口语能力早在十九世纪初时就已引起人们的关注并从此成为第二语言或外语教学与研究的焦点。在当今这个经济全球化时代，随着国际交流的泛化和深化，对作为国际语言的英语的口语人才的需求加大，能力要求提高，而中国在培养这方面专门人才的现状并不乐观，突出表现为听、说、读、写、译五技能严重失衡，口语能力远不如听、读、写、译能力。

学术界普遍认为动机是第二语言或外语有效学习的重要因素，关于第二语言或外语学习动机已经有了不少的调查与研究，但英语专业大学生的口语动机方面的研究还远远不够，因此，本研究就这一方面进行了调查分析，旨在调查中国大学英语专业大学生的英语口语动机，同时讨论口语动机与口语水平的关系以及口语高低水平组之间的口语动机差异，希望能为中国专业英语口语教学提供一些有实际意义的启示。

根据 Gardner（1985）的动机定义和社会—教育模式，本研究所使用的调查问卷包括：口语动机取向、口语欲望、口语态度和口语努力四个部分，分别基于 Vandergrift（2005）、Gardner（1985）、Gardner（1985）和汤闻励（2005）的问卷。陕西师范大学外国语学院 160 名英语专业三年级学生参加了这次问卷调查，其中 10 名学生还参加了有关访谈。研究者使用 SPSS(13.0)统计软件对所搜集的数据进行了描述性统计、相关分析、正态性检验、独立样本 T 检验、成对相依样本 T 检验和多元回归分析，研究结果表明：

(1) 中国英语专业大学生口语动机情况如下：1) 口语动机取向：中国英语专大学生的口语既有外部动机又有内部动机，而且通常是内外部口语动机兼而有之。通过成对相依样本 T 检验($t = 13.568$, $p = .000 < .01$)进一步证实中国英语专业大学生英语口语内部动机与外部动机间存在显著差异，且其内部动机远远强于外部动机($M_{IM} = 5.2807$，$M_{EM} = 4.0569$)；2) 口语欲望：大多数中国英语专业大学生都表现出不同程度的口语欲望，具有较强的口语学习意愿($M_{Desire} = 6.3109$)；3) 口语态度：约 84.31%的中国英语专业大学生对英语口语都抱着积极端正态度（$M_{Attitudes} = 5.9178$）；4) 口语努力：中国英语专业大学生的确付出一定的努力来提高其口语水平($M_{Efforts} = 4.7676$)。

(2) 口语动机因素间及其与口语水平间的相关和回归分析：1) 相关分析：动机各因素两两之间存在一定程度的相关： $r1_{(AM.EM)} = .219$; $r2_{(AM.IM)} = .436$; $r3_{(AM.Desire)}$

= .490; r4 ($_{AM.Attitudes}$) = .409; r5 ($_{AM.Efforts}$) = .102; r6 ($_{EM.IM}$) = .260; r7 ($_{EM.Desire}$) = .133; r8 ($_{EM.Attitudes}$) = .014; r9 ($_{EM.Efforts}$) = .086; r10 ($_{IM.Desire}$) = .611; r11 ($_{IM.Attitudes}$) = .521; r12 ($_{IM.Efforts}$) = .547; r13 ($_{Desire.Attitudes}$) = .731; r14 ($_{Desire.Efforts}$) = .340; r15 ($_{Attitudes.Efforts}$) = .520. 零动机(AM)与口语能力(R1 = -.414, p = .000 < .01)呈负相关且达到显著水平;外部动机与口语能力成正相关(R2 =. .291, p = .163 > .05)，但并未达到显著水平;内部动机(R3 = .389, p = .000 <.01)和口语欲望(R4 = .301, p = .000 < .01),口语态度(R5 = .312, p = .004 < .01),以及所付出的口语努力(R6 = .159, p = .035 < .05)与口语能力都成一定程度的正相关且达到显著水平。2）回归分析：口语动机取向、口语欲望、口语态度和口语努力它们作为自变量能解释口语能力 22.6%的变异量,一定程度地预测口语成绩的变异。

(3) 英语口语高低水平组之间口语动机差异分析：利用独立样本 T 检验，得出此样本的口语高水平组与低水平组之间在口语动机上存在差异(t_{AM} = 3.868, t_{EM} = 0.338, t_{IM} = 4.218, t_{Desire} = 2.162, $t_{Attitudes}$ = 1.801, $t_{Efforts}$ = 1.264)，尤其在零动机(AM: t_{AM} = 3.868, p = .000 < .01)、内部动机(IM: t_{IM} = 4.218, p = .000 < .01)以及口语欲望(Desire: t_{Desire} = 2.162, p = .035 < .05)三方面存在显著差异，因而对高低水平组的口语动机进行了对比并做了详尽的描述：1) 口语动机取向差异：经过进一步分析得出：高水平组具有较强的动机(MH_{AM} = 6.7250, ML_{AM} = 5.8774)，尤其有较强的内部动机(MH_{IM} = 5.6875, ML_{IM} = 4.8326)；低水平组的动机则相对较弱(ML_{AM} = 5.8774 < ML_{AM})，但该组受试具有(比高水平组)较强的外部动机(ML_{EM} = 5.8581, MH_{EM} = 5.3216)。2) 口语欲望差异：高低水平组在口语欲望方面存在显著差异(t_{Desire} = 2.162, p = .035 < .05)，高水平组具有较强的口语欲望(MH_{Desire} = 6.3813, ML_{Desire} = 5.8581)。3) 口语态度差异：高低水平组之间在口语态度方面存在一定差异($t_{Attitudes}$ = 1.801, p = .077 > .05)，高水平组具有较端正的学习态度($MH_{Attitudes}$ = 5.9875, $ML_{Attitudes}$ = 5.5419)。4) 口语努力：高低水平组所付出的口语努力存在一定程度的差异($t_{Efforts}$ = 1.264，p = .211 > .05)，高水平组已付出相对较多的努力来提高口语($MH_{Efforts}$ = 4.8326, $ML_{Efforts}$ = 4.4793)。

本论文共分五章。第一章指出了本研究的意义，并提出了三个问题来研究中国英语专业大学生口语能力发展过程中的动机因素。第二章是理论探索部分，回顾了多种动机理论和各种动机定义以及第二语言或外语动机理论的著述，从而为本研究的问卷调查做了理论铺垫。第三章是研究方案，介绍了本研究的调查对象、调查工具、研究步骤以及数据的收集。在样本的正态性得到证明后，第四章从四个方面调查了中国英语专业大学生一般的口语动机并获得第一手资料，然后针对三个研究目的对所收集的数据进行了处理和分析。第五章得出本研究的结论，提供了一些有实际意义的启示并指出了本研究的不足。

关键词：英语专业大学生；英语口语；能力；动机

Motivation to Oral English Development: A Study of Chinese College English Majors

Pan Qianying

Abstract: Learners' oral proficiency of second or foreign language is a subject that drew attention to itself as early as the beginning of the 19th century. Since then, it has become an indispensable part of second and foreign language teaching and learning, research and practice (Richards, 1978; Brumfit & Johnson, 1979).

It is universally believed that motivation correlates highly with language achievements (Vandergrift, 2005). The study is to report on a survey of Chinese college English majors' (CEMs') motivation to oral English development with the aim in demonstrating their general motivation, the relationship between the motivation and oral English proficiency and the motivational discrepancies between high- and low-proficiency achievers. Furthermore, it distinguishes the motivational discrepancies between high- and low-proficiency English majors to provide hence practical implications to oral English teaching in China.

A total of 160 third-year English majors from College of Foreign Languages at Shaanxi Normal University participated in the study. They were asked to complete a motivational questionnaire consisting of 4 parts (concerning respectively the four motivational factors of oral English development: motivational orientations, desire to oral English development, attitudes towards oral English development and efforts to oral English developement) drawn from Gardner's socio-educational model and his definition of motivation, and based on Vandergrift's (2005) motivational questionnaire, Gardner's Attitude/Motivation Test Battery (AMTB) (1985) and Tang's questionnaire (2005). In addition, 10 of the participants were interviewed. The data were then collected and then disposed of by SPSS (13.0).

Major findings were:

(1) Description of Chinese CEMs' General Motivation to Oral English Development: 1) Motivational Orientations: According to statistics, 91.89% of the subjects were motivated to learn oral English, either extrinsically or intrinsically motivated or both intrinsically and extrinsically motivated. And this was corroborated

by further interviews with certain participants. Making use of paired–sample *t*-test, obvious deviation (t = -12.146, p = .000 < .01) was found existing between CEMs' extrinsic motivation (EM) and their intrinsic motivation (IM), and IM was proved to be stronger than EM (M_{IM} = 5.2807, M_{EM} = 4.0569). In other words, CEMs were more intrinsically motivated to develop their oral English. They had known the importance of oral English and regarded it as a necessary step towards their way to success or a necessity for their future, but they were more intrinsically motivated. 2) Desire to Oral English Development: More than 89% of Chinese CEMs desired to learn oral English. And they demonstrated a stronger motivation since the mean of their desire was 6.3109 (M_{Desire} = 6.3109). 3) Attitudes towards Oral English Development: CEMs had positive attitudes towards oral English development ($M_{Attitudes}$ = 5.9178), and 84.31% of the subjects were positively orientated. 4) Efforts to Oral English Development: CEMs had indeed made various efforts on the whole to improve their oral English proficiency with a mean of 4.7676 ($M_{Efforts}$ = 4.7676).

(2) Correlation and Multiple Regression Analysis of Chinese CEMs' Motivational Factors of Oral English Development and Oral English Proficiency: 1) Correlation Analysis: Motivational factors were found to be inter-correlated. The correlation coefficients among motivational factors were respectively: r1 $_{(AM.EM)}$ = .219; r2 $_{(AM.IM)}$ = .436; r3 $_{(AM.Desire)}$ = .490; r4 $_{(AM.Attitudes)}$ = .409; r5 $_{(AM.Efforts)}$ = .102; r6 $_{(EM.IM)}$ = .260; r7 $_{(EM.Desire)}$ = .133; r8 $_{(EM.Attitudes)}$ = .014; r9 $_{(EM.Efforts)}$ = .086; r10 $_{(IM.Desire)}$ = .611; r11 $_{(IM.Attitudes)}$ = .521; r12 $_{(IM.Efforts)}$ = .547; r13 $_{(Desire.Attitudes)}$ = .731; r14 $_{(Desire.\ Efforts)}$ = .340; r15 $_{(Attitudes.Efforts)}$ = .520. According to the correlation coefficients between AM and EM (p = .010 < .05), AM and IM (p = .000 < .01), AM and Desire (p = .000 < .01), AM and Attitudes (p = .000 < .01), EM and IM (p = .001 < .01), IM and Desire (p = .000 < .01), IM and Attitudes (p = .000 < .01), IM and Efforts (p = .000 < .01), Desire and Attitudes (p = .000 < .01), Desire and Efforts (p = .000 < .01), Attitudes and Efforts (p = .000 < .01), it was safe to say that they were correlated mutually and obviously. A negative relationship between Amotivation (AM) and oral English proficiency (R1 = -.414, p = .000 < .01) was not surprising, since amotivated students saw no relation between their actions and subsequent consequences (Littlewood, 1984). The correlation coefficient between EM and oral English proficiency was .219 (R2 = .219, p = .163 > .05), and that between IM and oral English proficiency was .389 (R3 = .389, p = .000 < .01) indicating a positive and medium correlation that was significant at 0.01 levels. Other motivational factors

like Desire, Attitudes, and Efforts correlated with oral English proficiency respectively as .301, .312 and .159 (R4 = .301, p = .000 < .01; R5 = .312, p = .004 < .01; and R6 = .159, p = .035 < .05). 2) Multiple Regression Analysis: By way of multiple regression analysis, only AM and IM were found to be the best predictors of oral English proficiency. The five variables altogether could account for at least 22.6% of the variance in oral English proficiency. And ANOVA proved the validity of this model (F = 6.000, p = .000 < .01).

(3) The Motivational Discrepancies Between High- and Low-proficiency Groups: Independent-Sample T-test was implemented and motivational deviations were found to exist between high- and low-proficiency groups (t_{AM} = 3.868, t_{EM} = 0.338, t_{IM} = 4.218, t_{Desire} = 2.162, $t_{Attitudes}$ = 1.801, $t_{Efforts}$ = 1.264). And they varied greatly especially in amotivation (AM) (since t_{AM} = 3.868, p = .000 < .01), intrinsic motivation (IM) (t_{IM} = 4.218, p = .000 < .01) and desire to oral English development (t_{Desire} = 2.162, p = .035 < .05). The motivational differences between high- and low-proficiency groups were: 1) Difference in Motivational Orientations: High achievers were more motivated than low-proficiency ones, approximately 98.75% of the subjects in the high-proficiency group were motivated to learn oral English and they were usually more intrinsically motivated (MH_{IM} = 5.6875, MH_{EM} = 5.3216), while low achievers, with 77.50% of them, were motivated. And they were commonly more extrinsically motivated (ML_{IM} = 4.8326, ML_{EM} = 5.8581). 2) Difference in Desire to Oral English Development: High achievers were stronger in their desire to learn oral English (t_{Desire} = 2.162, p = .035 < .05 and MH_{Desire} = 6.3813, ML_{Desire} = 5.8581). 3) Difference in Attitudes towards Oral English Development: High achievers had more positive attitudes towards oral English learning according to the statistical contrasts ($t_{Attitudes}$ = 1.801, p = .077 > .05 and $MH_{Attitudes}$ = 5.9875, $ML_{Attitudes}$ = 5.5419). 4) Difference in Efforts to Oral English Development: High achievers had made more efforts than the low-proficiency ones to improve their oral English proficiency ($t_{Efforts}$ = 1.264, p = .211 > .05; $MH_{Efforts}$ = 4.8326, $ML_{Efforts}$ = 4.4793).

To sum up, the discovery of the study is expected to facilitate oral English learning and teaching. Implications and suggestions for further study are also included in the thesis.

Key Words: College English Majors; Oral English; Proficiency; Motivation

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Chapter 1 Introduction

With each country associating with others in a world economy, living in an international political theatre, and facing an ever-growing international communication, the need for people with foreign language skills especially for those with high oral English proficiency is gaining attention in the present "global village".

Learners' oral proficiency of second or foreign language is a subject that drew attention to itself as early as the beginning of the 19th century. Since then, it has become an indispensable part of second and foreign language teaching and learning, research and practice (Richards, 1978; Brumfit & Johnson, 1979).

There is no denial that Chinese college English majors' (CEMs') overall English competence has developed greatly, but they have an unbalanced development of English-language skills since their oral English is often much underdeveloped (Cai, 2002) with many found to be frequently spoon-fed.

It's universally believed that motivation correlates highly with second or foreign language learning, and that a successful language learner is usually highly motivated (Vandergrift, 2005); and according to Corder (1973:49), "Given motivation, anyone can learn a language". A combination of potent motivational factors is responsible since motivation is found to have a direct influence on learner's acquisition of speech (Brown, 1980; Ellis, 1994).

Although people have made great achievements in motivation and second or foreign language (Elliot & Dweck, 1988) and have gained findings of, and insights into, the nature and mechanism and approaches to oral competence of foreign and second language learners (Rivers & Stern, 1983; Widdowson, 1990), few existing motivational researches relevant to oral English proficiency have been done and little is known about the relationship between motivation and oral English proficiency. So the present study means to take basic motivational factors drawn by Gardner (1998) into consideration to throw light on the relationship between the two in the hope of excavating and providing practical implications to an overall improvement of Chinese CEMs' oral English proficiency.

Accordingly, the research questions to be addressed in the study are as follows:

(1) How is CEMs' general motivation to oral English development?

(2) What is the relationship between the motivation to oral English development and oral English proficiency?

(3) What are the motivational discrepancies concerning oral English development between high- and low-proficiency ahievers?

The thesis has five chapters: Chapter 1 is the introduction in which significance of the study is presented and research questions are proposed. Chapter 2 carries out a historical review to make clear what motivation is. And then, some of the influential definitions are explored, which will shed lights further on the understanding of motivation. What is next is to survey subsequently the motivational theories in second or foreign language learning so as to pave the way for surveying and studying CEMs' motivation to oral English development. Chapter 3 is the research design that illustrates the participants (third-year English majors from Shaanxi Normal University), instruments, and procedure of the study as well as data collection. Chapter 4 presents the results, analysis and discussion, in which relevant data are collected, displayed and disposed of aiming to find answers to the three research questions. Chapter 5 is the conclusion including the major findings, implications and limitations of the study.

Chapter 2 Literature Survey

This chapter reviews the relevant research on motivation, definitions of motivation and motivational theories in second or foreign language learning.

2.1 Understanding Motivation

What is motivation? How to understand motivation?

The word "motivation" traces back to the Latin word "movere" which means to move or to push. In the very beginning, people understand motivation from different viewpoints according to their different backgrounds and different life experiences. Now, main schools of thoughts about what motivation is are as follows:

2.1.1 Instinct Theory of Motivation

At the end of 18th and beginning of 19th century, influenced by Darwin, instinct theory began to be adopted to explain human behavior. It believes that instinct is the thing that motivates people to act. Instinct, acquired in the long-term process of evolution and handed down to posterities, is considered to be the basis for all human behavior by American psychologist James, and to be "the sources of all human behavior" by British psychologist Mcdougall in 1908 in his *Introduction to Social Psychology.* And Austria psychologist Freud (1856-1939) holds the similar view and thinks that all human action is aroused or motivated by one or more internal instinct(s).

But instinct theory makes no difference between human and animals and writes off human consciousness. And accordingly, society in the theory is viewed as being composed of individuals who have only instinct like animals. That's why that instinct theory is decreasingly mentioned after 1920.

2.1.2 A Behavioristic View of Motivation

A behaviorist tends to consider motivation largely in terms of external forces, so he will stress the role of rewards or punishments in motivating behavior. For example, in his operant conditioning model, Skinner argues that human beings would pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

A behaviorist may define motivation as "the anticipation of reinforcement". That is, when the subject performs as expected, he would be given pleasant stimuli; otherwise,

he would be offered with unpleasant stimuli so as to arouse the occurrence of appropriate or correct behavior.

Behavioristic theory ascribes motivation to external stimulus or outer reinforcement, that is, all human behavior occurs for rewards: no rewards, no corresponding actions. It stresses exterior factors and thus neglects human initiative and self-consciousness. Consequently, the theory pertains inevitably to mechanism.

2.1.3 Motivation in Drive Theory

Drive theory claims that motivation stems from basic innate drives. It is these innate drives that motivate people to act.

David Ausubel (1986) elaborated on six different drives: exploration, manipulation, activity, stimulation, knowledge, and ego enhancement. Others classify more categories. But all in all, they consider motivation as drives that push people to act.

Unlike reinforcement in behavioristic theory, these drives act as innate predispositions, compelling us to probe the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to questions, and to build our own self-esteem.

2.1.4 A Humanistic View of Motivation

Humanistic approaches to motivation take into account important affective characteristics of people—how they feel about themselves, others, and internal rewards (e.g. pride in their own work and satisfaction in their own accomplishment). One of the most influential theories reflecting the humanistic approach to motivation is Maslow's "Needs Theory", which contends that all human behavior is caused by certain needs.

Maslow (1970) describes a system of needs within each human being that propel people onward and upward to higher and higher attainment. He argues for two distinct categories of needs: deficiency needs and being needs. The bottom four layers represent deficiency needs, which are directly related to a person's psychological or biological balance. The top three levels are referred to as being needs. They are related to the fulfillment of individual potential, in terms of cognitive and aesthetic development and attainment of self-actualization.

It is unlikely for a person to devote himself to the academic attainment or achievement of successes if he lacks a sense of security or a feeling of belonging. That is, a person is not adequately energized to pursue some of the higher needs until the lower foundations of the pyramid have been satisfied.

(1) Physiological Needs

There are biological needs, which include needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs for a person to stay healthy. All of the basic needs are instinctual, equivalent to instincts in animals. It should be noted that Maslow's concept of instinctual needs makes his theory of human nature largely a theory of motivation.

(2) Needs for Safety and Security

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. The so-called safety needs are the needs for security, stability, protection, law and order, etc.

(3) Needs for Interpersonal Closeness

When the needs for safety and for physiological well-beings are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

(4) Needs for Esteem

When the first class of needs is satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Human have a need for a stable, firmly based, high level of self-respected and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

(5) Cognitive Needs

They need to analyze, conclude, think etc to deal with the natural world and others.

(6) Aesthetic Needs

They tend to enjoy whatever is aesthetic.

(7) Needs for Self-Actualization

The highest level of human need is self-actualization (Pi, 2004) which means the desire to achieve goal(s). Maslow describes self-actualization as a person's need to do what the person was "born to do". When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated.

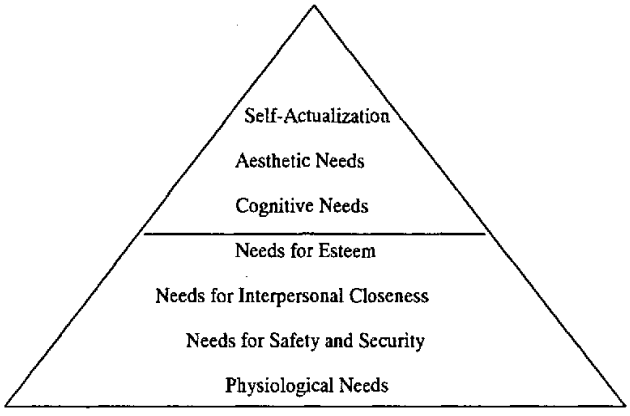

Figure 1 Maslow's hierarchy of needs

2.1.5 Cognitive Approaches to Motivation

As its name implies, cognitive approach deals with mental processes. By emphasizing mental process, it places itself in opposition to behaviorism that largely ignores mental processes. Cognitive approach has overtaken behaviorism and becomes one of the dominant approaches in contemporary psychology.

A cognitive view of motivation is based on the assumption that people's perceptions and thoughts about activities and events influence the way in which they respond. From a cognitive perspective, the factor that is of central importance is choice. People have choice over the way in which they behave and, therefore, have control over their actions.

Cognitive approaches suggest that people can be motivated to perform well, not only because of rewards such as grades or praise, but because of such factors as interest, curiosity, the need to obtain information to solve a problem, or the desire to understand, in other words, it laps the part of cognitive needs in Maslow Pyramid.

The literature on cognitive approaches to motivation consists of diverse theories, such as attribution theory, learned-helplessness, self-efficacy theory, etc.

(1) Attribution Theory

Weiner (1986) draws together the aspects of achievement motivation (Atkinson, 1974) and locus of control theories and constructs his version of attribution theory. Attribution states that what we see as the causes for our past successes or failures will affect our expectations and through them, our performance. Weiner (1986) summaries the theory by saying: "attribution theorists assume that individuals utilize a number of ascriptions both to interpret and to predict the outcome of achievement-related event." In explaining previous successes or failures, an individual would assess the level of

ability, the amount of effort that was expended, the difficulty of the task. Ability and effort are internal characteristics; task difficulty and luck are external factors; task difficulty and ability are stable factors, whereas effort and luck change for different situations. Weiner (1986) explains, "The guiding principle of attribution theory is that an individual's search for the cause of failure is seeking to discover why an event has occurred".

(2) Learned Helplessness

Learned helplessness refers to the helpless state characterized by a lack of affection and feeling. This state engulfs learners and makes them feel that they cannot possibly achieve their goals.

(3) Self-efficacy Theory

Self-efficacy theory (Bandura, 1986) refers to people's belief about their capabilities to carry out certain tasks. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. A strong sense of efficacy enhances human accomplishment in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills acquirable. They approach threatening situations with assurance that they can exercise control over them. Self-efficacy has been shown to affect performance positively and directly. The greater one's self-efficacy to do a task, the greater will be the motivation to do it (Bandura, 1991).

In summary, the above-mentioned thoughts about motivation contribute a lot to the understanding and they are of great significance to the refinement of basic motivational factors.

2.2 A Review of Definitions of Motivation

Motivation is a complex, multi-faceted construct (Gardner 1985; Williams and Burden, 1997). The term is generally referred to certain force or inner power that gets people going, keep people moving, and helps people gets job done. However, it is difficult for researchers to reach an agreement on the definition of motivation. The concept has undergone a number of different interpretations:

Keller (1983:389) defines motivation as: Motivation refers to the choices people

make as to what experiences or goals they will approach or avail, and the degree of effort they will exert in this respect" (cited in Crookes and Schmidt, 1991:389).

Gardner (1985) states that motivation refers to "the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language".

Kanfer and Ackerman (1989:661) define motivation as: "The direction of (goal) intentional effort, the proportion of total intentional effort (intensity), and the extent to which intentional effort towards the task is maintained over time (persistence)".

Crookes and Schmidt (1991), view motivation as a much more complex construct than the one culturally related dichotomy, especially in different contexts of foreign language learning. They propose an expanded definition of language motivation by using Keller's education-oriented theory of motivation as their base. Based on Keller's view, Crookes and Schmidt (1991) add the external or behavioral characteristics of language learning. Namely, the learner: decides to choose, pays attention to, and engages in language learning; persistence or perseverance in it over extended period of time and return to it after interruptions; and maintains a high activity level.

Brown (1994) summarizes the "dictionary definition" from different sources as: "motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursue".

Spolsky (2000) considers that "motivation moves us from boredom to interest. It is something like the engine and steering wheel of an automobile".

Williams and Burden (1997:120): "Motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal or goals".

Dörnyei (1998) states that "in a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out".

Motivation refers to (Ellis, 1994) the effort that learners put into learning a second language as a result of their need or desire to learn it.

According to Brown (2002:160-166), motivation includes factors such as the need

for exploration, activity, simulation, new knowledge, and ego enhancement.

Although there have been considerable investigations and research related to motivation, there is no straightforward and unanimously accepted concept of motivation. These definitions show various aspects of motivation, which help approach to the essence of motivation.

2.3 Motivational Theories in Second or Foreign Language Learning

Motivation plays a key role in the rate and success of the learning, particularly classroom language learning (Vandergrift, 2005). Dörnyei (1998:117) argues that "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process". Accordingly, the past few decades have seen a considerable amount of research into the nature and role of motivation in second or foreign language learning process. Here several models of motivational theories of language learning are presented.

2.3.1 Gardner et al's Motivational Theories of Language Learning

Gardner and Lambert are the earliest and the most influential figures in the field of language acquisition research relevant to motivation. For a long time research on motivation in the field of second or foreign language learning was strongly influenced by Gardner and Lambert. Their research had stimulated a large number of empirical studies and had resulted in attempts to synthesize the outcomes of such studies into a model which Gardner calls the socio-educational model (Gardner, 1985).

(1) Gardner's Socio-Education Model

Gardner's Socio-Educational Model seeks to interrelate four aspects of L2 learning: the social and cultural environment, individual learner differences, the setting, and learning outcomes.

In this model, Gardner points out that social and cultural milieu in which learners grow up determines the attitudes and motivational orientation they hold towards the target language, its speakers and its culture. These in turn influence learning outcomes (Ellis, 1994). That is the social and cultural environment in which learners grow up determines their beliefs about language and culture. Thus it determines the extent to which they wish to identify with the target-language culture (their integrative motivation) and also the extent to which they hold positive attitudes towards the learning. Both contribute to the learners' motivation, which is seen as independent of language aptitude. Whereas motivation has a major impact on learning in both formal

and informal learning contexts, aptitude is considered to be important only in the former, although it can play a secondary role in the latter. These two variables eventually determine the learners' learning outcomes, which can be both linguistic (L2 proficiency) and non-linguistic (attitudes, self-concept, cultural values, and beliefs).

Gardner and Lambert (1972) conclude that second or foreign language learning is essentially a social psychological phenomenon. They highlight the importance of the learner's "psychological preparedness" to adopt various aspects of the behavior of the target language community. In his Socio-Educational Model, Gardner (1985) proposed that motivation "refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language". These factors are measured in the Attitude/Motivation Test Battery (AMTB) by three subtests: Motivational Intensity, Desire to Learn the Language and Attitudes towards Learning the Language. Gardner proposes that all three components are necessary to describe properly motivation in language learning.

(2) Extended Social-Educational Model

Although Gardner's motivation construct did not go unchallenged over the years, it had been highly influential in studies of motivation in second or foreign language learning. However, in the early 1990s, a number of writers called for a broadening of the theoretical perspective and research base to incorporate cognitive approaches to motivation in education. Later, in response to calls for the "adoption of a wider vision of motivation", Tremblay and Gardner extended Gardner's Social psychological construct of L2 motivation by incorporating into it new elements from expectancy-value and goal-orientation theories (Tremblay and Gardner, 1995). This extended model is fairly straightforward in suggesting a "language attitudes — motivational behavior — achievement" sequence. The novel element is the inclusion of three mediating variables between attitudes and behavior:

1) Goal salience, referring to the specificity of the learner's goals and the frequency of goal-setting strategies used.

2) Valence, denoting an L2-learning-related value component.

3) Self-efficacy, comprising anxiety and "performance expectancy".

Thus, the model offers a synthesis of Gardner's earlier, socially grounded construct and recent cognitive motivational theories, and demonstrates that additional variables can be incorporated into Gardner's socio-educational model without damaging its

integrity.

(3) Revised Socio-Educational Model

The socio-educational model has undergone a number of changes over the years, but there is considerable similarity between the earlier versions and the most recent one, which is presented in Figure 2. In this revised model, Gardner gives an updated description of integrative motivation.

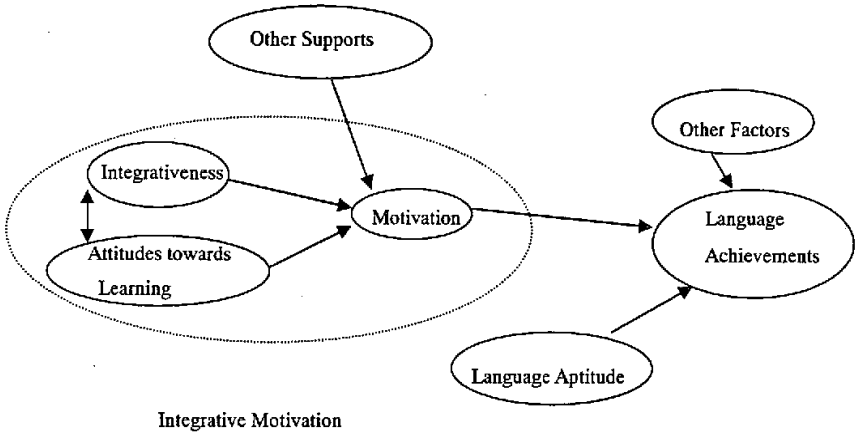

Figure 2 Basic model of the role of aptitude and motivation in second language learning

Figure 2 shows that two classes of variables, integrativeness and attitudes towards the learning situation are two correlated variables that influence motivation to learn a second language, and that motivation and language aptitude have an influence on language achievement. The figure also shows that the three classes of variables, integrativeness, attitudes towards learning and motivation form the "integrative motivation".

Gardner explains that "Other Supports" shown in Figure 2 might be instrumental factors contributing to motivation, which could be labeled as instrumental motivation. "Other Factors" in Figure 2 refer to the factors that might have direct effects on language achievement, such as learning strategies, language anxiety, self-confidence, etc. Gardner does not attempt to show all the possible variables, since the intent is to focus attention on the role of integrative motivation.

Gardner and Lambert make the now well-known distinction between integrative and instrumental motivation. Motivation is identified primarily with the learner's

orientation towards the goal of learning a second language. Integrative motivation is identified with positive attitudes towards the target language group and the potential for integrating into that group, or at the very least an interest in meeting and interacting with members of the target language group. A student is said to be integratively motivated if he "wishes to learn more about the other cultural community because he is interested in an open-minded way to the point of eventually being accepted as a member of that other group". Instrumental motivation refers to more functional reasons for learning a language, such as getting a better job or a promotion, or passing a required examination. A student is instrumentally motivated if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation.

While acknowledging unanimously the fundamental importance of Gardner's social-educational model, researchers like Dörnyei (1994), Crookes and Schmidt (1991) pointed out that Gardner's motivation theory received too much attention to leave other theories enough space to survive or develop. And they were searching for a more pragmatic, education-centered approach to motivation research.

2.3.2 Deci and Ryan's Self-Determination Theory

Self-determination theory, conceptualized by Deci and Ryan (1985), focuses on "the degree to which people endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice" (Ryan and Deci, 2000:68).

In self-determination theory, the focus is mostly on two general orientations to motivation: one bases on intrinsic interest in the activity, and the other bases on rewards extrinsic to the activity. In focusing on the reasons why people choose to act in certain ways, cognitive psychologists come to draw a distinction between intrinsic and extrinsic motivation. Although the intrinsic-extrinsic continuum in motivation is not foreign language learning specific, it does provide a simple framework for the explanation of conscious, motivated learning behavior. Intrinsic motivation is usually defined as motivation which is guided by an interest in the task itself in which one is engaged, whereas extrinsic motivation is said to be guided by external stimuli, such as parental approval, offer of a reward, threat of punishment and a good grade.

This distinction is more useful for teachers. Intrinsic motivation refers to "the urge to engage in the learning activity for its own sake" and extrinsic motivation is derived from external incentives (Penny, 2000: 276) stated that both of the motivations "have an

important part to play in classroom motivation, and both are at least partially accessible to teacher influence." In other words, intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make one feel better. On the contrary, extrinsic motivation results from outer factors such as social situations, cultural influence, as well as families and educational conditions. For instance, compliments from parents and encouragement from teachers are sometimes the vital factors to a student.

Intrinsic motivation exists when someone works because of an inner desire to accomplish a task successfully. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward."

Extrinsic motivation, on the one hand, exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. Thus when a student's only reason for working hard at a certain subject is to pass the exam or get high grades, he is likely to have extrinsic motivation. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated.

The self-determination framework consists of three orientations to motivation that lie on a continuum of increasing self-determination: amotivation, extrinsic motivation and intrinsic motivation. Deci and Ryan argue that different types of extrinsic and intrinsic motivation can be classified on a continuum according to the extent to which the motivation is self-determined or internalized within the learner.

Amotivation (AM), locating at the least self-determined point of the continuum, is reflected by learners who see no relation between their actions and the consequences of those actions. Amotivated language learners have the impression that they are wasting their time studying the L2. They do not value language learning, do not feel competent to do it or do not expect to be successful (Ryan and Deci, 2000). AM implies a lack of motivation; it is often manifests itself in disengagement, passive acquiescence, and apathy. AM is not to be confused with demotivation which refers to a reduction of motivation due to some specific external force (Dörnyei, 2001a).

Extrinsic motivation (EM) is manifested through a focus on achieving some kind of instrumental end. It can be divided into three subtypes, each one increasingly self-determined: external regulation, introjected regulation, and identified regulation.

First, external regulation refers to pressure or reward from the social environment to learn a language, for example getting a good job. Second, introjected regulation, and identified regulation, the most self-determined form of EM, refers to personal choice, priority, or value placed on the outcome of language learning; for example choosing to be the kind of person who can speak more than one language. A characteristic of the sub-types of EM is that they all imply some kind of external coercion, which, once removed, may result in the language learner abandoning L2 learning (Noels, Clement, and Pelletier, 2001).

Intrinsic motivation (IM), the most self-determined form of motivation, refers to internal factors such as enjoyment and satisfaction for oneself, Vallerand and his colleagues (Vallerand, 1997) have extended this dimension of self-determination theory further by dividing IM into three subtypes, each increasingly more self-determined. First, IM-Knowledge is the motivation to perform an activity for the feelings associated with exploring new ideas and developing knowledge, for example enjoying the feeling of learning about English-speaking people and their way of life. Second, IM-Accomplishment refers to the sensations related to attempting to master a task or achieve a goal, for example the feelings experienced when one understands a difficult idea in English. Third, IM-Stimulation, the most self-determined of all the motivation sub-types, refers to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation, fun and excitement, for example the pleasure of hearing English spoken by English speakers.

2.3.3 Skehan's Hypotheses of Motivation

In an attempt to characterize a non-theoretical view of motivation, Skehan (1989) puts forward four hypotheses: (1) The Intrinsic Hypothesis: motivation derives from an inherent interest in the learning tasks the learner is asked to perform. (2) The Resultative Hypothesis: learners who do well will persevere; those who do not so well will be discouraged and try less hard. (3) The Internal Cause Hypothesis: the learner brings to the learning situation a certain quantity of motivation as a given. (4) The Carrot and Stick Hypothesis: external influences and incentive will affect the strength of the learner's motivation (Ellis, 1994).

As to the resultative hypothesis, other studies, however, suggest that learners' motivation be strongly affected by their achievement, Savignon (1972) reported that students' desire to learn French increased with gains in French proficiency. Finally, a

study by Hermann (1980) also suggested that it is success that contributes to motivation rather than vice versa. Hermann advanced that "Resultative Hypothesis", which claims that learners who do well are more likely to develop motivational intensity and to be active in the classroom. The third hypothesis, has received the lion's share of researchers' attention (Rod Ellis, 1994), which needs further corroboration. Skehan intends to contain all kinds of cases in this summary of four hypotheses and his study can be regarded as a great achievement after Gardner's.

2.3.4 Dörnyer's Three-Level Framework

In order to make sense of the different components involved in L2 motivation, and to design a comprehensive construct to synthesize various lines of research by offering an extensive list of motivational components categorized into main dimensions, Dörnyei (1994) conceptualized L2 motivation within a framework of three relatively distinct levels: language level, learner level; and learning situation level. The resulting three levels coincide with the three basic constituents of the L2 learning process and also reflect three different aspects of language: the social dimension, the personal dimension and the educational subject-matter dimension.

The most general level of the construct is the Language Level. It encompasses various orientations and motives related to aspects of the L2, such as the culture, the community, and the potential usefulness of the language. These will determine the goals that learners set and the choices they make. This motivational dimension is in accordance with the integrative and instrumental motivational subsystem in Gardner's model.

The second level of construct is the Learner Level. It involves a complex of affects and cognitions that form relatively stable personality traits. Key features of this level are need for achievement and self-confidence, the latter encompassing various aspects of language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy.

Learning Situation Level is made up of intrinsic and extrinsic motives and motivational conditions in three areas. Course-specific motivational components are related to syllabus, teaching materials, teaching method, and learning tasks. Teacher-specific motivational components include the afflictive drive to please the teacher, authority type, and direct socialization of student motivation. Group-specific motivational components are made up of four main components: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure.

Table 1 Components of Foreign Language Learning Motivation (Dörnyei, 1994:280)

Language Level	Integrative Motivational Subsystem Instrumental Motivational subsystem Need for Achievement
Leaner Level	Self-Confidence *Language Use Anxiety *Perceived L2 Competence *Causal Attributions *Self-Efficacy
Leaning Situation Level	
Course-Specific Motivational Components	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Afflictive Drive Authority Type Direct Socialization of Motivation *Modeling *Task Presentation *Feedback
Group-Specific Motivational Components	Goal-orientedness Norm and Reward System Group Cohesion Classroom Goal Structure

Dörnyei's formulation is helpful as it highlights the point that motivation is a multifaceted construct. The construct stresses what the learner brings to the task of learning and the situational factors.

These four approaches listed above were once powerful and influential, since there is no absolute, unanimously accepted framework. But it is based on them that present study is carried out. They highlight at least different dimensions of motivation helping us to approach "motivation".

Chapter 3 Research Design

This chapter presents the research design, including the participants, instruments, the procedure of the study, and data collection.

3.1 Participants

The survey was conducted in all junior classes in College of Foreign Languages at Shaanxi Normal University. And there were altogether 160 of them as the subjects.

Third-year English majors were chosen as the participants because they had acquired strikingly different levels of oral English proficiency though they had the same oral class as a compulsory one. Furthermore, they had gained four marks indicating their oral English proficiency. These ensured comparatively apparent deviations in their oral English proficiency, which could best illustrate the research questions and facilitate the operation at the same time.

3.2 Instruments

The instruments adopted in the study include a motivational questionnaire, interviews, oral-English-proficiency scores and SPSS (13.0).

3.2.1 Motivational Questionnaire

To survey CEMs' general motivation to oral English development, a motivational questionnaire is to be designed on the basis of the four elementary motivational factors of oral English development (goal in oral English development; desire to oral English development; attitudes towards oral English development and efforts to oral English development) according to Gardner's socio-educational model since Dörnyei's framework is too complex to be adopted as a basis of the questionnaire for this research, and some of Skehan's assumptions still need testing. All four components are necessary to describe properly motivation to oral English development (Gardner, 1985). It is based on the questionnaire that the survey is conducted. The purpose is to provide realistic data. Furthermore, the questionnaire can also serve as a way to assess their own college students' motivation to develop oral English proficiency for college English teachers.

1) Design of the Motivational Questionnaire

The motivational questionnaire consists of 4 parts, 50 statements:

Part 1 Motivational Orientations: There are a variety of reasons or motives for CEMs' oral English development. This part is designed to see whether CEMs are motivated to develop their oral English proficiency and whether they are extrinsically or intrinsically motivated. And attempting to take the full range of motives into consideration, it presents 25 statements for finding out the goals or motives of their oral English development. It adopts the intrinsic-extrinsic continuum. Strong as Gardner's integrative-instrumental continuum is, it is more restricted to L2 learning situations and far from satisfactory in describing motivation in foreign language classroom. What's more, integrative motivation, generally speaking, belongs to intrinsic motivation, and instrumental motivation, as Clement and his co-workers' research demonstrated (Clement and Druidenier, 1985), falls to the final into the category of extrinsic motivation. Thus, students' motives will be measured and classified into 3 categories or 3 motivational orientations as Amotivation (AM), Intrinsic Motivation (IM) and Extrinsic Motivation (EM) (for more information, see Appendix). This part is designed based on Vandergrift's questionnaire (2005), which derived from Language Learning Orientations Scale that was previously validated by Noels et al (2000) to assess the AM, EM and IM.

Part 2 Desire to oral English development: The desire to achieve the goal contains two levels of meaning: one is whether or not CEMs have desire to achieve the goal, the other, how much they desire. This part is to investigate whether or not they desire to develop their oral English proficiency and how much they desire to. Five relevant statements, refined from one of the subtests in Attitude/Motivational Test Battery (AMTB) (Gardner, 1985), are set for these aims (see Appendix for more information).

Part 3 Attitudes towards oral English development: Another 5 statements constitute this part. They're refined to make out college students' attitudes towards oral English development (see Appendix for more information). This part is also refined from one of the subtests in Attitude/Motivational Test Battery (AMTB) (Gardner, 1985).

Part 4 Efforts to oral English development: While a native speaker can acquire the different components of communicative proficiency through natural learning, foreign learners must obtain them through conscious learning and practice. CEMs have little opportunity to interact with English natives and the oral English classes are, after all, limited in both time and functions. They provide the students with only general principles in speaking English and techniques to deal with speaking problems, but lacks

of actual practices, which is important to the improvement of oral English proficiency. However, how much, how well and how frequent the actual practices are fulfilled by students depends mainly on self-regulated efforts. There are 15 statements (validated from Tang's questionnaire, 2005) in this section designed to survey the efforts college students have made to improve their oral English proficiency (see Appendix for more information).

All in all, it is from these four aspects that the survey and description of CEMs' general motivation to oral English development is accomplished. Some of the statements in the questionnaire were reworded and many new statements were appended, but the spirit of the initial statement was preserved.

2) Weighing of the Motivational Questionnaire

All the statements in the motivational questionnaire are to be weighed up by Likert scale so as to offer subjects chances to be neutral, that is, to be in the middle points of the balance, or in other words, to be undecided. The participants are offered to choose from 7 scales ranging from SA (Strongly Agree) to SD (Strongly Disagree) to make the result more accurate. In each statement from B1 to F14, each SA (Strongly Agree) = 7, A (Agree) = 6, AS (Agree Slightly), N (Neutral) = 4, DS (Disagree Slightly) = 3, D (Disagree) = 2, SD (Strongly Disagree) = 1. That is to say, the subjects would get 7 points for each SA, 6 for each A, 5 for each AS, 4 for each U, 3 for each DS, 2 for each D and 1 for each SD. But for item A1 to A5, things are different, since they are negatively orientated: each SA = 1, A = 2, AS = 3, N = 4, DS = 5, D = 6, and SD = 7.

3.2.2 Interviews

Interviews with 2 teachers and 10 participants are also conducted to find related information.

To interview their teachers is to ensure that their oral English proficiency is in accordance with their common classroom performance.

To interview some students is to see more of their motivation to oral English development, their suggestions and the time they spend practicing oral English after class.

3.2.3 Acquisition of Oral-English-Proficiency Scores

The mean of each subject's four terms' oral English scores is figured out and serves as an indicator of his own oral English proficiency. To ensure the validity, any individual who has any abnormal fluctuation in his four terms' scores or has great

changes in his rank among his classmates are picked out and considered as invalid participants. Only those whose four terms of scores are stable or have just mild rise or fall or normal fluctuation, no matter they rank in the bottom or top, are taken into account as the valid ones.

Acquiring the subjects' oral-English proficiency in this way can ensure the validity and can at the same time reduce greatly the work amount. Consequently it enables to cover a much larger number of subjects, which in turn ensure the validity and significance of the research results.

3.2.4 SPSS 13.0

SPSS (Statistical Package for the Social Sciences) adopted in this research is version 13.0 which is more advanced than the previous ones because of its enlarged capability of calculation.

3.3 Procedure

The investigation was carried out during the period from 2005.7 to 2006.1, and the whole study lasted actually nearly a year in which data-collection and statistical analysis were accomplished.

The research can be roughly divided into three periods:

The first was the Preparation Period in which most preparation work for the study was done beforehand like questionnaire-designing which was based on a lot of literary reviews, the choice of the form to distinguish high- from low-oral-English-proficiency subjects, etc.

The second period referred to the Operation Period, during which 160 copies of questionnaire were sent out to the students and collected after being finished. The subjects were told that the answers they provide have nothing to do with their credits during the four-year study in the university and were encouraged to answer the questions as honestly as possible. And they were allowed as much time as is necessary to complete the questionnaire. That was the first step, also the questionnaire-fulfillment step. And then, their oral-English-proficiency scores were output according to the student numbers. It was also in this period that the interviews with the teachers and some of the participants were conducted.

The third period, the final and critical period, was also called the Result Period. All the data-collection and statistical analysis were completed. The CEMs' general motivation to oral English development was figured out. The relationship between

motivation and oral English proficiency was investigated, and contrasts were made to discern the motivational differences between those high and low achievers.

3.4 Data Collection

The final version of the questionnaire was delivered to 160 third-year English majors from College of Foreign Languages at Shaanxi Normal University in December 2005.

One hundred sixty copies of questionnaires were handed out and 154 were collected because 6 were absent. Fifteen students were excluded from this study because of the errors they had made in implementing the questionnaire. Another 7 were excluded for the sharp and abnormal fluctuation in their four terms' scores. And another 2 copies of questionnaire were also rejected because of the absence of their oral English scores. As a result, the valid number of subjects involved was 130 exactly. In other words, only 130 valid questionnaires were used for the final analysis.

After rejecting the invalid questionnaires and excluding the invalid oral-English-proficiency scores, the corresponding statistics of valid questionnaires and their according oral English scores are collected and input into a computer and disposed of by SPSS 13.0. This is the procedure of data collection.

Chapter 4 Results, Analysis and Discussion

Through the research design in the previous chapter, the data concerning CEMs' motivation to oral English development were obtained and disposed of in Chapter 4 concerning the three research questions.

4.1 Normality of the Sample

The mean, mode and median of the sample's oral English proficiency are respectively: *Mean* = 86.8288; *Mode* = 86.75; and *Median* = 87.2500. The three measures of central tendency are quite approximately equal which suggests a normal distribution of their proficiency. Consequently, the sample is typical. And as a result, it can reflect to a large extent the general state of Chinese CEMs' motivation to oral English development and can best illustrate the research questions.

4.2 Descriptive Statistics of Motivational Questionnaire

The questionnaire was developed on 4 motivational factors of oral English to affect oral English proficiency: orientation (AM, EM and IM), desire, attitudes and efforts.

The subjects' student number, their answers to each item and their oral-English-proficiency scores are input correspondingly into a computer and disposed of by SPSS 13.0. Statistical terms like mean and standard deviation (S.D.) are also employed.

Table 2 Summary of college English majors' responses to the motivational questionnaire

Factors		Item	Mean	S.D.	Strongly Agree	Agree	Agree Slightly	Neutral	Disagree Strongly	Dis-agree	Strongly Disagree
Motivation Orientations	A M	A1	6.3231	1.14942	0.00	0.77	3.08	7.69	5.38	17.69	65.38
		A2	6.5231	1.03591	0.77	0.77	0.00	6.15	3.08	14.62	74.62
		A3	6.1538	1.21656	0.77	1.54	1.54	6.15	12.31	23.08	54.62
		A4	6.4538	0.95732	0.00	0.76	1.54	3.85	4.62	23.85	65.38
		A5	6.4692	0.95794	0.00	0.76	1.54	3.85	4.62	22.31	66.92
		B1	1.9154	1.27610	0.77	1.54	3.08	8.46	6.15	29.23	50.77
		B2	3.8077	1.93337	6.15	23.08	7.69	20.00	10.00	17.69	15.38
		B3	2.5462	1.70322	3.08	5.38	4.62	17.69	5.38	26.92	36.92
		B4	4.5462	1.90516	19.23	19.23	14.62	18.46	7.69	13.85	6.92
		B5	3.9077	1.74962	4.62	18.46	16.92	20.00	13.85	15.38	10.77

	E M	B6	4.9077	1.63511	16.92	26.92	16.92	23.85	4.62	6.15	4.62
		B7	5.1154	1.50263	20.00	26.92	19.23	20.00	8.46	3.08	2.31
		B8	3.9538	1.55450	5.38	13.85	13.08	31.54	18.46	14.62	5.38
		B9	4.8308	1.51549	12.31	26.15	20.77	26.15	6.92	3.08	4.62
		B10	5.2154	1.33518	19.23	26.92	23.08	21.54	5.38	3.85	0.00
	I M	C1	4.8923	1.60061	18.46	22.31	19.23	21.54	10.00	5.38	3.08
		C2	5.4769	1.34807	23.85	34.62	20.00	13.85	3.08	3.85	0.77
		C3	5.2923	1.38344	20.77	32.31	16.92	20.00	5.38	4.62	0.00
		C4	5.3231	1.32487	20.77	32.31	16.15	23.08	4.62	3.08	0.00
		C5	5.6385	1.23893	26.92	37.69	15.38	14.62	3.08	2.31	0.00
		C6	5.3769	1.58611	29.23	29.23	13.85	14.62	6.15	4.62	2.31
		C7	4.1385	1.73319	9.23	16.92	9.23	38.46	6.15	9.23	10.77
		C8	5.4462	1.46833	27.69	30.77	16.92	13.85	6.92	1.54	2.31
		C9	5.4154	1.39092	26.92	27.69	17.69	19.23	5.38	2.31	0.77
		C10	5.1615	1.51889	23.08	23.85	20.77	18.46	7.69	4.62	1.54
Desire		D1	6.3000	1.16572	62.31	20.00	9.23	5.38	0.77	1.54	0.77
		D2	6.0231	1.19732	49.23	23.85	9.23	16.15	0.77	0.77	0.00
		D3	6.1692	1.10066	55.38	20.00	11.54	12.31	0.77	0.77	0.00
		D4	6.3769	0.99818	63.08	20.77	9.23	5.38	0.77	0.77	0.00
		D5	6.3538	1.04073	62.31	21.54	9.23	3.85	2.31	0.77	0.00
Attitude		E1	6.3462	1.08343	62.31	22.31	7.69	5.38	0.00	2.31	0.00
		E2	6.1615	1.12618	52.31	26.15	11.54	6.15	3.08	0.77	0.00
		E3	6.0231	1.29079	49.23	26.15	11.54	6.15	5.38	0.77	0.77
		E4	5.3462	1.32777	19.23	26.15	22.31	16.15	5.38	1.54	1.54
		E5	5.4154	1.25002	19.23	33.85	22.31	17.69	2.31	2.31	0.77
Efforts		F1	5.4923	1.29547	26.15	30.77	16.15	23.08	1.54	1.54	0.77
		F2	4.8769	1.45216	12.31	26.92	20.77	25.38	7.69	4.62	2.31
		F3	4.9385	1.54896	16.15	27.69	16.92	23.08	7.69	6.15	2.31
		F4	5.0154	1.40312	13.85	26.15	27.69	20.77	5.38	3.85	2.31
		F5	4.4769	1.54627	10.00	17.69	22.31	25.38	12.31	9.23	3.08
		F6	4.8308	1.47925	13.08	24.62	21.54	23.85	7.69	8.46	0.77
		F7	4.6077	1.57744	13.08	21.54	15.38	26.15	11.54	11.54	0.77
		F8	402769	1.55027	5.38	19.23	22.31	23.85	13.85	10.77	4.62
		F9	4.7385	1.59239	13.08	22.31	26.15	18.46	6.15	11.54	2.31
		F10	4.8692	1.54713	16.15	21.54	23.08	23.85	6.15	6.15	3.08
		F11	4.5769	1.55452	9.23	26.15	14.62	27.69	10.00	10.00	2.31
		F12	5.0692	1.56606	20.00	27.69	18.46	16.15	10.00	6.15	1.54
		F13	4.2231	1.55152	6.15	15.38	23.08	27.69	10.00	13.08	4.62
		F14	4.4308	1.36931	6.92	16.92	16.15	45.38	3.85	8.46	2.31

Notes: AM = Amotivation; EM = Extrinsic Motivation; IM = Intrinsic Motivatiion; S.D.: Standard Deviation; SD: Strongly Disagree; D: Disagree; DS: Disagree Slightly; N: Neutral; AS: Agree Slightly; A: Agree; SA: Strongly Agree

4.3 Analysis of Motivational Factors of Oral English Development

4.3.1 Motivational Orientations of Oral English Development

(1) Descriptive Statistics of Motivational Orientations

1) ***Amotivation (AM)***

A1 to A5 in Table 2 supplies the information of the amotivation cluster that is negatively oriented. From the table, the mean of the amotivation cluster is worked out as 6.3846. The frequencies of CEMs who chose "Strongly Disagree" for A1 to A5 are respectively 85, 97, 71, 85 and 87; and their corresponding percentages are 65.38%, 74.62%, 54.62%, 65.38% and 66.92% as shown in Table 2. The frequencies of CEMs who chose "Disagree" for A1 to A5 are respectively 23, 19, 30, 31 and 29; and their corresponding percentages are 17.69%, 14.62%, 23.08%, 23.85% and 22.31% as shown in Table 2. The frequencies of CEMs who chose "Disagree Slightly" for A1 to A5 are respectively 7, 4, 16, 6 and 6; and their corresponding percentages are 5.38%, 3.08%, 12.31%, 4.62% and 4.62% as shown in Table 2.

As a result, the frequencies of CEMs who chose "Strongly Disagree" and "Disagree" as well as "Disagree Slightly" for A1 to A5 are respectively 115, 120, 117, 122 and 122; and 89.46%, 92.31%, 90.00%, 93.85% and 93.85% as their corresponding valid percentages. These statistics reflect in general that 91.89% of the subjects are motivated to learn oral English, either extrinsically or intrinsically motivated or both intrinsically and extrinsically motivated. And this is corroborated by further interviews with certain participants.

2) ***Extrinsic Motivation (EM)***

B1 to B10 are concerned with the utility of oral English, that is, they form the extrinsic cluster. According to Table 2, the frequencies of CEMs who chose "Strongly Agree" for B1 to B10 are respectively 1, 8, 4, 25, 6, 22, 26, 7, 16 and 25; and the according percent for each items in this cluster are respectively 0.77%, 6.15%, 3.08%, 19.23%, 4.62%, 16.92%, 20.00%, 5.38%, 12.31% and 19.23%. While 1.54%, 23.08%, 5.38%, 19.23%, 18.46%, 26.92%, 26.92%, 13.85%, 26.15%, 26.92% of the subjects chose "Agree" for each items from B1 to B10; and the corresponding frequencies are respectively 2, 30, 7, 25, 24, 35, 35, 18, 34, and 35. Those who chose "Agree Slightly" for B1 to B10 account for 3.08%, 7.69%, 4.62%, 14.62%, 16.92%, 16.92%, 19.23%, 13.08%, 20.77% and 23.08% respectively of the total. The according frequencies are 4, 10, 6, 19, 22, 22, 25, 17, 27 and 30.

As a result, the frequencies of CEMs who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" as a total for B1 to B10 are respectively 7, 48, 17, 69, 52, 79, 86, 42, 77 and 90; and 5.38%, 36.92%, 13.08%, 53.08%, 40.00%, 60.77%, 66.15%, 32.31%, 59.23% and 69.23% as their corresponding valid percentages.

3) *Intrinsic Motivation (IM)*

C1 to C10 form the intrinsic orientation cluster.

According to Table 2, the frequencies of CEMs who chose "Strongly Agree" for C1 to C10 are respectively 24, 31, 27, 27, 35, 38, 12, 36, 35 and 30; and the percentages of the subjects who chose "Strongly Agree" for each items in this cluster are respectively 18.46%, 23.85%, 20.77%, 20.77%, 26.92%, 29.23%, 9.23%, 27.69%, 26.92% and 23.08%. While "Agree" by 22.31%, 34.62%, 32.31%, 32.31%, 37.69%, 29.23%, 16.92%, 30.77%, 27.69% and 23.85% correspondingly of the subjects chose "Agree" for each item from C1 to C10; and the according frequencies are respectively 29, 45, 42, 42, 49, 38, 22, 40, 36 and 31. Those who chose "Agree Slightly" for C1 to C10 account for 19.23%, 20.00%, 16.92%, 16.15%, 15.38%, 13.85%, 9.23%, 16.92%, 17.69% and 20.77% respectively of the total. The according frequencies are 25, 26, 22, 21, 20, 18, 12, 22, 23 and 27.

As a result, the frequencies of CEMs who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for C1 to C10 are respectively 78, 102, 91, 90, 104, 94, 46, 98, 94 and 88; and 60.00%, 78.46%, 70.00%, 69.23%, 80.00%, 72.31%, 35.38%, 75.38%, 72.31% and 67.69% as their corresponding valid percentages.

(2) Further Analysis of CEMs' Intrinsic Motivation and Extrinsic Motivation

Table 3 Paired-samples *t*-test of Chinese college English majors' intrinsic motivation (IM) and extrinsic motivation (EM)

	Mean	S.D.	Std. Error Mean	*t*	*p*	*df*	Lower	Upper
IM	5.2162	9.59312	.84137	-12.146	.000	129	-13.27492	-9.55585
EM	4.0569	7.85446	.27396					

As Table 3 shows, t = -12.146, 95% confidence interval of the difference is -13.27492 as the lower and -9.55585 as the upper, p = .000, which is smaller than .01. This suggests an obvious deviation between IM and EM.

The mean of the extrinsic motivation cluster is 4.07462 and that of intrinsic motivation is 5.28066. So, it is safe to say that most subjects are much more

intrinsically motivated than extrinsically motivated in oral English development just as the general tendency in Table 2 reveals. Though they have perceived the importance of spoken English and regarded it as a necessary step towards their way to success or a necessity for their future, they are more intrinsically motivated to develop oral English proficiency.

4.3.2 Desire to Oral English Development

The frequencies of CEMs who chose "Strongly Agree" for D1 to D5 are respectively 81, 64, 72, 82 and 81; and their corresponding percentages are 62.31%, 49.23%, 55.38%, 63.08% and 62.31% as shown in Table 2. The frequencies of CEMs who chose "Agree" for D1 to D5 are respectively 26, 31, 26, 27 and 28; and their corresponding percentages are 20.00%, 23.85%, 20.00%, 20.77% and 21.54% as shown in Table 2. The frequencies of CEMs who chose "Agree Slightly" for D1 to D5 are respectively 12, 12, 15, 12 and 12; and their corresponding percentages are 9.23%, 9.23%, 11.54%, 9.23% and 9.23% as have been shown in Table 2.

As a result, the frequencies of CEMs who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for D1 to D5 are respectively 119, 107, 113, 121 and 121; and 91.54%, 82.31%, 86.92%, 93.08% and 93.08% as their corresponding valid percentages. According to the original statistics resulting from the investigation above, it is safe to say that the majority of the subjects (89.38%) desire strongly to learn oral English, or in other words, are willing to develop oral English proficiency.

This shows, at the same time, how much they desire to learn oral English, in other words, their motivational intensity in learning oral English. According to the original statistics resulting from the investigation above, the intensity in learning oral English is shown further by the following statistics. They demonstrate a stronger motivation since the mean of CEMs' desire to oral English development is 6.2477 (M_{Desire} = 6.3169), mode = 7, max. = 7, and S.D. = 1.10052.

4.3.3 Attitudes towards Oral English Development

The frequencies of CEMs who chose "Strongly Agree" for E1 to E5 are respectively 81, 68, 64, 25 and 25; and their corresponding percentages are 62.31%, 52.31%, 49.23%, 19.23% and 19.23% as shown in Table 2. The frequencies of CEMs who chose "Agree" for E1 to E5 are respectively 29, 34, 34, 44 and 46; and their corresponding percentages are 22.31%, 26.15%, 26.15%, 33.75% and 35.45% as shown in Table 2. The frequencies of CEMs who chose "Agree Slightly" for E1 to E5 are

respectively 10, 15, 15, 29 and 29; and their corresponding percentages are 7.69%, 11.54%, 11.54%, 22.31% and 22.31%.

As a result, the frequencies of CEMs who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for E1 to E5 are respectively 120, 117, 113, 98 and 100; and 92.31%, 90.00%, 86.92%, 75.38% and 76.92% as their corresponding valid percentages. So it is safe to say that CEMs have positive attitudes towards oral English development ($M_{Attitudes}$ = 5.9178), and 84.31% of the subjects are positively orientated.

4.3.4 Efforts to Oral English Development

Item F1 to F15 show the efforts CEMs have made to improve their oral English proficiency.

CEMs lack broad exposure to English environment. Students seldom have chance to practice English naturally in their daily life just like those native speakers. Efforts including various strategies of oral English development are employed. The mean of Efforts: $M_{Efforts}$ = 4.7445. It goes without saying that they have made various efforts to improve their oral English proficiency. To be more specific, The frequencies of CEMs who chose "Strongly Agree" for F1 to F14 are respectively 34, 16, 21, 18, 13, 17, 17, 7, 17, 21, 12, 26, 8 and 9; and their corresponding percentages are 26.15%, 12.31%, 16.15%, 13.85%, 10.00%, 13.08%, 13.08%, 5.38%, 13.08%, 16.15%, 9.23%, 20.00%, 6.15% and 6.92%. The frequencies of CEMs who chose "Agree" for F1 to F14 are respectively 40, 35, 36, 34, 23, 32, 28, 25, 29, 28, 34, 36, 20 and 22; and their corresponding percentages are 30.77%, 26.92%, 27.69%, 26.15%, 17.69%, 24.62%, 21.54%, 19.23%, 22.31%, 21.54%, 26.15%, 27.69%, 15.38% and 16.92%. The frequencies of CEMs who chose "Agree Slightly" for F1 to F14 are respectively 21, 27, 22, 36, 29, 28, 20, 29, 34, 30, 19, 24, 30 and 21; and their corresponding percentages are 16.15%, 20.77%, 16.92%, 27.69%, 22.31%, 21.54%, 15.38%, 22.31%, 26.15%, 23.08%, 14.62%, 18.46%, 23.08% and 16.15%.

As a result, the frequencies of CEMs who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for F1 to F14 are respectively 95, 78, 79, 88, 65, 77, 65, 61, 80, 79, 65, 86, 58 and 52 and 73.08%, 60.00%, 60.77%, 67.69%, 50.00%, 59.23%, 50.00%, 46.92%, 61.54%, 60.77%, 50.00%, 66.15%, 44.62% and 40.00% as their corresponding valid percentages. So it is safe to say that CEMs have made various efforts to improve their oral English proficiency ($M_{Effortss}$ = 4.7445), and 56.48% of the subjects are positively orientated.

Item F15 is listed separately to show the time they spend practicing their oral English every week: The number of CEMs who chose "≥7hrs" is 13; "5-7hrs", 28; "3-5hrs", 36; "2-3hrs", 24; "1-2hr(s)", 14; "= 1hr", 11; and "0 hr", 4 which account for respectively 10.00%, 21.54%, 27.69%, 18.46%, 10.77%, 8.46% and 3.08%.

It is clear in the table that most of the subjects (77.69%) spent 2-7 hours practicing their oral English every week after class, with only 13 (10%) choosing "≥7 hours" indicating one hour practicing per day.

4.4 Correlation and Regression Analysis

To make clear the relationship between motivation and oral English proficiency, also the 2nd research question, further analysis including correlation analysis and the multiple regression analysis are carried out next.

4.4.1 Correlations Analysis

As shown in Table 4, the correlations among motivational factors are respectively: $r1_{(AM.EM)} = .219$ ($p = .000 < .01$); $r2_{(AM.IM)} = .436$ ($p = .000 < .01$); $r3_{(AM.Desire)} = .490$ ($p = .000 < .01$); $r4_{(AM.Attitudes)} = .409$ ($p = .000 < .01$); $r5_{(AM.Efforts)} = .102$ ($p = .125 > .05$); $r6_{(EM.IM)} = .260$ ($p = .001 < .01$); $r7_{(EM.Desire)} = .133$ ($p = .066 > .05$); $r8_{(EM.Attitudes)} = .014$ ($p = .437 > .05$); $r9_{(EM.Efforts)} = .086$ ($p = .164 > .05$); $r10_{(IM.Desire)} = .611$ ($p = .000 < .01$); $r11_{(IM.Attitudes)} = .521$ ($p = .000 < .01$); $r12_{(IM.Efforts)} = .547$ ($p = .000 < .01$); $r13_{(Desire.Attitudes)} = .731$ ($p = .000 < .01$); $r14_{(Desire.Efforts)} = .340$ ($p = .000 < .01$); $r15_{(Attitudes.Efforts)} = .520$ ($p = .000 < .01$). According to the correlation coefficients between AM and EM ($p = .010 < .05$), AM and IM ($p = .000 < .01$), AM and Desire ($p = .000 < .01$), AM and Attitudes ($p = .000 < .01$), EM and IM ($p = .001 < .01$), IM and Desire ($p = .000 < .01$), IM and Attitudes ($p = .000 < .01$), IM and Efforts ($p = .000 < .01$), Desire and Attitudes ($p = .000 < .01$), Desire and Efforts ($p = .000 < .01$), Attitudes and Efforts ($p = .000 < .01$), it is safe to say that they are correlated mutually and obviously.

The correlation coefficients between motivational factors and oral English proficiency are shown respectively by R1, R2, R3, R4, R5 and R6 whose values are -.414, .291, .389, .301, .312, and .159 accordingly. A negative relationship (R1 = -.414) between AM and oral English proficiency is not surprising and has been discerned, since amotivated students see no relation between their actions and subsequent consequences (Littlewood, 1984). Table 4 shows that amotivation is highly correlated but negatively with the dependant factor, the oral English proficiency. This means that the more a student is motivated, the more he may achieve. IM is positively and

moderately correlated with oral English proficiency (which is demonstrated by .389 as their correlation coefficient). So does EM, but weakly, since its correlation coefficient with oral English proficiency is .219 (R2 = .219). Other factors like Desire, Attitudes and Efforts correlate with oral English proficiency respectively as .301 (R4 = .312, p = .000 < .01), .312 (R5 = .312, p = .004 < .01) and .159 (R6 = .159, p = .035 < .05).

Table 4 Pearson correlation coefficients among motivational factors and oral English proficiency

		AM	EM	IM	Desire	Attitudes	Effots
AM	Pearson Correlation	1.000	.219 r1	.436** r2	.490** r3	.409** r4	.102 r5
	Sig. (2-tailed)	.	.010	.000	.000	.000	.125
EM	Pearson Correlation	.219	1.000	.260** r6	.133 r7	.014 r8	.086 r9
	Sig. (2-tailed)	.010	.	.001	.066	.437	.164
IM	Pearson Correlation	.435**	.260**	1.000	.611** r10	.521** r11	.547** r12
	Sig. (2-tailed)	.000	.001	.	.000.	.000	.000
Desire	Pearson Correlation	.490**	.133	.611**	1.000	.731** r13	.340** r14
	Sig. (2-tailed)	.000	.066	.000	.	.000	.000
Attitudes	Pearson Correlation	.409**	-.014	.521**	.731**	1.000	.520** r15
	Sig. (2-tailed)	.000	.437	.000	.000	.	.000
Efforts	Pearson Correlation	.102	.086	.547**	.340**	.520**	1.000
	Sig. (2-tailed)	.125	.164	.000	.000	.000	.
Oral English Proficiency	Pearson Correlation	-.414** R1	.291 R2	.389** R3	.301** R4	.312* R5	.159* R6
	Sig. (2-tailed)	.000	.163	.000	.000	.004	.035
	N	130	130	130	130	130	130

Note: **Correlation is significant at 0.01 levels (2-tailed).

AM: Amotivaiton; EM: Extrinsic Motivation; IM: Intrinsic Motivation

The correlation coefficients among motivational factors and that between motivational factors and oral English proficiency are shown in this table. Which 2 are

correlated and how much they are correlated are clearly presented in the table. The larger the coefficient is, the more closely they are related.

4.4.2 Multiple Regression Analysis

To evaluate the predictability of motivational factors, the multiple regression analysis is also employed with the motivational factors as simultaneous predictors (independent variables) of oral English proficiency (the dependent variable).

The predictive models were established according to the standardized coefficients (beta) obtained from regression analysis. "R Square" indicates the predictive power of the motivational factors on oral English proficiency. The direction of the arrow represents the direction of influence.

According to ANOVA, the sum of squares of regression is 331.579, and $df = 6$; $F = 6.000$, and $p = .000$(a), which is smaller than .01. These indicate that the motivational factors can predicate the oral English proficiency.

As shown in Figure 3, the regression with oral English proficiency as dependent variables and AM, EM, IM, Desire, Attitudes and Efforts as simultaneous, independent variables yielded a relationship.

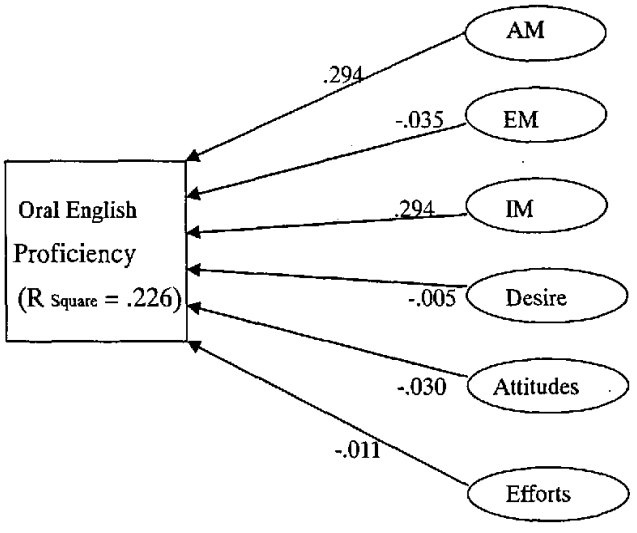

Figure 3 Multiple regression model of oral English proficiency

AM (beta = .294, $p = .004 < .01$) were negatively related to oral English proficiency (R1 = -.414); EM (beta = -.035, $p = .703 > .05$) was positively related to oral English proficiency (R2 = .219). IM (beta = .294, $p = .019 < .05$) was positively related to oral English proficiency (R3 = .388). Desire (beta = -.005, $p = .049 < .05$) was

positively related to oral English proficiency (R4 = .289); Attitudes (beta = -.0304, p = .090 > .05) was positively related to oral English proficiency (R4 = .235) and Efforts (beta = -.011, p = .04 < .05) was positively related to oral English proficiency (R5 = .159). Consequently, AM, IM and Desire to oral English development are better predictors of oral English proficiency.

The variables together can account for 22.6% of the variance in oral English proficiency. ANOVA proves the validity of this model (F = 6.000, p = .000 < .01).

4.5 Analysis of Motivational Discrepancies Between High- and Low-proficiency Groups

Why is some students' oral English proficiency higher than that of the others'? Are high achievers different from the low ones concerning motivation to oral English development? Analyses in the following help to answer these questions.

4.5.1 Formation of High- and Low-proficiency Groups

Based on each subject's four terms of oral English scores, the subjects are classified into 3 groups: the top-level, the middle-level and the bottom-level groups. Only those who rank at the top and the bottom are picked out and reorganized into new groups. According to statistics, when the sub-sample is 30 or larger than 30 ($N \geqslant 30$), the mean of the sub-sample will manifest normal distribution. Therefore, the top 32 students, the high achievers, make up the high-proficiency group; and another 32 who rank in the bottom of score list, considered as low achievers, are grouped into the low-proficiency group. And the rest fall into middle-level group, which is paid no attention to. Then contrasts are made between high- and low-proficiency groups to distinguish the discrepancies in motivation to oral English development.

4.5.2 Independent-Sample T-Test of Oral English Proficiency Between High- and Low-proficiency Groups

The Independent-Sample t-test is applied with an aim to find out whether the two groups vary greatly in their oral English proficiency to ensure the significance of the contrasts between high- and low-proficiency groups.

Table 5 Independent-sample t-test of oral English proficiency of high- and low-proficiency subjects

Group	N	Mean	S.D.	t-value	df	p	F	Sig.
High-proficiency	32	90.4140	1.16467	17.537	62	.000	9.589	.003
Low-proficiency	32	81.8945	2.41162					

As shown in Table 5, the mean oral score of high-proficiency group is 90.4140, and that of low-proficiency group is 81.8945 (MH = 90.4140, ML = 81.8945), F = 9.589, t = 17.537, and p = .000 < .01. These indicate that there is an obvious deviation in their oral English proficiency between high- and low-proficiency groups. Consequently, the contrasts between the two groups are statistically significant.

4.5.3 Independent-Sample T-Test of Motivational Factors Between High- and Low-proficiency Groups

As Table 6 shows, the means, t-values, and p values of the motivational factors of the two groups are presented as the following: AM (MH = 6.7250, ML = 5.8774, t = 3.868, p = .000 < .01), EM (MH = 5.3216, ML = 5.8581, t = 0.338, p = .737 > .05), IM (MH = 5.6875, ML = 4.8326, t = 4.218, p = .000 < .01), Desire (MH = 6.3813, ML = 5.8581, t = 2.162, p = .035 < .05), Attitudes (MH = 5.9875, ML = 5.5419, t = 1.801, p = .007 > .05), Efforts (MH = 4.8326, ML = 4.4793, t = 1.261, p = .211 > .05).

Table 6 Independent-sample T-test of motivational factors between high- and low-proficiency groups

Factors		Group	N	Mean	S.D.	t-value	df	Sig. (2-tailed)
Motivational Orientations	AM	High	32	6.7250	0.56234	3.868	62	.000
		Low	32	5.8774	0.14068			
	EM	High	32	5.3216	0.87215	0.338	62	.737
		Low	32	5.8581	1.58553			
	IM	High	32	5.6875	1.30593	4.218	62	.000
		Low	32	4.8326	1.70661			
Desire		High	32	6.3813	1.11296	2.162	62	.035
		Low	32	5.8581	1.28857			
Attitudes		High	32	5.9875	1.20166	1.801	62	.077
		Low	32	5.5419	1.35711			
Efforts		High	32	4.8326	1.57632	1.264	62	.211
		Low	32	4.4793	1.60966			

Notes: AM: Amotivation; EM: Extrinsic Motivation; IM: Intrinsic Motivation

This demonstrates that the two groups do vary in their questionnaire responses, that is, in their motivation to oral English development (t_{AM} = 3.868, t_{EM} = 0.338, t_{IM} = 4.218, t_{Desire} = 2.162, $t_{Attitudes}$ = 1.801, $t_{Efforts}$ = 1.264). And they vary greatly especially in amotivation (AM) (t_{AM} = 3.868, p = .000< .01), intrinsic motivation (IM) (t_{IM} = 4.218, p = .000 < .01) and desire to oral English development (t_{Desire} = 2.162, p = .035 < .05).

4.5.4 Contrasts of Motivational Discrepancies Between High- and Low-proficiency Groups

For convenience and sharp contrast, only "Strongly Agree", "Agree" and "Agree Slightly" are counted in the following contrasts.

(1) Contrasts of Motivational Orientations Between High- and Low-proficiency Groups

1) ***Amotivation (AM)***

The frequencies of those who chose "Strongly Disagree" for A1 to A5 in the high-proficiency group are 26 (81.30%), 29 (90.60%), 22 (68.80%), 24 (75.00%) and 24 (75.00%); while the numbers of those in the low-proficiency group who did so are 14 (45.20%), 16 (51.60%), 11 (35.50%), 19 (61.30%) and 19 (61.30%). The frequencies of those who chose "Disagree" for A1 to A5 in the high-proficiency group are 26 (81.30%), 29 (90.60%), 22 (68.80%), 24 (75.00%) and 24 (75.00%); while the numbers of those in the low-proficiency group who did so are 14 (45.20%), 16 (51.60%), 11 (35.50%), 19 (61.30%) and 19 (61.30%). The frequencies of those who chose "Disagree Slightly" for A1 to A5 in the high-proficiency group are 1 (3.13%), 0 (0.00%), 2 (6.21%), 1 (3.13%) and 1 (3.13%); while the numbers of those in the low-proficiency group who did so are 5 (15.63%), 1 (3.13%), 8(25.00%), 2 (6.25%) and 5 (15.63%).

As a result, the frequencies of those who chose "Strongly Disagree" and "Disagree" as well as "Disagree Slightly" altogether in the high-proficiency group for A1 to A5 are respectively 31 (96.88%), 32 (100%), 32 (100%), 32 (100%) and 31 (96.88%); while the frequencies of those in the low-proficiency group who chose "Strongly Disagree" or "Disagree" or "Disagree Slightly" for each items from A1 to A5 are respectively 24 (75.00%), 23 (71.88%), 24 (75.00%), 26 (81.25%) and 27 (84.38%) as shown in Figure 4.

That is to say, approximately 98.75% of the subjects in the high-proficiency group are motivated to develop their oral English proficiency, while in the low-proficiency group, 77.50% of them are motivated to learn oral English.

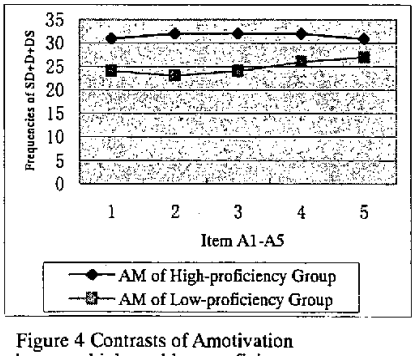

Figure 4 Contrasts of Amotivation between high- and low-proficiency groups

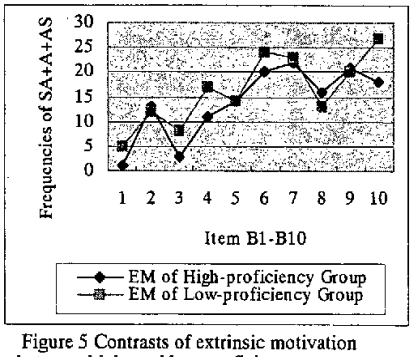

Figure 5 Contrasts of extrinsic motivation between high- and low-proficiency groups

2) ***Extrinsic Motivation (EM)***

The frequencies of those who chose "Strongly Agree" for B1 to B10 in the high-proficiency group are 0 (0.00%), 2 (6.25%), 1 (3.13%), 3 (9.38%), 1 (3.13%), 5 (15.63%), 8 (25.00%), 2 (6.25%), 7 (21.88%) and 10 (31.25%); while the numbers of those in the low-proficiency group who did so are 1 (3.13%), 4 (12.50%), 3 (3.13%), 5 (15.63%), 3 (9.38%), 7 (21.88%), 8 (25.00%), 3 (9.38%), 5 (15.63%) and 11 (34.38%). The frequencies of those who chose "Agree" for B1 to B10 in the high-proficiency group are 1 (3.13%), 6 (18.75%), 2 (6.25%), 3 (9.38%), 7 (21.88%), 11 (34.38%), 11 (34.38%), 8 (25.00%), 10 (31.25%) and 4 (12.50%); while the numbers of those in the low-proficiency group who did so are 2 (6.25%), 7 (21.88%), 2 (6.25%), 8 (25.00%), 6 (18.75%), 10 (31.25%), 9 (28.13%), 7 (21.88%), 10 (31.25%) and 5 (15.63%). The frequencies of those who chose "Agree Slightly" for B1 to B10 in the high-proficiency group are 0 (0.00%), 5 (15.63%), 0 (0.00%), 5 (15.63%), 6 (18.75%), 4 (12.50%), 3 (9.38%), 6 (18.75%), 4 (12.50%) and 4 (12.50%); while the numbers of those in the low-proficiency group who did so are 2 (6.25%), 1 (3.13%), 3 (9.38%), 4 (12.50), 5 (15.63%), 7 (21.88%), 6 (18.75%), 3 (9.38%), 5 (15.63%) and 11 (34.38%).

As a result, the frequencies of those who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for B1 to B10 are respectively 1 (3.13%), 13 (40.66%), 3 (9.38%), 11 (34.38%), 14 (43.75%), 20 (62.50%), 22 (68.75%), 16 (50.00%), 21 (65.66%) and 18 (56.25%); while the frequencies of those in the low-proficiency group who chose "Strongly Agree" or "Agree" or "Agree Slightly" for each items from B1 to B10 are respectively 5 (15.63%), 12 (37.50%), 8 (25.00%), 17 (53.13%), 14 (43.75%), 24 (75.00%), 23 (71.88%), 13 (40.63%), 20 (62.50%) and 27 %(84.38), as shown in Figure 5. This indicates that low-proficiency ones tend to be more extrinsically motivated.

3) *Intrinsic Motivation (IM)*

The frequencies of those who chose "Strongly Agree" for C1 to C10 in the high-proficiency group are 9 (28.13%), 9 (28.13%), 11 (34.38%), 13 (40.63%), 16 (50.00%), 17 (53.13%), 3 (9.38%), 16 (50.00%), 15 (46.88%) and 6 (18.75%), while the numbers of those in the low-proficiency group who did so are 3 (9.38%), 7 (21.88%), 4 (12.50%), 6 (18.75%), 6 (18.75%), 7 (21.88%), 2 (6.25%), 6 (18.75%), 5 (15.63%) and 7 (21.88%). The frequencies of those who chose "Agree" for C1 to C10 in the high-proficiency group are 9 (28.13%), 13 (40.63%), 12 (37.50%), 11 (34.38%), 7 (21.88%), 8 (25.00%), 5 (15.63%), 9 (28.13%), 10 (31.25%) and 13 (40.63%); the

numbers of those in the low-proficiency group who did so are 5 (15.63%), 7 (21.88%), 9 (28.13%), 4 (12.50%), 9 (28.13%), 6 (18.75%), 5 (15.63%), 8 (25.00%), 6 (18.75%) and 1 (3.13%). The frequencies of those who chose "Agree Slightly" for C1 to C10 in the high-proficiency group are 5 (15.63%), 5 (15.63%), 4 (12.50%), 4 (12.50%), 3 (9.38%), 3 (9.38%), 5 (15.63%), 2 (6.25%), 5(15.63%) and 7 (21.88%); while the numbers of those in the low-proficiency group who did so are 5 (15.63%), 6 (18.75%), 2 (6.25%), 5 (15.63%), 8 (25.00%), 4 (12.50%), 4 (12.500%), 5 (15.63%), 4 (12.50%) and 8 (25.00%).

As a result, the frequencies of those who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for C1 to C10 are respectively 23 (71.88%), 27 (84.38%), 27 (84.38%), 28 (87.50%), 26 (81.25%), 28 (87.50%), 13 (40.63%), 27 (84.38%), 30 (93.75%) and 26 (81.25%); while the frequencies of those in the low-proficiency group who chose "Strongly Agree" or "Agree" or "Agree Slightly" for each items from C1 to C10 are respectively 13 (40.63%), 20 (62.50%), 15 (46.88%), 15 (46.88%), 23 (71.88%), 17 (53.13%), 11 (34.38%), 19 (59.38%), 15 (46.88%) and 16 (50.00%) as shown in Figure 6.

This indicates that subjects with higher achievement scores tend to be more intrinsically motivated.

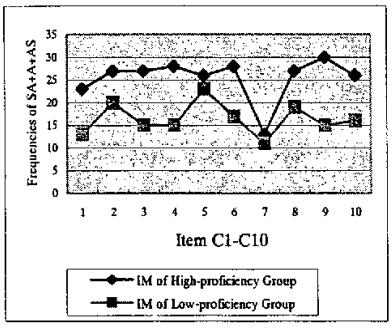

Figure 6 Contrasts intrinsic motivation between high- and low-proficiency groups

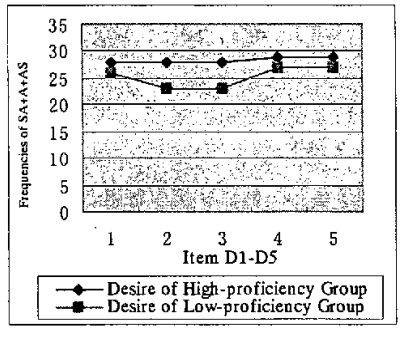

Figure 7 Contrasts of desire between high- and low-proficiency groups

(2) Contrasts of Desire of Oral English Development Between High- and Low-proficiency Groups

The frequencies of those who chose "Strongly Agree" for D1 to D5 in the high-proficiency group are 23 (71.88%), 20 (62.50%), 21 (65.63%), 22 (68.75%) and 24 (75.00%); while the numbers of those in the low-proficiency group who did so are 13

(40.63%), 13 (40.63%), 15 (46.88%), 14 (43.75%) and 5 (15.63%). The frequencies of those who chose "Agree" for D1 to D5 in the high-proficiency group are 5 (15.63%), 6 (18.75%), 4 (12.50%), 5 (15.63%) and 4 (12.50%); while the numbers of those in the low-proficiency group who did so are 7 (21.88%), 6 (18.75%), 5 (15.63%), 9 (28.13%) and 10 (31.25%). The frequencies of those who chose "Agree Slightly" for D1 to D5 in the high-proficiency group are 0 (0.00%), 2 (6.25%), 3 (9.38%), 2 (6.25%) and 1 (3.13%); while the numbers of those in the low-proficiency group who did so are 6 (18.75%), 4 (12.50%), 3 (9.38%), 4 (12.50%) and 5 (15.63%).

As a result, the frequencies of those who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for D1 to D5 in the high-proficiency group are respectively 28 (87.50%), 28 (87.50%), 28 (87.50%), 29 (90.63%) and 29 (90.63%); while the frequencies of those in the low-proficiency group who chose "Strongly Agree" or "Agree" or "Agree Slightly" for each items from D1 to D5 are respectively 26 (81.25%), 23 (71.88%), 23 (71.88%), 27 (84.38%) and 27 (84.38%) shown in Figure 7.

According to the statistical contrasts, it is safe to say that those in the high-proficiency group desire stronger to learn oral English than those in the low-proficiency group.

(3) Contrasts of Attitudes Between High- and Low-proficiency Groups

The frequencies of those who chose "Strongly Agree" for E1 to E5 in the high-proficiency group are 23 (71.88%), 16 (50.00%), 19 (59.38%), 7 (21.88%) and 9 (28.13%), while the numbers of those in the low-proficiency group who did so are 14 (45.20%), 14 (45.20%), 11 (34.38%), 4 (12.50%) and 5 (15.63%). The frequencies of those who chose "Agree" for E1 to E5 in the high-proficiency group are 5 (15.63%), 8 (25.00%), 8 (25.00%), 14 (45.20%) and 10 (31.25%), while the numbers of those in the low-proficiency group who did so are 8 (25.00%), 11 (34.38%), 7 (21.88%), 11 (34.38%) and 7 (21.88%). The frequencies of those who chose "Agree Slightly" for E1 to E5 in the high-proficiency group are 2 (6.25%), 4 (12.50%), 3 (9.38%), 4 (12.50%) and 5 (15.63%), while the numbers of those in the low-proficiency group who did so are 4 (12.50%), 3 (9.38%), 6 (18.75%), 7 (21.88%) and 7 (21.88%).

As a result, the frequencies of those who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for E1 to E5 in the high-proficiency group are respectively 30 (93.75%), 28 (87.50%), 30 (93.75%), 25 (78.13%) and 24 (75.00%), while the frequencies of those in the low-proficiency group who chose "Strongly Agree" or

"Agree" or "Agree Slightly" for each items from D1 to D5 are respectively 26 (81.25%), 28 (87.50%), 24 (75.00%), 22 (68.75%) and 19 (59.38%) shown in Figure 8.

According to the statistics contrasts, it is safe to say that CEMs in the high-proficiency group attribute more favorable attitudes towards oral English development.

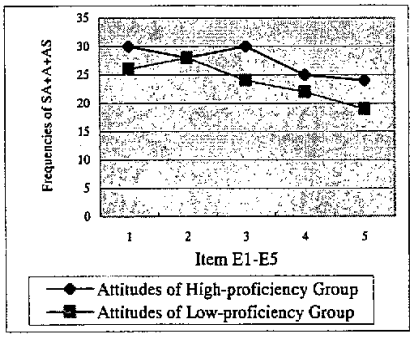

Figure 8 Contrasts of attitudes between high- and low-proficiency groups

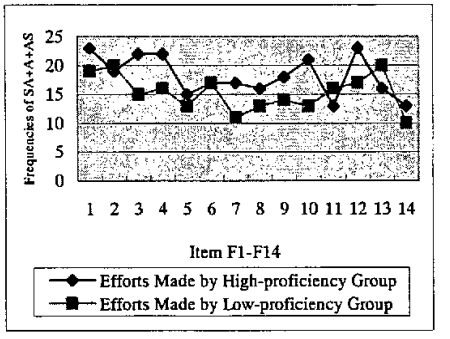

Figure 9 Contrasts of efforts between high- and low-proficiency groups

(4) Contrasts of Efforts Between High- and Low-proficiency Groups

The frequencies of those who chose "Strongly Agree" for F1 to F14 in the high-proficiency group are 9 (28.13%), 2 (6.25%), 8 (25.00%), 6 (18.75%), 4 (12.50%), 5 (15.63%), 5 (15.63%), 1 (3.13%), 5 (15.63%), 6 (18.75%), 2 (6.25%), 9 (28.13%), 3 (9.38%) and 3 (9.38%), while the numbers of those in the low-proficiency group who did so are respectively 8 (25.00%), 4 (12.50%), 4 (12.50%), 3 (9.38%), 1 (3.13%), 2 (6.25%), 3 (9.38%), 3 (6.38%), 3 (9.38%), 3 (9.38%), 3 (9.38%), 5 (15.63%), 8 (25.00%) and 2 (6.25%). The frequencies of those who chose "Agree" for F1 to F14 in the high-proficiency group are 9 (28.13%), 15 (46.88%), 10 (31.25%), 11(34.38%) and 6 (18.75%), 7 (21.88%), 5 (15.63%), 6 (18.75%), 5 (15.63%), 8 (25.00%), 7 (21.88%), 9 (28.13%), 7 (21.88%) and 5 (15.63%), while the numbers of those in the low-proficiency group who did so are respectively 6 (18.75%), 7 (21.88%), 6 (18.75%), 6 (18.75%), 7 (21.88%), 10 (31.25%), 6 (18.75%), 6 (18.75%), 7 (21.88%), 5 (15.63%), 10 (31.25%), 8 (25.00%), 6 (18.75%) and 4 (12.50%). The frequencies of those who chose "Agree Slightly" for F1 to F14 in the high-proficiency group are 5 (15.63%), 2 (6.25%), 4 (12.50%), 5 (15.63%), 5(15.63%), 5 (15.63%), 7 (21.88%), 9 (28.13%), 8 (25.00%), 7 (21.88%), 4(12.50%), 5(15.63%), 6 (18.75%) and 5 (15.63%), while the numbers of those in the low-proficiency group who did so are respectively 5 (15.63%), 9 (28.13%), 5 (15.63%), 7 (21.88%), 5 (15.63%), 5 (15.63%), 2 (6.25%), 4 (12.50%), 4

(12.50%), 5 (15.63%), 3 (9.38%), 4 (12.50%), 6 (18.75%) and 4 (12.50%).

As a result, the frequencies of those who chose "Strongly Agree" and "Agree" as well as "Agree Slightly" for F1 to F14 in the high-proficiency group are respectively 23 (71.88%), 19 (59.38%), 22 (68.75%), 22 (68.75%), 15 (46.88%), 17 (53.13%), 17 (53.13%) and 16 (50.00%), 18 (56.25%), 21 (65.66%), 13 (40.63%), 23 (71.88%), 16 (50.00%) and 13 (40.63%), while the frequencies of those in the low-proficiency group who chose "Strongly Agree" or "Agree" or "Agree Slightly" for each items from F1 to F14 are respectively 19 (59.38%), 20 (62.50%), 15 (46.88%), 16 (50.00%), 13 (40.63%), 17 (53.13%), 11 (34.38%), 13 (40.63%), 14 (43.75%), 13 (40.63%), 16 (50.00%), 17 (53.13%), 20 (62.50%) and 10 (31.25%) as shown in Figure 9.

According to the statistics contrasts, it goes with saying that CEMs in the high-proficiency group have made more efforts than that of low-proficiency group to improve their oral English proficiency.

All these 6 figures throw light on the third research question, that is, the high-proficiency group tends to be stronger either in their desire to oral English development, or in their attitudes towards oral English development, or in their efforts to oral English development than the low-proficiency group and tends to be more intrinsically motivated contrasting with the low-proficiency group.

Chapter 5 Conclusion

The research studies Chinese CEMs' motivation to oral English development. A series of investigations are undertaken to find out first CEMs' general motivation, and then the relationship between motivational factors and oral English proficiency, and finally the discrepancies concerning the motivation to oral English development between high and low achievers of oral English proficiency. The present chapter concerns mainly the main findings, the implications and limitations of the study.

5.1 Main Findings

(1) Description of Chinese College English Majors' General Motivation to Oral English Development: 1) Motivational Orientations: According to statistics, approximately 92% of the subjects have motivation to learn oral English. They are either extrinsically or intrinsically motivated or both intrinsically and extrinsically motivated. And this is corroborated by further interviews with certain participants. Taking use of paired–samples *t*-test, obvious deviation (t = -12.146, p = .000 < .01) is found existing between EM and IM, and IM is proved to be stronger than EM (M_{IM} = 5.2807, M_{EM} = 4.0569). In other words, Chinese CEMs are more intrinsically motivated to oral English development. Though they have perceived the importance of oral English and regard it as a necessary step towards their way to success or a necessity for their future, their motivation to oral English development is more intrinsic. 2) Desire to Oral English Development: The majority of Chinese college English Majors, 89.38% of them, desires to learn oral English. And they demonstrate a stronger motivation since the mean of the desire is 6.3109 (M_{Desire} = 6.3109). 3) Attitudes towards Oral English Development: CEMs have favorable attitudes towards oral English development ($M_{Attitudes}$ = 5.9178), and 84.31% of the subjects are positively orientated. 4) Efforts to Oral English Development: CEMs have indeed made many efforts to improve their oral English on the whole with a mean of 4.7676 ($M_{Efforts}$ = 4.7676).

(2) Correlation and Multiple Regression Analysis of Chinese CEMs' Motivational Factors of Oral English Development and Oral English Proficiency: 1) Correlation Analysis: Motivational factors are found to be inter-correlated. The correlations among motivational factors are respectively: the correlations among motivational factors are

respectively: r1 $_{(AM.EM)}$ = .219 (p = .000 < .01); r2 $_{(AM.IM)}$ = .436 (p = .000 < .01); r3 $_{(AM.Desire)}$ = .490 (p = .000 < .01); r4 $_{(AM.Attitudes)}$ = .409 (p = .000 < .01); r5 $_{(AM.Efforts)}$ = .102 (p = .125 > .05); r6 $_{(EM.IM)}$ = .260 (p = .001 < .01); r7 $_{(EM.Desire)}$ = .133 (p = .066 > .05); r8 $_{(EM.Attitudes)}$ = .014 (p = .437 > .05); r9 $_{(EM.Efforts)}$ = .086 (p = .164 > .05); r10 $_{(IM.Desire)}$ = .611 (p = .000 < .01); r11 $_{(IM.Attitudes)}$ = .521 (p = .000 < .01); r12 $_{(IM.Efforts)}$ = .547 (p = .000 < .01); r13 $_{(Desire.Attitudes)}$ = .731 (p = .000 < .01); r14 $_{(Desire.Efforts)}$ = .340 (p = .000 < .01); r15 $_{(Attitudes.Efforts)}$ = .520 (p = .000 < .01). According to the correlation coefficients between AM and EM (p = .010 < .05), AM and IM (p = .000 < .01), AM and Desire (p = .000 < .01), AM and Attitudes (p = .000 < .01), EM and IM (p = .001 < .01), IM and Desire (p = .000 < .01), IM and Attitudes (p = .000 < .01), IM and Efforts (p = .000 < .01), Desire and Attitudes (p = .000 < .01), Desire and Efforts (p = .000 < .01), Attitudes and Efforts (p = .000 < .01), it is safe to say that they are correlated mutually and obviously. The correlation coefficients between motivational factors and oral English proficiency are shown respectively by R1, R2, R3, R4, R5 and R6 whose values are -.414, .291, .389, .301, .312, and .159 accordingly. A negative relationship (R1 = -.414) between AM and oral English proficiency is not surprising and has been discerned, since amotivated students see no relation between their actions and subsequent consequences (Littlewood, 1984). Table 4 shows that amotivation is highly correlated but negatively with the dependant factor, the oral English proficiency. This means that the more a student is motivated, the more he may achieve. IM is positively and moderately correlated with oral English proficiency (which is demonstrated by .389 as their correlation coefficient). So does EM, but weakly, since its correlation coefficient with oral English proficiency is .219 (R2 = .219). Other factors like Desire, Attitudes and Efforts correlate with oral English proficiency respectively as .301 (R4 = .312, p = .000 < .01), .312 (R5 = .312, p = .004 < .01) and .159 (R6 = .159, p = .035 < .05). 2) Multiple Regression Analysis: By way of multiple regression analysis, only AM and IM are found to be the best predictors of oral English proficiency. The six variables altogether can at least account for 22.6% of the variance in oral English proficiency. ANOVA proves the validity of this model (F = 6.000, p = .000 < .01).

(3) Motivational Discrepancies between High- and Low-proficiency Groups: Independent-sample t-test was implemented and motivational deviations were found to exist between high- and low-proficiency groups (t_{AM} = 3.868, t_{EM} = 0.338, t_{IM} = 4.218, t_{Desire} = 2.162, $t_{Attitudes}$ = 1.801, $t_{Efforts}$ = 1.264). And they varied greatly especially in

amotivation (AM) (t_{AM} = 3.868, p = .000 < .01), intrinsic motivation (IM) (t_{IM} = 4.218, p = .000 < .01) and desire to oral English development (t_{Desire} = 2.162, p = .035 < .05). The differences between high- and low-proficiency groups were: 1) Difference in Motivational Orientations: High achievers were more motivated than low-proficiency ones and they were usually more intrinsically motivated (MH_{IM} = 5.6875, MH_{EM} = 5.3216), approximately 98.75% of the subjects in the high-proficiency group were motivated to learn oral English; while low achievers, with 77.50% of them were motivated and they were commonly more extrinsically motivated (ML_{IM} = 4.8326, ML_{EM} = 5.8581). 2) Difference in Desire to Oral English Development: High achievers were stronger in their desire to learn oral English than the low-proficiency ones (t_{Desire} = 2.162, p = .035 < .05 and MH_{Desire} = 6.3813, ML_{Desire} = 5.8581). 3) Difference in Attitudes towards Oral English Development: High achievers had more favorable attitudes towards oral English development according to the statistical contrasts ($t_{Attitudes}$ = 1.801, p = .077 > .05 and $MH_{Attitudes}$ = 5.9875, $ML_{Attitudes}$ = 5.5419). 4) Difference in Efforts to Oral English Development: High achievers had made more efforts than that of the low-proficiency ones to improve their oral English proficiency ($t_{Efforts}$ = 1.264, p = .211 > .05; $MH_{Efforts}$ = 4.8326, $ML_{Efforts}$ = 4.4793).

5.2 Implications

With statistics supported result, 2 implications are advanced for oral English teachers to make use of in implementing oral English teaching.

(1) To foster students' motivation to oral English development

Since motivation to oral English development correlates highly with oral English proficiency and high proficiency students are often high motivated, it is important to motivate and foster students' motivation to oral English development so as to improve their oral English proficiency. Though far more research has been done in the past to identify various motives and validate motivational theories than to develop techniques to increase motivation (Dornyei, 2001a), teachers themselves have to create the basic motivational conditions, to generate, sustain and protecting learners' motivation, taking into consideration the specific teaching materials and contexts. And teacher skills in motivating learners are basic to teaching effectiveness.

According to the research, IM are more correlated with oral English proficiency than EM. So the first thing to be done for oral English teachers is to motivate students' IM to oral English development. Some suggestions are presented here for references: 1)

To invite a foreigner to oral English class; 2) To offer more chances of watching original versions of films; 3) To provide more interesting websites. And EM is also found to be correlated with oral English proficiency. As a result, motivating students' EM is also recommended like assigning them oral tasks.

(2) To avoid students' demotivation

With motivation being an important factor in successful teaching, negative teacher behaviors are perceived as central to students' demotivation that is defined by Dornyei (2001a) as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". According to statistics, approximately two-thirds of the reported sources of demotivation in these studies were "teacher-owned", that is, the lack of motivation of students was attributed to what the teacher had done or had been responsible for. For example: 1) Teacher's personal relationship with the students, including a lack of caring, hypercriticism and favoritism. 2) Teacher's attitude towards the course or the material, including lack of enthusiasm and sloppy management. 3) Style conflicts between teachers and students, including conflicts about the amount of structure of detail and conflicts about the degree of closure or "seriousness" of the class. 4) The nature of the classroom activities, including irrelevance, overload and repetitiveness. These prompts are helpful in guiding teachers to avoid students' demotivation.

5.3 Limitations

Though all possible efforts have been made to complete the study, the present study is also subjected to some limitations.

Firstly, one of the investigation tools is a questionnaire consisting of four parts. But motivation is multi-facet and cannot be fully covered by a questionnaire with 50 statements. In other words, though the investigation in this study has covered various factors concerning oral English motivation, there must be many other variables affecting college English majors' oral English proficiency and this leaves much room for further research.

Secondly, the sample, though typical, its size is only 160 and from only several classes of students in Shaanxi Normal University, which expects larger ones.

Thirdly, in this study, the subjects' English achievements are established only on their oral-exam scores in each term that may not reflect their real oral English proficiency. Furthermore, the study explores from the motivational factors affecting oral

English proficiency instead of from the angle of the mechanism of speech production. As a result, future research is expected.

Fourthly, how to generate students' motivation is not paid enough attention to. This expects certainly further research.

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Appendix

Motivational Questionnaire
on Chinese College English Majors' Oral English Development

Directions: This form of QUESTIONNIARE ON MOTIVATION TO ORAL ENGLISH DEVELOPMENT is for Chinese CEMs. There are 50 statements in all. Please read each statement and write the according response by choosing one of the seven numbers (1, 2, 3, 4, 5, 6, and 7) that tells how true of you the statement is.

1=Strongly Disagree 2=Disagree 3=Disagree Slightly
4=Neutral 5=Agree Slightly 6=Agree 7=Strongly Agree

Part 1 Motivational Orientations

***Amotivation (AM)*:**

A1 Honestly, I don't know why I have to speak English. 1 2 3 4 5 6 7
A2 I think learning oral English is a waste of time. 1 2 3 4 5 6 7
A3 I have no interest to speak English. 1 2 3 4 5 6 7
A4 I think writing and reading English is enough for me. 1 2 3 4 5 6 7
A5 I think oral English is useless to me. 1 2 3 4 5 6 7

***Extrinsic motivation (EM)*:**

B1 I learn oral English to pass the oral exam or to get the certificate since it is a required course. 1 2 3 4 5 6 7
B2 I learn oral English to contact more persons. 1 2 3 4 5 6 7
B3 I learn oral English to satisfy my parents or teachers. 1 2 3 4 5 6 7
B4 I learn oral English to get a good job or to earn more money or for the benefits I might gain by speaking English. 1 2 3 4 5 6 7
B5 I learn oral English to prove that I'm an intellectual or to be regarded as knowledgeable or educated. 1 2 3 4 5 6 7
B6 I learn oral English because I think it important for my future personal development such as studying further abroad. 1 2 3 4 5 6 7
B7 I learn English because I would feel ashamed if I couldn't speak to my English-speaking friends. 1 2 3 4 5 6 7
B8 I learn oral English only because my oral English is good. 1 2 3 4 5 6 7

B9 I learn oral English because I want to have direct and deeper academic communication. 1 2 3 4 5 6 7

B10 I learn oral English for an extra way of obtaining information. 1 2 3 4 5 6 7

Intrinsic motivation (IM):

C1 I learn oral English for the pleasure of being well informed. 1 2 3 4 5 6 7

C2 I learn oral English to meet and converse with more and varied people. 1 2 3 4 5 6 7

C3 I learn oral English for the enjoyment that I'm able to converse with English native speakers 1 2 3 4 5 6 7

C4 I learn oral English for the 'high' that I get while speaking English. 1 2 3 4 5 6 7

C5 I learn oral English to understand better the English-speaking people and their cultures and to know the world better. 1 2 3 4 5 6 7

C6 I learn oral English because I like speaking English. 1 2 3 4 5 6 7

C7 I learn oral English to integrate into English-speaking community. 1 2 3 4 5 6 7

C8 I learn oral English because I'm interested in oral English learning. 1 2 3 4 5 6 7

C9 I learn oral English because I feel convenient to speak English. 1 2 3 4 5 6 7

C10 If I had more chances to communicate with native speakers, I would like to study oral English better. 1 2 3 4 5 6 7

Part 2 Desire to oral English development and how much the desire is

D1 I hope I can speak English well. 1 2 3 4 5 6 7

D2 I want to express myself in English. 1 2 3 4 5 6 7

D3 I admire those who speak English well. 1 2 3 4 5 6 7

D4 I hope an English language surroundings around me. 1 2 3 4 5 6 7

D5 I hope English natives can understand me when communicating. 1 2 3 4 5 6 7

Part 3 Attitudes towards oral English development

E1 I think oral English is important. 1 2 3 4 5 6 7

E2 I'm willing to make efforts to improve my oral English. 1 2 3 4 5 6 7

E3 I'm ready to accept any pertinent suggestions to improve my oral English. 1 2 3 4 5 6 7

E4 I never want to miss an oral English lecture. 1 2 3 4 5 6 7

E5 I always try my best to finish the oral tasks. 1 2 3 4 5 6 7

Part 4 Efforts to oral English development

F1 I go out of my way to remember and practice those good expressions I've met for future oral use. 1 2 3 4 5 6 7

F2 I often practice my oral English with others. 1 2 3 4 5 6 7

F3 I often imitate the articulation and intonation of the natives. 1 2 3 4 5 6 7

F4 Whenever I learn a new word, I always try to put it into practice. 1 2 3 4 5 6 7

F5 I always buy oral English materials even they benefit me only a little. 1 2 3 4 5 6 7

F6 I strive for chances of talking with foreigners. 1 2 3 4 5 6 7

F7 I take an active part in oral English class. 1 2 3 4 5 6 7

F8 I often practice my oral English at English Corner or on Internet. 1 2 3 4 5 6 7

F9 I often receive BBC or VOA broadcasting news. 1 2 3 4 5 6 7

F10 I often choose CCTV-9 or CCTV-4 or plays in English to watch. 1 2 3 4 5 6 7

F11 I often speak to myself what I see or I'm doing. 1 2 3 4 5 6 7

F12 I often read aloud English texts. 1 2 3 4 5 6 7

F13 I often learn by heart the wonderful paragraphs. 1 2 3 4 5 6 7

F14 I often practice English tongue twister. 1 2 3 4 5 6 7

F15 I spend about _____ hours every week to practice, in whatever way, my oral English. 1 2 3 4 5 6 7

=7 hrs	5-7 hrs	3—5 hrs	2—3 hrs	1—2 hr(s)	=1hr	0 hr

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