

國立政治大學英國語文學系碩士在職專班碩士論文

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國小學童 EFL 學習動機與一般性內在學習動機之關係  
—以新北市國小為例

**The Relationship between Motivation for EFL Learning and  
Intrinsic Motivation for Overall Learning among Taiwanese  
Elementary School Students—A Case in New Taipei City**

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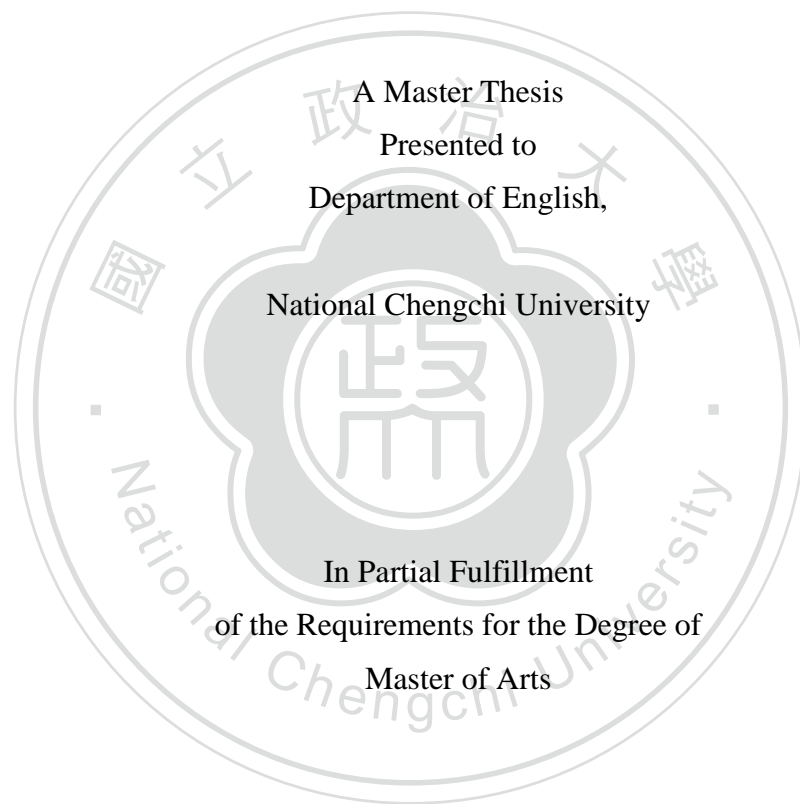
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碩士論文摘要

論文名稱：國小學童 EFL 學習動機與一般性學習動機之關係—以新北市國小為例

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論文提要內容：

動機一直被視為影響學習的重要因素之一，而內在動機更被學者喻為是自主、持續、成功學習的關鍵。但研究發現，在 EFL 的學習上外在動機扮演著重要的角色，EFL 學習動機及內在學習動機更隨著年齡的增長而降低；對老師而言，了解學生學習動機的變化及造成變化的原因是很重要的。

本研究旨在檢視國小學童 EFL 學習動機變化與年齡之間的關係，學童主要 EFL 的學習動機，及 EFL 學習動機和一般性學習內在動機之間的關係。研究工具採用改編問卷，針對新北市一所公立國民小學，214 位 3 到 6 年級的學生進行抽樣及問卷施測。資料分析同時採用質性及統計分析方法，包括頻率計算、分類、單因子變異數分析及皮爾森相關係數等分析分法。

本研究的主要結論如下：

- 一、學童的 EFL 學習動機雖隨著年齡增加，但整體來說一直維持相當高的動機，年齡對動機的變化並沒有顯著的差異。
- 二、國小學童的 EFL 學習動機主要為外在動機。
- 三、一般性學習的內在動機雖隨著年齡有些微下降，但年齡對內在動機的變化影響並不顯著。

四、雖然學童的一般性內在學習動機隨著年齡增加而降低，但 EFL 的學習動機

卻相反的是隨著年齡增加而增加，因此兩動機之間並無顯著相關。

五、老師的適合學生及生動有趣的教學，能提升學生的學習動機。

六、中年級的學生比較喜歡有趣的課堂活動及遊戲，而高年級的學生對流行的

資訊，如流行歌曲、電影等較有興趣。

七、高年級學生比低年級學生較有自信面對挑戰，老師應注意其評量方法並鼓勵

學生面對挑戰。

八、一些能提升學生參與度的創新教學法及教具或可有效提高學生的學習動

機。

根據上述研究結論，本研究針對國民小學英語教師，一般教師，教育行政主管機關及後續研究提出具體建議。

關鍵字：外語學習動機、內在學習動機、年齡

## Abstract

Motivation has been argued as one of the main affective factors for successful learning. Many studies have suggested that intrinsic motivation may be the key element for autonomous, persistent and successful learning (Ratelle et al., 2004). However, when it comes to English as a Foreign Language (EFL) learning, studies have showed that extrinsic motivation plays a crucial role (Nikolov, 1999). Some research also showed that EFL learning motivation and overall intrinsic motivation decreased as students' age increased (Carreia, 2011). Understanding students' motivation development and the potential reasons behind the changes is important to teachers. The purpose of the present study was to investigate (1) age-related EFL learning motivation development among elementary school students, (2) the potential factors that motivate their EFL learning, and (3) the relationship between overall intrinsic learning motivation and EFL learning motivation. Adapted questionnaires were distributed to 214 students in a public elementary school in New Taipei City in Taiwan. Qualitative and quantitative analysis methods, including number distribution, recurring theme analysis, ANOVA and Pearson Correlation Coefficient, were applied to analyze the data. The results are summarized as follows:

1. Students' EFL learning motivation increased moderately as their age grew. Age was not a significant predictor for the EFL learning motivation development.
2. Taiwanese pupils' EFL learning motives were mainly extrinsically oriented.
3. The overall intrinsic learning motivation decreased moderately as students' age increased.

4. Though pupils' overall intrinsic motivation went down in the course of time, their EFL learning motivation, on the contrary, went up. The two types of motivation were not significantly correlated.
5. Teachers may boost students' learning motivation if they could incorporate children-friendly and interesting learning activities into their teaching.
6. Younger students preferred fun learning games and activities, whereas older students preferred trendy information, such as pop music.
7. Older students were more confident in challenging tasks than younger ones. Teachers should be careful with evaluation and encourage students to rise to challenges.
8. Innovative teaching approaches and aids that provide better student involvement may boost students' learning motivation.

Based on the findings, suggestions are provided for elementary school English teachers, homeroom teachers, and researchers of related topics.

Keywords: EFL Learning Motivation, Intrinsic Learning Motivation, Age



## CHAPTER ONE

### INTRODUCTION

In order to facilitate language learning, researchers have put their efforts into analyzing some crucial factors in the learning process and many of them have been widely discussed from perspectives of cognition, linguistics, and affection. The affective factor is mainly related to learners' attitudes, feelings and beliefs toward learning (Brown, 2007), and is regarded an extremely important factor in second language acquisition (SLA). The factor usually includes a number of psychological variables, such as anxiety, self-confidence, willingness to communicate, and most importantly, motivation.

Referred to a tendency to “engage in an activity for its own sake” (Pintrich and Schunk, 2002, p. 245), motivation has been considered one of the key elements for learners' academic achievement (Ratelle et al., 2004). Motivation consists of two types: extrinsic and intrinsic: the former is more likely to be triggered by some practical reward; the latter, by an interest or enjoyment (Ryan and Deci, 2000). Both of the two types definitely have roles to play in children's language learning (Brown, 2000). Some researchers even claimed that extrinsic motivation is actually the one that pushes EFL learning (Nikolov, 1999). Studies conducted by Hsiao (2007) and Liao (2000) in Taiwan suggested that students who are high achievers of English tend to have great extrinsic motivation in English as a foreign language (EFL) learning. Thus, when examining the EFL learning motivation, researchers are inclined to put the emphasis on extrinsic motivation.

When it comes to the intrinsic incentive, Gottfried (1990) claimed that the higher the intrinsic motivation is, the lower the anxiety children may have, and thus, the better the academic competence children may achieve. This intrinsic value is also commonly associated with autonomy, persistence, and positive attitudes (Clément, Dörnyei, & Noels, 1994) which are generally regarded as the qualities for successful learners. In addition, many studies suggested that the decline of learning motivation may mainly be due to the decline of intrinsic learning motivation (Lens, Paixão, & Herrera, 2009; Lepper, Corpus, & Iyengar, 2005). Therefore, when examining the overall learning motivation, researchers tend to highlight the importance of intrinsic one.

To everyone's dismay, Hater (1981) discovered a developmental decrease in motivation, particularly the intrinsic one, for overall academic learning among USA students. Some researchers (Carreia, 2006a; MacIntyre et al., 2002; Sung and Padilla, 1998) also found a decline of motivation for language learning as children's age grew. What's more, Carreira's studies (2006b, 2011) suggested that there was a systematic backsliding of both overall intrinsic learning motivation and EFL learning motivation among 3<sup>rd</sup> to 6<sup>th</sup> graders in Japan and the two learning motives were correlated. However, little research has been done to examine the relationship between the two different learning motivations among Taiwanese students, and even rare research has been dedicated to elementary school students, which may be due to young children's limited ability to express themselves thoroughly and truthfully.

Therefore, the purpose of the present study was to explore the age-related EFL learning motive changes, to examine the relationship between overall intrinsic



learning motivation and EFL learning motivation among Taiwanese elementary students and to investigate the potential factors behind.

The results of this study may provide elementary school teachers with information about the development of students' EFL and overall intrinsic learning motivation. With this, teachers may know when and how to modify their teaching methods in order to create a learner friendly environment and boost students' learning stimuli, for the early-stage motivation could have a profound implication for future studies and success (Gottfried, 1990).





## **CHAPTER TWO**

### **LITERATURE REVIEW**

In this section, the researcher explored the literature relevant to the main concern of the present study. The literature was reviewed in four parts: motivation models, motivation and language learning, motivation and age, and finally, motivation in Taiwan's EFL learning context.

#### 2.1 Motivation Models

The study of motivation can be traced back to decades ago. Along with anxiety, self-confidence, self-esteem, and other psychological variables, motivation has been one of the main affective factors. Keller (1983) argued that ability and motivation are the imperative factors in academic success because the two elements suggest not only what one can do but also what one will do. The whole construct of motivation has been categorized into two dimensions: the intrinsic and extrinsic orientation (Deci & Ryan, 1985).

According to Deci and Ryan (2000), the two types of motives can be distinguished by different goals for the action: doing something out of interests or enjoyment, namely doing something intrinsically; doing something for external rewards, namely extrinsically. Lens et al. (2009) argued that the distinction between the two is that the intrinsic motivation is based on autonomous regulation, whereas the extrinsic one is based on controlled motivation. Learning behaviors are products of either intrinsic motivation or extrinsic one. Ask students why they learn their

lessons, do their homework, or even study for exams. Some may offer intrinsically motivated reasons, such as ‘I like science’, ‘I am interested in math’, ‘I really want to know more about the history of our country’, or ‘I want to master a foreign language’. On the contrary, some may give answers that have more to do with the extrinsic reasons, such as ‘I will be punished if I don’t study’, ‘I am forced to learn by my teacher or parents’, ‘I can have some great reward if I study hard’, ‘I want to go to a famous college’, or ‘I want to get a well-paid job in the future’. What’s more, some may give answers related to both intrinsic and extrinsic motivation, such as ‘I want to go to some top medical school and do the research that I am really interested in’. Students can offer a wide variety of reasons (Stipek, 2002).

Although both of the two drives have a role to play when it comes to learning, the intrinsic one has been commonly argued to be of better quality and crucial to persistent learning and high achievement, for many studies have suggested that extrinsic rewards or controls may so potentially undermine intrinsic motivation that when the rewards or controls are removed, individuals tend to lose their innate interests or even stop learning (Cameron, 2001; Luyten & Lens, 1981).

Take the experimental research, “magic marker”, for example. The research was conducted by Lepper, Greene, and Nisbett (1973) to test if over reinforcement could jeopardize innate learning interest. There were 51 three to five-year-old children who showed their intrinsic interests in the target activity, drawing. The children were randomly exposed to one of the three conditions: one with expected reward (children were engaged in the target activity expecting reward and they received reward soon after they completed the target activity), one with unexpected reward (children were

engaged in the target activity voluntarily without knowing the reward until they finished the target activity and received one), and one with no reward (children neither expected nor received any reward after finishing the target activity). At first, the children in the expected-condition showed as much interest in the target activity as or greater than those in the other two conditions. They were rewarded every time after they completed the target activity. This was repeated several times till the children were used to receiving reward after the work was done. Then all of the sudden, the reward was cancelled. After that, children in the expected-condition seemed to show less interest than those in the other two. The result supported the hypothesis that too much extrinsic reinforcement may potentially jeopardize the innate interest.

Therefore, the intrinsically motivated behaviors are commonly noted to be empirical in educational outcomes for children as quoted from Deci and Ryan (1985):

Children are intrinsically motivated to learn, to undertake challenges, and to solve problems . . . and [do] countless others things for which there are not obvious or appreciable external rewards. (p.11)

Deci and Ryan (2000) also claimed that human intrinsic motivations are developed from three primary psychological needs: the need for competence or satisfaction, the need for autonomy or the will to choose for one's own action, and the need for relatedness or social connections. In other words, learners have to feel satisfied with the learning experiences, the learning behavior has to be a product of self-determination, and the learning has to be connected with real life or social approvals. Human beings are born to have intrinsic motive for learning (White, 1959). Take infants for example. They spontaneously explore things around them soon after they are born to satisfy the need of curiosity without any external rewards (Berlyne,

1966). The initiative learning behaviors are carried out by the innate needs, namely intrinsic drives. The concept also echoed with Maslow's hierarchy of need (1970), advocating that intrinsic motivation is obviously superior to its counterpart. Thereupon, only through this autonomous, self-rewarded spontaneous innate factor may incessant, persistent, life-long learning be realized (Bruner, 1966).

Gottfried (1985) further elaborated academic intrinsic motivation with several characteristics, such as mastery, curiosity, persistence, and activeness in learning challenging difficult new things. Some researchers actually argued that the quality of being able to rise to challenges of a new activity is the key determinant of enjoyable status in mind (Csikszentmihalyi & Nakamura, 1989). That is, when a learner is intrinsically motivated, he or she will constantly, actively and joyfully pursue something novel and challenging in the learning process. Researchers, therefore, have assumed that learners with high intrinsic motivation tend to show significantly high academic achievements because of the qualities mentioned above (Barto, 2013; Brown, 1990; Clément et al., 1994; Z. Dörnyei & Cumming, 2003; Gottfried, 1985; Noels, Clément, & Pelletier, 1999).

Although it is suggested that the extrinsic rewards can undermine intrinsic learning value and lessen the primary drive and satisfaction (Berlyne, 1966; Lepper, 1981; White, 1959) and intrinsic motivation is doubtlessly a crucial factor, honestly speaking, a lot of learning behaviors are activated extrinsically for social demands and responsibilities, such as school and job requirements (Ryan & Deci, 2000). But that the extrinsic drive was not autonomous didn't mean it was less worthy. For instance, children may study hard in order to earn praises from their parents. After working

hard, they may be repaid with good grades. And this high achievement resulting from the hard working may help the learner grow a strong sense of self-confidence and thus spark the enjoyment or interest in learning. The whole process may start extrinsically yet end intrinsically; namely, the extrinsic motive fosters the “*internalization and integration of values and behavioral regulation*” (Deci & Ryan, 2000: p. 60). Ryan, Connell, and Deci (1985) proposed that some extrinsic motivations are partially self-determined. Although intrinsically motivated behaviors are defined to be self-determined, some extrinsically motivated behaviors can be self-determined, too. For example, when individuals prepare for an exam in order to gain some reward, they actually take the initiative in making the decision for the action. Thus, the extrinsic motivation becomes somewhat intrinsic. Just as what Toshihiko (1997) explained:

The tendency toward assimilation or integration can lead people not only to do what interests them, but also to internalize and integrate the value of these activities and allow them to feel both autonomous and related to others within the social world. (p. 99)

Ryan and Connell (1989) proposed that there were four types of motives along the continuum of motivation: external, introjected, identified, and intrinsic. The external motivation, by definition, is activated by extrinsic reasons, such as orders from authorities or reward. For example, children may be engaged in some activities because they are asked to do so by their parents or teachers. The introjected motivation is generated by an internalized motivation because of external reasons, such as avoidance of punishment or concerns about praises or approvals from others. Under such circumstances, the individual is actually the one who has the power and

control over the decision whether to surrender to the constraints or not. For instance, students may choose to prepare for an exam because they want to win the praises from their parents. Though there is an extrinsic reason behind the action, the motivation can be seen as somewhat intrinsic because a certain degree of self-determination is involved.

The identified reason is defined as “I want”, a rather intrinsic motivation on one hand, yet an extrinsic motivation on the other hand, for the behaviors caused by identified reasons are regarded as a means to an end. “I want to learn a foreign language because that will help me get a good job” can be an example of that. Lastly, the intrinsic motivation, by definition, refers to doing an activity for enjoyment in a self-determined way. Through this continuum, one can see a process of assimilation that external motivation becomes somewhat internal. What’s more, the external value is important because it serves as the catalyst for intrinsic value formation. The innate value, therefore, still outshines the external one when it comes to learning. That is why many studies have suggested that the decline of learning motivation may mainly be caused by the decline of intrinsic learning motivation (Lens et al., 2009; Lepper et al., 2005).

## 2.2 Motivation and Language Learning

In foreign language learning, motivation is definitely a star player in the cast. Reece and Walker (1997) stressed that when highly motivated, even a slow John would be able to achieve a greater success than a fast learner. Oxford and Shearin (1994) claimed that



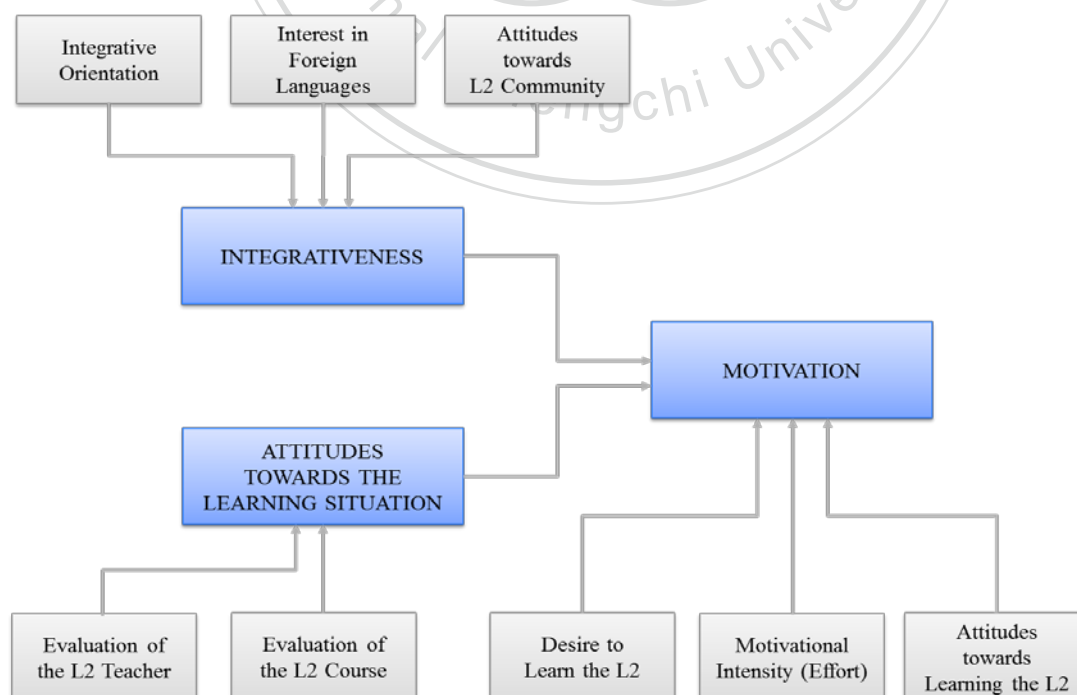
. . . motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the language . . . and how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over. (p. 12)

Krashen (1981) collapsed numerous kinds of stimuli into a more general category: affective filter. Likewise, Schumann (1986) combined various social and psychological motivations, forming a construct of acculturation model. Yet, among the motivation research in language learning, integrative and instrumental motivation based on Gardner (1985b) is perhaps the best-known argument across the studies of the kind. From Gardner's point of view, the two types of motives are different in that the integrative factor is generated by learners' interests in target language culture or group or the language itself; yet, the instrumental one is developed by some practical external advantages, such as passing exams or getting a desirable job. The two psychological factors may be viewed as subtypes of intrinsic and extrinsic motivations (Schmidt, Boraie, & Kassabgy, 1996). Gardner started with his language learning motivation theory in accordance with conventionally and generally accepted conceptions of motivation: "*those factors that energized behavior and give it directions*" (19: p.281). Then he added two more important components to explicate his idea about language learning motivation: the desire for learning the language and the attitudes toward learning a foreign language. In other words, Gardner suggested that individuals strive to learn a foreign language because of the desire to fulfill a goal and obtain the satisfaction from the learning.

According to Gardner, there are three main components in his language

learning theory: motivation (i.e. desire for learning, the attitude toward learning, and the efforts the learner gives), the integrativeness (i.e. development or openness to L2 cultural identification), and attitudes toward learning (i.e. attitudes toward learning environment and teachers), which all contribute to parts of the integrative motivation, making it the key element in the theory. Gardner proposed that integrative motive contains a genuine interest in a foreign language, an interest in the culture of the foreign language, a willingness to communicate with the members of that community, and a favorable attitude toward learning the language. The motive contains not only behavioral but also cognitive and affective elements. The intensity or density of effort generated from this motivation is a crucial component to glue all the elements together so as to reach an ultimate achievement (Gardner, 2007). Based on Gardner's conception, a construct of motivation model was developed by Dörnyei (1994b) as shown in Fig. 1.

Fig. 1 Gardner's Construct of the Integrative Motive



Influenced by the previous studies which had put a lot of emphases on the importance of intrinsic factor, researchers might assume that individuals with higher integrative orientation would achieve better second language competence (Gardner & Lambert, 1972). Nevertheless, Brown (1990, 2007) indicated that both extrinsic and intrinsic motivation may be equally valued in learning a second language (L2) and Brown was not alone in advocating this perspective (Csizer & Dörnyei, 2005; Ryan & Deci, 2000; Warden & Lin, 2000). One could imagine that it should be rather difficult to teach a L2 in a non-authentic learning environment if the learners have no desire to learn, or if there is no strong instrumental inducement. Researchers, thus, suggested an *intrinsic-extrinsic continuum* in motivation for foreign language classrooms, which may happen around the world regardless of differences between cultural beliefs and the attitudes of learners and teachers (Brown, 2007). The two types of motives are no longer two polar opposites, but a continuum with interaction that facilitate L2 learning simultaneously.

The idea of intrinsic-extrinsic continuum can be found in some studies in L2 classes. Nikolov (1999) summarized that enthusiastic L2 Hungarian young learners were more instrumentally motivated with a great concern of vocation. Dörnyei (1994a) suggested that the need for both personal challenge and achievement make strong motivators for EFL learning. Furthermore, a number of external factors are proved to be important elements to affect L2 learning feelings, performances, and outcomes; these factors may include teaching methods, course designs, parental care, peer influence, classroom activities, and even given tasks (Chambers, 1998; Schmidt, Inbar, & Shohamy, 2004; Dörnyei, 2009; Egbert, 2004; Ellis, 1985). Dörnyei argued that

instrumental goals play a crucial role to motivate L2 learners, but he also suggested that integrative motivation is critical to help L2 learners go beyond intermediate level. Hence, when exploring the stimuli related to L2 learning, researchers suggested that neither of the two drives can be underestimated.

According to Dörnyei (1998), L2 learning motivation is a “*particularly complex and unique situation*” (p. 118) because learning a foreign language can involve a development of L2 identity, incorporation of L2 culture elements as well as features of learners’ personality and social conditions. Take a survey conducted by Oxford in 1991 for example. There were 218 American high school students who participated in the survey and were asked about the motivation of studying Japanese. Some were extrinsically motivated (e.g. I want to get a job or study in Japan) and some were intrinsically motivated (e.g. I am interested in Japanese culture). However, more than two-thirds of the students offered reasons that were hardly related to either of the motivations. These reasons were like enjoying the elitism of learning a difficult language, seeking personal challenge, showing off to friends, aiding world peace, having a secret code with friends, exploring a secret culture, and all kinds of unexpected answers. Therefore, after reviewing the related studies, Williams and Burden (1997) summarized the motivating factors mentioned and developed a comprehensive framework of language learning motivation (Table. 2.1), providing a highly detailed treatment in this particular L2 issue (Williams & Burden, 1997: p. 120).

Table 2.1 Williams and Burden's (1997) Framework of Motivation in Language Learning

Internal Factors	External factors
<p><b>Intrinsic interest of activity</b></p> <ul style="list-style-type: none"> <li>• arousal of curiosity</li> <li>• optimal degree of challenge</li> </ul> <p><b>Perceived value of activity</b></p> <ul style="list-style-type: none"> <li>• personal relevance</li> <li>• anticipated value of outcomes</li> <li>• intrinsic value attributed to the activity</li> </ul> <p><b>Sense of agency</b></p> <ul style="list-style-type: none"> <li>• locus of causality</li> <li>• locus of control RE process and outcomes</li> <li>• ability to set appropriate goals</li> </ul> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• feelings of competence</li> <li>• awareness of developing skills and mastery in a chosen area</li> <li>• self-efficacy</li> </ul> <p><b>Self-concept</b></p> <ul style="list-style-type: none"> <li>• realistic awareness of personal strengths and weaknesses in skills required</li> <li>• personal definitions and judgements of success and failure</li> <li>• self-worth concern learned helplessness</li> </ul> <p><b>Attitudes language learning in general</b></p> <ul style="list-style-type: none"> <li>• to the target language</li> <li>• to the target language community and culture</li> </ul> <p><b>Other affective states</b></p> <ul style="list-style-type: none"> <li>• confidence</li> <li>• anxiety, fear</li> </ul> <p><b>Developmental age and stage</b></p>	<p><b>Significant others</b></p> <ul style="list-style-type: none"> <li>• parents</li> <li>• teachers</li> <li>• peers</li> </ul> <p><b>The nature of interaction with significant others</b></p> <ul style="list-style-type: none"> <li>• mediated learning experiences</li> <li>• the nature and amount of feedback</li> <li>• rewards</li> <li>• the nature and amount of appropriate praise</li> <li>• punishments, sanctions</li> </ul> <p><b>The learning environment</b></p> <ul style="list-style-type: none"> <li>• comfort</li> <li>• resources</li> <li>• time of day, week, year</li> <li>• size of class and school</li> <li>• class and school ethos</li> </ul> <p><b>The broader context</b></p> <ul style="list-style-type: none"> <li>• wider family networks</li> <li>• the local education system</li> <li>• conflicting interests</li> <li>• cultural norms</li> <li>• societal expectations and attitudes</li> </ul>
	<b>Gender</b>

### 2.3 Motivation and Age

An infant starts probing the world spontaneously and enjoys its findings soon after it is born. This pleasant autonomous motivation is so precious and important in learning that we would like it to last forever. Unfortunately, some studies showed that motivation, especially the intrinsic one, decreased stably as age increased. Bruner (1966) argued that schools seem to kill rather than nurse students' interests and desire for knowledge. Others argued that the gradual erosion of positive academic value and behaviors may lead to this backslide of intrinsic motive in the course of time (Anderman & Maehr, 1994; Nicholls, 1979; Sansone & Morgan, 1992). The causes for this decline have troubled the educators and researchers so much that they have been widely discussed.

To investigate pupils' developmental changes on overall learning motivation, Harter (1981) conducted a huge survey on 3,000 third through ninth grade pupils in California, Colorado, New York, and Connecticut. In Harter's questionnaire, she provided two choices for each question, one standing for intrinsic motivation (e.g. Some kids know when they've made mistakes without checking with the teacher) and the other standing for extrinsic motivation (e.g. other kids need to check with the teacher to know if they've made a mistake). The limited options forced the participants to decide which kind of kid was more like them. Then, they were asked whether the option was only partly true or totally true to them by another Likert-type scale questionnaire. The results indicated that children's intrinsic motivation for academic learning continuously and systematically decreased from third to ninth grade. According to Harter, the result may be caused by students' shift of interests

because as children grow older, they may find where their true concern lies, and thus channel their internal motive away from what they are encouraged to do toward what they are truly interested in, such as sports, friendship, or social activities.

Following Harter (1981), Sakurai & Takano (1985) and Carreira (2006) modified the questionnaire by simplifying the items into either-or questions to examine intrinsic motivation among Japanese pupils. The questionnaire items were categorized into six subscales: curiosity, causality, enjoyment, mastery, challenge, and attribution. The results of the two studies showed a decline of intrinsic motivation with increasing grade levels. The missing of learning goals may be the main reason for this decline.

Folmer et al. (2008) also found an age-related motivation change resulted from learners' effort/ability attributions: only not smart kids have to work hard, but even they do so, their effort may never get repaid. Hence, they don't have to work hard because it all depends on gene. This cognitive awareness develops as their age grows and consequently lower their learning motivation for school works. Lens et al. (2009) argued that this deterioration of intrinsic drive is especially true among low or underachieving students who have suffered from the consequences of low grades. The painful results could be being punished, looked down upon, and assigned with extra practices. It shouldn't be hard to imagine that they lose their interest in school works after years of accumulation of bad experiences.

In addition, there are some other possible explanations of this displeasing age-related motivation decline: repeated use of extrinsic constraints that crashes autonomous learning drive (Kohn, 1993); tightened school controls that eliminate spontaneous exploration (Midgley & Feldlaufer, 1987); more and more complicated

and decontextualized content with less and less practicality in daily life that hold learners from moving forward (Brown & Campione, Bruner, 1996). A study of Gottfried et al. (2001) also measured a decreasing trend of intrinsic factors in general subjects among students from 9 to 17 years old. This lower level of learning motivation has hindered students from reaching their potential and that is not only an educational issue, but a serious societal problem (Lepper et al., 2005).

While a great number of studies have been carried out to examine this age-related changes on intrinsic motivation in general learning, only a few studies have been done to analyze motivation in L2 learning in spite of the fact that the learners' interests needs to be sustained over many years before they can master the language. Lepper et al.'s study (2005) indicated that though inner incentive weakens with age, the extrinsic value, surprisingly, remains little changed across different age levels. The findings of Corpus et al. (2006) also reached a similar result. So, when it comes to EFL learning context, in which external rewards or goals have been proved to be very important for young children (Nikolov, 1999), can students' EFL learning motivation be maintained as their age grows?

MacIntyre et al. (2002) reported an increase of willingness to communicate among junior high school French immersion students, which may result from the decrease of anxiety as students get used to school context and the increase of self-consciousness as students grow older. Nikolov (1999) conducted a long-term study on Hungarian children' EFL learning motivation. The study involved 84 participants with ages between 6 and 14. Among them, 45 were studied for the full length of eight years. The participants had to write down their answers to 6



open-ended questions. The questionnaire was administered in the spring term of each academic year from 1977 to 1985. The results demonstrated that the learners generally upheld a positive and enthusiastic attitude toward English learning throughout all age levels, though most of them were inspired by instrumental reasons. Muñoz and Tragant (2001) also suggested that the foreign language learning motivation among younger students was no better than that of the older students although there was a shift of motivation emphasis from intrinsic to extrinsic value.

Unfortunately, this is not the case for all studies. Ghenghesh (2010) recruited 144 grade 6 to 10 students in Egypt to examine the cross-age EFL learning motivation. There were 101 Likert-type scale items and five open-ended questions contained in the questionnaire. The quantitative and qualitative results revealed a similar decent of L2 learning among junior high school students, yet according to the author, this may be reshaped with teachers' attitudes or more exposure to native-like environment. Sung and Padilla (1998) investigated foreign language learning motivation among elementary and secondary school students in the USA by means of questionnaires. They studied the students from 4<sup>th</sup> to 12<sup>th</sup> grades, including 140 elementary school students and 451 high school ones. The results suggested that younger students were more motivated than older students. Carreira (2011) also reported a similar lessening of motivation not only for L2 learning, but also for overall intrinsic learning among Japanese pupils. The decline of EFL learning motivation may result from the course designs, teaching styles, and decontextualized contents and non-authentic language learning environment. Yet, the situation among Taiwanese elementary school students remains to be explored. Is there also a decline of overall intrinsic motivation and EFL

learning motivation among the pupils as they grow older?

#### 2.4 Motivation and Taiwanese Pupils

Some research has been done to investigate English learning motivation among Taiwanese students. Liao (2000) examined EFL learning motive among Taiwanese junior high school students. She interviewed 20 students and 4 English teachers and did classroom observation in four different English classes. The results showed that the students were unmotivated in general and their EFL learning motivation were extrinsically oriented. Likewise, Hsiao (2007) identified a tendency that a great number of junior highs learned English because of some typical instrumental motives, such as family influence, school admission requirement, and profitable jobs.

Li (2006) investigated the EFL learning motivation among 1317 six graders and suggested that instrumental reasons were significant predictors for their learning achievement. Chiung (2010), Pan (2002) and Su (2007) all reached a similar result that extrinsic factors correlated with the outcome of L2 learning among elementary pupils. These factors may include teachers' instruction, learning strategies, and learning environment. Yu (2003) also reported that students from families of high socioeconomic status are inclined to have greater EFL learning motivation than those from middle- or lower-level families because children from rich families tend to have more exposure to English. When it comes to overall intrinsic learning motivation, Chen (2008) obtained a disappointing result that pupils from fourth to sixth grades suffered a decline in both inner and external motivation in overall academic learning.

However, the age-related development of EFL learning motivation among

Taiwanese elementary students has yet to be investigated into. The relationship between the intrinsic motivation for general academic learning and EFL learning among Taiwanese pupils remains unclear. Although dozens of studies have been done in Taiwan to investigate the ways to promote pupil's learning motions, the studies aimed to examine age-related motivation changes among pupils are rare to the best of the researcher's knowledge.

Therefore, after reviewing the related literature, the researcher formed the following research questions:

1. Is there a motivation decline for EFL learning among Taiwanese elementary school students as they grow older?
2. What are the underlying factors that may affect EFL learning for Taiwanese pupils?
3. What's the relationship between the motivation for EFL learning and the intrinsic factor for overall academic learning?



## CHAPTER THREE

### METHODOLOGY

This research aimed to investigate young learners' EFL learning motivation, the potential motivating factors, and the relationship between EFL learning motivation and overall intrinsic learning motivation among elementary school students in Taiwan. To serve the purposes, the methods of the study were presented as follows.

#### 3.1 Participants

Participants involved in this study were elementary school students from 3<sup>rd</sup> grade to 6<sup>th</sup> grade so that a motivation change in different age levels among young pupils could be closely examined. The selected public elementary school for this study was located in the suburb of New Taipei City, Taiwan.

##### *3.1.1 Sample Size and Sampling Strategies*

In order to see if students' EFL learning motivation went down as their age grew, participants from 3<sup>rd</sup> to 6<sup>th</sup> grades were randomly selected. In correlational research, it is conventional to use a minimum of 30 participants (Gall, Borg, & Gall, 1996). The number of students in each class in the selected school was about 25 to 28. The researcher, therefore, randomly selected two classes from 3<sup>rd</sup> to 6<sup>th</sup> grades each, making the total number of the participants in the present study 214 students. The participants were 8-9 years old for 3<sup>rd</sup> graders; 9-10 for 4<sup>th</sup> graders; 10-11 for 5<sup>th</sup>

graders, and 11-12 for 6<sup>th</sup> graders. Among these participants, 54 were from 3<sup>rd</sup> grade, 52 from 4<sup>th</sup> grade, 54 from 5<sup>th</sup> grade, and 54 from 6<sup>th</sup> grade, with 105 girls and 109 boys in total respectively (See Table 3.1). The numbers of each gender were nearly equal and thus, the interference of gender differentiations could be avoided, for studies had indicated that the female students tend to have better EFL learning motivation than the male ones (Gottfried, 1985; Sakurai & Takano, 1985).

Table 3.1 Sampling Strategies for Participants

Grade	Age	Number of Students	Gender	Percentage
3	8-9	28	male	13.0%
		26	female	12.1%
4	9-10	26	male	12.1%
		26	female	12.1%
5	10-11	28	male	13.0%
		26	female	12.1%
6	11-12	27	male	12.8%
		27	female	12.8%
Total		214		100%
		109 male		50.9%
		105 female		49.1%

### 3.1.2 Participants

According to the given information, students in this public school are of normal class grouping and nearly one-fifth of the students are from low-income families, which implies that English classes in school may be the only EFL learning source for

these students. More than half of the students in this school go to private cram schools or language centers for extra English classes. Students are regrouped every other year, which means students have a fresh start with a new homeroom teacher, classmates, and a new English teacher in 3<sup>rd</sup> and 5<sup>th</sup> grade.

Students from 1<sup>st</sup> to 2<sup>nd</sup> grades are given a forty-minute English lesson twice a week (80 minutes per week), and those from 3<sup>rd</sup> to 6<sup>th</sup> grades, three times a week (120 minutes per week). They learn their English mainly from Taiwanese English teachers. The students from 3<sup>rd</sup> to 6<sup>th</sup> grades are also required to take school-level English tests at the middle and the end of each term. Furthermore, 5<sup>th</sup> graders are obligated to take City-government-mandated standardized achievement tests for Chinese, math, and English.

None of the participants had had the experience of living in countries with English as the native language. Only 2 (0.8%) participants, one boy from 3<sup>rd</sup> grade and one girl from 5<sup>th</sup> grade, had the experience of joining a short-term English course in the USA before. Among the participants, 113 (52.8%) had a one-hour outside-school advanced English class twice a week on a regular basis. There were 18 (8.4%) participants who had extra English lessons before but not anymore, and 45 (21%) students from normal families along with 38 (17.8%) ones from low-income families had never attended any extra English lessons before (See Table 3.2).

Participants who had or had not received extra English instructions were nearly equally distributed, which may lower the influence of time spent on learning because studies have confirmed that extra learning time and instruction could be one of the main factors for high learning achievement (Gijsselaers & Schmidt, 1995).

Achievement levels could also affect learning motivation for the better the achievement students have the greater the motivations are ( Ryan & Deci, 2000).

Table 3.2 Participants' Background Information

Background	Category	Number of Students	Percentage
Instructed English Lessons (per week)	120 mins (from school only)	101	47.20%
	More than 120 mins (school & cram school)	113	52.80%
Social-economic Status	Normal families	176	82.20%
	Low-income families speaking countries	38	17.80%
Personal experiences	Ever studied in English-speaking countries	2	0.80%
	Never studied abroad	212	99.20%

### 3.2 Instrument

Two questionnaires with open- and closed-ended questions were employed in this research: The Motivation and Attitudes toward Learning English Scale for Children (MALESC) and Scale of Intrinsic Versus Extrinsic Motivation (SIEM). The MALESC was aimed to examine EFL learning motivation, and the SIEM, overall intrinsic learning motivation. Both questionnaires were administered in Chinese. The questionnaire items were originally formulated in English and had been applied in numerous previous studies, such as Carreira (2011), Gottfried (1990), Harter (1981) and Sakurai and Takano (1985). These questions were translated into Chinese word by



word first by experienced Taiwanese English teachers. Then it was modified to be more like daily talk to make sure that all question items were phrased appropriately and comprehensible to young children.

### *3.2.1 The Motivation and Attitudes toward Learning English Scale for Children*

#### *(MALESC)*

The starting part of this questionnaire was the personal information section, asking participants questions about their grade, age, gender, scores in their mid-term and final English tests, overseas living and learning experiences in English-speaking countries, and extra English lessons received per week at cram schools.

The main part of this questionnaire aimed to measure children's motivation and attitudes for EFL learning. The items were adapted from the questionnaires in some previous studies (Carreira, 2011; Gardner, 1985b; Sakurai & Takano, 1985; Schmidt et al., 1996). Tested by Carreira (2011), the Cronbach alpha index of reliability of this questionnaire was between .71 and .87. The MALESC contained 13 items (see Appendix A and B for English and Chinese versions) to assess three affective variables related to EFL learning: intrinsic motivation for language learning (e.g., English lessons are great fun), interest in foreign countries (e.g., I would like to go to various foreign countries), and extrinsic motivation for EFL learning (e.g., I study English because I think English will be important for me when I am an adult).

The questionnaire were measured by Likert-type scales with the middle one (neutral one) omitted because studies had shown that a lot of Taiwanese young

learners tended to choose the neutral one without thinking it over carefully, which may be due to their short attention span (Li et al., 2006). Carriera (2006) also agreed with omitting the category 'neither agree nor disagree', 'not sure', or 'neutral' because some participants might tick the category too often. Consequently, there were four scales in the questionnaire: strongly agree, agree, disagree and strongly disagree. Each option was given a score for analysis purposes, rating from 4 points to 1 point respectively. Questions 1, 3, 5, and 7 were designed to assess the intrinsic motivation; questions 2, 4, 9, 11, and 12 were for interest in foreign countries and finally, questions 6, 8, 10 and 13 were for investigating extrinsic motivation.

Furthermore, six open-ended questions were given in this same questionnaire. Unlike the questionnaires that provided students with limited choices, these open-ended questions allowed the participants to express the true opinions that they bear in mind. The answers to these open-ended questions were equally important to the analyses of the research questions. The six questions were adapted from Nikolov (1999). Questions 1, 4, 5, and 6 aimed to obtain detailed information about what motivates the pupils in EFL learning; Questions 2 and 3 aimed to seek for the relationship between English and other academic subjects, which may provide detailed information for the third research question of the present study. The total six questions were:

1. Why do you learn English?
2. What are your top three favorite school subjects?
3. What are the school subjects you dislike (if any)?
4. What do you enjoy doing the most in English classes?

5. What do you dislike (if any) in English classes?

6. If you were the teacher what would you do differently?

### 3.2.2 Scale of Intrinsic Versus Extrinsic Motivation (SIEM)

The first part of this questionnaire was also the personal information section, asking participants questions about their grade, age, gender, scores in their mid-term and final tests for four main subjects (Chinese, math, science, and social studies), and experiences of going to nurseries or cram school for extra instructions.

The main part of this questionnaire (see Appendix C and D for English and Chinese versions) was adapted from Harter (1981) and Carreira (2011). With a total of 30 items, this questionnaire was meant to assess intrinsic and extrinsic motivation for overall learning. The Cronbach alpha index of internal consistency of this questionnaire ranged between .62 and .86 in the study conducted by Carreira (2011). There were 6 subscales and each contained 5 items: curiosity (items 1, 7, 13, 19, and 25), causality (items 2, 8, 14, 20, and 26), mastery (items 3, 9, 15, 21, and 27), attribution (items 4, 10, 16, 22, and 28), challenge (items 5, 11, 17, 23, and 29), and enjoyment (items 6, 12, 18, 24, and 30). Each item was given two statements that stood for either intrinsic factor (e.g., I want to study various things voluntarily) or extrinsic value (e.g., I think I should study only what my teachers ask me to study). Students were confined to choose one out of the two options. Each option was scored as 0 and 1. Scale 1 stood for intrinsic motivation and scale 0 stood for extrinsic one.

### 3.3 Procedures

In order to make sure that the goals of this study could be reached, the procedures were carried out as follows.

#### *3.3.1 Pre-implementation*

For the two questionnaires were originally formulated in English, the questionnaires were translated by 3 professional and experienced Taiwanese English teachers and then discussed and modified to make sure the translated questionnaire items were comprehensible to children.

#### *3.3.2 Expert Validity of the Two Questionnaires*

After the questionnaire items were properly translated, the items were then examined by English Department professors, experienced elementary school English teachers, and senior elementary school Chinese teachers, making sure that the translated versions were not only correct, but also children-friendly. In this stage, some problems, such as unclear description, difficult wording, and similar questions, were examined, discussed, adjusted and revised so as to ensure that the expert validity of the two questionnaires could be established (See Table 3.3 & 3.4).

Table 3.3 Modification of the MALESC

Item	Original Version	Revised Version
#13	I am studying English in order to enter a high school or a university.	I am studying English in order to enter a "good" high school or a university (Almost all youngsters in Taiwan get to enter a high school or a university if they want to. But if they want to go to a good one, they have to have good performances in English.)

Table 3.4 Modification of the SIEM

Item	Original Version	Revised Version
#5	A: I like difficult problems. B: I like easier problems.	A: I like difficult questions. B: I like easy questions.
#10	B: I study in order to get good grades.	I study because I want to get good grades.
#16	A: I do not study only because I want to receive praise from my parents. B: I study only because I want to receive praise from my parents.	A: Getting praises from my parents is Not the only reason that I study. B: Getting praises from my parents is the Only reason that I study.
#17	A: I like difficult problems. B: I like easy problems.	A: I prefer difficult tasks. B: I prefer easy tasks.

### *3.3.3 Pilot Study*

In order to make sure the revised questionnaire items were comprehensible to children so as to obtain the necessary data for the present study, a pilot study was then carried out. To ensure a better likelihood of success in the formal test, the proper number of participants in the pilot study was one-fifth to one-fourth of the formal study as recommended (Chang, 2008). The researcher, therefore, recruited 6 male and 6 female volunteer participants from 3<sup>rd</sup> to 6<sup>th</sup> grades each, making the total number 48, which was more than one-fifth of 214, the total number of participants in the formal test. All of the questionnaires were completely filled out and returned. All of the participants demonstrated a full understanding of all the items in the questionnaires in the interview.

### *3.3.4 Reliability of the Two Questionnaires*

The data collected from the pilot study were analyzed to make sure the reliability of the two questionnaires. The Cronbach alpha of all the items in the two questionnaires, the MALESC and the SIEM, ranged from .72 to .95, which according to Wu (2005) were rather credible.

The reliability of the three subscales in the MALESC were measured and reached Cronbach alpha index of .84 in the 'intrinsic motivation' subscale, .81 in the 'interest in foreign countries', and .76 in the 'extrinsic motivation'. The Cronbach alpha of the MALESC was .89, showing an acceptable reliability (See Table 3.5).

Table 3.5 Reliability Analysis for the MALESC

EFL Motivation	Number Of Items	Cronbach Alpha
Intrinsic Motivation	4	0.84
Interests in Foreign Countries	5	0.81
Extrinsic Motivation	4	0.76

As for the SIEM, the result indicated a rather acceptable Cronbach alpha for all six subscales, too. In the phase of curiosity, the Cronbach alpha was .77, in ‘causality’, .79, in ‘mastery’, .81, in ‘attribution’, .76, in ‘challenge’, .95, and in ‘enjoyment’, .72. And the overall reliability index reached .88 (See Table 3.6). Therefore, all the items of the two questionnaires were kept without any further changes required.

Table 3.6 Reliability Analysis for the SIEM

Overall Intrinsic Learning Motivation	Number of Items	Cronbach Alpha
Curiosity	5	0.77
Causality	5	0.79
Mastery	5	0.81
Attribution	5	0.76
Challenge	5	0.95
Enjoyment	5	0.72

### 3.3.5 Implementation

In the formal test, before the administration, participants were informed to answer the questionnaire items anonymously, and all their responses would be confidential without any consequential influence on school grades. In order to avoid

the negative effects resulting from children's short attention span and tiredness, the two questionnaires were completed in 10 to 15 minutes approximately in two different days within a week. Furthermore, the students in this school are regrouped into new classes in 3<sup>rd</sup> and 5<sup>th</sup> grades and are assigned with new homeroom teachers and subject teachers, which may cause students' uneasiness and worries. To avoid the effect of the negative emotion, the whole data collection was done at the end of November, 2015, which was about three months after the start of a new term, when most of the participants from 3<sup>rd</sup> and 5<sup>th</sup> grades managed to get used to the new teachers, classmates, and things in school.

The MALESC and the SIEM questionnaires given to 214 participants in the selected elementary school were all filled out and returned completely by December 2015, making the return ratio and the effective ratio of the two questionnaires 100%.

### *3.4 Data Analysis*

After the administration of the questionnaires, the data were analyzed to answer the research questions. Both of quantitative and qualitative analysis methods and skills were included in this study to serve the research purposes. The quantitative methods were applied to answer the first and third research questions. The data were mainly from the two questionnaires, the MALESC and the SIEM. The qualitative skills were used to analyze the six open-ended questions.

The first research question aimed to examine whether young learners' EFL learning motivation decreased as their age increased. To find the answers to the assumption that when children grew older, their motivation for EFL learning went



down, the two sets of continuous scores, age and motivation, collected by the MALESC, were analyzed with ANOVA to see if age had a significant influence on the changes of EFL learning motivation throughout the four grade levels.

Then, to answer the second research question, not only the quantitative results of the MALESC, but also the data obtained by the open-ended question 1 was examined qualitatively for specific underlying EFL learning motive factors among Taiwanese pupils. The given responses were divided into three main categories: the intrinsic motive, the extrinsic motive, and the interests for foreign countries as those in the MALESC (Carreira, 2006). Though open-ended questions 4, 5, and 6 seemed not to directly relate to the research questions of the present study, the answers to the questions may provide not only reasons and explanations for the results of the research questions, but also important information for researchers and teachers for further studies and effective teaching. What's more, the open-ended questions 2 and 3 were also examined qualitatively because the information may provide the potential factors for the result of the third research question. The researcher used the taxonomy to code all 214 questionnaires. Following the tradition of qualitative studies, the responses were further analyzed according to the recurring themes. Through the frequencies and the themes of the answers mentioned by the participants, the researcher may find out details about the motivating factors that potentially affect children's EFL and overall learning.

Finally, the third research question aimed to explore if there was a relationship between intrinsic motivation for overall learning and motivation for EFL learning. To reach the goal, the data collected from the SIEM had to be analyzed with ANOVA to

obtain the intrinsic motivation variable first. After that, the two sets of variables generated from the SIEM and the MALESC were analyzed with Pearson Correlation Coefficient to see the degree of relationship between the two variables because this product-moment correlation coefficient ( $r$ ), which had a small standard error, was the most widely used bivariate correlational technique in educational research (Gall et al., 1996).

Table 3.7 Data Analysis

Research Questions	Instruments	Data Analysis
The First Question	MALESC (Questionnaire for EFL learning motivation)	One-way ANOVA between age and EFL motivation
The Second Question	Open-ended Questions for EFL learning motivation	Recurring themes coded into three categories: Intrinsic motives, Interests for foreign countries, Extrinsic motives
The Third Questions	MALESC and SIEM (Questionnaire for overall intrinsic learning motivation)	1. One-way ANOVA between age and intrinsic motivation (SIEM) 2. Pearson Correlation Coefficient investigating the relationship between MALESC and SIEM

The whole procedure was presented as Fig. 2.

Fig. 2 The Whole Procedure





## CHAPTER FOUR

### RESULTS

In this chapter, the researcher showed the results of both quantitative and qualitative analyses that answered the three research questions. The data collected for the first and third research questions were analyzed with statistical methods, including ANOVA and Pearson Correlation. The qualitative data were coded according to the traditions of qualitative studies by recurring themes and frequencies.

In the first part, the data obtained from the MALESC were measured with ANOVA to check if age had significant influence over the development and changes of the pupils' EFL learning motivation.

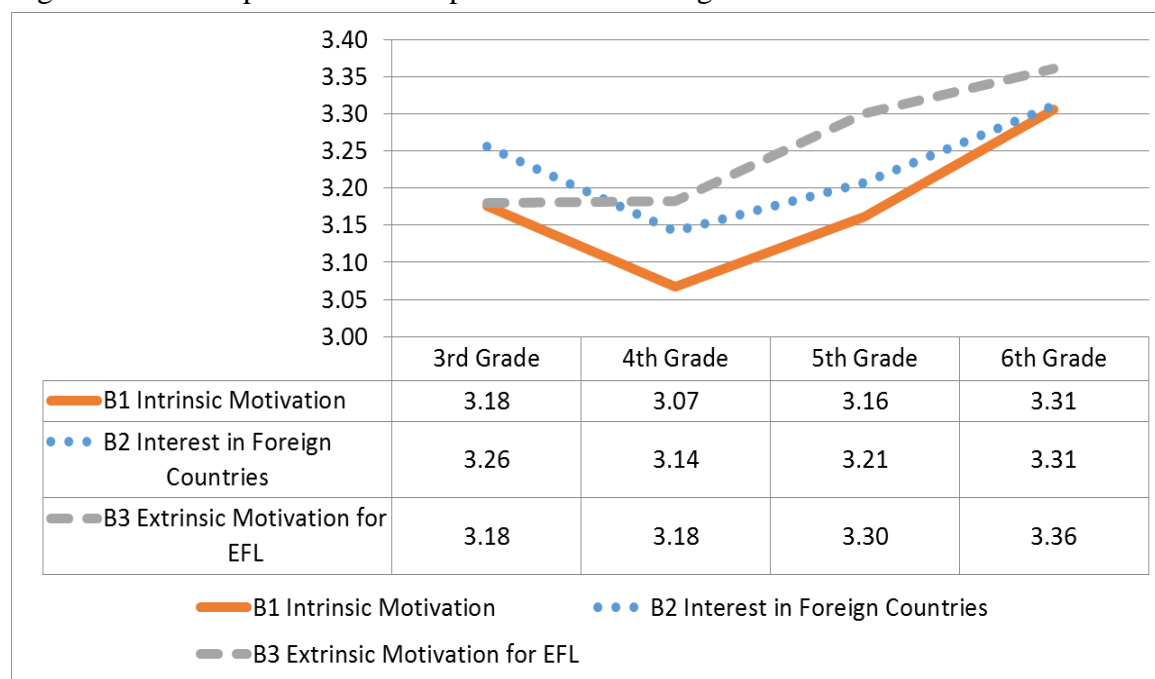
In the second part, the results gathered through the MALESC along with the information collected from open-ended question 1 were analyzed either quantitatively or qualitatively in order to see the underlying factors that motivated EFL learning among Taiwanese students. The rest of the open-ended questions were also examined qualitatively to explore the useful information for the present study, future studies as well as for teachers.

Finally, in the third part, the data obtained from the SIEM were examined with ANOVA first because this result served as one of the two variables for the analysis of the third research question. Then, Pearson Correlation was applied to compute the data collected from the results of the MALESC and the SIEM, measuring to what extent the two kinds of motivation were correlated.

#### 4.1 The Result of Quantitative Analysis of the MALESC

The computed statistic results of MALESC demonstrated an increase rather than a decrease of EFL motivation among the pupils although there was a moderate decline in the 4<sup>th</sup> grade. This was especially the case in the “extrinsic motivation” category for its mean scores rose from 3.18 in 3<sup>rd</sup> grade to 3.36 in 6<sup>th</sup> grade (See Fig. 3).

Fig. 3 The Development of Participants’ EFL Learning Motivation



The ANOVA results of the MALESC showed a  $p$  values of 0.599 in the ‘intrinsic motivation’ subscale, 0.476 in the ‘interest in foreign countries’, and 0.075 in the ‘extrinsic motivation’ respectively, indicating that age had no significant effect on the changes of EFL learning motivation because none of the  $p$  values of  $< .05$  were found. The mean scores of each subscale actually remained rather high, ranging from 3.07 to 3.36, throughout all grade groups despite the declines of all three subscales in 4<sup>th</sup> grade (See Table 4.1)

Table 4.1 The Result of ANOVA for the Effect of Age on EFL Learning Motivation

Subscale	Grade	Number	MS	SD	F	P
Intrinsic Motivation	3	54	3.18	0.94	0.626	0.599
	4	52	3.07	0.75		
	5	54	3.16	0.87		
	6	54	3.31	0.71		
Interest in Foreign Countries	3	54	3.26	0.97	0.868	0.476
	4	52	3.14	1.03		
	5	54	3.21	0.95		
	6	54	3.31	0.86		
Extrinsic Motivation	3	54	3.18	0.99	2.331	0.075
	4	52	3.18	0.87		
	5	54	3.3	0.83		
	6	54	3.36	0.78		
N=214						

#### 4.2 The Main Factors for EFL Learning Among Taiwanese Pupils

In this part, there were two main sections: first, the statistic results obtained from the MALESC and second, the qualitative results from the open-ended question 1.

##### 4.2.1 The Result of the MALESC

According to the results of the MALESC, the main underlying EFL learning factors among Taiwanese pupils were mostly the extrinsic ones, indicating a lot of students were learning English for practical rewards (e.g. schools and jobs) and utilitarian purposes (e.g. traveling).

With a mean score of 3.55, the item, 'I would like to go to various foreign countries', came to the top of all items. 'I study English because I think English will be important for me when I am an adult' won the second place with a mean score of 3.49. 'I would like to know more about foreign countries' was the third in the rank with a mean score of 3.41. Although the themes showed that students were learning English for great interests in foreign countries, the item, 'I would like to live abroad', won a mean score of 2.60, which was the lowest mean score among all 13 items.

The statistic results of each subscale showed that the 'extrinsic motivation' was the number one in the rank with a mean score of 3.26, 'interest in foreign countries' was the second with a mean score of 3.23, and 'intrinsic motivation' was the third with a mean score of 3.17. The results indicated that extrinsic motivation played a crucial role in learning English for Taiwanese young pupils, indicating their great concern about future job and school needs (See Table 4.2). The qualitative results of open-ended question 1 also echoed with those of the questionnaire, the MALESC.



Table 4.2 The Analysis of the MALESC Data

Item	MS	SD	Rank for Each Item	MS	SD	Rank for Each Subscale
<b>Intrinsic Motivation</b>						
1 English lessons are great fun.	3.33	0.77				
3 I always look forward to the day when we have English class.	3.07	0.80				
5 I would like to try to use the English which I have learned.	3.28	0.83		3.17	0.82	3
7 I hope that we have more English classes.	3.03	0.88				
<b>Interest in Foreign Countries</b>						
2 I would like to go to various foreign countries.	3.55	0.75	1			
4 I would like to make a lot of foreign friends.	3.28	0.85				
9 I would like to try and talk to foreigners.	3.32	0.89		3.23	0.85	2
11 I would like to live abroad.	2.60	1.13				
12 I would like to know more about foreign countries.	3.41	0.83	3			
<b>Extrinsic Motivation</b>						
6 I study English in order to make English easy for me in junior high school.	3.14	0.95				
8 I study English because I think English will be important for me when I am an adult.	3.49	0.72	2			
10 I am studying English for a future job.	3.26	0.84		3.26	0.89	1
13 I am studying English in order to enter a good high school or a university.	3.14	0.92				

#### 4.2.2 The Results of Open-ended Question 1

In this section, the potential stimuli or the true reasons why students learned English were further analyzed according to students' responses to this open-ended question. The answers provided by participants of all age groups were actually quite similar and they were divided into three main categories: intrinsic motivation, interest in foreign countries, and extrinsic motivation as those in the MALESC. The analytic results of students' answers showed a similarity with those of the MALESC. There was a motivation emphasis shift from 'the interest in foreign countries' in 3<sup>rd</sup> grade to 'extrinsic motivation' in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades.

There were 19 out of 53 answers from 3<sup>rd</sup> graders showing a great interest in foreign countries. The most regularly mentioned reasons for learning English in the 'interest in foreign countries' subscale were "I want to travel abroad", "I want to travel to the USA", and "I want to visit the UK".

Totally 24, 27, and 34 responses from 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders fell on the 'extrinsic motivation' category respectively. Among the answers related to this extrinsic category, though 31 participants agreed that they were learning English for getting a good job in their adult life, even more of them showed a passive or reluctant attitude toward learning English by answering that they learned English only because they were asked to by their parents (20) or the school (23).

"I want to have a good job when I grow up" was repeated by 38 pupils, yet among which only 7 pupils were thinking about "working overseas". Responses related to parental influence, such as "I learn English because my mom asks me to",

“I learn English because my mom says English is important” were mentioned by 20 students. There were 23 responses from 5<sup>th</sup> and 6<sup>th</sup> graders noting that “I learn English because it is a compulsory subject in school (See Table 4.3).

Table 4.3 The Qualitative Analysis of Participants’ Reasons for Learning English

Subscale Item	Frequency				
	3rd	4th	5th	6th	
<b>Intrinsic Motive</b>	1. English is fun/ interesting.	16	5	5	4
	2. I like English.	1	3	5	2
	3. I want to be good at English.	0	2	0	3
	Total	17	10	10	9
<b>Interests in Foreign Countries</b>	1. I want to travel abroad/to the UK / to the USA.	10	9	7	7
	2. I want to communicate with people from around the world.	7	6	9	4
	3. I want to make friends with foreigners.	2	2	0	0
	4. I want to live in foreign countries.	0	1	1	0
	Total	19	18	17	11
<b>Extrinsic Motivation</b>	1. My parents ask me to.	8	6	3	3
	2. I want to have good grades.	3	1	0	1
	3. I want to have a good job.	3	10	11	7
	4. I want to go to a good high school.	2	1	0	2
	5. It will be useful anyway.	1	4	0	2
	6. I want to work in foreign countries.	0	2	0	5
	7. It's a subject I have to take in school.	0	0	9	14
	8. I want to study abroad.	0	0	3	0
	9. I want to know more about the world.	0	0	1	0
	Total	17	24	27	34

3rd graders (N=53), 4th graders (N=52),

5th graders (N=54), 6<sup>th</sup> graders (N=54)

### *4.2.3 The results of Open-ended Questions 4, 5, 6, 2 and 3*

The answers to these 3 questions offered by the participants indicated their favorite or least favorite parts in their English classes, their expectations for the lessons, and their suggestions for their teachers. Therefore, the results may offer not only clues to the results of the research questions but also ideas and directions for teachers to create a better learning environment for students.

#### *4.2.3.1 The Result of Question 4*

The things that participants enjoyed doing the most in their English classes were rather similar throughout all age groups, yet their emphases shifted as their age increased. Students from 3<sup>rd</sup> and 4<sup>th</sup> grades seemed to prefer fun and interesting learning games or activities, whereas those from 5<sup>th</sup> and 6<sup>th</sup> grades liked popular songs better. For there were 33 3<sup>rd</sup> and 4<sup>th</sup> graders mentioning that “I like to play games in English classes” or “Games are fun and interesting”. “I like to listen to English songs and watch the MVs” was mentioned by 73 out of 108 5<sup>th</sup> and 6<sup>th</sup> graders.

Participants throughout all age groups all showed an interest in “using” the language, such as having oral practices, accomplishing tasks, reading, singing or watching movies. There were also more negative responses (9) offered by the older students (5<sup>th</sup> and 6<sup>th</sup> graders), such as ‘There isn’t anything that I enjoy doing in English classes’. It was encouraging, however, that 196 out of 214 participants had no difficulty finding something that they enjoyed in their English classes (See Table 4.4).

Table 4.4 Things That Participants Enjoy Doing in Their English Classes

Types	Frequency				Total
	3rd	4th	5th	6th	
	Graders	Graders	Graders	Graders	
1. Having funny English learning games and activities	21	13	1	2	37
2. Learning new words	7	14	0	1	22
3. Watching interesting English movies	4	8	2	2	16
4. Reading English books	3	11	0	0	14
5. Doing oral practices and drills	5	0	2	2	9
6. Listening to the lectures	6	4	4	0	14
7. Singing popular English songs	1	0	30	43	73
8. Learning teachers' personal experiences	0	4	0	2	6
9. Completing challenging works or tasks	0	0	2	1	3
10. Learning extra English materials	0	0	5	0	5
11. Having quizzes or tests	0	2	0	0	2
12. None	0	0	8	1	9
Total	47	56	54	56	213

#### 4.2.3.2 The Results of Questions 5 & 6

When asked what they disliked in their English classes, most of the young participants failed to point that out. Yet, the older the students were, the more critical they became. It was not surprising that the things which disappointed them in the classes usually turned out to be what they would like to do differently if they were the teachers.

Generally speaking, the younger students (3<sup>rd</sup> and 4<sup>th</sup> graders) seemed to be more satisfied with the course and the teachers. The older students were more critical and confident to express their opinions. In the whole, quizzes and tests were the least favorite things to the participants. “I don’t like quizzes” and “There are too many tests” were mentioned by 14 students. There were 22 students from 4<sup>th</sup> grade who noted that “I don’t like to read and write all the time during the classes”. A total of 25 students from 5<sup>th</sup> and 6<sup>th</sup> grades showed their wishes for extra challenging materials, seemingly telling their dissatisfaction toward the contents in textbooks that bored them and the example answers were like “I would provide students with extra materials because things in the textbooks are too easy for me”. There were also responses indicating their expectation for nice, gentle, and kind attitudes from the teachers. The examples were like “I don’t like the teacher when he/she scolds at my classmates”, “I would be nice to my students if I were the teacher.” (See Table 4.5 & 4.6).

Table 4.5 Things That Participants Dislike in Their English Classes

Types	Frequency				Total
	Grade 3	Grade 4	Grade 5	Grade 6	
1. None	50	24	25	38	137
2. Teachers' harsh attitudes	2	6	8	0	16
3. Quizzes and tests	2	3	3	4	14
4. Too much reading & writing	0	22	0	0	22
5. Too boring	0	0	9	0	9
6. Too much Chinese lectures	0	0	9	0	9
7. Memorizing dialogs from the textbook	0	0	0	8	8
8. Too many grammar rules	0	0	0	4	4
Total	54	52	54	54	214

Table 4.6 Things That Students Would Do Differently If They Were the Teacher

Types	Frequency				Total
	Grade 3	Grade 4	Grade 5	Grade 6	
1. None	32	2	5	9	48
2. No quizzes or tests	7	3	8	18	36
3. More funny games and activities	5	17	6	9	37
4. Being nice to students	4	6	8	7	25
5. More interesting movies	3	2	0	0	5
6. More oral practices or drills	2	12	9	0	23
7. No home assignment	1	2	0	0	3
8. Providing extra materials	0	6	10	15	31
9. More quizzes and exercises	0	6	0	0	6
10. Making English classes interesting	0	0	10	0	10
11. Less grammar rules	0	0	0	4	4
Total	54	54	56	62	226

#### 4.2.3.3 The Results of Open-ended Questions 2 & 3

Question 2 aimed to find out the position of English among all school subjects. Question 3 was designed to see the changes of learning interests. The qualitative results of question 2 revealed that English was the most regularly mentioned subject in students' favorite list across the four grade groups (31 from 3<sup>rd</sup>, 26 from 4<sup>th</sup>, 30 from 5<sup>th</sup>, and 29 from 6<sup>th</sup> graders). The analysis of question 3 showed that more and more subjects were named in students' disfavor list as their age grew and the number of students who were interested in all school subjects rapidly dropped from 33 in 3<sup>rd</sup> grade to 10 in 6<sup>th</sup> grade, implying a decline of learning interests (See Table 4.7).

Table 4.7 The Place of English among All the Subjects & Students Overall Learning

Interests	Grade 3	Grade 4	Grade 5	Grade 6
English as one of top three favorite subjects	31	26	30	29
English as one of the disfavored subjects	3	5	2	6
The number of students who liked all school subjects	33	26	14	10

#### 4.3 The Result of Pearson Correlation between the MALESC and the SIEM

In order to gather the necessary data to answer the research question, the data collected by the SIEM had to be analyzed first. Therefore, two main sections were contained in this part: the result of the SIEM and the investigation into the relationship between EFL learning motivation and overall intrinsic learning motivation.

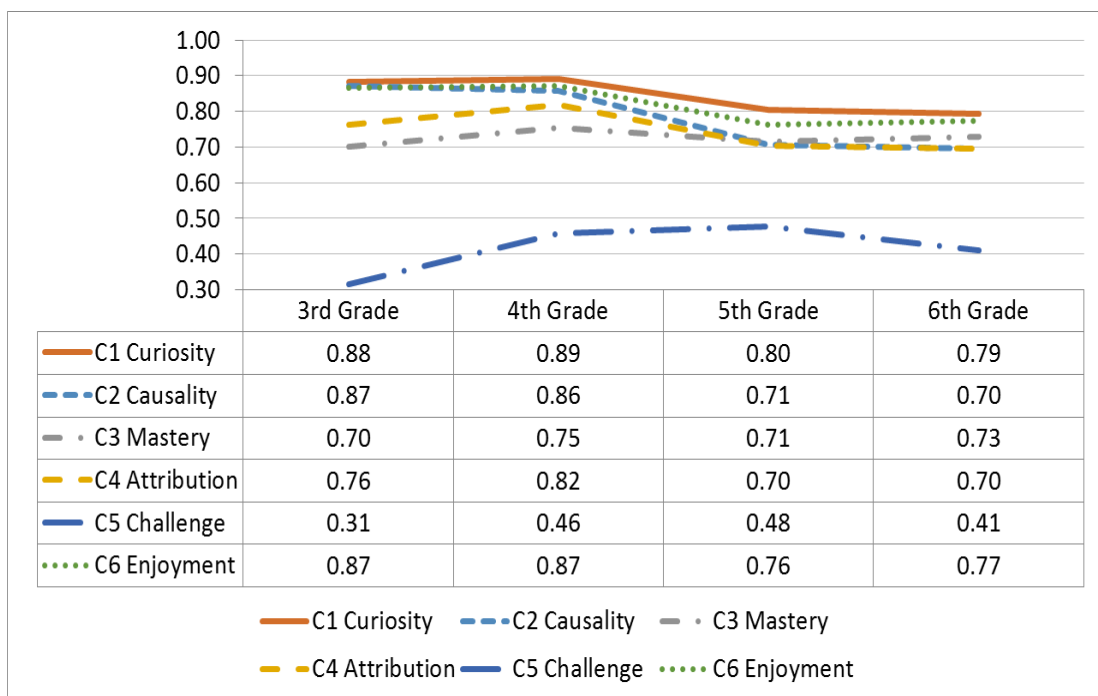
##### 4.3.1 The Result of the SIEM

The statistic result of the SIEM showed a decrease of intrinsic motivation from 3<sup>rd</sup> to 6<sup>th</sup> grade although the mean scores of the four subscales, including ‘curiosity’, ‘mastery’, ‘attribution’, and ‘enjoyment’ all came to their summit in 4<sup>th</sup> grade and the mean score of the subscale ‘challenge’ reached its peak in 5<sup>th</sup> grade. ‘Curiosity’ and ‘enjoyment’ won the first and second places respectively across all grade groups.



Compared with the mean scores of the other five subscales, the mean score of the subscale, ‘challenge’, seemed to be rather low, indicating learners’ preference for easy tasks. ‘Causality’ was the only subscale that showed a systematic decline all the way from 3<sup>rd</sup> to 6<sup>th</sup> grade with mean scores from .87, .86, .71 to .70, implying a deterioration of spontaneous learning (See Fig. 4).

Fig. 4 The Development of Overall Intrinsic Learning Motivation



The ANOVA result indicated that age had no significant effect on the decline of overall intrinsic learning motivation for none of the  $p$  values of  $< .05$  were found (See Table 4.8).

Table 4.8 Result of the Overall Intrinsic Learning Motivation and ANOVA of the Effect of Age on This Motivation

Subscales	Grade	Number	MS	SD	F	P
Curiosity	3	54	0.88	0.32	1.049	0.922
	4	52	0.89	0.31		
	5	54	0.81	0.40		
	6	54	0.79	0.41		
Enjoyment	3	54	0.87	0.34	1.053	0.898
	4	52	0.87	0.33		
	5	54	0.76	0.43		
	6	54	0.77	0.42		
Causality	3	54	0.87	0.34	1.051	0.897
	4	52	0.86	0.35		
	5	54	0.71	0.46		
	6	54	0.71	0.46		
Attribution	3	54	0.76	0.43	1.048	0.921
	4	52	0.82	0.39		
	5	54	0.72	0.46		
	6	54	0.71	0.46		
Mastery	3	54	0.71	0.46	1.126	0.722
	4	52	0.75	0.43		
	5	54	0.71	0.45		
	6	54	0.73	0.44		
Challenge	3	54	0.31	0.47	1.144	0.831
	4	52	0.46	0.50		
	5	54	0.48	0.51		
	6	54	0.41	0.49		

4.3.2 *The Relationship between EFL Learning Motivation  
and Overall Intrinsic Motivation*

Pearson Correlation Coefficient was applied to assess if there was a relation between the two kinds of learning motivation. The results indicated that the two types of motivation were hardly correlated because none of the  $p$  values of  $< .05$  were found (See Table 4.9).

The results of the MALESC and the SIEM were basically contrary to each other. For pupils' EFL learning motivation increased in the course of time although there was a moderate drop in 4<sup>th</sup> grade. In contrast, participants' overall intrinsic learning motivation decreased in the course of time although there was a soar in 4<sup>th</sup> grade.

Table 4.9 Pearson for EFL Learning Motivation & Overall Intrinsic Learning

Motivation	Overall Intrinsic Learning Motivation	
EFL Learning Motivation	$r$	$p$ .
3rd Grade	0.690	0.620
4th Grade	0.006	0.967
5th Grade	0.222	0.107
6th Grade	0.217	0.115



## CHAPTER FIVE

### DISCUSSION

The results and some major findings of this study are further discussed in this chapter so as to explore the answers to the three research questions in the present study. In this chapter, there are three sections elaborating the age effect on the EFL learning motivation among the pupils, seeking the main EFL learning motivating factors among Taiwanese pupils, and investigating the relationship between the EFL learning motivation and overall intrinsic learning motivation.

#### 5.1 Motivation Changes for EFL Learning among Taiwanese Elementary School Students

The results of the MALESC revealed a quite encouraging phenomenon: although the mean scores of all four subscales moderately declined in 4<sup>th</sup> grade, the results generally showed an increase of EFL learning motivation from 3<sup>rd</sup> to 6<sup>th</sup> grades, especially the extrinsic one. Though this outcome is against the major findings of some studies mentioned in the early chapters, the possible reasons actually may echo with some empirical findings in many other studies.

First, some researchers have argued that a great portion of EFL or ESL students are learning English for practical or utilitarian goals mainly connected with travel, job, high salary, advanced studies, good grades, and so forth (Gardner, 1985a; Dörnyei 2006; Nikolov, 1999; Noels, 2003; Ghenghesh, 2010, to name but a few). It is not surprising indeed because English has become a world language. One has to be able

to use it if they want to be internationalized and competitive enough to make a prosperous living. In fact, it is true that people who possess good English abilities earn higher salary than those who do not in Taiwan. That's why many governments and people from non-English-speaking countries are making every effort to improve their national or personal English abilities, and Taiwan is no exception.

Therefore, this may explain why students' focused learning factors shifted from interests to practicality and why a durable and forceful increase of extrinsic motivation merged in the course of time. The study conducted by Muñoz and Tragant (2001) also reflected such a practicality-related growth of foreign language learning drive in the course of pupils' maturation. Arbona (2000) and Barak (1981) also argued that there is a strong connection between career and academic development because students tend to be stimulated to learn if they assume that their learning can lead to something they desire for.

Aside from the reasons discussed above, the following findings may also cast some light on this swelling of pupils' EFL learning motivation. Older students' learning motivation may be promoted because of their increased perceptions of the school context. As 5<sup>th</sup> and 6<sup>th</sup> graders are the seniors in school, they have been used to the context of school and English courses, making them learn with more confidence and less anxiety. And the less the anxiety, the better the language learning (Brown, 2007).

The results of the open-ended questions 4 and 5 may also support this finding. There were 196 out of 214 students who pointed out at least one thing that they were pleased with in their English classes. Also, there were 137 out of 214 participants who

answered that they actually had nothing that they disliked in their English classes. These all indicated most of the participants are positive toward EFL learning. The results of open-ended questions 2 and 3 also gave a clue on this. English was measured as the top one in the rank of their favorite subject list with the greatest amount of approval and the least amount of disapproval. Students were attracted to the fun learning games and activities, pop songs, and even challenging tasks provided by their teachers. All these may reveal that they quite enjoy learning English, which could also be considered one of the main reasons to keep them moving forward.

As mentioned above, classroom activities are a catalyst in learning. Therefore, the pivot to make the class full of meaningful activities, the teachers, should also be taken into consideration. Teachers' influence on promoting students' motivation can never be overlooked. Some previous studies have suggested that teachers could enhance students' willingness to learn if they could be interesting, encouraging, and capable of making the lessons interesting and fun (Ghenghesh, 2010). A study of Cheng and Dörnyei (2007) on Taiwanese teachers also revealed similar findings by reporting that teachers play an important role in elevating students' learning drive. Chambers (1999) also indicated that the teacher factor earned the top place in the rank in his study among all the factors that might contribute to students' learning motivation. What's more, according to Bowen and Madsen (1978), teaching style may be a primary factor for students' learning motivation. This could probably explicate why there was a sudden overall EFL learning motivation drop in the 4<sup>th</sup> grade. The results of the open-ended question 6 showed that 22 out of 52 participants from 4<sup>th</sup> grade noted that there was too much reading and writing in their English classes and it

was something that they disliked. Also, up to 17 out of 52 4<sup>th</sup> graders showed a great desire to have more fun learning games and activities. That 17 was a number plausibly exceeded the responses of 5 out of 54 from 3<sup>rd</sup>, 6 out of 56 from 5<sup>th</sup>, and 9 out of 62 from 6<sup>th</sup> grade, indicating students' expectation for different ways of teaching. Nikolov's (1999) study on Hungarian pupils also reported that younger students, 3<sup>rd</sup> and 4<sup>th</sup> graders, tended to appreciate fun learning games and activities which are also crucial class-related factors that boost students' motivation.

The researcher, therefore, argues that although studies have revealed that pupils tend to lose their motivation in EFL learning in the course of time, this situation could be turned over with clear practical learning purposes, low anxiety environment, and interesting and children-friendly course designs.

## 5.2 The Underlying EFL Learning Factors for Taiwanese Pupils

The results of both the MALESC and the first open-ended question all showed participants' strong tendency in extrinsic motivation in EFL learning though they were somewhat extrinsic in different ways. Without being given the limited choices, the participants reflected their true EFL learning reasons in mind when they answered the first open-ended question. Some of their remarks were unsurprisingly in accordance with those of the MALESC, yet some were not. Since the result of the MALESC has been discussed in the previous section, the focus in this section will be the results of open-ended question 1.

The results of open-ended question 1 showed a high consistency with those of the MALESC. First, a manifest development of extrinsic values could be declared.



Second, there was also a shift of emphasis from interests in foreign countries in 3<sup>rd</sup> grade to practical learning purposes in the other three grades.

In addition, the older the children became, the less interesting they thought English lessons were. There were 16 out of 17 intrinsic-related answers from 3<sup>rd</sup> graders showing that their English lessons were very interesting, yet this number shrank rapidly to only 4 in those from the six graders. The results are actually similar to Nikolov's study on Hungarian pupils (1999), in which some elder students were not so much fond of "fun" games and some of them even declared their disfavor toward such classroom activities, which may have something to do with puberty. The factors that keep them studying English may mainly be more of utilitarian goals, such as travel, job, and good grades.

However, few unpredicted negative and somewhat disappointing issues were conveyed from students' responses in the extrinsic motivation category. Although the reflections about jobs, importance for adult life, advanced studies, school performances were still regular when it comes to extrinsic drive, there were more passive answers brought up.

According to the qualitative analysis, the most intensively mentioned extrinsic statement by 3<sup>rd</sup> graders was related to parental influences. Then, the needs for hunting a good job and winning outstanding grades in school came to the second place side by side. This parental influence slid gradually as age grew. The focal point then swapped to job- and future-related extrinsic concerns from 4<sup>th</sup> to 5<sup>th</sup> grade. This trend was holding backward in the 6<sup>th</sup> grade. Although the job needs were still the main concern among 5<sup>th</sup> graders, many of them (33.3%) showed a rather passive

attitude toward EFL learning by reflecting that they learned English because it is a compulsory subject in school, showing their indifference or reluctance in learning English. This reason also dethroned job-related concerns and became the prime reason for learning among this age group.

Stevenson and Baker (1987) proposed that the younger the children were, the more involved the parents would be in school activities and the greater their influences over children's academic achievement were. The results of 3<sup>rd</sup> graders' extrinsic focus seemed to mirror this finding. It's not irrational to infer that when children are asked to learn English by their parents, they must have been planted with the idea that English is important for their promising future by their parents, too. This notion would grow stronger as their cognition developed and their understanding about the world expanded. Although students' learning attitudes become passive and negative in the course of maturation as reported in many studies and the outcomes in the present study, the belief or the faith on the benefit of English remains and keeps them learning. This may also explain why a steady growth of extrinsic value was found in the MALESC result in spite of their passive feelings toward EFL learning that were shown in the results of this open-ended question.

Thus, like Nikolov's study on Hungarian pupils, the researcher argues that the main underlying factors for EFL learning among Taiwanese students would also be utilitarian-purpose oriented with great concerns with travel, job, and the well-being in their adult lives.

### 5.3 The Relationship between the Motivation for EFL Learning and the Intrinsic Motivation for Overall Academic Learning

There are two main sections contained in this part: the discussion of the SIEM result and the relationship between the two motivations.

#### *5.3.1 The Age-related Development of Overall Intrinsic Learning Motivation*

The age-related changes of intrinsic drive were examined by the either-or questionnaire, the SIEM. Although the results of the SIEM indicated a slight decline of intrinsic learning drive, except for those of 4<sup>th</sup> grade, the mean scores of each subscale actually remained so close that refused age as a significant predictor for the development of overall intrinsic motivation. The results are discussed as follows.

First, a consistent development of motivation among the pupils was measured because ,except for the subscale ‘challenge’, the mean scores of the other five subscales all reached the peak in 4<sup>th</sup> grade, then dropped moderately in 5<sup>th</sup> grade and remained little changed ever since. Findings of some previous studies, such as Harter (1981) and Carreira (2011), also indicated a motivation decline in the course of maturation. The reasons contributed to this motivation deterioration may be due to the following reasons as found in some previous studies: repeated use of extrinsic constrains that undermined students’ autonomous learning motive (Kohn, 1993), too much school controls and regulations that eliminated students’ spontaneous exploration (Midgley & Feldlaufer, 1987), more and more complicated and decontextualized content with less and less practicality in daily life that held students

from moving forward (Brown & Campione, Bruner, 1996), and accumulated bad experiences of scoring low grades (Lens et al., 2009). If that is a tendency, teachers should not only take advantages of pupils' golden learning age but also be prepared for the changes to come, be careful with the backwash of exceeding extrinsic rewards, constrains and punishment, and be on the right track with contextualized teaching materials, so as to keep students highly motivated in learning.

Second, the subscales 'curiosity' and 'enjoyment' won the first and second places respectively throughout all age groups, implying that a large portion of the students liked to learn various things because they wanted to and they were happy and interested in learning. Kashdan and Silvia (2009) argued that these two values are the core of intrinsically motivated learning action. Most of the theories suggested that when students are curious, they take the initiative in probing questions (Peters, 1978), reading broadly and profoundly (Schiefele, 1999), searching for interesting topics (Silvia, 2005), and persisting on challenging works (Sansone, Thoman, & Smith, 2000). When it comes to enjoyment, Tomkins (1962) argued that this factor, in contrast with curiosity, motivates people to make a connection with something they are familiar and happy with. Hence, the results seemed to reveal that the pupils were pleased with what they had learned and interested in learning new knowledge as well.

There was no significant decline of intrinsic motivation measured. What could be the possible factors contributed to this somewhat untraditional outcome? New pedagogical theories and innovative teaching methods might be the answers. Thanks to the revolutionary education approaches and the flourishing multi-media teaching materials, the classrooms today are very different from those decades ago. Take

computer-assisted teaching for example. Numerous studies have proposed that using computers upgrades not only effectiveness in teaching and learning but also attention and motivation (Beatty, 2013; Erhel & Jamet, 2013; Lee, 2000; Song & Keller, 2001). The experimental program, flipped classroom, is now implementing in this selected school, too. According to the survey carried out by Bishop and Verleger (2013), students' perceptions of the flipped classroom are generally positive. Gilboy, Heinerichs, and Pazzaglia (2015) also reported a more active and engaged learning among students in flipped classroom.

Yet, despite these bright sides, a dramatic and conflicting low score was found in the subscale of 'challenge', which indicated that these pupils were actually challenge avoiders. The 'curiosity', 'mastery', and 'challenge' subscales are considered to be inter-correlated, in that they all possess the qualities of being interested in new things, being capable of exploring new things, and then being confident enough to deal with the challenges from the new things (Harter, 1981; Kashdan & Silvia, 2009). Hence, when individuals are highly curious in learning, they should be pleasant in pursuing challenges, and that was why this analytical result seemed to be somewhat contradictory. Participants' statements in open-ended questions 5 also released a general negative attitude toward quizzes, shadowing pupils' preference of easy tasks. This preference may be resulted from their exceeding emphases on grades (Harter, 1981) because difficult tasks could potentially jeopardize their academic outcomes and if they want to win high scores, they'd better play it safe. Corpus, McClintic-Gilbert, and Hayenga (2006) also identified a preference presumably for easy work among young learners due to their desire to protect and prove their

competence so as to please others (e.g. parents or teachers).

In accordance with the findings of Harter (1981) and Corpus et al. (2006), 'challenge' avoidance seems to be more true among younger learners because this was the only subscale that won better score from the older students than that from the younger ones. The result implied a seemingly plausible trend that students in higher grades possess better self-efficacy, knowledge, and confidence that enables them to cope with challenges and to make their own judgments regardless of considering whether they may succeed or fail (Harter, 1981). To prevent this essential intrinsic quality from being undermined, teachers should be very careful when designing challenging tasks as well as evaluating students' performances.

### *5.3.2 The Result of Pearson Correlation between the Two Motivations*

Judging from the results obtained from the two questionnaires, one may see that the developments of the two motives were seemingly going the opposite directions: the EFL learning drive increased as age increased, yet the overall intrinsic learning one slightly decreased as age increased, indicating that there was hardly any relation between the two types of learning motivation. The reasons for this could be as follows.

First, the motivation for learning English was mostly extrinsic, which was very different from the intrinsic one for overall learning. Second, as pupils grew older, the contents of all the other subjects are getting more and more complicated, difficult and decontextualized with less and less practicality in daily life (Brown & Campione,

1998; Bruner, 1996). On the contrary, the contents of English, as discussed previously, are quite practical, contextualized, and important to learners' future. It is possible that a person would have little trouble having a very nice job even they couldn't measure how big a triangle is or find the Polaris in the sky. But it would be a totally different story if they couldn't communicate with others in English. Thus, it is not irrational that when students lose their innate drive in overall learning, they may be still motivated in learning English for the benefits they desire for.







## CHAPTER SIX

### CONCLUSION

The aim of this study was to investigate the EFL learning motivation development among Taiwanese pupils, the motivating factors for EFL learning, and the relationship between EFL learning motivation and the overall intrinsic learning motivation. Four main parts included in this chapter are going to elaborate the major findings, the implications, the limitations and suggestions for further studies and the conclusion.

#### 6.1 Summary of the Major Findings

The present study was conducted to explore the age effect on EFL learning motivation among Taiwanese elementary school students, their main underlying EFL learning factors, and the relation between EFL learning motivation and the overall intrinsic learning motivation. According to the results of quantitative and qualitative analyses, some major findings are summarized as follows.

First, the statistic results indicated that although a motivation decline was measured in 4<sup>th</sup> grade, students' EFL learning drive unconventionally soared as their age grew and age had no significant influence on the changes of motivation because the participants' EFL learning motivation generally remained quite strong throughout the four age groups, especially the extrinsic one. The noteworthy part was that there was a shift of emphasized learning factor from the interests in foreign countries among younger learners to practicality among older students, showing their growing awareness of the importance of English and the benefits they may obtain from

mastering this language. Though a great number of studies have reported a decline of EFL learning motive, it is pleasing to know that Taiwan may not be the case.

Second, the main underlying factors that pushed Taiwanese students to learn English were mostly the utilitarian ones. Participants showed a great concern about travel and job needs. Although the practical purposes became the dominant in the extrinsic motivation subscale, it was depressing to find an increasing number of older students who learned English because of the extrinsic reasons: they “had to”, not they “wanted to”. Fortunately, despite this indifferent or passive learning attitude, they still exhibited a desire and willingness to learn this useful language.

Third, no significant relation was measured between the EFL learning drive and the overall intrinsic learning drive, since the former one against all odds increased when the later decreased. The reasons may be that the EFL learning is rather practical and contextualized for students, whereas the general academic learning is not so much. The EFL learning motivation seems to be more extrinsic with great rewards, which could be an important element to keep students moving forward.

Fourth, teachers may play an important role in elevating students’ learning motivation if they could be encouraging, and interesting as well as capable of making their lessons amusing and children-friendly. Too much reading, writing and hardworking may undermine students’ learning interests.

Fifth, students, particularly the younger ones, showed a positive attitude toward interesting learning games and activities in English lessons. The older students demonstrated a great appreciation of pop music. Most of the pupils expressed a negative attitude toward quizzes, but they expected more oral practices and extra

materials in their English lessons.

Sixth, although participants' overall intrinsic learning drive slightly increased in 4<sup>th</sup> grade, the intrinsic motivation changes actually showed a moderate decline in general. In fact, the mean scores of the six subscales were close to one another across all grade levels, denying age as a significant predictor for the development of this drive. Seventh, the participants seemed to enjoy what they were learning and be curious about what they were going to learn. However, they seemed to avoid challenges and prefer easy tasks in order to obtain great grades because that may help them please their parents or teachers, and prove that they have the ability to solve the problems. The older students were more capable and willing to take challenges even though they may have to risk their grades by doing so.

Finally, innovative teaching approaches and materials, such as flipped classroom, computer-assisted teaching, may help boost and maintain students' learning interests because they may provide better involvement, creativity and interests than those in traditional classrooms.

## 6.2 Implications of the Study

This study has discussed how children's learning motivation developed and what the motivating factors may be. Based on the findings of this study, several implications are provided for teachers, learners, and researchers of EFL contexts.

First, the findings of the present study are seemingly contrary to those of some previous studies which suggested a decline of EFL learning motivation in the course of time. It is encouraging to find that Taiwanese students' EFL learning motivation

increased as they grow older, especially the extrinsic one. Through the results obtained from the Likert-scale questionnaire, the MALESC, and the open-ended questions, an emphasis on utilitarian purposes for travel and job needs could be claimed. To promote and maintain students' drive, teachers should provide students with more information on where and how English is used around the world. It is also suggested that teachers try to incorporate materials that meet the functional needs, making teaching and learning contextualized. Movies, pop songs, task-based activities mentioned by the participants in the open-ended questions should be taken into consideration when teachers make their course designs.

Second, students' learning motivation may not decrease necessarily in the course of time if they could be provided with down to earth learning purposes, effective learning methods, contextualized materials, multi-media learning aids, as well as interesting and challenging activities that could enhance their involvement and autonomy in learning. In addition, to create a desirable learning atmosphere, the importance of teachers' influence on learning drive can never be underestimated. Teachers are supposed to be the heart and soul to make the classroom full of joyful and meaningful learning. According to some of the findings mentioned previously, students expect a teacher who could be kind, gentle, inspiring, stimulating as well as capable of making the lessons interesting. Thus, in order to help students become persistent, joyful, and autonomous learners, what to teach and how to teach are of great importance because all these outer factors may strengthen their inner factors in turn.

Third, it is pleasing to find that Taiwanese pupils are curious about new

knowledge and delighted in learning as well. However, there was a conflicting result indicating their preference for easy tasks, making them more of challenge avoiders rather than challenge takers, which was especially true among younger students. The situation may result from students' over emphases on the academic outcomes and protection of their own ability. It is a pity that students are not confident enough when facing unfamiliar tasks, for rising to challenges could be the cornerstone for improvements and inventions. To make students confident enough to rise to challenges, teachers should try to invite students to more tasks with careful course designs, selected interesting materials, encouraging attitudes, and reassuring evaluation standards.

### 6.3 Limitations and Suggestions for Further Studies

The present study researched the age effect on EFL learning motivation and overall intrinsic learning motivation among Taiwanese pupils, the correlation between the two, and the main underlying factors for EFL learning among Taiwanese students. It is hoped that the findings of the study could shed more light for teachers on elevating students' EFL learning motivation and overall intrinsic learning motivation, thus improving their academic achievement. Though the results were quite encouraging, there are several limitations of this study and suggestions for further studies that should be noted.

First, the participants in the present study were confined to one public elementary school only. The results cannot be generalized to all Taiwanese pupils. Therefore, it is suggested that future studies recruit more participants and schools

from different regions in Taiwan.

Second, the six open-ended questions were answered with writing and it may be difficult for young students to read the questions and write down their responses truthfully and thoroughly. It is recommended that the in-depth interviews be included so as to know the real reasons that the students bear in mind.

Third, the extrinsic motive items in the MALESC questionnaire were confined to the utilitarian goals of learning the language, which may limit the outcomes to certain aspects. In order to obtain a clear overall picture of students' EFL learning motivation, it will be more objective and comprehensive that items related to parental influences or school requirements are included in the future studies.

Fourth, the translated Chinese versions of all the questionnaires were not back translated, which may affect the quality and the accuracy of the translation. It is suggested that back translation be applied to ensure the consistency of the original and the translated questionnaires.

Lastly, a conflicting result was obtained from the responses of 4<sup>th</sup> graders for they scored the lowest in the MALESC, yet the highest in the SIEM. It was inferred that the same group of students who were the most enthusiastic ones in overall learning, lacked interests in learning English particularly because of the different teaching styles of the teachers. Therefore, it is suggested that teachers' teaching style be taken into consideration in further studies because teacher factor could make a great difference to students' learning motivation.

## 6.4 Conclusion

It has been claimed that motivations are of two types: the intrinsic drive and the extrinsic one (Ryan and Deci, 2000). The intrinsic motivation has been proposed as one of the main affective factors for autonomous, persistent and successful learning (Clément et al., 1994). Nevertheless, when it comes to EFL learning, the motivations are mostly extrinsic (Nikolov, 1999). A number of studies indicated that not only students' overall intrinsic learning motivation but also their EFL learning motivation decreased as their age increased (Carreira, 2011; Ghenghesh, 2010; Gottfried, 1990; Harter, 1981). The present study, inspired by Carreira (2011), examined the age effect on EFL and overall intrinsic learning motivation among Taiwanese pupils, the correlation between the two, and the potential EFL learning factors. Through the quantitative and qualitative data collected with the questionnaires, the statistic results revealed an optimistic increase in EFL learning drive, a moderate decrease in overall intrinsic learning drive, and that the two types of motivation were not significantly correlated. The extrinsic practical purposes dominated the EFL learning motivation among Taiwanese pupils. The outcomes may reshape the traditional conception of age-related decrease of learning motivation and provide teachers with clues to enhance students' learning drives for academic success.

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## Appendix A

The items for the MALESC ( Adopted from Carreira, 2011)

### Intrinsic motivation

- Q1 English lessons are great fun.
- Q3 I always look forward to the day when we have English class.
- Q5 I would like to try to use the English which I have learned.
- Q7 I hope that we have more English classes.

### Interest in foreign countries

- Q2 I would like to go to various foreign countries.
- Q4 I would like to make a lot of foreign friends.
- Q9 I would like to try and talk to foreigners.
- Q11 I would like to live abroad.
- Q12 I would like to know more about foreign countries.

### Extrinsic motivation

- Q6 I study English in order to make English easier for me in junior high school.
- Q8 I study English because I think English will be important for me when I am an adult.
- Q10 I am studying English for a future job.
- Q13 I am studying English in order to enter a high school or a university.

## Appendix B

嗨！親愛的小朋友，你好：

這份問卷主要是想藉由你的回答，來瞭解你的英語學習動機。這不是考試，你所填寫的答案沒有對或錯，也不會影響到你的成績，只要根據你的真實想法和實際狀況安心回答，我們會保密，不會讓別人知道的哦。記得作答時要看清楚每個題目的意思，有不會的問題可以舉手問老師。記得每一題都要填答喔！最後，非常謝謝你的合作和幫忙！

祝 學業進步、事事如意！

國立政治大學英語教學在職專班

研 究 生：郭淑華 敬上

### 個人基本資料

1. 年級：三      四      五      六
2. 性別：男      女
3. 我    曾經 在國外學習英語 \_\_\_\_\_（時間，如兩星期，一個月）  
      從沒有在國外學習英語
4. 我    目前有去補習班或請家教加強英文。  
      從沒有去補習班或請家教加強英文。  
      以前有去補習班或請家教加強英文，但現在沒有。

請翻到背面開始作答。

題目	非常同意	同意	不同意	非常不同意
1.我覺得英文課很有趣。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.我以後想去不同的國家玩。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.我很期待上英文課。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.我想交很多不同國家的朋友。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.我學過的英文，我會想真的去用用看。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.我學英文是為了讓我在國中能比較輕鬆。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.我希望可以多上一些英文課。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.我學英文是因為將來長大後一定會用到。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.如果我英文還不錯，我會想跟外國人說話。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.我現在學英文是為了將來能找到好工作。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.我想住在外國。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.我想更瞭解不同的國家。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.我現在學英文是為了將來要上好的高中和大學。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

請填答下面的問題

1. 我學英文是因為\_\_\_\_\_。
2. 我最喜歡的三個科目是\_\_\_\_\_。
3. 我不喜歡的科目是（如果沒有可以不用回答）\_\_\_\_\_。

4. 上英文課時，我最喜歡\_\_\_\_\_

\_\_\_\_\_。

5. 上英文課，我不喜歡(如果沒有可以不用回答)\_\_\_\_\_。

6. 如果我是英文老師，我會做 跟老師不一樣的事情 是\_\_\_\_\_

\_\_\_\_\_。

【問卷到此全部填完，辛苦了！謝謝你的合作與幫忙！】



## Appendix C

Items for intrinsic motivation for global learning (Adapted from Carreira 2011)

options	descriptions
1. Intrinsic:	I want to study various things voluntarily.
Extrinsic:	I think I should study only what my teachers ask me to study.
2. Intrinsic:	I study because I want to.
Extrinsic:	I study because my parents tell me to.
3. Intrinsic:	I try to solve difficult problems by myself.
Extrinsic:	I ask a teacher soon when a problem is difficult.
4. Intrinsic:	I study because I can learn what I like.
Extrinsic:	I study in order to get good grades.
5. Intrinsic:	I like difficult problems.
Extrinsic:	I like easy problems.
6. Intrinsic:	I enjoy lessons at school.
Extrinsic:	I don't enjoy lessons at school.
7. Intrinsic:	I want to study as much as possible.
Extrinsic:	I want to study only what I have to learn at school.
8. Intrinsic:	I do exercises because I want to know how to solve various problems.
Extrinsic:	I do exercises because I am told to.
9. Intrinsic:	When I make a mistake, I try to find an answer.
Extrinsic:	When I make a mistake, I try to ask a teacher for the answer.
10. Intrinsic:	I study because studying is fun.
Extrinsic:	I study in order to get good grades.
11. Intrinsic:	I like challenging problems.
Extrinsic:	I don't like challenging problems.
12. Intrinsic:	Schoolwork is fun.
Extrinsic:	Schoolwork is not fun.
13. Intrinsic:	I want to read various types of books.
Extrinsic:	I don't want to read books except for comics.
14. Intrinsic:	I do homework voluntarily.
Extrinsic:	I do homework because my parents tell me to.

## options

## descriptions

- 
15. Intrinsic: I try to solve problems by myself even if I cannot solve them.  
Extrinsic: I ask teachers soon when I cannot solve problems.
16. Intrinsic: I do not study only because I want to receive praise from my parents.  
Extrinsic: I study because I want to receive praise from my parents.
17. Intrinsic: I prefer difficult tasks.  
Extrinsic: I prefer easy tasks.
18. Intrinsic: I feel happy when I can solve difficult problems.  
Extrinsic: I do not feel happy even if I can solve difficult problems.
19. Intrinsic: I study not only homework but also what I think is interesting.  
Extrinsic: I study homework only.
20. Intrinsic: I study even if teachers and parents do not tell me to study.  
Extrinsic: I don't study until teachers and parents tell me to study.
21. Intrinsic: I solve problems by myself.  
Extrinsic: My teachers teach me how to solve problems.
22. Intrinsic: I study because I like to.  
Extrinsic: I study because I want to get better grades than my friends.
23. Intrinsic: I like to solve more difficult problems.  
Extrinsic: I like to solve easier problems.
24. Intrinsic: There are many days when I enjoy studying at school.  
Extrinsic: There are hardly any days when I enjoy studying at school.
25. Intrinsic: I always want to know as much as possible.  
Extrinsic: I do not want to know many things.
26. Intrinsic: I study voluntarily before my parents tell me to.  
Extrinsic: I study reluctantly because my parents tell me to.
27. Intrinsic: I try to solve difficult problems by myself.  
Extrinsic: I ask my friends when problems are difficult.
28. Intrinsic: I study because studying is fun.  
Extrinsic: I study because I do not want to be scolded by my parents.
29. Intrinsic: In selecting one of two problems, I select the more difficult one.  
Extrinsic: In selecting one of two problems, I select the easier one.

options

descriptions

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30. Intrinsic: To study new things is fun.  
Extrinsic: To study new things is not fun.





## Appendix D

嗨！親愛的小朋友，你好：

這份問卷主要是想藉由你的回答，來瞭解你的學習動機。這不是考試，你所填寫的答案沒有對或錯，也不會影響到你的成績，只要根據你的真實想法和實際狀況安心勾選，我們會保密，絕對不會讓別人知道的。記得作答時要看清楚每個題目的意思，不會的問題可以問老師。記得每一題都要填答喔。非常謝謝你的合作和幫忙！

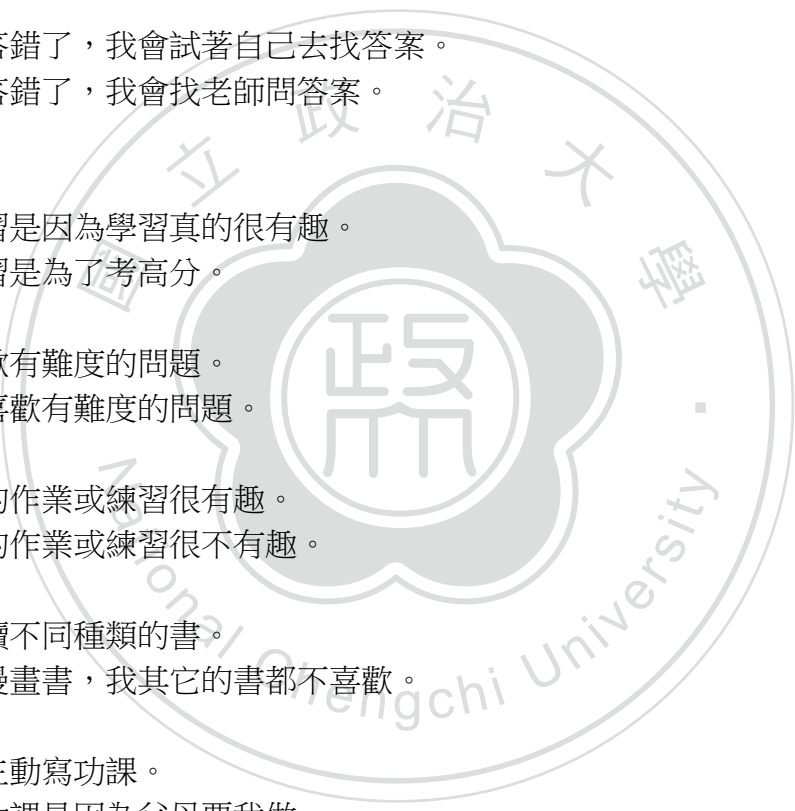
祝 學業進步、事事如意！

國立政治大學英語教學在職專班

研 究 生：郭淑華 敬上

### 個人基本資料

1. 年級：三      四      五      六
2. 性別：男      女
3. 我      目前有去安親班或請家教加強功課。  
          從沒有去安親班或請家教加強功課。  
          以前有去安親班或請家教加強功課，但現在沒有。
  
1.    我會主動學習各種不同的事情。  
       我認為只要學老師教的東西就好。
  
2.    我讀書是因為我自己想要讀。  
       我讀書是因為爸爸，媽媽要我讀。
  
3.    遇到困難的題目，我會自己找答案。  
       遇到困難的題目，我會立刻找老師問答案。
  
4.    我看書是因為我可學自己有興趣的事情。  
       我看書是為了得高分。

- 
5.  我喜歡有難度的問題。  
 我喜歡比較簡單的問題。
6.  我喜歡到學校上課。  
 我不喜歡到學校上課。
7.  我想儘可能的學習，愈多愈好。  
 我只要學學校教的東西就好。
8.  我會做練習，因為我想知道怎麼去解決不同的問題。  
 我會做練習，因為父母，老師要我。
9.  當我答錯了，我會試著自己去找答案。  
 當我答錯了，我會找老師問答案。
10.  我學習是因為學習真的很有趣。  
 我學習是為了考高分。
11.  我喜歡有難度的問題。  
 我不喜歡有難度的問題。
12.  課堂的作業或練習很有趣。  
 課堂的作業或練習很不有趣。
13.  我想讀不同種類的書。  
 除了漫畫書，我其它的書都不喜歡。
14.  我會主動寫功課。  
 我寫功課是因為父母要我。
15.  就算遇到我無法解決的問題，我也會去試著解決。  
 一遇到我無法解決的問題，我會立刻去問老師。
16.  我用功讀書不是只為了得到父母的讚美。  
 我用功讀書只為了得到父母的讚美。
17.  我喜歡有難度的問題。  
 我喜歡簡單的問題。

18.  當我自己解開了很難的題目，我真的很高興。  
 就算我自己解開了很難的題目，我也不會很高興。
19.  我用功讀書不只是因為那是功課，也是因為我覺得學習很有趣。  
 我用功讀書只是因為那是功課。
20.  就算沒人要我用功讀書，我也會去讀書。  
 除非爸媽或老師要我用功讀書，否則我不會去。
21.  我會自己去找解答。  
 老師會教我如何解答。
22.  我讀書是因為我自己喜歡讀。  
 我讀書是為了考得比同學好。
23.  我喜歡比較有難度的問題。  
 我喜歡比較簡單的問題。
24.  我常常覺得上學很有趣。  
 我幾乎沒覺得上學有趣過。
25.  我總是想知道得愈多愈好。  
 我不想知道很多事情。
26.  在父母要求我之前，我就主動去讀書了。  
 父母要求我，我才不情願的去讀書。
27.  我會試著自己解決有難度的問題。  
 一遇到我無法解決的問題，我會去問朋友。
28.  我學習是因為學習很有趣。  
 我學習是因為不想被父母責罵。
29.  有兩個問題讓我選的話，我會選比較難的問題。  
 有兩個問題讓我選的話，我會選比較簡單的問題。
30.  學習新的知識很有趣。  
 學習新的知識並不有趣。

【問卷到此全部填完，辛苦了！謝謝你的合作與幫忙！】