

English Education | Full Research Article

The English Learning Motivation of Chinese Junior High School Students: Cross-grade Survey Analysis

Xiaojing Song, Marketing Trading Centre

Abstract

Existing literature indicates that motivation is the most powerful determining factor that influences the rate and success of second language learning (Jiang, 2016; Kramsch & Yin, 2018; Li & Edwards, 2017; Liu, Lin, & Wiley, 2016; Liu, 2016; You & Dörnyei, 2016; Zhi & Wang, 2019). Currently, there is a growing body of empirical research indicating the changes in second language learning motivation in different grades at the same or different schools (Chambers, 1999; Kim, 2011, 2012a, b; Lamb, 2007; Williams, Burden, & Lanvers, 2002). The findings of previous studies have mostly shown that student second language learning motivation increases with increasing grade levels. Dörnyei (2000) suggested that concentrating on the time dimension of second language motivation is crucial for comprehending the second language motivation of students. However, the temporal variations of second language motivation, particularly motivational changes at different Chinese junior high school grades, have not been sufficiently emphasized by second language motivation researchers, therefore, this quantitative research investigated the changes in Chinese junior high school students' English learning motivation from Grade 7 to Grade 9. An English learning motivation questionnaire was used and administered to 3000 students from Grades 7 to 9 in public junior high schools across Mainland China, and employed the reliability analysis and analysis of variance to analyze quantitative data. The statistical results revealed that Grade 9 students ranked highest in English learning motivation, followed by Grade 8 and Grade 7 students. Furthermore, the high school entrance exams had a positive impact on Grade 9 students' motivation to learn English.

Keywords: English Learning Motivation, Chinese Junior High School Students, High School Entrance Exams, Cross-grade Analysis

Introduction

This study adopted a quantitative research method to investigate the changes in Chinese junior high school students' English learning motivation from Grade 7 to Grade 9. Existing literature indicates that motivation is the most powerful determining factor that influences the rate and success of second language learning (e.g., Jiang, 2016; Kramsch & Yin, 2018; Li & Edwards, 2017; Liu, Lin, & Wiley, 2016;

Liu, 2016; Luo & Gong, 2015; Xu & Case, 2015; You & Dörnyei, 2016; Zhi & Wang, 2019). Contemporary research by many researchers (e.g., Lai & Lyu, 2020; Nana & Sidhu, 2019; Xu & Case, 2015; You & Dörnyei, 2016; Zhi & Wang, 2019) has underlined the temporal fluctuation and dynamic nature of second language motivation in recent years. They have shown that motivation undergoes continuous fluctuations, indicating a dynamic changeability in learning across varied time spans (You & Dörnyei, 2016).

According to Dörnyei and Ushioda (2011), "motivation does not remain constant throughout months, years, or even a single session. It ebbs and flows in complex ways in response to various internal and external influences" (p. 6). Given that second language learning is a long-term activity, it is expected to go through diverse phases (Dörnyei, 2005). More specifically, motivation ranges from taking a single second language class to studying a language for months, years, or even a lifetime. Furthermore, students' second language learning motivation varies throughout grade levels (i.e., Grade 7, Grade 8, or Grade 9). Students may be less motivated to acquire a second language in Grade 7 and Grade 8, but highly motivated in Grade 9.

There is a growing body of empirical research indicating the changes in learning motivation in different grades at the same or different schools (e.g., Chambers, 1999; Kim, 2011, 2012a, b; Lamb, 2007; Williams, Burden, & Lanvers, 2002). The findings of previous studies have mostly shown that student motivation increases with increasing grade levels. Dörnyei (2000) suggested that concentrating on the time dimension of second language motivation is crucial for comprehending the second language motivation of students.

However, the temporal variations of second language motivation, particularly motivational changes at different junior high school grades, have not been sufficiently emphasized by second language motivation researchers. By using a quantitative research method, which includes a motivational questionnaire, this research investigates (1) changes in Chinese junior high school students' English learning motivation from Grade 7 to Grade 9 and (2) changes in Chinese junior high school students' English learning motivation's subcomponents from Grade 7 to Grade 9.

English Education in China

In the educational sector of the People's Republic of China (hereafter China), the significance of English has been increasingly highlighted. According to Jiang (2003), the Chinese government urged children to learn English early in their education.

In order to enhance English learning, the Chinese Ministry of Education (hereafter MOE) enacted new curriculum reforms. Taking into account regional disparities in schooling, the reform was carried out in two batches: Beginning in the fall of 2001, primary schools in cities and counties were required to provide English programs for grades 3 students and higher, while all other schools were required to do so in the following year. The reform, meant to increase students' overall language proficiency, had five interconnected components: language skills, linguistic knowledge, emotional attitude, learning techniques, and cultural consciousness (MOE, 2001).

According to this new reform, objectives during primary school were to stimulate and raise children's interest in English study (Ryan & Deci, 2000). Compared with the primary school learning context, for junior high school students, English is regarded as one of the three core school subjects along with Chinese and Mathematics (Ushioda, 2016). In addition, junior high school students must pass a high school entrance exam, which includes English (Vallerand, 1997). English accounts for a significant share of the college entrance test for high school students - 150 out of the total score of 750 marks (Weeks, Swerissen, & Belfrag, 2007). Therefore, English performance is seen as a key element that determines whether high school students can enroll in a prominent institution in China (Wen, 1997).

Literature Review

Studies on the second language learning motivation of Chinese students (e.g., Chen, Warder, & Chang, 2005; Gao, Zhao, Cheng, & Zhou, 2004, 2007; Hao & Hao, 2001; Hua, 1998; Shi, 2000; Tachibana, Matsukawa, & Zhong, 1996; Taguchi, Magid, & Papi, 2009; Wu, Liu, & Jeffrey, 1993) have noted that students have a high level of instrumental motivation to learn English. Further, instrumental motivation often reflects Chinese cultural and educational traditions.

For instance, Hua (1998) and Shi (2000) identified certificate motivation, or the motivation to learn English in order to obtain a certificate stating it, as the primary motivational type for many Chinese junior high school learners and defined it as their desire to learn English in order to achieve high scores. Chen, Warder, & Chang (2005) explored the effect of Chinese culture on the second language learning of Taiwanese learners. They developed a motivator, the Chinese imperative, which focuses on the social pressure exerted on Chinese students' second language learning by parents, instructors, and the whole Chinese community. Similarly, Taguchi, Magid, & Papi (2009) also identified a mostly exam-oriented motivation among Chinese students and a significant familial effect on students' second language learning.

However, the majority of research on Chinese students' English-learning motivation has concentrated on higher education, particularly undergraduates (Wang & Zhang, 2005). It is uncommon to find a comprehensive study on comparative the motivation of Grade 7, Grade 8, and Grade 9 students. Moreover, Chinese second language motivation studies have often ignored the temporal variation of second language learning motivation (Xu & Case, 2015).

Consequently, this quantitative research emphasizes the temporal dimension of second language learning motivation. As previously stated, its significance has been underscored by second language motivation researchers (e.g., Doˆrnyei, 2001, 2005; Doˆrnyei & Ushioda, 2009, 2011; Kim, 2009; Shoab & Doˆrnyei, 2005), despite the rarity of related studies, as Doˆrnyei (2001) indicates:

Although most practitioners with sufficient classroom experience are aware that student motivation does not remain constant during such a lengthy process, hardly any research has been done on analyzing the dynamics of second language motivational change and identifying typical sequential patterns and developmental aspects. (p. 82).

In addition, current researches often examine changes in motivation between grades at the same school level (e.g., Chambers, 1999; Kim, 2011, 2012a, b; Koizumi & Matsuo, 1993; Lamb, 2007; Tachibana, Matsukawa, & Zhong, 1996; Williams, Burden, & Lanvers, 2002). For instance, Williams, Burden, & Lanvers (2002) and Chambers (1999) found that the second

language learning motivation of British students increased between the seventh and ninth grades, and Tachibana, Matsukawa, & Zhong (1996) found that the motivation for learning English in both Chinese and Japanese students increased from Grade 7 to Grade 9.

Lamb (2007) investigated the English learning motivation of Indonesian junior high school students over twenty months using surveys and interviews. The investigation revealed interesting findings: As the students got more aware of their motivation, they used various self-regulation tactics to sustain their English learning drive.

Recently, Kim (2012a) administered a questionnaire to 2783 Korean students in Grades 3 through 12 to examine changes in motivation among Korean second language learners. The data suggested that second language learning motivation among Korean students tends to exhibit a curving pattern. Specifically, the motivation of Korean students consistently fell from Grades 3 through 9 and then showed an upward tendency between Grades 10 and 12.

As indicated in the findings of previous studies, students' second language learning motivation undergoes dynamic changes at different school grades (i.e., Grade 7, Grade 8, and Grade 9). According to most researches, students' second language motivation tends to increase as they advance throughout the school grades and therefore shows a positive trend (e.g., Kim, 2012a; Sakai & Kikuchi, 2009). They indicate that teacher-related factors are the most beneficial factors that encourage students' second language learning (Hamada, 2011; Kikuchi, 2009).

However, few studies have investigated the changes in second language learning motivation from Grade 7 to Grade 9. In addition, considering the Chinese educational framework, in which English remains one of the major subjects until the end of high school, it is essential to comprehend students' second language learning motivation at different stages of education (You & Dörnyei, 2016). Therefore, two research questions were developed:

(1) How does English learning motivation change in Chinese junior high school students from Grade 7 to Grade 9?

(2) How do English learning motivation's subcomponents change in Chinese junior high school students from Grade 7 to Grade 9?

Research Methods

According to second language motivation researchers, a quantitative research method study is a promising direction for future second language motivation research; hence, this method merits academic attention (Dörnyei, 2007; Dörnyei & Ushioda, 2011; Kim & Seo, 2012). Therefore, the quantitative research method was chosen for this study, as it has particular value in achieving an elaborate and comprehensive understanding of complex topics within an educational context (Dörnyei, 2007; Mertens, 2005). This research looked into the changes in English learning motivation of Chinese junior high school students from Grade 7 to Grade 9 by using the English learning motivation questionnaire.

Instruments

This study used the English learning motivation questionnaire (see "Appendix 1"), which was designed by Qian-Mei Zhang and Tae-Young Kim (Zhang & Kim, 2013) with a total of 35 questions and adopted a five-point Likert scale (i.e., 1=strongly agree, 5=strongly disagree). The measurement covers seven subcomponents:

self-development motivation, academic motivation, patriotic motivation, achievement motivation, integrative motivation, pragmatic motivation, and other-regulated motivation. Self-development motivation reflects students' realistic understanding of the importance of English, eagerness to communicate 'with others in English, desire to expand their own opinions/knowledge, and anxiety to strengthen self-development; academic motivation reflects students' internal forces in English learning, and also it reflects students' ability to learn English and actively evaluate themselves; patriotic motivation reflects the phenomenon that English is used as a tool to realize students' patriotic aspirations in China; achievement motivation shows students' needs for achievement, records their use of English to meet the requirements of school and expectations of parents and themselves; integrative motivation exhibits students' positive attitude towards the target language and target language group; pragmatic motivation demonstrates the motivation of students to learn in order to obtain practical and utilitarian benefits from English learning (such as getting good grades on exams or getting a better salary); other-regulated motivation proves that students' learning motivation can be influenced by others (such as friends and classmates), their own role models, or the social learning environment. Among them, self-development motivation, patriotic motivation, achievement motivation, and pragmatic motivation refer to using English to achieve specific, pragmatic goals, and they are produced by tool orientation.

Participants

The sample for this quantitative research was comprised of 3000 students from Grades 7 to 9 in public junior high schools across Mainland China. The sample collection was based on convenience sampling and students who were willing to respond to the survey.

Data Collection and Analysis

The research was carried out in March 2023 by employing an English learning motivation questionnaire. Before administering the main study, the researcher conducted a pilot study in March 2023 in which a total of 300 junior high school students participated. The pilot study's findings revealed that the questionnaire items had high internal consistency (Cronbach's $\alpha=0.778$), which can be used for subsequent research. Finally, 3000 students from Grade 7 to Grade 9 in public junior high schools across Mainland China completed the questionnaires. All the resulting data were processed using the Statistics Package for Social Sciences (SPSS) Version 29.0, employing two statistical measures: reliability analysis and analysis of variance.

Results

This study involved 3000 junior high school students, covering three grades from Grade 7 to Grade 9, with 1000 students in each grade, including 1754 boys, accounting for 58.47%, and 1246 girls, accounting for 41.53%.

The Present Situation of Junior High School Students' English Learning Motivation

Table 1

Current characteristics of junior high school students' English learning motivation

Motivational factors	Min	Max	Mean	SD
Self-development motivation	1.00	4.80	2.54	0.69
Academic motivation	1.00	4.86	2.51	0.63
Patriotic motivation	1.00	4.75	2.50	0.74
Achievement motivation	1.00	4.50	2.59	0.72
Integrative motivation	1.00	4.60	2.64	0.69
Pragmatic motivation	1.00	5.00	2.52	0.69
Other-regulated motivation	1.00	5.00	2.58	0.87
English learning motivation	1.06	3.88	2.55	0.54

It can be seen from Table 1 that the mean of junior high school students' English learning motivation is 2.55, indicating that junior high school students' English learning motivation is in a lower intermediate state. At the same time, the types of English learning motivation among junior high school students are integrative motivation, achievement motivation, other-regulated motivation, self-development motivation, pragmatic motivation, academic motivation, and patriotic motivation from high to low. That is, the motivation of junior high school students to learn English is mainly because of their positive attitude towards the target language and target language group.

The Changing Trend of English Learning Motivation in Different Junior High School Grades

Table 2

Analysis of variance of English learning motivation in different junior high school grades

Dependent variable	Junior high school grades	M	SD	F	sig	Scheffe
English learning motivation	Grade 7	2.40	0.56	66.157	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.58	0.55			
	Grade 9	2.66	0.45			

* $p < 0.05$

** $p < 0.01$

*** $p < 0.001$

Through analysis of variance, it is found that the English learning motivation difference among different junior high school grades is statistically significant ($p < 0.001$). Further analysis showed that the motivation score of Grade 9 is significantly higher than that in Grade 8 and Grade 7; the motivation score of Grade 8

is significantly higher than that in Grade 7 (Table 2). In other words, the above motivations develop toward a continuously increasing trend, with a consistent and obvious growth trend from Grade 7 to Grade 9.

Table 3

Analysis of variance of each factor of English learning motivation in different junior high school grades

Motivational factors	Junior high school grades	M	SD	F	sig	Scheffe
Self-development motivation	Grade 7	2.36	0.67	48.323	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.62	0.73			
	Grade 9	2.63	0.62			
Academic motivation	Grade 7	2.38	0.67	38.606	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.51	0.62			
	Grade 9	2.63	0.57			
Patriotic motivation	Grade 7	2.37	0.74	24.775	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.53	0.78			
	Grade 9	2.60	0.69			
Achievement motivation	Grade 7	2.48	0.77	29.741	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.56	0.67			
	Grade 9	2.72	0.70			
Integrative motivation	Grade 7	2.45	0.67	65.699	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.66	0.68			
	Grade 9	2.80	0.67			
Pragmatic motivation	Grade 7	2.35	0.68	50.762	<0.001	Grade 8>Grade 7 ; Grade 9>Grade 7
	Grade 8	2.61	0.74			
	Grade 9	2.62	0.60			
Other-regulated motivation	Grade 7	2.44	0.84	22.426	<0.001	Grade 9>Grade 8>Grade 7
	Grade 8	2.61	0.93			
	Grade 9	2.69	0.80			

* p<0.05

** p<0.01

*** p<0.001

Through analysis of variance, it is found that there are statistically significant differences in seven dimensions of self-development motivation, academic motivation, patriotic motivation, achievement motivation, integrative motivation, pragmatic motivation, and other-regulated motivation among different junior high school grades (p<0.001), as shown below.

The scores of self-development motivation, academic motivation, patriotic motivation, achievement motivation, integrative motivation, and other-regulated motivation are consistent, which shows that the motivation score of Grade 9 is significantly higher than that in Grade 8 and Grade 7; the motivation score of Grade 8 is significantly higher than that of Grade 7 (Table 3). Put another way, the above

motivations develop toward a continuously increasing trend, with a consistent and obvious growth trend from Grade 7 to Grade 9.

Regarding pragmatic motivation, the motivation scores of Grade 8 and Grade 9 are significantly higher than that in Grade 7. That is, there is a significant increase from Grade 7 to Grade 8 and a stable upward trend from Grade 8 to Grade 9.

Discussion

This research employs the quantitative research methodology to investigate the changes in Chinese junior high school students' English learning motivation across various school grades and the changes in Chinese junior high school students' English learning motivation's subcomponents across various school grades. According to the statistical results of surveys, Grade 9 students ranked the highest in terms of English learning motivation, followed by Grade 8 and Grade 7 students (see Tables 2 and 3).

It should be noted that the questionnaire revealed a positive trend in terms of second language learning motivations in Chinese junior high school English classes. The types of English learning motivation among Grade 9 students are integrative motivation, achievement motivation, other-regulated motivation, self-development motivation, pragmatic motivation, academic motivation, and patriotic motivation from high to low. That is, the motivation of Grade 9 students to learn English is because of their positive attitude towards the target language and target language group.

Additionally, preparations for the high school entrance exams also influenced Grade 9 students' second language learning positively. This is consistent with earlier research on Chinese students (e.g., Liu, 2011; Liu & Chen, 2007; Tachibana, Matsukawa, & Zhong, 1996). Liu and Chen (2007) and Liu (2011) found that Grade 9 students tended to be motivated in English learning, which researchers ascribed to the high school entrance exams. Namely, Grade 9 students' English learning motivation are greatly motivated by high school entrance exams; consequently, the high school entrance exam motivates students' second language learning (Hamada & Kito, 2008; Kirkpatrick & Zang, 2011; Tachibana, Matsukawa, & Zhong, 1996).

Moreover, in this exam-oriented educational environment, instructors prefer to utilise exam-oriented teaching approaches in second language classes, and this positive consequence is attributed to the effect of high school entrance exams (Magid, 2011). Grade 9 students were comfortable with the teacher's grammar-translation teaching techniques and the exam-oriented teaching approach. It has been stated that the primary job of Chinese Grade 9 English instructors is to prepare their students for high school entrance exams, and hence English classes are largely grammar-focused and teacher-centered (Magid, 2011). Exam-oriented teaching approaches are therefore considered a motivational factor for Grade 9 students (Hamada & Kito, 2008; Kikuchi, 2009).

Furthermore, Grade 9 students in China are required to take entrance examinations: high school entrance exams for Grade 9 students. After completing the junior high school curriculum, Grade 9 students have the option to choose either a vocational or an academic, college-bound high school. And a majority of Grade 9 students face the high school entrance exam, which will affect students' fate and the situation of their families (Xu, 2008). As a result, compared to Grade 7 and Grade 8

students, Grade 9 students are more driven to achieve good grades on high school entrance exams. This study employed a quantitative research method to provide empirical evidence that Chinese Grade 9 students' English learning become motivated because of high school entrance exams.

Conclusion

This quantitative study investigated how Chinese junior high school students' English learning motivation changed from Grade 7 to Grade 9. Chinese Grade 9 students had the highest level of English learning motivation, while Grade 7 students were the least motivated. Besides, the high school entrance exams had a positive impact on Grade 9 students' English learning motivation.

This study has following limitations. First, though this research aimed to examine changes in English learning motivation from Grade 7 to Grade 9 and changes in English learning motivation's subcomponents from Grade 7 to Grade 9, the research design was quasi-longitudinal. This study was only able to present differences in English learning motivation at grade levels, and by looking at these differences, the participants' changes in motivation were inferred. Therefore, future research needs to concentrate on longitudinal changes by exploring the temporal variations of second language learning motivation (Dörnyei, 2005; Dörnyei & Ushioda, 2011; Kim, 2006; Ushioda, 2001).

Second, this quantitative study only adopted a questionnaire to investigate the changes in Chinese junior high school students' English learning motivation from Grade 7 to Grade 9 and the changes in Chinese junior high school students' English learning motivation's subcomponents from Grade 7 to Grade 9, and did not conduct semi-structured interviews with students to explore the reasons for second language motivational changes across grades. Therefore, interviews with a diverse student population should be conducted in future research to explore students' perceptions of their English learning motivation in a more thorough manner (Zhang & Kim, 2013).

Pedagogical Implications

Notwithstanding the contributions, limitations, and suggestions, the pedagogical implications of the study should also be discussed. First, a method of teaching through which English teachers encourage junior high school students to actively take part in Chinese junior high school English class activities (Nana & Sidhu, 2019; You & Dörnyei, 2016), and create an opportunity for them to use English, may generate a feeling of success in junior high school students (Chong, 2016), which could in turn increase their English learning motivation (Zhang & Kim, 2013; Zhi & Wang, 2019). Second, providing plenty of input on the target language serves as an essential element to boost junior high school students' English learning motivation when they are placed in an English-speaking environment (Kramsch & Yin, 2018; Lai & Lyu, 2020).

Acknowledgement

The author would like to express her heartfelt thanks to all the participants.

Disclosure statement

The author declares that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

References

- Chambers, G. N. (1999). *Motivating language learners*. Clevedon, UK: Multilingual Matters.
- Chen, J. F., Warder, C. A., & Chang, H.-T. (2005). Motivators that do not motivate: The case of Chinese learners and the influence of culture on motivation. *TESOL Quarterly*, *39*(4), 609–633.
- Chong, I. (2016). Pedagogical design capacity and underlying knowledge base of curriculum materials use of a Hong Kong English teacher. *English Language Teaching*, *9*(5), 85. <https://doi.org/10.5539/elt.v9n5p85>.
- Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, *70*, 519–538.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, UK: Pearson Education.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Bristol, UK: Multilingual Matters.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, UK: Pearson Education.
- Gao, Y.-H., Zhao, Y., Cheng, Y., & Zhou, Y. (2004). Motivation types of Chinese university undergraduates. Retrieved September 28, 2009, from <http://www.stanford.edu/~yuanzhao/asian engteaching>.
- Gao, Y.-H., Zhao, Y., Cheng, Y., & Zhou, Y. (2007). Relationship between English learning motivation types and self-identity changes among Chinese students. *TESOL Quarterly*, *41*(1), 133–155.
- Hamada, Y. (2011). Different demotivators for Japanese junior high and high school learners. *Pan-Pacific Association of Applied Linguistics*, *15*(1), 15–38.
- Hamada, Y., & Kito, K. (2008). Demotivation in Japanese high schools. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT 2007 Conference Proceedings* (pp. 168–178). Tokyo: JALT.
- Hao, Z., & Hao, R.-P. (2001). Yingyu Chengji yu chengjiu dongji, zhuangtai jiaolv de xiangguan yanjiu. [Research on the relationship between English achievement and achievement motivation as well as anxiety state: A case study]. *Foreign Language Teaching and Research*, *33*(2), 111–115.
- Hua, H.-F. (1998). Shilun yingyu xuexi dongji yu celue de yanjiu. [A review of research on English-learning motivations and strategies]. *Foreign Language World*, *1998*(3), 44–47.
- Jiang, G. (2016). Implementing suggestions on deepening the reform of examination and enrolment system and steadily advancing the national assessment system of foreign language proficiency. *China Examinations*, *2016*(1), 3–6.

- Jiang, Y.-J. (2003). English as a Chinese language. *English Today*, 19(2), 3–8.
- Kikuchi, K. (2009). Listening to our learners' voice: What demotivates Japanese high school students? *Language Teaching Research*, 13(4), 453–471.
- Kim, T.-Y. (2006). Motivation and attitudes toward foreign language learning as socio-politically mediated constructs: The case of Korean high school students. *The Journal of Asia TEFL*, 3(2), 165–192.
- Kim, T.-Y. (2009). The dynamics of L2 self and L2 learning motivation: A qualitative case study of Korean ESL students. *English Teaching*, 64(3), 49–70.
- Kim, T.-Y. (2011). Korean elementary school students English learning demotivation: A comparative survey study. *Asia Pacific Education Review*, 12(1), 1–11.
- Kim, T.-Y. (2012a). An analysis of Korean elementary and secondary school students' English learning motivation and their L2 selves: Qualitative interview approach. *Korean Journal of English Language and Linguistics*, 12(1), 67–99.
- Kim, T.-Y. (2012b). The L2 motivational self system of Korean EFL students: Cross-grade survey analysis. *English Teaching*, 67(1), 29–56.
- Kim, T.-Y., & Seo, H.-S. (2012). Elementary school students' foreign language learning demotivation: A mixed methods study of Korean EFL context. *The Asia Pacific Education Researcher*, 21(1), 160–171.
- Kirkpatrick, B., & Zang, Y.-B. (2011). The negative influences of exam-oriented education on Chinese high school students: Backwash from classroom to child. *Language Testing in Asia*, 1(3), 36.
- Koizumi, R., & Matsuo, K. (1993). A longitudinal study of attitudes and motivation in learning English among Japanese seventh-grade students. *Japanese Psychological Research*, 35(1), 1–11.
- Kramsch, C., & Yin, P. (2018). Teaching foreign languages in the glocal contact zone. The case of France and China. In: A. F. Selvi & N. Rudolph (Eds.), *Conceptual shifts and contextualized practices in education for glocal interaction, intercultural communication and language education* (pp. 17-36). Springer. https://doi.org/10.1007/978-981-10-6421-0_2.
- Lai, C., & Lyu, B. N. (2020). Hongkong and informal language learning. In M. Dressman & R.W. Sadler (Eds.), *The Handbook of Informal Language Learning* (pp. 273-287). John Wiley & Sons Ltd. <https://doi-org.ezp.sub.su.se/10.1002/9781119472384.ch1>.
- Lamb, M. (2007). The impact of school on EFL learning motivation: An Indonesian case study. *TESOL Quarterly*, 41(4), 757–780.
- Li, D. G. & Edwards, V. (2017). Overseas training of Chinese secondary teachers of English. In N. Van Deusen-Scholl & S. May (Eds.), *Second and foreign language education* (3rd, ed.) (pp. 374-383). Springer International Publishing. DOI 10.1007/978-3-319-02246-8_14.
- Liu, H.-G., & Chen, P.-P. (2007). Gaozhongsheng Yingyu Xuexi Dongji Yanjiu. [A study on English learning motivation of high school students]. *Journal of Basic English Education*, 9(6), 19–24.
- Liu, J.-H. (2011). Gaozhongsheng Yingyu Dongji Jiantui Shizheng Yanjiu [A study on learning motivation of high school students]. *Overseas English*, 12, 47–48.
- Liu, N., Lin, C. K., & Wiley, T. G. (2016). Learner views on English and English language teaching in China. *International Multilingual Research Journal*, 10(2), 137–157. <https://doi.org/10.1080/19313152.2016.1147308>.

- Liu, W. (2016). The changing pedagogical discourses in China : The case of the foreign language curriculum change and its controversies. *English Teaching: Practice & Critique*, 15(1), 74–90. <https://doi.org/10.1108/ETPC-05-2015-0042>.
- Luo, S., & Gong, Y. (2015). Exploring ways to accommodate task-based language teaching in Chinese schools. In M. Thomas (ed.), *Contemporary task-based language teaching in Asia, contemporary studies in linguistics series* (pp. 30-45). Bloomsbury Academic.
- Magid, M. (2011). *A validation and application of the L2 motivational self system among Chinese learners of English. Unpublished doctoral dissertation*. Nottingham, UK: University of Nottingham.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative qualitative, and mixed methods*. Thousand Oaks, CA: Sage.
- Ministry of Education of the People's Republic of China. (2001, January 18). Jiaoyubu guanyu jiji tuijin xiaoxue kaishe yingyu kecheng de zhidao yijian. [The Ministry of Education guideline for vigorously promoting the teaching of English in primary schools]. Retrieved October 15, 2009, from <http://www.moe.edu.cn/edoas/website18/level3.jsp?tablename=1162&infoid=727>.
- Nana, W., & Sidhu, G. K. (2019). Motivation level of middle school students to learn English as a foreign language: A case study in China. *International Journal of Advanced Science and Technology*, 28(8), 617 - 624.
- Ryan, R. M., & E. L. Deci. (2000). "Intrinsic and Extrinsic Motivations: Classic Definition and New Directions." *Contemporary Educational Psychology* 25 (1): 54–67.
- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37(1), 57–69.
- Shi, Y.-Z. (2000). Daxuesheng yingyu xuexi dongji diaocha baogao. [A survey on university students' English-learning motivation]. *Foreign Language Teaching*, 19(4), 8–11.
- Shoaib, A., & Dörnyei, Z. (2005). Affect in life-long learning: Exploring L2 motivation as a dynamic process. In P. Benson & D. Nunan (Eds.), *Learners' stories: Difference and diversity in language learning* (pp. 22–41). Cambridge, UK: Cambridge University Press.
- Tachibana, Y., Matsukawa, R., & Zhong, Q.-X. (1996). Attitudes and motivation for learning English: a cross-national comparison of Japanese and Chinese high school students. *Psychological Reports*, 79, 691–700.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivation self system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66–97). Bristol, UK: Multilingual Matters.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 93–126). Honolulu, HI: University of Hawai'i Press.
- Ushioda, E. (2016). "Language Learning Motivation Through a Small Lens: A Research Agenda." *Language Teaching* 49 (4):564–577.
- Vallerand, R. J. (1997). "Toward a Hierarchical Model of intrinsic and Extrinsic Motivation." *Advances in Experimental Social Psychology* 29: 271–360.
- Wang, X.-M., & Zhang, W.-Z. (2005). Guonei waiyu xuexi dongji yanjiu xianzhuang fenxi.

[An overview of research on English learning motivation in China]. *Foreign Language World*, 4, 58–65.

Weeks, A., H. Swerissen, & J. Belfrage. (2007). "Translating Instruments Into Other Languages: Basic Considerations." *Evaluation Review* 31: 153–165.

Wen, X. (1997). "Motivation and Language Learning with Students of Chinese." *Foreign Language Annals* 30 (2): 234–251.

Wong, R. M. H. 2014. "An Investigation of Strategies for Student Motivation in the Chinese EFL Context." *Innovation in Language Learning and Teaching* 8 (2): 132–154.

Williams, M., Burden, R., & Lanvers, U. (2002). 'French is the language of love and stuff': Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28(4), 503–528.

Wu, Y.-A., Liu, R.-Q., & Jeffrey, P. (1993). Zhongguo yingyu benke xuesheng suzhi diaocha baogao. [Learner factors and language learning achievement: A survey]. *Foreign Language Teaching and Research*, 1993(1), 36–46.

Xu, W., & R. E. Case. (2015). "Age-Related Differences in Motivation in Learning English among Mainland Chinese Students." *International Journal of Applied Linguistics* 25 (1): 67–82.

Xu, X. (2008). Influence of instrumental motivation on EFL learners in China and its implication on TEFL instructional design. Retrieved October 15, 2009, from <http://www.usask.ca/education/coursework/802papers/xu/>.

You, C. J., & Z. Dörnyei. (2016). "Language Teaching Motivation in China: Results of a Large-Scale Stratified Survey." *Applied Linguistics* 37 (4): 495–519.

Zhang, Q. M., & T. Y. Kim. (2013). "Cross-grade Analysis of Chinese Students' English Learning Motivation: A Mixed-Methods Study." *Asia Pacific Education Review* 14: 615–627.

Zhi, M. X., & Wang, Y. T. (2019). Washback of college entrance English exam on student perceptions of learning in a Chinese rural city. In K. Bailey & R. Damerow (Eds.), *Chinese-speaking learners of English: Research, theory, and practice* (1st ed.). (pp. 26–38.). Routledge. <https://doi-org.ezp.sub.su.se/10.4324/9780429290848>.

Appendix 1

English learning motivation questionnaire

I am a Marketing Data Analyst and currently conducting a survey about your English learning motivation. This survey does not require you to fill out your personal information, and these questions have no right or wrong answers. The questionnaire results will be kept strictly confidential, only used for academic purposes, and I sincerely thank you for your support and cooperation.

Grade:

Gender:

I learn English because.....

1=Strongly Agree; 2=Agree; 3=Neither Agree nor Disagree; 4=Disagree; 5=Strongly Disagree					
	1	2	3	4	5
(1) English is interesting.					
(2) I would like to learn as many languages as possible.					
(3) I am interested in English culture and history.					
(4) I like British/Americans.					

Song

(5) It would help me while traveling abroad in the future.					
(6) Learning English often gives me a feeling of success.					
(7) Fluent English is a symbol of good education and accomplishment.					
(8) Learning English is a challenge.					
(9) English is an important international language in the world.					
(10) My parents expect me to learn English.					
(11) I want to do better than others.					
(12) English is an important tool for my grade.					
(13) English is a required course in school.					
(14) I want to get a high score on English exams.					
(15) I like my English teacher.					
(16) My role models are good at English.					
(17) Learning English is fashionable.					
(18) Others (friends, classmates) are learning English.					
(19) I want to serve my motherland in the future.					
(20) I have talent in English learning.					
(21) I want to get the certificate of English in the future.					
(22) I want to make friends of different nationalities.					
(23) I want to attend a good university.					
(24) It is my dream to learn English well.					
(25) Learning English will broaden my insight/knowledge.					
(26) It can help me find a good job.					
(27) It can help me get a good salary in the future.					
(28) I want to understand foreign movies, magazines or newspapers.					
(29) I want to study abroad.					
(30) Learning English is important in China.					
(31) English is an important tool for communication.					
(32) English can enhance my understanding of the world.					
(33) I want to introduce my hometown to the world.					
(34) I want to become a good English speaker.					
(35) I hope the world understands China more.					