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高中學生英語學習動機與大學入學考試的關係

The Relationship between College Entrance Exam and English Learning
Motivation of Senior High School Students



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中文摘要

英語學習動機一向被視為對於學習過程與學習成就有相當大的影響。在研究中，英語學習動機常被視為是穩定的情緒或心理表徵。然而，在最近文獻中，學者提出了過程模式(Process Model)，認為學習動機可能在學習過程中產生變化(Dörnyei & Ottó, 1998)。本研究採用此一觀點來探討英語學習動機的變化並對於面臨大學入學考試的四百二十七位高中三年級學生做了一項英語學習動機與大學入學考試關係的調查。

此份問卷兩次施測點分別為大學學力測驗前與後的兩星期。問卷中所包含的英語學習動機要素分別為，學生對學習英文的(1)學習慾望;(2)學習強度;(3)學習持續度;(4)自我效能。此外，學生對學習英文的態度、大學入學考試的成績及學生背景資料如：所屬類組、性別，皆屬於調查範圍，並用於相關分析與平均數差異考驗。

本次所提出的研究問題包括：

- (1) 英語學習動機與學生對考試的態度及考試結果的關係為何？
- (2) 不同成就、類組、性別的學生在學科能力測驗前後，英語學習動機的變化為何？
- (3) 要參加大學入學指定考試學生與不參加者的英語學習動機在大學學力測驗之後是否有顯著不同？

根據以上研究問題，本研究採用相關分析及平均數差異考驗分析所得資料，顯示如下：

- (1) 考試成績及學生對考試態度均與英語學習動機呈正相關。其中，學生的學習強度呈現與考試成績及學生對考試態度最高的相關係數，分別為.472 及.426。
- (2) 英語學習動機在大學入學考試前後變化程度依各項動機要素而有不同。整體來說，在考後，學生的學習慾望、學習強度及學習持續力皆下降，唯有自我效能提高。但深入研究之後發現，高成就學習者動機變化比低成就學習者高，低成就學習者的英語學習動機並沒有顯著變化。此外，不同類組的學生，英語學習動機變化也不同。英語學習動機變化高到低依次如下：第一類組高於第三類組高於第二類組。再者，不同性別學生的英語學習動機變化也不同，女學生的英語學習動機較男學生高且變化較少。
- (3) 本研究發現，對於要參加大學入學指定考試學生與不參加的學生來說，除了學習持續力以外，其他的英語學習動機要素並無顯著不同。也就是說，對於兩組學生，在大學學力測驗之後，學習慾望、學習強度及自我效能並無顯著變化，但是，要參加大學入學指定考試的學生顯現出較高的學習持續力。

ABSTRACT

Language learning motivation plays an important role in both research and teaching; however, it used to be regarded as a constant emotional or mental trait. In the more recent literature, learning motivation has been regarded as fluctuating during the learning process (e.g. Williams & Burden, 1997; Dörnyei & Ottó, 1998; Ushioda, 1998). However, this argumentation has not been well attested in EFL contexts in Asia. Therefore, this study aimed to investigate whether and how English learning motivation changed during the process when the students were preparing for and taking the high-stakes college entrance examination.

Participants of this study are 427 EFL senior high school students facing the college entrance examination. Two questionnaires were administered before and after the exam. Motivational variables including desire to learn, motivational intensity, persistence, and self-efficacy were examined. Test motivation (students' attitude toward the exam) and their test results were also used to compare with their learning motivation. Statistical analyses such as *t* tests and correlations were employed to explore the relationship between the examination and students' English learning motivation.

The result indicated the following. First, our result showed that the more efforts the students made, the higher academic achievement the students got. Second, the result suggested that when the students regarded the examination as important, they showed more desire to learn the language, put more efforts on studying, and lasted longer, but they did not seem to feel confident. Besides, higher test motivation may not necessarily guarantee better test results. Third, in general, it was found that the students' desire to learn English stayed relatively unchanged, put less effort and persisted shorter, but felt more confident in learning English after the exam. However,

different groups of students showed different patterns of motivation according to their achievement, belonging to different academic tracks, gender and whether they took the second exam, the APE, or not.

Among the three groups, Track 1 students showed the highest self-efficacy than Track 3 students and Track 2 students (Track 1 > Track 3 > Track 2). Besides, for the decrease of motivational intensity and persistence, Track 1 students was higher than Track 3 and Track 2 students (Track 1 > Track 3 > Track 2). Here, the pattern reported that for students' English learning motivation, the rankings were Track 1 > Track 3 > Track 2 students.

From the gender perspective, the result correspond what was in the literature that female students are more willing to put more efforts in language learning and were more motivated (Dörnyei & Csizer, 2002).

Finally, it was found that except for persistence, there was no significant difference on English learning motivation between students who chose not to take the second exam (APE) and those who were going to take the second examination. Results indicated that the students' learning motivation may change and the high-stakes examination exerted influence on the students' learning motivation.

Based on the findings, it should be noticed that when teaching, teachers must be aware that students of different background may possess different level of desire to learn the language, different level of effort and persistence, and also different level of self-confidence in learning the language on different stages. Most important of all, English learning motivation is not a constant emotional or mental trait; it may change during the learning process.

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CHAPTER ONE INTRODUCTION

This chapter introduces the background and motivation of the study. Six sections are included as follows: (1) statement of the problem, (2) background of the study, (3) purpose of the study, (4) research framework, (5) research questions, and (6) significance of the study.

Statement of the Problem

Motivation to Learn English as a Second/ Foreign Language

Motivation has always been considered as an important factor in second language acquisition (SLA). Therefore, language teachers are interested in related literature in order to understand their students better. Research has shown that motivation directly influences how much input students receive in the target language (Ely, 1986), how persistent they are (Ramage, 1990), and how well they do on curriculum-related achievement tests (Gardner & Tremblay, 1995). Therefore, motivation is considered decisive for L2 learning, and it is crucial to understand what our students' motivations are (Oxford & Shearin, 1994).

Motivation in ESL and EFL Environments

Language learning motivation can be varying in different environments. In some countries where English is learned as a second language (ESL), learners are surrounded by abundant language input and opportunities to practice in their daily lives (Oxford & Shearin, 1994); therefore, a common goal for learning the second language for some learners is to become a part of the culture and for everyday communication (for instance, English being learned by non-native speakers living in the U.S.). The motivation of ESL learners is usually characterized as integrative

orientation, which is to integrate the learners into the target culture.

Contrast to the ESL environment, learners who study English as a foreign language (EFL) may possess different types of motivation in learning the language, due to different goals and different environments. A foreign language is learned in a place where the target language is not used as often as the target language speaking countries. This type of target language is usually learned in the classroom (for example, students learning English in Taiwan), where learners have to go out of their way to find stimulation and input in the target language. According to Dörnyei (1990), EFL learners' learning motivation is usually regarded more related to instrumental orientation, (regarding learning the target language as a tool) and required orientation (regarding learning the target language as fulfilling a requirement). For example, in most Asian school settings, students learn English in order to earn credits or pass examinations.

The question of whether motivation differs in different contexts, such as being regarded as a second language or as a foreign language, is very important and has been raised as an important issue in recent studies (Chen, Warden & Chang, 2005; Dörnyei, 1998; Warden & Lin, 2000)

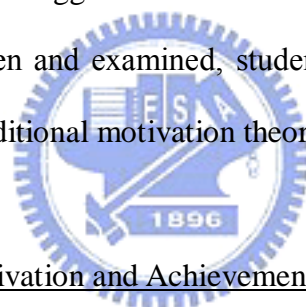
Integrative, Instrumental, and Required Orientation

Research on motivation has shown the paramount importance of integrative orientation since Gardner and Lambert (1972), due to the fact that language skills are perceived as integral to participation in the social groups that use the target language (Chen et al, 2005). However, Dörnyei (1990) indicated that instrumental motivation might be more important than integrative motivation for foreign language learners. Instrumental motivation (Gardner & MacIntyre, 1991) means studying a language to gain something, such as money or a better job, which can be powerful motivators

(Gardner & Macintyre, 1991; Grosse, Tuman & Critz, 1998).

Besides integrative and instrumental orientation, a third type of orientation, required orientation, was identified by Crooks and Schmidt (1991) and Warden & Lin (2000). It is suggested that English learning motivation of students in Taiwan may be different from that of those learning English in an ESL context (Chen, 2002). Warden and Lin (2000) regarded that English is the language most often required in Asian school context, which results in many students studying English simply because it is mandatory. They further reported that students in Taiwan possessed instrumental orientation and required orientation, but were found to be lack of integrative orientation.

From the above, it can be suggested that in an EFL context like Taiwan, where English is required to be taken and examined, students' motivation can be different from what is mentioned in traditional motivation theories.



Motivation and Achievement Tests

Examinations for students in Asian countries become more and more influential as the students grow older. For each stage of learning, the level of influence can be different. For primary school students, the results of examinations are not regarded as too significant, because students do not need good grades to enter junior high school. However, when the students go to junior high, they started to be under the pressure of entering high school with their grades of the examinations. Moreover, after the students entering high school, they become more stressed because they will be facing the most important examination in their lives--- the college entrance examination.

It seems that in Taiwan for most high school students, their main goal of learning English is to pass college entrance examinations, the Ability Exam (ABE) held in each February and the Appointed Exam (APE), held in each July. Practically speaking, the

two high-stakes college entrance examinations have a decisive role on college entrance admission and placement, which are directly dependent on the test scores. It is commonly considered that ABE and APE promote high school English learning.

Researchers have indicated that the consequences of tests had a strong influence on motivation (Wolf & Smith, 1995). On one hand, the students may be motivated by the importance of the exam. Wolf and Smith reported that when a test is of direct consequence to an examinee, that person may be more motivated to put forth a strong effort than under nonconsequential conditions. Therefore, the more important the examinations are, the higher motivation the students have. Linn (1993) discusses the potential that tests and other assessments have for influencing students to study more diligently (i.e., the test as the motivator). Paris, Lawton and Turner (1992) also hold that most standardized examinations are not intrinsically motivating; the focus for examinees on standardized examinations is the outcome measure of achievement, which is extrinsic motivation. On the other hand, examinations may also sabotage the students' motivation. Remedios et al. (2005) suggest that the pressure of examinations could undermine students' interest in their subjects.

Since motivation may be influenced by examinations, the relationship between motivation and examinations is seen as important and worth investigating.

Background of the Study

This study is conducted in order to investigate the relationship between the high-stakes examination and the students' English learning motivation. In the study, the researcher adopted the first of the two college entrance examinations, the Ability Exam (ABE) in Taiwan, as the timing to examine the change of the students' English learning motivation both before and after the examination. Since ABE is used to differentiate the two stages of investigation, the background of the examination is not

to be neglected.

Feature of the College Entrance Examinations

In Taiwan, students who want to enter college need to take the Ability Examination and/or the Appointed Examination before the application. Most high school students study hard for three years in order to get the best grades for the best college. After the examinations, there are three ways to enter college. First, with the grades of ABE, the students can be recommended by the high school they are from. Second, they can also apply for college individually. The first two ways belong to the first stage. Third, if they do not get admitted during the first stage or they are not satisfied with the college that they are admitted, they can still be assigned to colleges according to their grades that they get in the second entrance examination, the APE (see Appendix A).

Generally speaking, for about 25% of the students in a public high school in Taipei, would choose to accept the admission in the first stage probably because they do not want to spend time preparing for the second examination, they are satisfied with the college they attend, or they have already done their best and could not be better next time. Others would choose to take the test again in order to get in their ideal college. No matter they choose to apply for college in the first or the second stage, the most important thing is their scores from the examinations. From the above, it can be concluded that the two examinations play direct and important roles in high school students' lives in Taiwan.

High School English Education Influenced by College Entrance Examinations

In Taiwan, most high school students receive at least seven hours of instruction per week in English listening, speaking, reading and writing. The focus is usually on reading

and writing since they are the only question items in college entrance examinations. In class, grammar translation method is employed the most often (Savignon & Wang, 2003). Also, the students practice much on techniques of taking tests in and out of class. In each semester, there are three monthly examinations, focusing on reading and writing, too. Besides monthly examinations, they also have quizzes in class almost everyday. The students are under the pressure of getting high grades in each examination because the credits of English courses are required for graduation and the most important thing is to get high grades in college entrance examinations.

Since college examinations are important and significant to students, the attitude and behavior of students who choose to take the APE, the second examination, and those who do not can be different. Students who choose to take the second examination may attach more importance to the examination and spend more time studying, while those who do not take the second examination may just take a rest and spend less time studying. Therefore, English learning motivation of the two types of students may also be different.

Purpose of the Study

The purpose of the study was to investigate the change of English learning motivation and the relationship among the high-stakes examination, English learning motivation and the examination results. Through comparisons and correlations among the motivational factors, it can be further understood how much influence the examination had on the students and then further better English learning and teaching in the future.

Research Framework

Since motivation is regarded likely to change, the study is to investigate how it actually changes before and after a high-stakes examination, the Ability Examination

(ABE).

Figure 1 shows the research framework of the study. Four components of English learning motivation (including the desire to learn, motivational intensity, persistence, and self-efficacy) were adopted. First, the change of the students' English learning motivation before and after the first college entrance examination (ABE, held on February 2nd & 3rd, 2007) was measured. Then, the relationship between the change of English learning motivation, test motivation (i.e. students' attitude toward ABE), and the test results in ABE were investigated. Finally, the difference on English motivation after the ABE between the students who chose to take the APE and who chose not to take it was investigated.

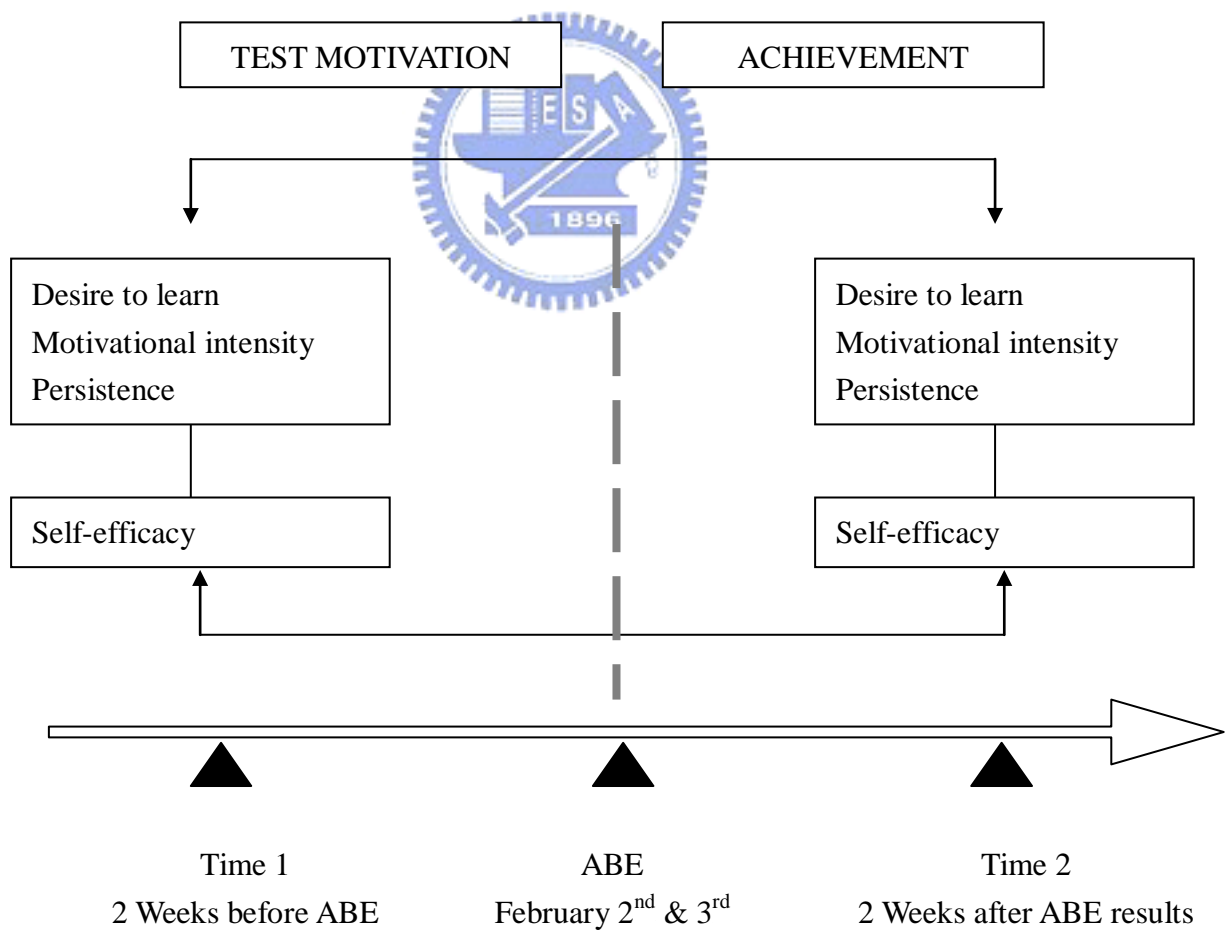


Figure 1. Research Framework

Research Questions

In order to investigate the change of students' English learning motivation and the relationship between the high-stakes examination, the ABE, and English learning motivation, research questions were raised as the following:

- (1) What is the relation among students' English learning motivation, test motivation, and test results?
- (2) What is the difference of the students' English learning motivation before and after the examination in terms of their test results, coming from different academic tracks, and gender?
- (3) What is the difference on English learning motivation after the first examination (ABE) between students who chose to take the second examination (APE) and who chose not to take it?



Significance of the Study

The topic is identified important because motivation is considered by many to be one of the main determining factors of success in developing a second or a foreign language. Besides, in Taiwan, almost every high school student has to take the college entrance examinations. The relationship between the examinations and the students learning motivation is therefore important for educators to understand and then to give the best help to the students. Theoretically, this study is able to provide more evidence for the theories regarding fluctuating motivation. Also, for practical concerns, the research would like to discover how examinations influence students' learning motivation, and further understand our students better.

This chapter reviews previous research and studies relevant to this study from four aspects. The first part covers learning motivation, including the definition of learning motivation and learning motivation theories. The second part discusses L2 learning motivation, including the definition, theories and the expansion of constructs. The next part then addresses the fluctuating nature of L2 learning motivation, with a model proposed specifically for the issue. Finally, variables for investigating L2 learning motivation are discussed.

Learning Motivation

Motivation is treated as an important factor for learning; however, it has its own complex nature that researchers and educators still do not fully understand. Defining motivation is always a difficult job; developing theories is also a challenge.

Definition of Learning Motivation

Motivation is seen as the energy to push people to perform what they think as Keller (1983) defines that “Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort that they will exert in that respect (p.389).”

Also, Maehr and Archer (1987) point out some key behavioral aspects of motivation. First is direction, which refers to carrying out one among sets of activities, or attending to one thing and not another, or engaging in some activity and not others. Second is persistence, which means concentrating attention or action on the same thing for an extended duration. Third is continuing motivation, which is returning to previously interrupted action without being forced to do so by outside pressures.

Fourth is activity level, which is more or less similar to effort, or intensity of application.

To sum up motivation research has been showing various possibilities both in terms of scope and their level of analysis, but most researchers would agree that motivation theories in general attempt to explain three interrelated aspects of human behavior: the choice of a particular action, persistence with it, and effort expended on it. That is, “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it Dörnyei (2000; p.520).”

Theories of Learning Motivation

In this section, three major theories in learning motivation are reviewed, namely Keller’s education-oriented theory of motivation, Ame’s goal-orientation theory, and Deci and Ryan’s intrinsic-extrinsic dichotomy.

Keller’s (1983) education-oriented theory of motivation suggests four major elements of motivation: (1) interest, (2) relevance, (3) expectancy, and (4) outcomes. The first element, interest, is a positive response to stimuli on the basis of existing cognitive structures to raise and sustain learners’ curiosity. The second, relevance, is essential for “sustained motivation [and] requires the learner to perceive that important personal needs are being met by the learning situation (Keller, 1983; p.406).” The more basic issue of relevance is what Keller calls “instrumental needs,” which are served when the lesson or course matches what students believe they need to learn. Relevance arises also out of the way human beings need to learn and how they need to behave in social situations in general. Keller suggests that humans have needs for achievement, for affiliation, and for power. That is to say, people like to be successful, and usually join activities where they can achieve success with pleasure.

People like to establish relationship with people and adults are used to and desire the power to control over the situations which they are in. Next element, expectancy, draws upon research based on the concepts of locus of control, expectations for success, and attributions concerning success or failure. Generally speaking, learners who think they are likely to succeed are more highly motivated than are those who expect to fail; those who think they can control their own learning and attribute success or failure to their own efforts are more motivated than are those who attribute outcomes to external causes such as luck, a teacher's mood, or the difficulty of a task (Keller, 1983) Finally, there is that determinant of motivation which is perhaps the most traditional: reward or punishment, or outcomes.

Based on the notion above, Keller integrated several learning theories and later developed the ARCS (Attention, Relevance, Confidence, and Satisfaction) model. Attention refers to the extent to which learners' curiosity is aroused and sustained over time. Relevance refers to learners' perception that the instruction is related to personal needs or goals. Confidence describes learners' perceived likelihood of achieving success through personal control. Satisfaction refers to the combination of extrinsic rewards and intrinsic motivation and the consistency of expectations with outcomes (Keller, 1983; Keller, 1987). This model is a prime example of educational construct and also has an influence on the later construct that Crooks and Schmidt (1991) proposed for expanding the L2 learning motivation construct.

The third theory to be mentioned is goal-orientation theory proposed by Ames (1992). It was developed to explain students' learning and performance in school contexts. It is perhaps the most active research area on student motivation in classrooms (Pintrich & Schunk, 1996). As Ames (1992) states, mastery and performance are two contrasting achievement orientations that have been highlighted in the goal-orientation theory. Mastery orientation covers the pursuit of "mastery

goals” (or task-involvement goals or “learning goals”) focusing on the learning content. Performance orientation covers the pursuit of “performance goals” (or “ego-involvement goals”) focusing on representing ability, getting good grades, or outperforming other students. Therefore, mastery and performance goals show different success criteria and different reasons for engaging the achievement activity. The central idea of mastery goal is that effort contributes to success, and individual’s improvement and growth is therefore emphasized. In contrast, performance goals regard learning as just a means to achieve the goals and get the public recognition (Dörnyei, 2001). Researchers (Ames & Ames, 1984; Pintrich, 2000) provided a foundational assumption that mastery goals are superior to performance goals and are most adaptive for learning in schools, even when performance goals exists.

Another well-known distinction in motivation theories is that of intrinsic versus extrinsic motivation. As Vallerand (1997) reported, the paradigm had been explored in over 800 publications. Deci and Ryan (1985) elaborated the dichotomous concept of intrinsic and extrinsic motivation with their self-determination theory.

Ryan and Deci (2000) suggested that various types of regulations can be placed on the continuum between intrinsic and extrinsic motivation, such as internally controlled or externally controlled. Intrinsic motivation is more self-determined in nature, which deals with behaviors performed for its own sake in order to obtain pleasure and satisfaction, such as the pleasure of doing some activity or satisfying one’s curiosity. On the contrary, extrinsic motivation is more externally controlled, which deals with a behavior that is forced to do by outside pressures, such as getting extrinsic rewards (e.g. good grades) or to avoid being punished.

Comparing learners whose behavior is internally regulated (or autonomous) with those who are merely externally controlled, the former have more interest, confidence, excitement, persistence, better performance and show a better understanding of the

material related to the second group (Deci & Ryan, 2000).

The theory has the third type of motivation, called amotivation, which refers to the lack of any regulation, neither internal nor external. Amotivated learners are not expected to spend much effort on an activity, and would like to quit as soon as possible.

Although the importance of intrinsic motivation has been strongly advocated by researchers (e.g. Brown, 1994), in other studies, researchers did not find the expected negative relationship between the two types of regulation. Therefore, Deci and Ryan (1985) argued that if a regulation is sufficiently determined or internalized, even extrinsic rewards can foster the formation of intrinsic motivation.

From the theories in learning motivation, Keller's and Ames' theories are influential to the field of L2 learning motivation. Keller's four components of motivation have become the later ARCS model, which contributed to Crooks and Schmidt's opening a new agenda in the L2 motivation research field. Ames' goal theories enlightened the achievement motivation research in the later period of time. As for Deci and Ryan's self-determination theory, it has raised researchers' interest in further investigating the dichotomy of intrinsic-extrinsic motivation.

L2 Learning Motivation

Motivation to learn is an intricate issue; therefore, motivation theories attempt to explain why humans behave and what they think as they do. As for L2 learning motivation, it is even more complex. Dörnyei (2001) suggested that language learning motivation can be observed from two aspects: the educational perspective and the socio-cultural perspective, because L2 can be regarded as a learnable school subject that can be taught explicitly and also language is constructed both culturally and socially within a society. Due to the diversified nature of language learning, an

amount of theories and approaches have been proposed in the research of L2 learning motivation.

Definition of L2 Learning Motivation

From the socio-cultural perspective, Gardner (1985) defined “motivation to learn an L2 as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10).” Three components are covered in Gardner’s definition of language learning motivation: effort expended to achieve a goal, a desire to learn the language and satisfaction with the task of learning the language. As suggested by Gardner, the three elements are crucial in language learning motivation (Tremblay & Gardner, 1995).

However, after a debate in the 1990s, researchers started to investigate L2 learning motivation in a more education-oriented perspective. Crooks and Schmidt (1991) investigated learning motivation in a classroom-based approach in order to further understand students’ learning motivation in class instead of only describing students’ general motivation. Clément, Dörnyei, & Noels (1994) then defined learning motivation as an internal force that triggers, sustains and directs that behavior in the learning process. After that, researchers continue to argue that learning motivation is not only affected by the attitude toward the target language, it is also influenced by the attitude toward the learner’s own culture, the preference to the first and the second language, and the learning environment. Therefore, Dörnyei (1994a) proposed a motivational construct with three-levels: the learner level, the language level and the learning-situation level.

In sum, motivation has been a term frequently used in psychological and educational research fields for decades. Because of its complex and intricate nature, researchers have not reached a consensus on its definition (Dörnyei, 2001).

Theories of L2 Learning Motivation

In the past four decades, motivation research has been a thriving area within L2 studies. The history of L2 motivation research can be divided into two phases: The Classical Period (1959-1990), and The Expansion of L2 Motivation Construct period (after 1990). Each of the periods will be addressed in the following.

The Classical Period (1959-1990)

During the classical period, Gardner's Socio-cultural perspective was regarded as the most influential. L2 motivation was inspired and initiated by social psychologist Robert Gardner and his students and associates (Gardner & Lambert, 1959; Gardner & Lambert, 1972; Gardner, 1985, 1988) in Canada. In the ethnolinguistically split communities, the Francophone and Anglophone societies were facing problems on intercultural communication and affiliation. Gardner and Lambert (1972) saw the situation and considered motivation to learn the language of the other community as a key to the reconciliation.

The key element in Gardner's theory is that individual's perceptions of the L2 and the L2 community, as well as the sociocultural and pragmatic values associated with the L2 have influence on one's L2 learning behavior. This view is in line with the traditional stance in social psychology that one's attitude towards a target language community influences the overall pattern of that person's response to the target language (Dörnyei, 2001).

Gardner's theory has four distinct areas: the construct of the integrative/instrumental orientation; the socio-educational model; the Attitude/ Motivation Test Battery (AMTB), and an extended L2 motivation construct proposed together with Paul Tremblay (Tremblay & Gardner, 1995) during the construct expanding period.

The most influential area in Gardner's theory is the distinction between

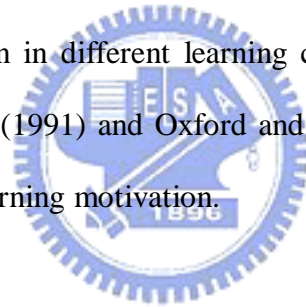
integrative orientation and instrumental orientation, which has fundamentally influenced most second language-related research in this field. Motivation is identified primarily with the learner's orientation toward the goal of learning a second language (Crooks & Schmidt, 1991). Integrative orientation concerns a positive attitude towards the L2 group and the desire to communicate with and even become a part of the group. It was defined by Gardner (1985, pp.82-83) as a "motivation to learn a second language because of positive feelings toward the community that speaks that language." Many motivational models have adopted the view of integrative orientation and regard the particular characteristic of language learning as an educational element set within a particular sociocultural context (Clément, 1980; Gardner, 1985, 1988). Later, Dörnyei and Clément (2000) found that integrative orientation was the most powerful factor that pushed learners to learn and spend effort on it.

Besides integrative orientation, there is another orientation identified by Gardner and Lambert (1959) as instrumental orientation, which refers to reasons for pragmatic values of L2 learning, such as getting good grades or passing a required examination. Although integrative orientation are said to be the most powerful one for learners to succeed, in studies of Lukmani (1972) and Gardner and MacIntyre (1991), instrumental orientation was found as an effective factor in L2 learning and integrative orientation may not necessarily be superior to instrumental orientation.

In a number of studies, Gardner found that success or failure in learning French in Canada was associated with whether students wanted to become part of French culture, as opposed to learning French only for pragmatic reasons. In order to continue the L2 motivation research, Gardner developed a battery of testing instruments, the Attitude/ Motivation Test Battery (AMTB, Gardner et al., 1997 Gardner, 1985), which is a 134 item multi-component motivation test battery with

high construct and predictive validity. This test assesses the constituents in Gardner's theory, including Integrativeness, Attitudes toward the learning situation, Motivation, Instrumental Motivation and Language anxiety. As Dörnyei (2001) suggested, AMTB is still the only published standardized test of L2 motivation and has stimulated a large number of empirical studies, and has resulted in attempts to synthesize the results of such studies into a revised model that Gardner now calls the socio-educational model.

As mentioned before, although Gardner's approach was found to be powerful, there are still limitations. Clément and Kruidenier (1983) suggested that certain motivation factors are context-specific and cannot be distinguished from the integrative and instrumental orientation, which indicated that there were limitations when investigating motivation in different learning contexts. Therefore, researchers such as Crooks and Schmidt (1991) and Oxford and Shearin (1994) have called for extending the notion of L2 learning motivation.



Expansion of L2 Motivation Construct

With the revival of interest in investigating L2 learning motivation, researchers in the 1990s attempted to reopen the research agenda with the educational reform and also consider different contexts (Crooks & Schmidt, 1991; Tremblay & Gardner, 1995; Dörnyei, 1994b; Warden & Lin, 2000; Chen, Warden & Chang 2005). Due to the fact that the main emphasis on Gardner's model is on general components on motivation focusing on the social milieu rather than in the foreign language classroom, researchers started to view L2 learning motivation in another perspective, namely the educational perspective.

The first emerging construct is Crooks & Schmidt's (1991) construct. In light of Keller's ARCS model, they developed a four-level motivation construct to account for

the L2 learning motivation. The four levels of motivation and motivated learning are:

1. The micro level, dealing with the motivation/ attention interface, that is, with motivational effects on the cognitive processing of L2 stimuli.
2. The classroom level, dealing with techniques and activities in motivational terms, drawing on Keller's conception.
3. The syllabus/ curriculum level, at which content decisions based on needs analysis come into play.
4. Extracurricular level (long-term learning), concerning informal, out-of-class and long-term factors, and continuing motivation.

Due to the explicitness and the timing of publication, Crooks & Schmidt's (1991) framework has been regarded as the most influential one in initiating the "educational shift" (Dörnyei, 2001). They raised the issue of viewing L2 learning motivation with an educational perspective and also are deemed the pioneer of the construct expansion.

Following Crooks and Schmidt's initiative, Dörnyei (1994a) developed a construct to further understand L2 motivation from an educational perspective and conceptualized L2 motivation within a multilevel framework.

In Dörnyei (1994a), three relatively distinct levels: language level, learner level and learning situation level were proposed. The three levels correspond to the three basic constituents of the L2 learning process (the L2, the L2 learner, and the L2 learning environment) and also reflect the three different aspects of language (the social dimension, the personal dimension and the educational subject matter dimension).

The language level involves various components related to aspects of the L2, such as the culture and the community, as well as the intellectual and pragmatic values and benefits associated with it. The learner level includes individual

characteristics that the learner brings to the learning process. The learning situation level is associated with situation-specific motives rooted in various aspects of language learning in a classroom setting, including course-specific, teacher-specific and group-specific motivational components. Based on the components of this model, language teachers can have more understanding of what motivated students in the L2 classroom.

After that, Tremblay and Gardner (1995) extended Gardner's social psychological construct of L2 motivation by incorporating into it new elements from expectancy-value and goal theories. There are three shared characteristics. First, conscious efforts have been made to complete the social psychological approach in L2 research. Second, attempts have been to conceptualize more situational or task-specific motivation. Third, a more pragmatic approach to motivation has been considered necessary to make the motivational research results applicable to classroom contexts.

The extended model, called the socio-educational model, suggests a sequence of language learning, which is: language learning attitudes → motivational behavior → achievement. The significance of the socio-educational model is in its distinctions between antecedent factors, individual differences, language acquisition contexts, and learning outcomes, which are the four aspects of the L2 learning process (Dörnyei, 2001).

Next, beyond Gardner's integrative/ instrumental orientation, researchers have argued that there is another orientation, namely the Required Orientation, also known as Chinese Imperative, proposed by Chen, Warden and Chang (2005). They argue that "The required motivation plays a strong role in the return on investment within the context of Chinese culture, both previously and in an expected future" (Chen, Warden & Chang, 2005).

In the context where taking English classes is required, the students' orientation is quite different from what is typically found in language learning motivation literature (Chen, 2002). In Chen et al. (2005) study, Taiwanese students were found to be motivated by the requirement to take English classes and also prepare for and pass the examinations. Also, they found that the strongest link to expectancy was the required motivation, with the integrative motivation playing no significant role. Second, the students' orientation is influenced by the deep-rooted concept of the Confucian meritocracy, which suggests that individual success in the examinations reflects not only on individuals, but also on their family and clans (Leung, 1994). Therefore, fulfilling requirements is not only self-regulated, but also externally-regulated, for the sake of others. The results of Chen, Warden and Chang's (2005) study also suggest that the Required Orientation is different from Instrumental Orientation, with the fact that instrumental orientation is only related to future expectancy, while Required Orientation is related to both past expectancy and future expectancy. Meanwhile, the Integrative orientation does not have a significant relationship with either past or future expectancy. This study was also in line with Ely (1986) that in some contexts, required orientation exists while integrative orientation does not.

The Fluctuating Nature of L2 Learning Motivation

One of the challenges that all motivation researchers have been facing is "time." Since motivation has been researched as a general component in the learning process, not much literature has addressed the issue of "time." Most theories address motivation as a relatively stable mental or emotional trait. Researchers usually measure motivation by investigating it at one point of time, for example, by surveying with a questionnaire. However, it is known that motivation can fluctuate during a

learning process, such as mastering an L2. When learning an L2, one should go through the process of decision making, planning, goal setting, action implementation and outcome evaluation. During the process, it may take months or years that other forces would make motivation change. For example, the learning motivation may fluctuate because of different learning experiences, such as getting praised, therefore, motivation increases, or getting punished in the language class, therefore, motivation decreases. This is what Dörnyei (2000) called “the ebb and flow” of motivation. Therefore, Dörnyei and Ottó specified that

“In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and values the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out (Dörnyei & Ottó ,1998; p.65).”



The Temporal Dimension of Motivation

German psychologist Heinz Heckhausen (1991) points out that a big problem in motivational psychology is the multiple meaning carried by the concept “motivation.” Motivation can be related to the process of wishes, decision making and action. He suggests that one possible way to specify the concept is to “separate the consequences of the events involved in being motivated into natural, i.e., discrete phases (p.175)”. Therefore, when investigating motivation, time has to be considered in the process. Similarly, Pintrich and Schunk (1996) define the term, “Motivation is the process whereby goal-directed activity is instigated and sustained (p.4)”; that is, motivation involves various mental process that contribute to the initiation and maintenance of action.

The unique feature of the approach that Heckhausen, Kuhl and their associates

(Heckhausen, 1991; Heckhausen & Kuhl, 1985; Gollwitzer, 1990; Kuhl, 1985; Kuhl & Beckmann, 1994) have proposed is the attempt to separate the sequential phases within the motivated behavioral process, and introduce a “temporal perspective that begins with the awakening of a person’s wishes prior to goal setting and continues through the evaluative thoughts entertained after goal striving has ended” (Gollwitzer, 1990, p.55).

In Heckhausen and Kuhl’s (1985) Action Control Theory, two phases namely the predecisional phase, referring to the decision-making stage of motivation (or choice motivation), involving intricate planning and goal-setting processes, and the postdecisional phase, referring to the implementational stage of motivation (or executive motivation), involving aspects of goals pursuing, maintaining, and controlling. Heckhausen and Kuhl believe that these two phases are energized and directed by largely different motives.

As the issue “time” is seen as an important factor in motivation, researchers (e.g., Williams & Burden, 1997; Dörnyei & Ottó, 1998; Ushioda, 1998) have started to deal with motivation investigation by taking “time” into consideration to further understand L2 learning motivation within educational settings.

Dörnyei and Ottó ’s Process Model

Dörnyei and Ottó (1998) synthesized a model dealing with the challenge of time in motivation research. Instead of considering motivation as a constant emotional or mental trait, the motivation process is explained when it happens in time (Dörnyei, 2000). This model organizes the motivational influences of L2 learning along a sequence of discrete actional events within the chain of initiating and enacting motivated behavior and synthesized a number of different lines of research in a unified frame.

It is argued that the “time” dimension is relevant to the study of motivation in at least two fundamental areas: to account for (a) how motivation is generated and (b) how it fluctuates and further develops over time.

The model (see Figure 2) contains two dimensions: Action Sequence and Motivational Influences. The first dimension represents the behavioral process whereby initial wishes, hopes and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation. The second dimension includes the energy sources and motivational forces that underlie and fuel the behavioral process.

In the first dimension, “Action Sequence”, following Heckhausen and Kuhl’s Action Control Theory, the motivated behavioral process in the model is divided into three phases: preactional phase, referring to “choice motivation” that precedes the launch of the action; actional phase, referring to “executive motivation” that energizes action while it is being carried out; postactional phase, referring to critical retrospection after action being completed or terminated. In the preactional phase, there are three subprocesses, namely goal setting, intention formation and the initiation of intention enactment. In the actional phase, one’s motivation is changed qualitatively and three basic processes come into effect, which are subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms. The postactional phase initiates after either the goal has been accomplished or terminated; also, it can take place when action is

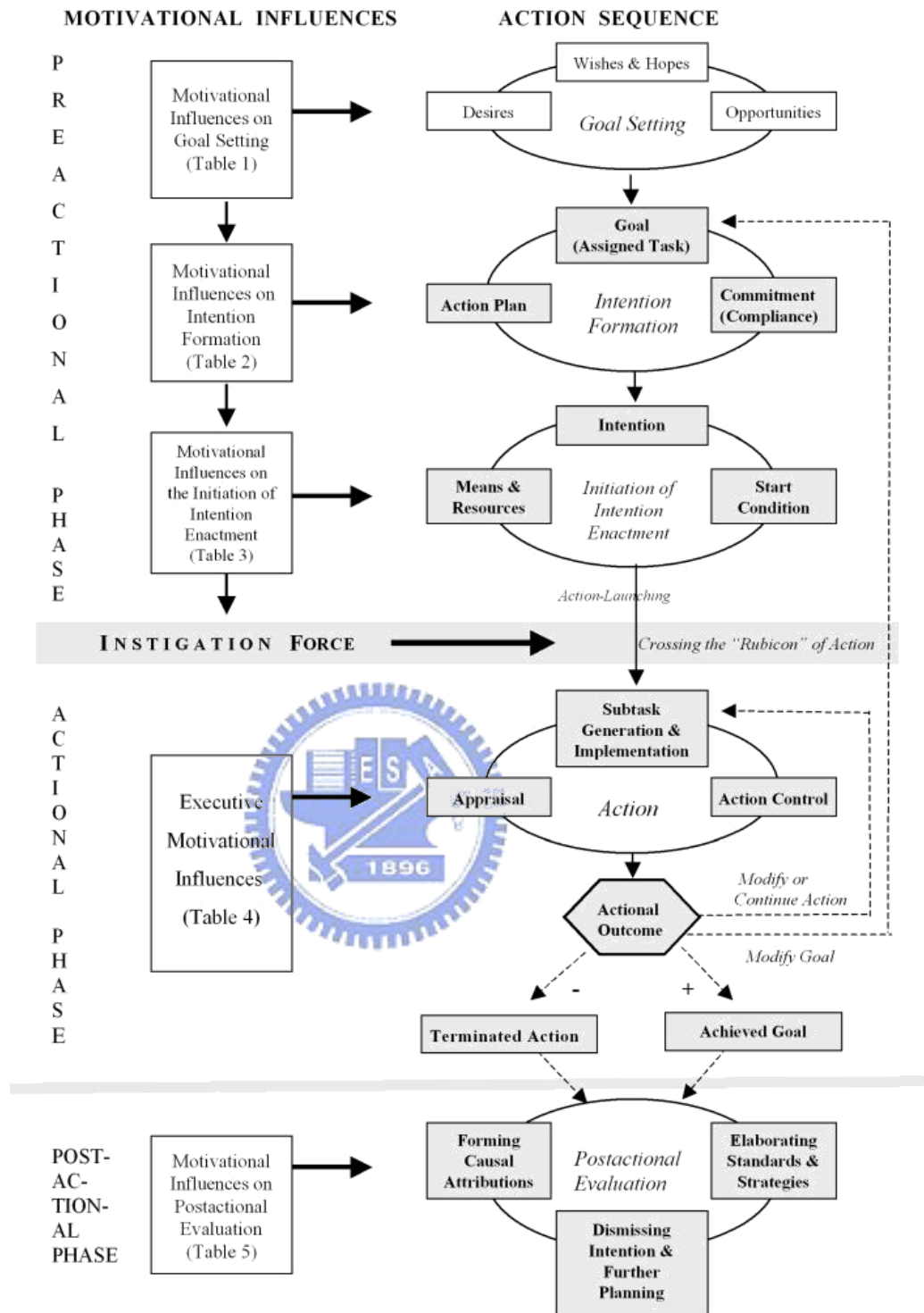


Figure 2. Schematic representation of the process model of language learning motivation

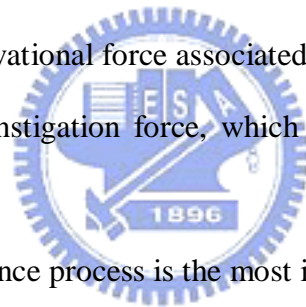
Source: Dörnyei, Z., & Ottó, I., (1998), p.48.

interrupted for a longer period (e.g. a holiday). The main process during this phase entails evaluating the accomplished action outcome and contemplating possible.

In the second dimension, “Motivational Influences on Different Action Phases of the Model”, as indicated in Figure 2, five clusters are formed according to the five specific phases of the motivated action sequence they affect:

1. Motivational influences on goal setting.
2. Motivational influences on intention formation.
3. Motivational influences on the initiation of intention enactment.
4. Executive motivational influences.
5. Motivational influences on postactional evaluation.

The overall resultant motivational force associated with the preactional phase in the figure is labeled as the instigation force, which determines the intensity of the initial action.



In the model, action sequence process is the most important issue. In general, motives related to the preactional phases involve factors ranging from the learner’s subjective norms and the perceived values associate with the task, through the expectancy of success and various goal characteristics to various environmental effects and the perceived behavioral control. Executive motives related to the actional phase concern, among other things, the appraisal of the learning experience, a sense of autonomy, the type of the classroom structure and the influences of the teacher and the peer group. The main postactional influences include attributional styles, self-concept beliefs and the effects of feedback and other evaluational cues. (Dörnyei, 2000)

Because of the importance of the fluctuating nature of learning motivation, the process model is now widely adopted in L2 motivation research (e.g. Chen, Warden,

& Chang, 2005).

Measuring Motivation

Many variables have been suggested as possible characteristics of individuals that will influence how successful different individuals will be at learning another language. In the following, the researcher is going to review the most frequently investigated factors: L2 learning motivation (including attitudes toward learning the language, desire to learn the language and motivational intensity), persistence, test motivation and self-efficacy.

L2 Learning Motivation

L2 learning motivation refers to the individual's attitudes, desires and effort to learn the L2, and is measured by three scales: attitudes toward learning the language, desire to learn the language and motivational intensity (Gardner, Tremblay, & Masgoret, 1997). The results from Lalonde and Gardner's (1984) study indicate that the three components of motivation tend to be correlated with each other and to correlate more highly with achievement.

When investigating students' attitudes toward learning the language, desire to learn the language and motivational intensity, the most common used scale is Gardner's (1985) AMTB. Each of the components consists of 10 multiple choice items, with 5 positive statements and 5 negative statements. Attitudes toward learning the language assessed participants' feelings about learning the target language. Desire to learn the language assessed how much students want to learn the target language. Motivational intensity refers to the amount of effort expended to learning the target language. High scores indicate a high level of intensity in learning the language. Sample items in AMTB (Gardner, Tremblay, & Masgoret, 1997) are as follows: (a) I wish I had begun studying English at an early age. (b) I find I'm losing any desire I

ever had to know English. (c) I don't bother checking my corrected assignments in my English classes. (d) I keep up to date with English by working on it almost everyday.”

In general, the reliability and validity have been measured and supported by much of the research (e.g., Lalonde & Gardner, 1984; Gardner & MacIntyre, 1991). Also, adaptations of the test have been used in several data-based studies of L2 motivation all over the world (including Clément et al., 1994; Kramer, 1993).

Persistence

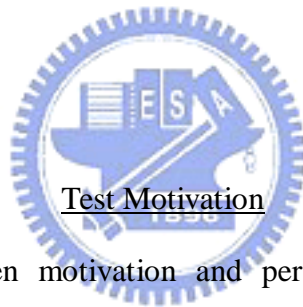
In learning a language, it usually takes time to develop proficiency; therefore, persistence stands a critical stance in obtaining successful learning. Persistence is regarded as a part of motivation in theories (Maehr & Archer, 1987; Tremblay & Gardner, 1995; Dörnyei, 2000). There have been studies of motivational (and attitudinal) factors associated with persistence in the field of L2 motivation (Gardner & Smythe, 1975; Ramage, 1990, Simons, Dewitte & Lens, 2004).

Gardner and Smythe's (1975) study in Canada found that motivational and attitudinal differences among ninth, tenth, and eleventh grade students of French in London, Ontario, were more consistent in predicting continuation and discontinuation than were differences in aptitude. Unfortunately, no further details were provided as to the sociocultural and linguistic environment of the students in the study. Therefore, it is unknown if the sociocultural factors are likely to have influenced the students' motivation for continuing studying the L2.

In Ramage (1990), it was found that when the requirement of taking language courses was removed, the enrollment rate dropped to 50% only. The study indicates that motivational and attitudinal factors in addition to grade level and course grade successfully discriminate between continuing and discontinuing students. Interest in

culture and in learning the language thoroughly, including reading, writing, and speaking it, distinguished continuing students from discontinuing students. On the other hand, interest in fulfilling college entrance requirement primarily characterized the discontinuing students.

In a recent study, Simons, Dewitte and Lens, (2004) indicated that students who were more internal-regulated showed more excitement toward the course and persisted longer than students who were external-regulated. The sample questionnaire items used for investigating persistence (Simons, Dewitte & Lens, 2004) are as follows: (a) I persist even when the course material is not interesting. (b) I persist even when I experience difficulties in understanding the material. (c) I work hard even when I do not like the course. (d) I give up easily when I have problems studying this course.



The relationship between motivation and performance is one of the most extensively researched areas in psychology (Weiner, 1990); however, the relationship between motivation and “test performance” has rarely been studied until recently. Linn (1993) discussed the potential that tests and other assessments have for influencing students to study more diligently (i.e. test as the motivator). However, the influence that motivation has on test performance is still not clear. In order to fill that gap, Wolf and Smith (1995) investigate the test consequence, motivation, anxiety and performance on a sample of undergraduates taking a child development course. The expectancy-value model was adopted. Sample questionnaire items used for investigating test motivation in Wolf and Smith (1995) are as follows: (a) Doing well on this test was important to me. (b) I am concerned about the score I receive on the test. (c) I was highly motivated to do well on this test. (d) This was a very important

test for me. (e) I gave my very best effort to this test. Results show that the consequence of the test had a strong influence on motivation and a modest, but significant influence on performance. That is to say, when a test is of direct consequence to an examinee, that person may be more motivated to put forth a strong effort than under nonconsequential conditions. The result is in line with the study of Paris et al. (1992) that most standardized tests are not intrinsically motivating; the focus for examinees on standardized tests is the outcome measure of achievement (extrinsic motivation).

Self-efficacy

Self-efficacy has a powerful impact on individual performance, particularly when the task at hand has salience to the individual (Bandura, 1993). Self-efficacy theory explains people's appraisal of their capabilities to complete certain tasks. This appraisal of capabilities determines people's choices of the activities they attempt to complete. Moreover, it will affect people's aspiration, effort, and persistence in completing the tasks (Dörnyei, 1998, 2001). According to Bandura (1993), self-efficacy refers to "beliefs of personal capabilities for different levels of attainment in a particular task domain according to master criteria (Zimmerman & Martinez-Pons, 1992, p. 186)." Pintrich and DeGroot (1990) also defined self-efficacy as a students' confidence about his or her capabilities to perform a specific task. People's beliefs in their efficacy will influence how they feel, think, motivate themselves and behave in a given task. Sample question items for investigating self-efficacy from Pintrich and De Groot (1990) are as follows: (a) I believe I will receive an excellent grade in this class. (b) I'm certain I can understand the most difficult material presented in the readings for this course. (c) I'm confident I can learn the basic concepts taught in this course. (d) I'm confident I can understand the

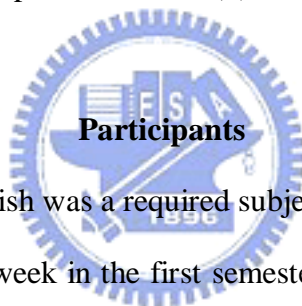
most complex material presented by the instructor in this course. (e) I'm confident I can do an excellent job on the assignments and tests in this course. Studies in this area suggest that self-efficacy has a high positive correlation with academic performance outcomes (e.g. D'amico & Cardaci, 2003). Also, higher self-efficacy could lead the students to be more willing to try new tasks (Etten, Freebern, & Pressley, 1997). Therefore, it can be concluded that the higher the self-efficacy, the better an individual is likely to perform.



CHAPTER THREE METHOD

This study aims to investigate the relationship between the high-stakes college entrance examination and twelfth-grade high school students' motivation to learn English before and after taking the Ability Examination. Questionnaires were administered in order to compare the students' learning motivation before and after the examination. Besides, the result of the students' achievement examination (ABE) was also collected in order to investigate the relationship between English learning motivation and achievement.

The following sections are presented in this chapter: (1) participants, (2) instruments, (3) data collection procedure, and (4) data analysis procedures.



For the participants, English was a required subject. They were required to take 6 hours of English courses per week in the first semester and 7 in the second semester. The regular English courses focused on developing skills of listening, speaking, reading and writing. However, because of the ABE and APE, reading and writing skills were more emphasized and practiced because items in the ABE and APE, there are multiple choices, cloze test, reading comprehension, short-answer questions, translation practices and a short essay writing (see Appendix B for a sample test). Besides regular courses, the school provided elective courses on advanced English writing and reading. The students were allowed take the extra courses based on their needs.

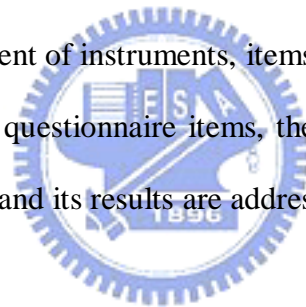
For all of the students, the college entrance examinations were compulsory as long as they wanted to attend college. Some of them took only the first examination, the ABE. After the examination, if they were satisfied with their grades and the school

they were admitted, they did not have to take the second examination, the APE. However, the others would choose to take the second examination as well if they were not satisfied with their grades or the school they were admitted. Then, they could have a second chance to be assigned to colleges.

Every year, there are more than 100,000 students taking part in the examinations. Taking the examination in the year 2006 for example, there were 161,567 students taking the ABE, and 109,889 students taking the APE. Most of the test-takers are from high schools (including general high schools, comprehensive high schools, vocational high schools), and cram schools.

Instruments

In this section, development of instruments, items for measuring English learning motivation, translation of the questionnaire items, the first questionnaire, the second questionnaire, and pilot study and its results are addressed.



Items for Measuring English Learning Motivation

The items were rated with a five-point Likert scale ranging from “Strongly disagree” (1 point) to “Strongly agree” (5 points). Items number 6-10, 18-22, and 26 were negative sentences; therefore they were reversely scored. The overall Cronbach alpha reliability of the thirty four items was .854.

Derived from Gardner’s (1985) AMTB, desire to learn and motivational intensity have been included in studies to investigate language learning motivation. The results from Lalonde and Gardner’s (1985) study indicate that the above components of motivation tend to be correlated with each other and to correlate more highly with achievement.

The four items on persistence were derived from Simons et al. (2004). They were

revised according to the context and the participants' background. Ramage (1990) indicated that persistence had to do with the requirement of taking language courses. When the requirement was removed, the students became less persistent. In the present study, the students were asked to report their weekly English study hours to further examine their persistence on learning English. The participants were asked to sum up number of hours that they had spent studying English in the previous week including taking general English courses in school, taking elective English courses, receiving courses from cram schools and studying on their own.

The four items addressing test motivation were derived from Wolf and Smith (1995), which were to measure the students' pressure under the standardized test. The researcher revised the wording to have the participants aware what the researcher was concerned about was only the English subject in the College Entrance Examination.

For the last part of the first set of the questionnaire, the three items were investigating self-efficacy. The items were adapted from Duncan and McKeachie (2005). They were revised to focus on the English examination in the College Entrance Examination. Self-efficacy has a powerful impact on individual performance, particularly when the task at hand has salience to the individual (Bandura, 1993). The researcher regarded self-efficacy as an important motivational factor due to the fact that examination itself in this study was regarded salient by the students.

Development of Instruments

Items regarding the motivational variables were included. All the questionnaire item statements were modified to fit the local context in which the study was conducted (including indicating the test to be the ABE, and changing the original language, English, to the students' first language, Chinese).

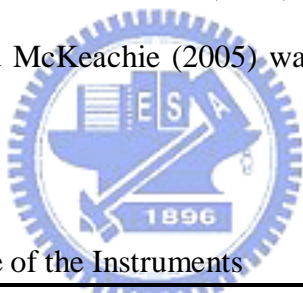
Translation of the Questionnaire Items

The items included in our questionnaire were originally written in English. However, in order to ascertain that our participants understood the questions clearly, the items were translated into Chinese, the participants' native language. At first, the researcher translated the English-version questionnaire into a Chinese-version one. Then, a graduate student examined the translation and discussed necessary changes of the items with the researcher until all items were considered proper.

The First Questionnaire

The self-report questionnaire consisting of items adapted from the instruments used by Wolf and Smith (1995), Gardner et al. (1997), Simons et al. (2004), Remedios et al. (2005), and Duncan and McKeachie (2005) was used as the instrument of the study for data collection.

Table 1. Source of the Instruments



Variables	Source
Desire to learn English	Gardner's (1985) AMTB
Motivational intensity	Gardner's (1985) AMTB
Persistence	Simons et al. (2004)
Self-efficacy	Duncan & McKeachie (2005)
Test motivation	Wolf & Smith (1995)

After several revisions of the items from the pilot study, the first questionnaire was then established. The first questionnaire consisted of motivational variables (including desire to learn English, motivational intensity, persistence, test motivation, and self-efficacy).

The Second Questionnaire

In the second questionnaire, besides the motivational variables, the students were also asked to report the results of their grades in the Ability Examination in order to understand the relation between test results and motivation. Furthermore, items of test motivation were removed, due to the fact that they were only needed to be investigated before the examination.

Pilot Study and Its Results

After the items of the questionnaires were decided, a pilot study was conducted to test the reliability of the items. In the pilot study, eighty 11th grade students from the same high school were invited to answer the questionnaire. The questionnaire were organized and modified according to the literature, and then piloted.

Table 2 demonstrated the reliability of each variable investigated in the pilot study. Among the variables, only motivational intensity is under .70. Due to the fact that the researcher employed the original items from the famous and reliable AMTB, the researcher chose to accept the flaw. The results showed that these items were reliable and practicable enough in our study.

Table 2. Reliability of the Questionnaire Items

Variables	Item	Cronbach α Reliability
Desire to learn English	1-10	.771
Motivational intensity	11-20	.661
Persistence	21-24	.770
Self-efficacy	25-27	.867
Test motivation	28-31	.717

Eighty questionnaires were all considered valid. After the pilot study, several revisions on the format have been made based on suggestions from the English

teachers of the students. First, in order to look concise, the format was rearranged to be two pages of B4 paper. Second, at first, the participants were asked to answer only the total number of weekly study hours in the previous week. The students reported that it was difficult to just report a number. Therefore, it was then revised to become four shorter statements on how many hours they spent on in-school English classes, elective English classes, study hours in cram schools and self-study hours. This change was to avoid participants' guessing and to ensure more accurate reports.

Data Collection Procedures

This study consisted of two data-collection stages. In the first stage, questionnaires were employed to measure test motivation and four motivational factors, including desire to learn English, motivational intensity, persistence, and self-efficacy. In the second stage, the same questionnaire items (except test motivation) were used again to examine the same components of English learning motivation (see Table 3).

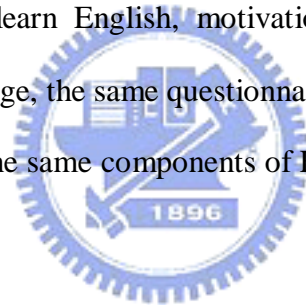


Table 3. Instruments and Components in the Two Stages of Data Collection

Two-stage data collection		
	Stage 1	Stage 2
Instrument	The 1 st Questionnaire	The 2 nd Questionnaire
Components	-Desire to learn English	-Desire to learn English
	-Motivational intensity	-Motivational intensity
	-Persistence	-Persistence
	-Self-efficacy	-Self-efficacy
	-Test motivation	

Two-Stage Data Collection

The data was collected between January, 2007 and May, 2007. Two questionnaires were administered at two timings (see Table 4). The reason for

collecting data for two times was that the researcher would like to investigate how the high-stakes examination interfere the students' learning motivation. By comparing the results of the two timings, the researcher can then unravel the change on the motivational factors including desire to learn English, motivational intensity, persistence, test motivation and self-efficacy. Besides, by comparing the results of the examination and the students' learning motivation, the relation between the examination and the students' learning motivation can be further understood.

Table 4. Data Collection Timings

Date	Type	Participants
January 17 th to 19 th , 2007	The First Questionnaire	427 12 th graders
May 21 st to 25 th , 2007	The Second Questionnaire	427 12 th graders

Permissions from the dean of academic affairs of the school and the teachers were obtained before the questionnaires were administered to the participants. The students were asked to help with an investigation about their feelings toward learning English. A total of eleven classes (427 students) were invited to participate in the study.

Before the students did the questionnaire, the researcher briefly introduced the purpose of the study to the teachers of the 11 classes. The researcher also explained the purpose of the study, gave clear instructions, presented the format of the questionnaire, indicated how to respond to the statements, and encouraged honest responses before distributing the questionnaires to the participants. The participants had 10 minutes to complete each questionnaire. The researcher was present throughout the administration period to answer procedural questions, if any. Before collecting the questionnaire sheets, the researcher asked the participants to check their questionnaires to ensure that they had responded to all the statements.

The first questionnaire (see Appendix C) was distributed to 427 twelfth graders during January 17th to 19th, 2007, which was two weeks before the Ability Examination (February 2nd & 3rd, 2007). The second questionnaire (see Appendix D) was distributed to the same students during May 21st to May 25th 2007; two weeks after the results of the applications were announced. The questionnaires were distributed two weeks before and after the examination because of some administrative concerns. The researcher chose the most convenient time for the students and also not too long from the date of the examination.

Data Analysis Procedures

The SPSS 13.0 for Windows was used to organize and analyze the data. Only the questionnaires which were complete in both data collection stages were included and analyzed. In order to answer the three research questions, several statistical methods were used.

For research question one, correlation analysis was employed to examine the relations between independent variables (including test motivation and academic achievement) and English learning motivation (including the desire to learn, motivational intensity, persistence, and self-efficacy).

For the second research question, the researcher probed into the motivational changes of English learning motivation (including the desire to learn, motivational intensity, persistence, and self-efficacy) two weeks before and after the ABE by running *t* tests.

Research question three was answered with *t* test as well. The students were divided into two groups according to the fact that they were taking the second test, the APE or not after the results of the ABE, were announced. Therefore, the English learning motivation of the two groups were compared.

This chapter presents results of the data analysis in the study. Besides the descriptive statistics of the data, the report covers the following sections: (1) The relation among students' test results, test motivation (i.e. the students' attitude toward the examination), and English learning motivation (including desire to learn, motivational intensity, persistence and self-efficacy), (2) The difference between students' learning motivation before and after the examination, and (3) The difference on English learning motivation after the ABE between students who decided not to take the second examination (APE) and those who were going to take it.

Background of the Participants

A total of 427 high school twelfth graders participated in the study. In order to raise the return rate, the researcher tried to reach some of the participants more than once. However, some of the questionnaires were still incomplete. After excluding the incomplete questionnaires, 370 (87%) datasets were complete and valid. Among the invalid questionnaires, 37(9%) of the participants were absent from school at the second timing, because they chose to study at home or in the cram schools. Fifteen (3%) of the questionnaires were invalid, because they did not finish either of the two questionnaires. Five (1%) of them were invalid because they were not in the class during the questionnaires were distributed.

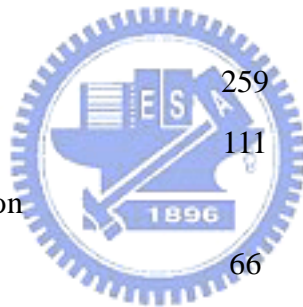
Among the participants, 193 (52.2%) of them were from the 1st track¹, 92 (24.9)

¹ As mentioned in the previous chapter, high school students in Taiwan choose among three tracks according to their academic preference in the second year in high school. Students in the first track take more courses in liberal arts; students in the second track take more science courses and students in the third track take more biology courses. Therefore, students in the first track are more likely to choose liberal arts, business, or law as their majors in college; students in the second track are more likely to choose science or engineering as their majors, and students in the third track are more likely to choose biology-related departments as their majors.

of them from the 2nd track, and 85 (23%) were from the 3rd track. Two hundred and fifty nine (70%) of the participants were male, and 111 (30%) of them were female. The last item that the researcher would like to mention is that 66 (17.8%) of the participants decided not to take the Appointed Examination (APE), the second examination; while the rest 304 (82.2%) were going to take the APE (see Table 5).

Table 5. Background of the Participants (n=370)

Category	Number	Percentage
Track		
1 st Track	193	52.2
2 nd Track	92	24.9
3 rd Track	85	23.0
Gender		
Male	259	70
Female	111	30
the Appointed Examination		
Not to take	66	17.8
To take	304	82.2



Descriptive Statistics

In the section, the researcher would like to present the descriptive statistics of each variable, and then the findings are reported based on the three research questions.

In the study, test motivation and four motivation-related variables, including desire to learn, motivational intensity, persistence, and self-efficacy were measured. Each of the variables was presented using a 5-point Likert scale.

In Table 6, descriptive statistics of all five motivational variables are summarized. Desire to learn was measured with ten questions (questions one through ten).

Questions one through five were positively stated and questions six through ten were negatively stated. The possible scores ranged from ten to fifty. Motivational intensity was measured with ten questions (questions eleven through twenty). Questions eleven through fifteen were positively stated and questions sixteen through twenty were negatively stated. The possible scores also ranged from ten to fifty. Persistence was measured with four questions (questions twenty one through twenty four), with question twenty four reversely coded. The possible scores ranged from four to twenty. Self-efficacy was measured with three questions (questions twenty five through twenty seven) with all positive statements. The possible scores ranged from three to fifteen. Test motivation was measured with four positive statements (questions twenty eight through thirty). The possible scores ranged from four to twenty.

The means of the variables were: desire to learn (36.79), motivational intensity (33.55), persistence (14.47), self-efficacy (12.45) and test motivation (17.40) before the ABE. The standard deviations of the variables before the ABE were: desire to learn (7.59), motivational intensity (7.14), persistence (3.24), self-efficacy (3.24) and test motivation (3.34). The means of the variables after the ABE were: desire to learn (36.24), motivational intensity (32.60), persistence (14.07), and self-efficacy (10.28). Test motivation was not included, because the attitude toward the test was only measured before the test. The standard deviations of the variables after the ABE were: desire to learn (7.56), motivational intensity (6.85), persistence (3.15), and self-efficacy (2.91).

Table 6. Descriptive Statistics of the Variables Before and After the ABE (n=370)

Items Included	Reversely Coded Items	Variable (Possible Range of Scores)	before the ABE		after the ABE	
			M	SD	M	SD
1-10	6-10	Desire to learn (10-50)	36.79	7.59	36.24	7.56
11-20	16-20	Motivational intensity (10-50)	33.55	7.14	32.60	6.85
21-24	24	Persistence (4-20)	14.47	3.24	14.07	3.15
25-27	-	Self-efficacy (3-15)	9.61	3.04	10.28	2.91
28-31	-	Test motivation (4-20)	17.40	3.34	-	-
1-27	6-10, 16-20, 24	English learning motivation (including desire to learn, motivational intensity, persistence, and self-efficacy)	94.42	17.68	93.27	17.31

It is worth being noticed that among the four variables, only self-efficacy became higher after the examination. Desire to learn, motivational intensity and persistence were all lower after the examination.

Investigation of Research Questions

In the following passages, the results are reported in the order of the three research questions.

Research Question One: What is the relation among the students' English learning motivation, test motivation, and their test results?

Table 7 shows the correlation among the three variables. The results indicated that test results were positively correlated with English learning motivation ($r = .537$). Besides, test motivation was positively correlated with English learning motivation ($r = .462$), while test motivation and test result had low correlation ($r = .255$).

Table 7. Correlation Among the Students' English Learning Motivation, Test Motivation, and Test Results

<i>r</i>	Test results	Test motivation
Test results	-	.255
English learning motivation	.537**	.462**

** $p < .01$

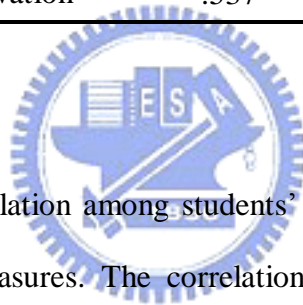


Table 8 reports the correlation among students' test results, test motivation and each of the motivational measures. The correlations between test results and the motivational measures were: desire to learn (.462), motivational intensity (.472), persistence (.384), and self-efficacy (.327).

Besides, the correlations between test motivation and the motivational variables were: desire to learn (.385), motivational intensity (.426), persistence (.400), and self-efficacy (.245). Among the four motivation variables, the r value of test motivation and motivational intensity ($r = .426$) is the highest when compared with the other three measures.

Table 8. Correlation Among Students' Test Results, Test Motivation and Each of the Motivational Variables

<i>r</i>	Desire to learn	Motivational intensity	Persistence	Self-efficacy
Test results	.462**	.472**	.384**	.327**
Test motivation	.385**	.426**	.400**	.245**

** $p < .01$

In sum, the results indicated that test results and test motivation were positively correlated with English learning motivation, and among the four motivational measures, motivational intensity showed the highest correlation with test results ($r = .472$) and test motivation ($r = .426$) when compared with the other three measures (see Table 8).

Research Question Two: What is the difference of the students' English learning motivation before and after the examination in terms of their test results, coming from different academic tracks, and gender?

According to the literature, achievement (test results), and gender were considered influences of learning motivation (Wolf & Smith, 1995; Dörnyei & Csizer, 2002). Besides, the researcher assumed that students' coming from different academic tracks would influence their English learning motivation. Therefore, four approaches were adopted to see the difference between students' English learning motivation before and after the examination.

First, in order to see the whole picture of the change of the students' English learning motivation, all of the participants were included in the analysis, regardless of their background. As stated before that achievement might be a factor influencing learning motivation, the second approach was to probe into the differences between students with high academic achievement (the first one third) and low academic

achievement (the last one third). The third approach was to explore the difference among the three groups of students from three different tracks, which the researcher assumed that students from different tracks possessed different English learning motivation. And the fourth approach was to see if the gender difference made any change of English learning motivation as what was mentioned in the literature.

In order to understand the difference of the students' English learning motivation, *t* tests were employed to analyze the data with four approaches.

Analysis from All Participants

Table 9 reports the means, correlation coefficients, and *t*-values of the four motivational measures both before and after the ABE.

For all the participants, the means of the four measures before and after the examination were: desire to learn 36.79 and 36.24; motivational intensity 33.55 and 32.60; persistence 14.47 and 14.07; self-efficacy 9.61 and 10.28. Among them, motivational intensity and persistence were significantly lower after the ABE, while self-efficacy was significantly higher after the ABE. However, desire to learn did not show significant difference.

Table 9. Correlation Analysis and *t* Tests of the Four Motivational Variables (Before and After the ABE)

Variables	Timing	Mean	Correlation	<i>t</i>	<i>p</i>
Desire to learn	B	36.79	.745	1.941	.053
	A	36.24			
Motivational intensity	B	33.55	.737	3.618	.000**
	A	32.60			
Persistence	B	14.47	.572	2.637	.009**
	A	14.07			
Self-efficacy	B	9.61	.628	-5.039	.000**
	A	10.28			

Note. B: Before the ABE; A: After the ABE

p*<.05, *p*<.01

Analysis from High / Low Achievers

According to the literature, students with different academic achievement might possess different level of learning motivation. Therefore, when the researcher divided the students into high achievers (the first one third) and low achievers (the last one third), the results were different.

For high achievers, the means of the four measures before and after the examination were: desire to learn 40.15 and 38.97; motivational intensity 36.69 and 35.36; persistence 15.46 and 14.91; self-efficacy 11.12 and 11.80. Among them, desire to learn, and motivational intensity were significantly lower; self-efficacy significantly was higher after the ABE, while persistence did not show significant difference (see Table 10).

Table 10. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): High Achievers

Variables	Timing	Mean	Correlation	t	p
Desire to learn	B	40.15	.587	2.121	.036*
	A	38.97			
Motivational intensity	B	36.69	.620	2.727	.007**
	A	35.36			
Persistence	B	15.46	.163	1.840	.068
	A	14.91			
Self-efficacy	B	11.12	.483	-3.033	.003**
	A	11.80			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$

On the other hand, low achievers showed a different picture. The means of the four measures before and after the examination were: desire to learn 32.98 and 32.82; motivational intensity 29.92 and 29.27; persistence 12.88 and 12.89; self-efficacy 7.94 and 8.75. Among them, only self-efficacy was significant higher after the

examination. Desire to learn, motivational intensity, and persistence did not show significant difference (see Table 11).

Table 11. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): Low Achievers

Variables	Timing	Mean	Correlation	t	p
Desire to learn	B	32.98	.737	-1.545	.125
	A	32.82			
Motivational intensity	B	29.92	.678	1.348	.180
	A	29.27			
Persistence	B	12.88	.631	-.063	.950
	A	12.89			
Self-efficacy	B	7.94	.444	-3.379	.001**
	A	8.75			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$



Analysis from Students in Different Academic Tracks

As stated before, the research assumed that students from different academic tracks might possess different pattern of English learning motivation, therefore, the third approach was to analyze the data from three different tracks of students. For the students from the 1st track, the means of the four measures before and after the examination were: desire to learn 38.29 and 38.06; motivational intensity 35.44 and 34.38; persistence 14.77 and 14.62; self-efficacy 10.01 and 10.71. Among them, motivational intensity was significantly lower and self-efficacy was significantly higher after the examination, while desire to learn and persistence did not show significant difference (see Table 12).

Table 12. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): Track 1 (n=193)

Variables	Timing	Mean	Correlation	t	p
Desire to learn	B	38.29	.716	.540	.590
	A	38.06			
Motivational intensity	B	35.44	.689	2.837	.005**
	A	34.38			
Persistence	B	14.77	.510	.660	.510
	A	14.62			
Self-efficacy	B	10.01	.606	-3.852	.000**
	A	10.71			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$

For the students from the 2nd track, the means of the four measures before and after the examination were: desire to learn 34.45 and 33.52; motivational intensity 30.79 and 20.47; persistence 13.99 and 13.04; self-efficacy 8.98 and 9.50. Among them, motivational intensity and persistence were lower, while desire to learn and self-efficacy did not show significant difference after the exam (see Table 13).

Table 13. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): Track 2 (n=92)

Variables	Timing	Mean	Correlation	t	p
Desire to learn	B	34.45	.735	1.543	.126
	A	33.52			
Motivational intensity	B	30.79	.720	2.316	.023*
	A	29.47			
Persistence	B	13.99	.587	2.886	.005**
	A	13.04			
Self-efficacy	B	8.98	.607	-1.773	.080
	A	9.50			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$

For the students from the 3rd track, the means of the four measures before and after the examination were: desire to learn 35.92 and 35.04; motivational intensity 32.27 and 31.94; persistence 14.33 and 13.92; self-efficacy 9.39 and 10.15. Among them, only self-efficacy was significantly higher after the examination. Desire to learn, motivational intensity, and persistence did not show significant difference after the examination (see Table 14).

Table 14. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): Track 3 (n=85)

Variables	Timing	Mean	Correlation	t	p
Desire to learn	B	35.92	.770	1.794	.076
	A	35.04			
Motivational intensity	B	32.27	.765	.694	.490
	A	31.94			
Persistence	B	14.33	.671	1.555	.124
	A	13.92			
Self-efficacy	B	9.39	.664	-2.989	.004**
	A	10.15			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$

Analysis from Students of Different Gender

Researchers have noted that different gender of students tend to possess different motivation while learning. The result indicated that for male students, the means of the four measures before and after the examination were: desire to learn 36.07 and 35.43; motivational intensity 32.83 and 31.63; persistence 14.52 and 13.80; self-efficacy 9.54 and 10.18. Among them, motivational intensity and persistence were significantly lower; self-efficacy was significantly higher, while desire to learn did not show significant difference after the examination (see Table 15).

Table 15. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): Male (n=259)

Variables		Mean	Correlation	t	p
Desire to learn	B	36.07	.731	1.769	.078
	A	35.43			
Motivational intensity	B	32.83	.725	3.576	.000**
	A	31.63			
Persistence	B	14.52	.552	3.684	.000**
	A	13.80			
Self-efficacy	B	9.54	.606	-3.817	.000**
	A	10.18			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$

For female students, the means of the four measures before and after the examination were: desire to learn 38.45 and 38.13; motivational intensity 35.23 and 34.85; persistence 14.37 and 14.0; self-efficacy 9.77 and 10.52. Among them, only self-efficacy was significantly lower after the examination. Desire to learn, motivational intensity and persistence did not show significant difference (see Table 16).

Table 16. Correlation Analysis and t Tests of the Four Motivational Variables (Before and After the ABE): Female (n=111)

Variables	Timing	Mean	Correlation	t	p
Desire to learn	B	38.45	.777	.798	.427
	A	38.13			
Motivational intensity	B	35.23	.744	.967	.336
	A	34.85			
Persistence	B	14.37	.671	-1.536	.127
	A	14.70			
Self-efficacy	B	9.77	.683	-3.495	.001**
	A	10.52			

Note. B: Before the ABE; A: After the ABE

* $p < .05$, ** $p < .01$

From the above, the results showed that motivational intensity and persistence tended to decrease, while self-efficacy tended to increase after the examination. High achievers' English learning motivation changes more than low achievers. High achievers' motivational intensity and persistence decreased, while low achievers' stayed relatively unchanged. Besides, students from different academic tracks possessed different pattern of English learning motivation. Among the three groups, Track 1 students showed the highest self-efficacy than Track 3 students and Track 2 students (Track 1 > Track 3 > Track 2). Besides, for the decrease of motivational intensity and persistence, the index of Track 1 students was higher than Track 3 and Track 2 students (Track 1 > Track 3 > Track 2). Here, the pattern fit the hypothesis that for students' English learning motivation, the rankings were Track 1 > Track 3 > Track 2 students. The ranking of change from high to low was Track 1 > Track 3 > Track 2.

Finally, female students showed less change in English learning motivation than male students did. Female students tended to possess relatively higher English learning motivation than male students.

Research Question Three: What is the difference on English learning motivation after the first examination (ABE) between students who chose to take the second examination (APE) and who chose not to take it?

Table 17 shows the difference on English learning motivation between students who chose not to take the second examination (APE) and those who were going to take the second examination. The means of the two groups of students are 90.62 and 93.86, $t=1.391$, $p=.165$, which means there is no significant difference on English learning motivation after the ABE between students who chose not to take the second examination (APE) and those who were going to take the second examination.

Table 17. Difference on English Learning Motivation Between Students Who Chose Not to Take the Second Examination (APE) and Those Who Were Going to Take It

APE	Number	Mean	<i>t</i>	<i>p</i>
Not to Take	67	90.62	1.391	.165
To Take	303	93.86		

When the researcher probed into more detail (see Table 18), it was found that only persistence is significantly different between the two groups of students. The students who were going to take the second examination show higher persistence after the ABE than those who chose not to take the second examination. Besides, there is no significant difference between the two groups of students on the other three motivational variables.

Table 18. Difference on the Four Motivational Variables Between Students Who Chose Not to Take the Second Examination (APE) and Those Who Were Going to Take It

Variables	APE	Mean	<i>t</i>	<i>p</i>
Desire to learn	Not to take	35.10	1.361	.174
	To take	36.50		
Motivational intensity	Not to take	31.57	1.362	.174
	To take	32.83		
Persistence	Not to take	13.34	2.089	.037*
	To take	14.23		
Self-efficacy	Not to take	10.60	-.981	.327
	To take	10.21		

Summary of the Results

The results are summarized below. First, test results and test motivation were positively correlated with English learning motivation, and among the four motivational measures, motivational intensity showed the highest correlation with test results ($r = .472$) and test motivation ($r = .426$) when compared with the other three

measures.

Second, generally, after the examination, the students' desire to learn, motivational intensity and persistence tended to decrease, but self-efficacy tended to increase. Besides, when the researcher divided the students into groups according to their test results, academic tracks, gender and whether they took the second examination, the APE, or not, a different picture can be seen.

High achievers' English learning motivation changes more than low achievers. High achievers' motivational intensity and persistence decreased, while low achievers' stayed relatively unchanged. Besides, students from different academic tracks possessed different pattern of English learning motivation. The ranking of change from high to low was Track 1 > Track 3 > Track 2. Finally, female students showed less change in English learning motivation than male students did. Female students tended to possess relatively higher English learning motivation than male students.

Finally, it was found that except for persistence, there is no significant difference on English learning motivation between students who chose not to take the second examination (APE) and those who were going to take the second examination. Students who were going to take the second examination persist more than those who were not going to take it.

The purpose of the study was to investigate the possible influence of the Ability Examination on the students' English learning motivation. Motivational measures investigated both before and after the examination including desire to learn, motivational intensity, persistence, and self-efficacy were compared, and correlated with test motivation and test results.

Four hundred and twenty seven high school twelfth graders participated in the study. They were asked to complete two sets of questionnaire distributed at two timings, two weeks before the high-stakes ABE examination, and two weeks after the results of the ABE were announced. A total of three hundred and seventy sets of the questionnaire were valid for analysis. Some questionnaires were considered invalid because they were not complete. The collected data were analyzed by computing a series of *t* tests and correlation analyses to further understand how much influence the examination had on the students.

The following sections conclude the study by discussing possible reasons, explanations, and the relationship between the study and the literature in the sequence of the research questions. After that, limitations, theoretical and pedagogical implications are provided.

Discussions of the Findings

The present study was influenced by Dörnyei's process model and aimed to investigate the possible change of English learning motivation under a high-stakes college entrance examination. Dörnyei and Otto (1998) synthesized a model dealing with the challenge of time in motivation research. Instead of considering motivation as a constant emotional or mental trait, the motivation process is explained when it

happens in time (Dörnyei, 2000). In the present study, the examination, ABE, was considered as the distinction between two timings for comparison. Therefore, the researcher investigated four motivational variables before and after the examination in order to see the possible change.

The variables used for the study were desire to learn, motivational intensity, persistence and self-efficacy. According to Gardner (1985), three crucial components are covered in language learning motivation: effort expended to achieve a goal, a desire to learn the language, and satisfaction with the task of learning the language. Besides, persistence is also regarded important in learning motivation (Tremblay & Gardner, 1995; Dörnyei, 2000), since in learning a language, it usually takes time to develop proficiency. Moreover, Bandura (1993) suggests self-efficacy determined by previous performances influences people's judgment of their capabilities to complete future tasks. For the above reasons, the notions were summarized into the variables that were adopted in this study.

The importance of motivation in language achievement was initially identified by Pimsleur (1963), and also recognized by later researchers (Gardner & Lambert, 1972; Cohen & Dörnyei, 2002). The result demonstrated that the four motivational variables including desire to learn, motivational intensity, persistence and self-efficacy were significantly correlated with their academic achievement. Among the four motivational variables, motivational intensity showed the highest correlation with academic achievement. Motivational intensity refers to the amount of effort expended to learning the target language. This is to say, the more efforts the students make, the higher academic achievement the students will get. This result was in line with Gardner (1985) that when the students put more effort to learning English, they get higher grades in the examination. The results suggested that motivational intensity might be a predictor for future achievement.

Second, the correlation between the students' test motivation and their English learning motivation was positive. Three of the four variables showed medium² correlation with test motivation, except for self-efficacy. This provided two possible insights. One was that when the students regarded the examination as important, they showed more desire to learn the language, put more efforts on studying, and lasted longer. The other possibility was that when the students showed more desire to learn the language, put more efforts on studying, and lasted longer, they regarded the examination as important.

Similar results may be found in Linn (1993) that tests and other assessments may have potential influence on students and urges them to study more diligently (i.e. test as the motivator). In Linn (1993), it is argued that when the students see the reasonable chance of meeting the standards or there are real rewards for doing so, they might study harder to achieve the goal, which is to perform better. With Linn's (1993) arguments, in the present study, it can be inferred that our college-bound students may regard the ABE as important, so that they showed higher learning motivation.

Besides, the correlation between test motivation and the students' test results was low, which slightly deviated from our original expectation. This result indicated that whether the examination was regarded important or not by the students may not be necessarily influence the students' examination performance much, which was different from Wolf and Smith's (1995) results that the consequence of the test had a

²依據邱皓政(2005)量化研究法(二):統計原理與分析技術, 相關係數的強度大小與意義如下(p. 13-15):

相關係數範圍(絕對值)	變相關聯程度
1.00	完全相關
.70 至 .99	高度相關
.40 至 .69	中度相關
.10 至 .39	低度相關
.10 以下	微弱或無相關

strong influence on motivation and a modest, but significant influence on performance. In the present study, it could only be proved that when a test is of direct consequence to the examinee, this person may be more motivated to put forth strong efforts than under inconsequential conditions.

Third, after the ABE, it was found out the change of their English learning motivation. It was found that the students' desire to learn stayed relatively unchanged, motivational intensity and persistence dropped, but self-efficacy increased.

Desire to learn the language as a variable in language learning was supposed to be changeable after the examination, due to the insights from the process model. In the beginning of analyzing the data, it was found that the students' desire to learn stayed relatively unchanged, while other variables did. However, when the researcher divided students into two groups -- high and low achievers, it was found that high achievers' desire to learn decreased after the examination more than low achievers' did. This may indicate that high achievers' English learning motivation changed more than low achievers.

For motivational intensity and persistence, it was supposed that after the examination, effort and persistence would be decreased after the examination was completed. For our participants, it can be seen clearly that after the examination, they spent less effort and lasted shorter on learning English, especially the high achievers. In Ramage (1990), it was mentioned that reasons for students to discontinue studying are that they only want to fulfill the college requirement, or they see the examination as a means to reach their goals. Following Ramage's notion, the participants in the study seemed to consider the examination as a means to reach their goal, which was to get good grades for a better college. Therefore, when the high achievers reached their goal, they would start to slack off, put less effort, and last shorter when studying.

For self-efficacy, after the examination, the students' self-efficacy increased.

DeGroot (1990) defined self-efficacy as a student's confidence about his or her capabilities to perform a certain task. It enhances an individual's performance if the individual feels confident about his or her capabilities (Bandura, 1986; Pajares, 1996), and it has a high positive correlation with test performance outcomes (Wolf & Smith, 1995). From our participants, it can be seen that in the group of high achievers, both the means of the self-efficacy scores were higher than 11, but in the group of low achievers, they were only 7 to 8. Therefore, the study also indicated that the higher the self-efficacy, the better the performance (Mulkey & O'Neil, 1999).

Besides, when the researcher analyzed the data from their coming from three different tracks, it was found that for students from Track 1, their motivational intensity dropped, self-efficacy increased, but desire to learn and persistence rather stayed unchanged. For students from Track 2, their motivational intensity and persistence dropped, self-efficacy increased and desire to learn stayed unchanged. For students from Track 3, their self-efficacy increased while the other three motivational variables did not show significant difference.

For this phenomenon, the researcher supposed that students from three different tracks held different attitude toward learning English. The research hypothesized that Track 1 students held more positive attitude toward studying English than Track 3 and Track 2 students (Track 1 > Track 3 > Track 2), due to the fact that their future majors will be more related to English. In the present study, among the three groups, Track 1 students showed the highest self-efficacy than Track 3 students and Track 2 students (Track 1 > Track 3 > Track 2). Besides, for the decrease of motivational intensity and persistence, the index of Track 1 students was higher than Track 3 and Track 2 students (Track 1 > Track 3 > Track 2). Here, it can be seen the pattern that fit the hypothesis that for students' English learning motivation, the rankings were Track 1 > Track 3 > Track 2 students.

From the gender perspective, for male students, only desire to learn showed no significant difference. Their motivational intensity and persistence were significantly lower and self-efficacy significantly higher after the examination. However, for female students, only self-efficacy significantly increased; desire to learn, motivational intensity and persistence did not show significant difference.

This retold us what was in the literature that female students are more willing to put more efforts in language learning and become more motivated (Dörnyei & Csizer, 2002). In Dörnyei & Csizer (2002), they found that all the girls' intended effort were higher than the boys'. That shows a certain amount of gender variation that girls show more commitment than boys. In fact, some researchers further indicate that females generally hold higher level of motivational intensity than males do, not only on the field of language learning, but also in general learning, schoolwork or academic studies (Shaaban & Ghaith, 2000; Williams, Burden, & Lanvers, 2002).

Finally, it was found that except for persistence, there was no significant difference on desire to learn, motivational intensity and self-efficacy between students who chose not to take the second examination (APE) and those who were going to take it. Students who were going to take the second examination persisted more than those who were not going to take it. In Gardner and MacIntyre (1991), it is mentioned that when the target/ the goal for the instrumental orientation is removed, the motivation will then be decreased. Therefore, it is believed that the students who were going to take the second examination would show higher English learning motivation than those who chose not to take the second examination. However, in the present study, the students who were going to take the second examination showed only higher persistence than those who chose not to take the second examination. There were no significant difference in desire to learn, motivational intensity and self-efficacy between the two groups of students. From the results, it can be inferred

that taking the examination or not may influence the students' persistence in learning English. Desire to learn, motivational intensity and self-efficacy may not be necessarily influenced by taking the examination or not.

Implications

This study focuses on high school twelfth graders' English learning motivation, including desire to learn, motivational intensity, persistence and self-efficacy. Their test results, test motivation and background variables, such as gender and their belonging to three different academic tracks were also taken into consideration when analyzing the data. The findings of this study can be of help to understand the English learning motivation of senior high school students facing high-stakes examinations. Besides, the finding of the study can be important in facilitating students' English learning motivation and achievement in providing suggestions for teachers to deal with students' English learning problems and issues. Therefore, based on the findings, the following implications are offered.

It is worth being noticed that first, students' attitude on the examination does not guarantee their achievement, due to the fact that test motivation has low correlation with achievement. Second, students' English learning motivation did change over time. Besides, different group of students showed different patterns of motivation according to their test results, belonging to different academic tracks, gender and whether they took the second examination, the APE, or not. Finally, the students' learning motivation did change in some way and the high-stakes examination exerted influence on the students' learning motivation.

Limitations

There are a number of limitations of the study. First, the research merely focused on four motivational variables in the study. It may be of interest to analyze other measures such as intrinsic motivation and extrinsic motivation, which may contribute to more insightful ideas. Second, the number of the participants is small. There are only three hundred and seventy valid questionnaires included. It is considered that the results will be more reliable and objective if more participants are involved. Third, due to time constraint, the present study was conducted with only two timings of data collecting. For further understanding the relation between examinations and English learning motivation, keeping track of the participants is needed.

Suggestions for Future Research

In the present study, it was found that students from different academic tracks possessed different pattern of English learning motivation. The ranking of English learning motivation is Track 1 > Track 3 > Track 2. Due to constraints, the research was not available to probe into the reasons that made the difference. It was supposed that it was because of the innate character of their future college majors (social science of hard science). Therefore, future studies can expand the notion, and provide more information to explain the existing phenomenon.

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APPENDICES

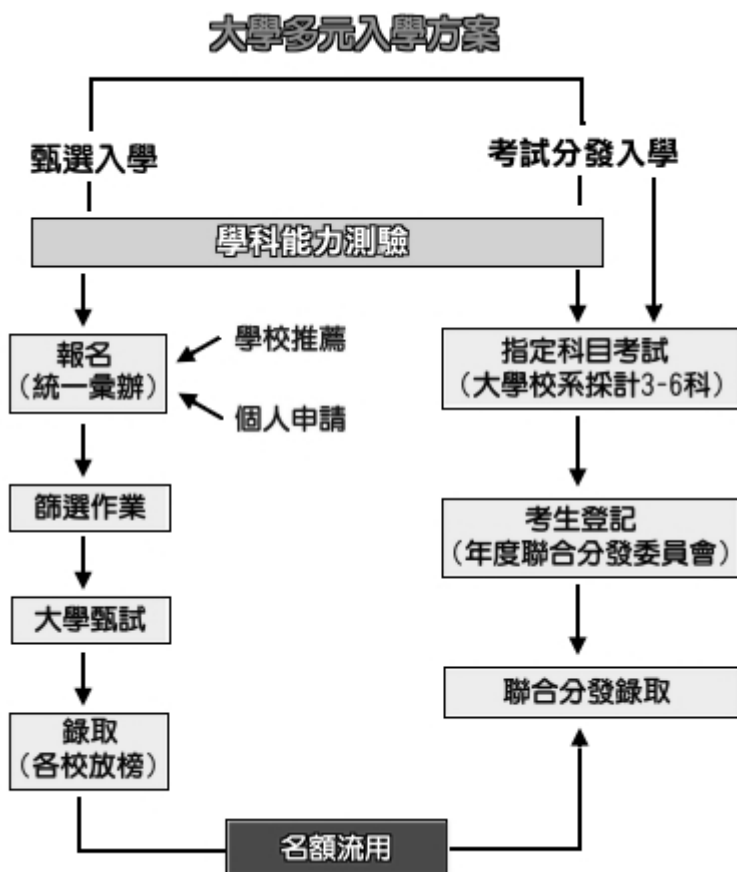
APPENDIX A: COLLEGE ENTRANCE SYSTEM

大學多元入學方案

92.3.21 大學招生委員會聯合會 91 學年度第二次會員大會通過
92.7.10 教育部台高(一)字第 0920095349 號函同意備查

壹、目標：

為落實大學入學考招分離及多元入學之精神，使招生制度符合「公平」、「多元」、「簡單」之原則，並達到各校選才之目標，特訂定本方案，流程圖如下。



貳、考試：

由常設專責機構辦理，就考試科目之命題方向及內容進行持續之研究，期使考試題目符合課程標準，具有評量篩選之作用，更兼具引導教學之功能。本方案採行下列三項考試，由考生視其選取之入學管道選擇應試。

一、學科能力測驗：

- (一) 學科能力測驗由大學入學考試中心於每年二月底前辦理。
- (二) 學科能力測驗包括國文、英文、數學、社會、自然等五科，五科成績均採十五級分制。各科試題範圍以高一及高二之必修科課程標準為準。
- (三) 學科能力測驗成績可提供「甄選入學」及「考試分發入學」等各項招生管道採用。

二、指定科目考試：

- (一) 指定科目考試由大學入學考試中心於每年七月初辦理。
- (二) 指定科目考試包括國文、英文、數學甲、數學乙、物理、化學、生物、地理、歷史等九科，由考生依大學校系規定之考科選考，成績均採百分制。各科之命題範圍以高一至高三課程標準為準。
- (三) 指定科目考試成績提供「考試分發入學」採用。

三、術科考試：

- (一)術科考試由大學招生委員會聯合會（以下簡稱招聯會）委託專責單位於每年三月中旬前辦理(95年訂於二月下旬辦理)。
- (二)術科考試包括音樂、美術、體育、舞蹈、戲劇等組別。
- (三)術科考試成績可提供「甄選入學」及「考試分發入學」等各項招生管道採用。

參、招生：

各大學得依其特色訂定招生條件，招收適才適性之學生入學。招生管道有二，第一種為「甄選入學」，由「大學甄選入學彙辦單位」及大學校系辦理；第二種為「考試分發入學」，分發作業由「年度聯合分發委員會」辦理，茲說明如下：

一、甄選入學：

將九十二學年度實施之「推薦甄選」及「申請入學」兩種大學入學方式簡化為「甄選入學」，兼顧現行「推薦甄選」之特殊取才精神與縮短城鄉差距之目的，以及「申請入學」的招生彈性。

(一)招生方式及名額：

1.分為兩種方式：

- (1)學校推薦：由高中向大學校系推薦符合各校系推薦條件之應屆畢業學生，每位學生限被推薦至一校系，一所高中對一校系推薦二至三人。
 - (2)個人申請：符合大學入學資格者可申請志趣相符之大學校系，每人以申請五校系(含)為限。
- 2.上述兩種方式並列於一張報名表，每位考生對同一大學校系僅限選取一種方式，不得重複報名。
 - 3.各大學「甄選入學」招生名額(含「學校推薦」及「個人申請」兩種方式)依教育部核定原則辦理。
 - 4.各大學得不辦理「甄選入學」，惟辦理「甄選入學」之大學，該校之「學校推薦」招生比例不得低於教育部訂定標準。
 - 5.«學校推薦»及«個人申請»名額不可相互流用；未足額錄取之名額及報到後之缺額應流用至«考試分發入學»。

(二)辦理方式：考生均須參加學科能力測驗，大學校系得指定考生參加其他考試(如全民英檢、術科考試等)。

- 1.報名：由「大學甄選入學彙辦單位」統一彙編簡章、受理報名並負責第一階段篩選作業。
- 2.篩選：由「大學甄選入學彙辦單位」進行篩選，學科能力測驗成績之檢定、倍率篩選(建議以核定錄取名額之三倍為原則)、採計或同分參酌等標準由大學校系自訂。
- 3.各校系甄試：
 - (1)大學校系得自辦指定項目甄試。
 - (2)各校「學校推薦»與«個人申請»甄試時間集中於三月底至四月底間週五、六、日同時辦理。
- 4.錄取：各校放榜；«學校推薦»不列備取名額，«個人申請»可列備取名額。(此項暫保留)
- 5.重複報到查核：由「大學甄選入學彙辦單位」統一辦理。未放棄錄取資格者，不得報名«考試分發入學»招生及四技二專聯招。

二、考試分發入學：

將九十二學年度「考試分發入學»之甲、乙、丙三案整合為一案，大學校系可採學科能力測驗作為檢定標準，並採計3~6科指定科目考試(含術科考試)成績。

(一)招生方式及名額：

- 1.凡公、私立高中(職)畢業生或具同等學力者，均可以其參加該年度指定科目考試或學科能力測驗、術科考試等各項考試之成績，參加«考試分發入學»。
- 2.«考試分發入學»招生名額依教育部核定原則辦理。

(二)辦理方式：考生均須參加指定科目考試，大學校系自訂其指定考試科目，惟以3~6科(含術科考試，不含學科能力測驗)為限。

1.報名：

- (1)«考試分發入學»由«年度聯合分發委員會»統一彙編招生簡章、受理考生登記及分發作業。
- (2)«考試分發入學»之報名作業採登記制，考生向«年度聯合分發委員會»繳交志願卡，惟每位考生選填之志願不得超過八十個。

(3) 已錄取「甄選入學」、保送錄取資格者，於規定期限內放棄其錄取資格者，得依其志願及考試成績參與登記及分發。

2. 成績計算：

(1) 學科能力測驗成績僅可供檢定之用。

(2) 指定科目考試成績之採計，由大學校系依 1.00、1.25、1.50、1.75、2.00 加權方式處理，不列高標、均標、低標之檢定。

3. 錄取：

(1) 「年度聯合分發委員會」依各大學校系所訂招生條件，按「先檢定、後採計、同分再參酌」之程序分發，即依大學校系所訂指定科目考試（含術科考試）成績及選填志願校系之順序，擇優錄取；如其採計之指定科目考試（含術科考試）成績加權後總分相同時，再依大學校系所訂之參酌項目（不得採計學科能力測驗成績）及順序決定錄取優先順序。

(2) 如遇同分參酌至最後一項之結果仍相同，致使校系之錄取人數超出招生名額時，則超額之同分者一併錄取於該大學校系。

(3) 採聯合分發錄取方式統一放榜。

肆、辦理時程及承辦單位：

一、辦理時程：

為維護考生權益，大學多元入學辦理時程應考慮四技二專統一入學測驗、術科考試、學科能力測驗、指定科目考試等各項考試之辦理時程；各項入學考試辦理時程請大學入學考試中心、年度聯合分發委員會、大學甄選入學彙辦單位偕同教育部共同研商。

二、承辦單位：

自九十三學年度起，「甄選入學」將由「大學甄選入學彙辦單位」統一辦理各項報名及篩選作業。為落實考招分離的精神，考試部分（學科能力測驗、指定科目考試）由大考中心承辦，術科考試試務作業之承辦單位由招聯會委託專責單位辦理。有關招生作業之承辦單位短期應考量經驗傳承及制度穩定等因素，長期則應朝成立常設之專責機構辦理。

Source: Joint Board, College Recruitment Commission

<http://www.jbcrc.edu.tw/left-32.htm#b07>



APPENDIX B: THE SAMPLE TEST OF THE ABE (2006)

九十五學年度學科能力測驗試題

英文考科

— 作答注意事項 —

考試時間：100 分鐘

題型題數：

第壹部分

· 單選題共 56 題

第貳部分

· 非選擇題共 2 大題

作答方式：

· 選擇題用 2B 鉛筆在「答案卡」上作答，修正時應以橡皮擦拭，切勿使用修正液

· 非選擇題用黑色或藍色筆在「答案卷」上作答

選擇題答錯不倒扣

祝考試順利

第壹部分：單選題（佔72分）

一、詞彙（佔15分）

說明：第1至15題，每題選出最適當的一個選項，標示在答案卡之「選擇題答案區」。
每題答對得1分，答錯不倒扣。

- If we can _____ to, we will take a vacation abroad in the summer.
(A) pay (B) move (C) expose (D) afford
- A _____ mistake found in parenthood is that parents often set unrealistic goals for their children.
(A) terrific (B) common (C) straight (D) favorable
- Some words, such as “sandwich” and “hamburger,” were _____ the names of people or even towns.
(A) originally (B) ideally (C) relatively (D) sincerely
- Have you ever _____ how the ancient Egyptians created such marvelous feats of engineering as the pyramids?
(A) concluded (B) wondered (C) admitted (D) persuaded
- Mr. Johnson was disappointed at his students for having a passive learning _____.
(A) result (B) progress (C) attitude (D) energy
- Anne dreaded giving a speech before three hundred people; even thinking about it made her _____.
(A) passionate (B) anxious (C) ambitious (D) optimistic
- I had to _____ Jack’s invitation to the party because it conflicted with an important business meeting.
(A) decline (B) depart (C) devote (D) deserve
- Selling fried chicken at the night market doesn’t seem to be a decent business, but it is actually quite _____.
(A) plentiful (B) precious (C) profitable (D) productive
- The passengers _____ escaped death when a bomb exploded in the subway station, killing sixty people.
(A) traditionally (B) valuably (C) loosely (D) narrowly
- Jerry didn’t _____ his primary school classmate Mary until he listened to her self-introduction.
(A) acquaint (B) acquire (C) recognize (D) realize
- With the completion of several public _____ projects, such as the MRT, commuting to work has become easier for people living in the suburbs.
(A) transportation (B) traffic (C) travel (D) transfer
- With a good _____ of both Chinese and English, Miss Lin was assigned the task of oral interpretation for the visiting American delegation.
(A) writing (B) program (C) command (D) impression
- I am studying so hard for the forthcoming entrance exam that I do not have the _____ of a free weekend to rest.
(A) luxury (B) license (C) limitation (D) strength
- Kim was completely _____ after jogging in the hot sun all afternoon; she had little energy left.
(A) kicked out (B) handed out (C) worn out (D) put out
- When Jason failed to pay his bill, the network company _____ his Internet connection.
(A) cut off (B) cut back (C) cut short (D) cut down

二、綜合測驗（佔15分）

說明：第16至30題，每題一個空格，請依文意選出最適當的一個選項，標示在答案卡之「選擇題答案區」。每題答對得1分，答錯不倒扣。

Dear Son,

I am very happy to hear that you are doing well in school. However, I am very concerned with the way you 16 money. I understand that college students like to 17 parties, movies, and lots of activities, but you also have to learn how to do without certain things. After all, you must live within a limited budget. 18 the extra money you want for this month, I am sorry that I have decided not to send it to you because I think it is time for you to learn how to live without my help. If I give you a hand every time you have problems with money now, what will you do when you no longer have me to support you? Besides, I remember telling you I used to have two part-time jobs when I was in college just to 19. So, if you need money now, you should try either finding a job or cutting down on your 20.

I understand it is not easy to live on your own. But learning to budget your money is the first lesson you must learn to be independent. Good luck, son. And remember: never spend more than you earn.

Love,

Mom

- | | | | |
|--------------------|----------------|--------------------|--------------------|
| 16. (A) manage | (B) restrict | (C) charge | (D) deposit |
| 17. (A) indulge in | (B) dwell in | (C) attend to | (D) apply to |
| 18. (A) Regarded | (B) To regard | (C) Being regarded | (D) Regarding |
| 19. (A) catch up | (B) get my way | (C) keep in touch | (D) make ends meet |
| 20. (A) spirit | (B) expenses | (C) savings | (D) estimate |

There are two kinds of heroes: heroes who shine in the face of great danger, who perform an 21 act in a difficult situation, and heroes who live an ordinary life like us, who do their work 22 by many of us, but who 23 a difference in the lives of others.

Heroes are selfless people who perform extraordinary acts. The mark of heroes is not necessarily the result of their action, but 24 they are willing to do for others and for their chosen cause. 25 they fail, their determination lives on for others to follow. The glory lies not in the achievement but in the sacrifice.

- | | | | |
|-------------------|-----------------|-------------|--------------------|
| 21. (A) annoying | (B) interfering | (C) amazing | (D) inviting |
| 22. (A) noticing | (B) noticeable | (C) noticed | (D) unnoticed |
| 23. (A) make | (B) do | (C) tell | (D) count |
| 24. (A) what | (B) who | (C) those | (D) where |
| 25. (A) Not until | (B) Even if | (C) As if | (D) No sooner than |

Fans of professional baseball and football argue continually over which is America's favorite sport. Though the figures on attendance for each vary with every new season, certain 26 remain the same. To begin with, football is a quicker, more physical sport, and football fans enjoy the emotional involvement they feel while watching. Baseball, on the other hand, seems more mental, like chess, and 27 those fans that prefer a quieter, more complicated game. 28, professional football teams usually play no more than fourteen games a year. Baseball teams, however, play 29 every day for six months. Finally, football fans seem to love the half-time activities, the marching bands, and the pretty cheerleaders. 30, baseball fans

are more content to concentrate on the game's finer details and spend the breaks between innings filling out their own private scorecards.

26. (A) agreements (B) arguments (C) accomplishments (D) arrangements
27. (A) attracted (B) is attracted (C) attract (D) attracts
28. (A) In addition (B) As a result (C) In contrast (D) To some extent
29. (A) hardly (B) almost (C) somehow (D) rarely
30. (A) Even so (B) For that reason (C) On the contrary (D) By the same token

三、文意選填（佔10分）

說明：第31至40題，每題一個空格，請依文意在文章後所提供的 (A) 到 (J) 選項中分別選出最適當者，並將其英文字母代號標示在答案卡之「選擇題答案區」。每題答對得1分，答錯不倒扣。

Good health is not something you are able to buy, nor can you get it back with a quick 31 to a doctor. Keeping yourself healthy has to be your own 32. If you mistreat your body by keeping bad habits, 33 symptoms of illness, and ignoring common health rules, even the best medicine can be of little use.

Nowadays health specialists 34 the idea of wellness for everybody. Wellness means 35 the best possible health within the limits of your body. One person may need fewer calories than another. Some people might prefer a lot of 36 exercise to more challenging exercise. While one person enjoys playing seventy-two holes of golf a week, another would rather play three sweaty, competitive games of tennis.

Understanding the needs of your body is the 37. Everyone runs the risk of accidents, and no one can be sure of avoiding 38 disease. Nevertheless, poor diet, stress, a bad working environment, and carelessness can 39 good health. By changing your habits or the conditions surrounding you, you can 40 the risk or reduce the damage of disease.

- (A) ruin (B) visit (C) neglecting (D) lower (E) easier
(F) responsibility (G) chronic (H) key (I) promote (J) achieving

四、閱讀測驗（佔32分）

說明：第41至56題，每題請分別根據各篇文章之文意選出最適當的一個選項，標示在答案卡之「選擇題答案區」。每題答對得2分，答錯不倒扣。

41-44 為題組

Who is more stressed out—the Asian teenager or the American teenager? Surprise. The American teen wins this contest. According to a recent study, almost three-quarters of American high school juniors said they felt stress at least once a week, some almost daily. Fewer than half of Japanese and Taiwanese eleventh graders reported feeling stress that often.

The phenomenon of stress is the constant interaction between mind and body. And the influence of one upon the other can be either positive or negative. What can the mind do to the body? Studies have proved that watching funny movies can reduce pain and promote healing. Conversely, worry can give a person an ulcer, high blood pressure, or even a heart attack.

The mind and body work together to produce stress, which is a bodily response to a stimulus, a response that disturbs the body's normal physiological balance. However, stress is not always bad. For example, a stress reaction can sometimes save a person's life by releasing hormones that enable a person to react quickly and with greater energy in a dangerous situation. In everyday situations, too, stress can provide that extra push needed to do something difficult. But too much stress often injures both the mind and the body. How can stress be kept under control? *Learn to Lighten Up and Live Longer*, the best seller of the month, has several good suggestions. So, grab a copy and start learning how you can reduce stress in your life.

41. What is the writer's main purpose for writing this passage?
- (A) To find who are the most stressed out teenagers.
(B) To explain that stress is a mental problem.
(C) To inform the reader how to reduce stress.
(D) To promote a book about reducing stress.
42. The underlined word ulcer in the second paragraph refers to a *particular* kind of
- (A) mental illness. (B) physical problem.
(C) spiritual healing. (D) physiological treatment.
43. According to the passage, which of following is a positive effect of stress?
- (A) Watching funny movies. (B) Doing relaxing exercise.
(C) Avoiding difficult things successfully. (D) Reacting quickly in risky situations.
44. Which of the following is TRUE according to the passage?
- (A) Taiwanese teens experience more stress than American teens.
(B) Stress is a state too complicated to be kept under full control.
(C) *Learn to Lighten Up and Live Longer* is a popular book.
(D) Stress is always more positive than harmful to the body.

45-48 為題組

Tea was the first brewed beverage. The Chinese emperor Shen Nung in 2737 B.C. introduced the drink. Chinese writer Lu Yu wrote in A.D. 780 that there were "tens of thousands" of teas. Chinese tea was introduced to Japan in A.D. 800. It was then introduced to Europe in the early 1600s, when trade began between Europe and the Far East. At that time, China was the main supplier of tea to the world. Then in 1834, tea cultivation began in India and spread to Sri Lanka, Thailand, Burma, and other areas of Southeast Asia.

Today, Java, South Africa, South America, and areas of the Caucasus also produce tea.

There are three kinds of tea: black, green, and oolong. Most international tea trading is in black tea. Black tea preparation consists mainly of picking young leaves and leaf buds on a clear sunny day and letting the leaves dry for about an hour in the sun. Then, they are lightly rolled and left in a fermentation room to develop scent and a red color. Next, they are heated several more times. Finally, the leaves are dried in a basket over a charcoal fire. Green tea leaves are heated in steam, rolled, and dried. Oolong tea is prepared similarly to black tea, but without the fermentation time.

Three main varieties of tea—Chinese, Assamese, and Cambodian—have distinct characteristics. The Chinese variety, a strong plant that can grow to be 2.75 meters high, can live to be 100 years old and survives cold winters. The Assamese variety can grow 18 meters high and lives about 40 years. The Cambodian tea tree grows five meters tall.

Tea is enjoyed worldwide as a refreshing and stimulating drink. Because so many people continue to drink the many varieties of tea, it will probably continue as the world's most popular drink.

45. In the early 1600s, tea was introduced to Europe due to
(A) revolution. (B) marriage. (C) business. (D) education.
46. According to the passage, which of following is the most popular tea around the world?
(A) Green tea (B) Black tea (C) Oolong tea (D) European tea
47. According to the passage, which of the following is TRUE about tea preparation?
(A) Black tea leaves need to be picked on a cloudy day.
(B) Green tea leaves need to be heated over a charcoal fire.
(C) The preparation of oolong tea is similar to that of black tea.
(D) Oolong tea leaves need to be heated in steam before they are rolled.
48. Which of the following statements can be inferred from the passage?
(A) People drink tea to become rich and healthy.
(B) Java developed tea cultivation earlier than India.
(C) Tea plants can grow for only a short period of time.
(D) People drink tea because of its variety and refreshing effect.

49-52 為題組

Astronauts often work 16 hours a day on the space shuttle in order to complete all the projects set out for the mission. From space, astronauts study the geography, pollution, and weather patterns on Earth. They take many photographs to record their observations. Also, astronauts conduct experiments on the shuttle to learn how space conditions, such as microgravity, affect humans, animals, plants, and insects. Besides working, regular exercise is essential to keep the astronauts healthy in microgravity.

Astronauts sometimes go outside the shuttle to work. They are protected by a space suit from the radiation of the Sun. Meanwhile, the space suit provides necessary oxygen supply and keeps the astronauts from feeling the extreme heat or cold outside the shuttle.

When the mission is over, the crew members get ready to return to Earth. The shuttle does not use its engines for a landing. It glides through the atmosphere. When the shuttle touches the land, a drag parachute opens to steady the aircraft, get the speed right, and help the brakes on the landing-gear wheels to bring it to a complete stop.

49. The passage is mainly about
(A) how astronauts fly the space shuttle. (B) how a space mission is completed.

- (C) how a space shuttle is constructed. (D) how far astronauts travel in space.
50. The underlined word conduct in the first paragraph is closest in meaning to
(A) behave. (B) instruct. (C) serve as. (D) carry out.
51. According to the passage, which of the following is NOT true?
(A) The astronauts need a space suit to work outside the shuttle.
(B) The astronauts keep themselves warm in a space suit.
(C) The astronauts need a space suit to survive in space.
(D) The astronauts can hardly breathe in a space suit.
52. A parachute needs to be opened because it can
(A) slow down the shuttle. (B) stop the shuttle from falling.
(C) make the shuttle get closer to Earth. (D) help the shuttle glide through the atmosphere.

53-56 為題組

Joy Hirsch, a neuroscientist in New York, has recently found evidence that children and adults don't use the same parts of the brain when learning a second language. He used an instrument called an MRI (magnetic resonance imaging) to study the brains of two groups of bilingual people. One group consisted of those who had learned a second language as children. The other consisted of people who learned their second language later in life. People from both groups were placed inside the MRI scanner. This allowed Hirsch to see which parts of the brain were getting more blood and were more active. He asked people from both groups to think about what they had done the day before, first in one language and then the other. They couldn't speak out loud, because any movement would disrupt the scanning.

Hirsch looked specifically at two language centers in the brain—Broca's area, believed to control speech production, and Wernicke's area, thought to process meaning. He found that both groups of people used the same part of Wernicke's area no matter what language they were speaking. But how they used Broca's area was different.

People who learned a second language as children used the same region in Broca's area for both languages. People who learned a second language later in life used a special part of Broca's area for their second language—near the one activated for their native tongue.

How does Hirsch explain this difference? He believes that, when language is first being programmed in young children, their brains may mix all languages into the same area. But once that programming is complete, a different part of the brain must take over a new language. Another possibility is simply that we may acquire languages differently as children than we do as adults. Hirsch thinks that mothers teach a baby to speak by using different methods such as touch, sound, and sight. And that's very different from sitting in a high school class.

53. The purpose of this passage is to
(A) explain how people become bilingual.
(B) explain how to be a better second language learner.
(C) describe research into the brains of bilingual people.
(D) describe the best ways to acquire languages at different ages.
54. In the study, the subjects were placed inside the MRI scanner to
(A) observe the activities of the brains when they used languages.
(B) observe the movements of the brains when they spoke out loud.

(C) describe the functions of the areas of the brains when they slept.

(D) describe the best areas of the brains for learning second languages.

55. The language center in the brain that is believed to control speech production is called

- (A) MRI. (B) native tongue. (C) Wernicke's area. (D) Broca's area.

56. According to the passage, which of the following is TRUE for bilingual people?

- (A) Those who spoke different languages used the same part of Wernicke's area.
(B) Those who spoke different languages always used the same part of Broca's area.
(C) Those who spoke the same language never used Broca's area and Wernicke's area.
(D) Those who spoke different languages always used different parts of Wernicke's area.

第貳部分：非選擇題（佔 28 分）

一、翻譯題（佔 8 分）

說明：1.請將以下兩個中文句子譯成正確、通順、達意的英文，並將答案寫在「答案卷」上。

2.請依序作答，並標明題號。每題4分，共8分。

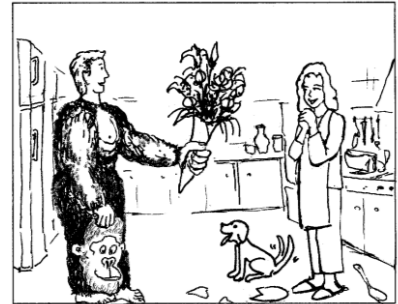
1. 一般人都知道閱讀對孩子有益。
2. 老師應該多鼓勵學生到圖書館借書。

二、英文作文（佔 20 分）

說明：1.依提示在「答案卷」上寫一篇英文作文。

2.文長100個單詞(words)左右。

提示：根據下列連環圖畫的內容，將圖中女子、小狗與大猩猩 (gorilla) 之間所發生的事件作一合理的敘述。



Source: College Entrance Examination Center

<http://www.ceec.edu.tw/AbilityExam/AbilityExamPaper/95AbExamPaper.htm>

APPENDIX C : THE FIRST QUESTIONNAIRE

高三學生英語學習動機調查問卷 (前測)

親愛的同學，您好：

我是成淵高中的英文老師，同時也是國立交通大學英語教學研究所的研究生。這是一份英語學習動機調查問卷，施測對象為高三學生。基於研究需要，欲請您提供卓見，經彙整分析後，會將結果提供給相關教育機構及人員，作為英語教學的參考。

本問卷結果僅供學術研究之用，且個人資料絕對保密，請您依據真實情況放心作答。非常感謝您的協助與寶貴意見。

肅此 敬祝
學安



國立交通大學英語教學研究所

指導教授：黃淑真 博士

研究生：潘怡君 敬上

中華民國九十六年元月

學生基本資料：

1. 班級：_____
2. 座號：_____
3. 性別： 男 女
4. 電子郵件信箱：_____

第一部份：下列題目是敘述你對學習英文的態度及理由。請依據您實際的符合程度，圈選一個最適切的數字。

	非常同意	有點同意	沒意見	有點不同意	非常不同意
1 我真希望我能夠早一點學英文	5	4	3	2	1
2 如果可以選擇，我願意每堂課都上英文	5	4	3	2	1
3 我希望把英文學得跟中文一樣好	5	4	3	2	1
4 我想學越多英文越好	5	4	3	2	1
5 我希望我英文流利	5	4	3	2	1
6 在我生活中，學會英文並非那麼重要的目標	5	4	3	2	1
7 我有時候真希望可以不必去上英文課	5	4	3	2	1
8 我發現我漸漸失去以前想學英文的慾望	5	4	3	2	1
9 老實說，我實在不想學英文	5	4	3	2	1
10 除了最基本的之外，我很不想學英文	5	4	3	2	1
11 我總想辦法瞭解我所看見聽見的英文	5	4	3	2	1
12 我幾乎每天念英文以求進步	5	4	3	2	1
13 每當我英文有問題的時候，我總是找老師幫忙	5	4	3	2	1
14 我真的很努力在學英文	5	4	3	2	1
15 當我念英文的時候，我都很專心，不受外在干擾	5	4	3	2	1
16 我很少注意英文老師給的評語	5	4	3	2	1
17 我不特別去注意英文作業被更正的部份	5	4	3	2	1
18 我讀英文前多半沒有預先計畫	5	4	3	2	1
19 當英文老師講課離題時，我總無法再專心聽講	5	4	3	2	1

20	英文裡太複雜的部份，我懶得去弄懂	5	4	3	2	1
21	即使英文課內容不有趣，我仍堅持學下去	5	4	3	2	1
22	即使我對於理解英文課內容有困難，我還是會堅持學下去	5	4	3	2	1
23	即使我不喜歡英文課，我還是很認真讀英文	5	4	3	2	1
24	當我在學英文遇到困難時，我就會放棄	5	4	3	2	1
25	考好學測的英文對我來說很重要	5	4	3	2	1
26	我很在意我學測英文科所得到的分數	5	4	3	2	1
27	我盡全力在準備學測的英文	5	4	3	2	1
28	準備學測的英文對我來說很重要	5	4	3	2	1
29	我相信英文課本裡的內容難不倒我	5	4	3	2	1
30	我有信心英文老師教的基本概念我都可以學起來	5	4	3	2	1
31	我相信我能弄懂英文課裡困難、複雜的部份	5	4	3	2	1

~本問卷到此結束，請檢查是否有遺漏的地方~



~感謝您填答，祝您考試順利!~

APPENDIX D : THE SECOND QUESTIONNAIRE

高三學生英語學習動機調查問卷 (後測)

親愛的同學，您好：

我是成淵高中的英文老師，同時也是國立交通大學英語教學研究所的研究生。這是一份英語學習動機調查問卷，施測對象為高三學生。基於研究需要，欲請您提供卓見，經彙整分析後，會將結果提供給相關教育機構及人員，作為英語教學的參考。

本問卷結果僅供學術研究之用，且個人資料絕對保密，請您依據真實情況放心作答。非常感謝您的協助與寶貴意見。

肅此 敬祝
學安



國立交通大學英語教學研究所

指導教授：黃淑真 博士

研究生：潘怡君 敬上

學生基本資料：

中華民國九十六年五月

1. 班級：_____
2. 座號：_____
3. 性別： 男 女
4. 學習英文年限：_____ 年
5. 學測英文科成績：_____ 級分
6. 是否已錄取大學： 是 否
7. 是否再參加指考： 是 否；原因：_____
8. 電子郵件信箱：_____

第一部份：下列題目是敘述你對學習英文的態度及理由。請依據您實際的符合程度，圈選一個最適切的數字。		非 常 同 意	有 點 同 意	沒 意 見	有 點 不 同 意	非 常 不 同 意
1	我真希望我能夠早一點學英文-----	5	4	3	2	1
2	如果可以選擇，我願意每堂課都上英文-----	5	4	3	2	1
3	我希望把英文學得跟中文一樣好-----	5	4	3	2	1
4	我想學越多英文越好-----	5	4	3	2	1
5	我希望我英文流利-----	5	4	3	2	1
6	在我生活中，學會英文並非那麼重要的目標-----	5	4	3	2	1
7	我有時候真希望可以不必去上英文課-----	5	4	3	2	1
8	我發現我漸漸失去以前想學英文的慾望-----	5	4	3	2	1
9	老實說，我實在不想學英文-----	5	4	3	2	1
10	除了最基本的之外，我很不想學英文-----	5	4	3	2	1
11	如果電視上有英文節目像是空中英語教室，我會在放學後收看--	5	4	3	2	1
12	我會選修校內外的英文相關課程（綜合高中選修）-----	5	4	3	2	1
13	我總想辦法瞭解我所看見聽見的英文-----	5	4	3	2	1
14	我幾乎每天念英文以求進步-----	5	4	3	2	1
15	每當我英文有問題的時候，我總是找老師幫忙-----	5	4	3	2	1
16	我真的很努力在學英文-----	5	4	3	2	1
17	當我念英文的時候，我都很專心，不受外在干擾-----	5	4	3	2	1
18	我很少注意英文老師給的評語-----	5	4	3	2	1
19	我不特別去注意英文作業被更正的部份-----	5	4	3	2	1
20	我讀英文前多半沒有預先計畫-----	5	4	3	2	1
21	當英文老師講課離題時，我總無法再專心聽講-----	5	4	3	2	1
22	英文裡太複雜的部份，我懶得去弄懂-----	5	4	3	2	1
23	即使英文課內容不有趣，我仍堅持學下去-----	5	4	3	2	1
24	即使我對於理解英文課內容有困難，我還是會堅持學下去-----	5	4	3	2	1
25	即使我不喜歡英文課，我還是很認真讀英文-----	5	4	3	2	1
26	當我在學英文遇到困難時，我就會放棄-----	5	4	3	2	1
27	我相信英文課本裡的內容難不倒我-----	5	4	3	2	1

28	我有信心英文老師教的基本概念我都可以學起來-----	5	4	3	2	1
29	我相信我能弄懂英文課裡困難、複雜的部份-----	5	4	3	2	1

~本問卷到此結束，請檢查是否有遺漏的地方~

~感謝您填答，祝您考試順利!~

