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強制性標準化測驗對大學生外語學習動機之影響
Impacts of Compulsory Standardized Exams on College Students' L2 Learning Motivation

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中文摘要

　　近年來許多大學制定英語能力畢業門檻，規定大學生必須在畢業前通過英語能力檢定考試，這項政策的目的似乎在於激勵學生學習英語，然而，施行效果有待研究進一步釐清。本研究旨在探討台灣大學生如何看待英語能力畢業門檻，以及他們對強制性英語測驗的重視程度如何影響其外語學習動機和考試表現。另外，我們亦探討三項重要的外語學習動機概念之間的關係。

　　實驗參與者來自國立交通大學共三百一十九位大一學生。實驗進行前、後測，共收集了四項資料：考試動機 (對英語能力檢定考試重視程度)、英語學習自我效能、英語學習內在動機、及英語學習動機強度 (學英語所付出的時間與精力)。此外，學生亦分享對英語能力畢業門檻的看法，及準備英語能力檢定考試的態度與方法。

　　研究發現：(一) 本研究參與者的考試動機不強，亦即學生對校方要求的英文能力檢定考試重視程度不高。即便如此，我們發現考試動機仍與英語學習自我效能、英語學習內在動機、及英語學習動機強度呈現低度的相關性。(二) 學生的英語學習自我效能、英語學習內在動機及英語學習動機強度與他們的考試表現呈正相關，由此可推論，英語學習自我效能與內在動機較高的學生，通常會花較多時間及精力學習英文，呈現在此次強制性標準化測驗結果的學業表現通常也較優秀。(三) 無論考前考後，學生的英語學習自我效能、英語學習內在動機、及英語學習動機強度皆具正向相關性，這代表三者相互影響，自我效能越高，內在

動機越強、付出的努力越多。(四) 考試前後，不同組別的大學生在外語學習動機的變化上呈現不同結果。考試動機較強的學生考試過後付出的努力明顯減少；考試動機較弱的學生考試過後自我效能反而較高。(五) 雖然半數以上的學生認為英語能力畢業門檻有助於英語能力的提升，然而只有三分之一的學生在考前有準備考試。綜合上述五點，本研究提出結論與建議，以作為教師改善教學及提升學生外語學習動機之參考。

ABSTRACT

Over recent years, more and more universities in Taiwan set graduation thresholds, regulating that college students pass certain levels of standardized English proficiency tests before graduation. Students are expected to be motivated to maintain or enhance their English ability through such policies. However, the real effects remain unclear. The present study, based on expectancy-value theory, aimed to investigate how college students perceived English proficiency tests they were required to take, how perceived levels of importance of examinations exerted influences on students' L2 learning motivation and academic performance as operationalized in GEPT scores, and the reciprocal relationships among three facets of L2 learning motivation.

A total of 319 first-year college students in National Chiao Tung University was recruited in this study. They were given two sets of questionnaires, which measured their perceptions towards the compulsory standardized examination (test motivation) and L2 learning motivation, including self-efficacy beliefs, intrinsic value and motivational intensity. Besides, students were encouraged to express their opinions towards graduation thresholds and share their experiences about ways to prepare for and attitudes to deal with a compulsory standardized examination. The statistical methods of correlation and within-subject t-tests were applied to analyze the collected data.

The following results were found. First, our participants were not very motivated towards the compulsory standardized examination undertaken. However, their test motivation was still slightly correlated with self-efficacy beliefs, intrinsic value and motivational intensity. Second, students who had higher self-efficacy beliefs and intrinsic value were usually those who spent more effort in the subject of English and

those who performed better academically. Third, self-efficacy beliefs, intrinsic value and motivational intensity were positively correlated with one another both before and after the examination, suggesting that the higher self-efficacy beliefs one has in learning English, the higher intrinsic motivation one owns and the more effort he or she puts forth. Fourth, the two groups of students with higher and lower test motivation differed in the changes of their L2 learning motivation. Students with higher test motivation obviously spent less effort after the examination; those who had lower test motivation had higher self-efficacy beliefs after the examination. Fifth, only one-third of our participants prepared for this required examination even though most of them thought the compulsory standardized examination was beneficial to enhancing their English proficiency. Finally, implications are drawn to provide suggestions to policy makers and classroom teachers on how students' motivation could be maintained while the graduation threshold policy is enforced.
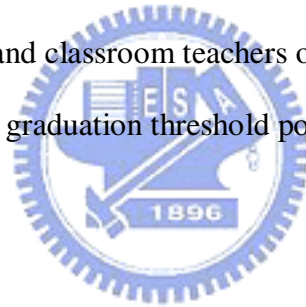
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In retrospection of the precious three years during my graduate studies, I accumulated professional knowledge both in teaching theories and research surveys, which serve as a base for the completion of my thesis. Here, I would like to express my deepest gratitude and appreciation to the teachers and friends.

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Lastly and most importantly, my sincere appreciation goes to my family and my boyfriend. With their love, support, understanding, and encouragement, I overcame the frustrations and depression in the process of thesis writing and achieved this accomplishment.

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CHAPTER ONE

INTRODUCTION

In recent years, more and more college students are encouraged to take standardized examinations such as TOEFL, TOEIC, or IELTS to demonstrate their English proficiency. Of the standardized examinations, General English Proficiency Test (GEPT) has been extensively adopted among universities in Taiwan. For example, National Taiwan University uses the first stage of the High-intermediate level of GEPT as a placement test, placing their sophomores in different levels of Online English programs. Those who have passed this examination can waive the credits.[1] On the other hand, some national universities set regulations, requesting their undergraduates to pass a certain level of GEPT or take remedial English courses as a prerequisite of graduation. Undergraduates in National Cheng Kung University, National Sun Yat-sen University and National Chung Cheng University are asked to succeed in the Intermediate or the first stage of the High-intermediate levels of GEPT. Starting from 2003, the freshmen in National Chiao Tung University are also required to pass the first stage of the High-intermediate level of GEPT. If they fail the examination, they have to take remedial English courses. During the course-taking period, course waivers are warranted once students succeed in this examination. It seems that GEPT gradually serves as a threshold for graduation amid the universities in Taiwan.

In Taiwan, many people consider that students' English proficiency starts to decrease once they attend universities. The reason may be that students no longer

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[1] 國立臺灣大學為提升學生之英語能力,特訂定進階英語課程施行辦法。進階英語課程總計施行二個學期,凡修習學士學位者,於二年級起修習進階英語(一)及(二),每星期各二小時。進階英語課程按學生英語能力分班。分班前,統一施測全民英語能力分級檢定中高級初試,以該成績為分班依據。通過全民英語能力分級檢定中高級初試者得免修全部課程。

have to worry about entrance examinations. Compared with high school students,

college students spend obviously less time studying English every week. High school

students learn English almost every day since the grades in the school subject of

English have great influences on their choices of future universities. However, most

college students only need to take four to six credits on English courses in the first to

second academic years. In other words, they merely attend two to three English

classes every week. For non-English majors, they have few chances to register in

English classes afterwards. To facilitate college students' English learning, many

universities set regulations that their students have to pass a standardized examination

before graduation. It seems that this kind of policy intends to enhance students'

motivation to learn English. However, its real effects remain unclear. Thus, it is worth

probing any positive or negative impacts this policy may bring on college students'

motivation to learn English.

　　We complied a table (Appendix A), summarizing the graduation requirements,

required English credits and measures for not reaching the graduation threshold amid

twelve national universities in Taiwan. It appears that most national universities make

use of GEPT as the graduation standard. Below, the standardized examination of

GEPT is briefly introduced as part of the background, followed by a brief review

concerning the impacts of standardized examinations on students' learning motivation.

Then, the researcher indicates the niche and purpose of this study. Significance of this

study is finally addressed.

General English Proficiency Test

　　GEPT is sponsored by the Ministry of Education in Taiwan and developed by the

Language Training and Testing Center (LTTC). This standardized examination has

been administered in Taiwan since 2000. Different from other English proficiency

tests developed by foreign institutions, as LTTC claims, GEPT aims to test candidates'

general English ability.[2]

GEPT is divided into five levels with each level standing for varying English

proficiency. Each level of GEPT contains two stages of testing. The first stage is

inclusive of listening and reading tests and the second one writing and speaking tests.

According to LTTC, non-English major undergraduates are capable of understanding

English in social or working occasions (listening ability) and reading all kinds of

articles and documents (reading ability), which are assessed in the first stage of the

High-intermediate level of GEPT. This is why the first-year students in National

Chiao Tung University are required to pass the listening and reading sections of the

High-intermediate level of GEPT. They have to complete ninety-five multiple-choice

items in eighty-five minutes, with forty-five items for the listening section and fifty

items for the reading section.

GEPT is a criterion-referenced test. Test-takers' scores in the listening and

reading sections hinge on the number of correct answers they gain. Testees have to

achieve the criterion of the standardized passing grade, i.e., 80 out of 120 points, in

listening and reading tests so that they can further take the following stage of writing

and speaking tests.[3]

More detailed information regarding GEPT, including its features, assessed

contents, format, testing time, grading criteria, and comparisons with other

standardized examinations is offered in Appendix B. In the next section, we would

like to direct our readers' attention to the influences standardized examinations may

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[2] TOEFL and IELTS are designed for international students who would like to apply for schools in
   English-speaking nations. These standardized exams are to test their English ability in academic
   settings. TOEIC is mainly designed to evaluate test-takers' English skills in workplaces.
[3] Starting from 2008, testees can also pass the first stage of the High-intermediate level of
   GEPT once they get a total score of 160 in listening and reading sections, with each section reaching
   at least 72 points (http://www.lttc.ntu.edu.tw/gepthifmain.htm). This research was conducted before
   this regulation was enforced. As a result, this new rule did not fit for this study.

have on learners' motivation in learning English.

The Impacts of Exams

Some researchers state that examinations could be a motivator (Linn, 1993), driving learners to study harder. From another perspective, nevertheless, examinations may damage learners' motivation (Grolnick & Ryan, 1987), making them lose interests in L2 learning. The pros and cons of examinations have been debated for a long time. Over recent years, some researchers mentioned that the level of importance of an examination as perceived by students affects their performance on that examination by influencing their motivation (Wolf & Smith, 1995). In Wolf and Smith's research (1995), they developed a questionnaire to examine "how motivated the student was to perform on the test in question" (p. 231). It was found that students' test scores were correlated with testing conditions. In their study, Wolf and Smith (1995) focused on how levels of importance of an examination affect students' motivation and how motivation, in turn, influences test performance. However, it seems that the construct of motivation has not been explored more deeply in Wolf and Smith's study (1995). As a result, we think it necessary to make deeper investigations into this area.

According to expectancy-value theories, expectancy of success on a given task and the value attached to that task are two key factors to motivate individuals to perform assigned tasks. Of task values, intrinsic value is of great importance, defined as one's behavior in performing a task being out of his or her inner interests without the stimuli of external rewards. It has been reported that intrinsic motivation can make learning more lasting (Lepper, Greene, & Nisbett, 1973).

Aside from task values, the other facet of expectancy-value theories, expectancy of success, is worth noticing. Self-efficacy beliefs are one of the motivational

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constructs that are related to the notion of expectancy of success, representing that people believe they are capable of executing actions.

When it comes to self-efficacy beliefs, the concept of motivational intensity is often discussed as well, which means the amount of effort one intends to expend when performing a task. Research has suggested that one's effort spent on a task is related to his or her level of self-efficacy beliefs (Bandura, 1986, 1997; Pajares, 1996; Stajkovic & Luthans, 1998). The higher level of self-efficacy beliefs, the more effort one is willing to spend.

The relationships between self-efficacy beliefs and motivational intensity have been extensively discussed. Based on expectancy-value theories, self-efficacy beliefs and intrinsic motivation are two crucial notions. However, little research probes how the two variables may interact mutually. Also, it is of interest to know whether individuals with higher levels of intrinsic motivation expend more effort on a given task. Accordingly, the correlation among the three variables is another aspect that deserves to be inspected.

In addition to the reciprocal interaction of the motivational variables, the changes of individual variable before and after the compulsory standardized examination are worth investigating. It is possible that the compulsory standardized examination and the test results exert influences on students' intrinsic motivation, effort intended to put forth and self-efficacy beliefs in learning English.

On the basis of the above rationale, we proposed a research framework to describe possible relationships among the variables.

The Research Framework

Figure 1.1 displayed the order of these variables along a time continuum. The three motivational variables on the left represented our participants' existing L2

learning motivation before they took GEPT while the same three variables on the

right meant their motivation to learn English after they finished the test and were

informed of the grades. As shown in this figure, the standardized examination was

administered on May 12, 2007. Stage 1 and Stage 2 were the schedule of data

collection.
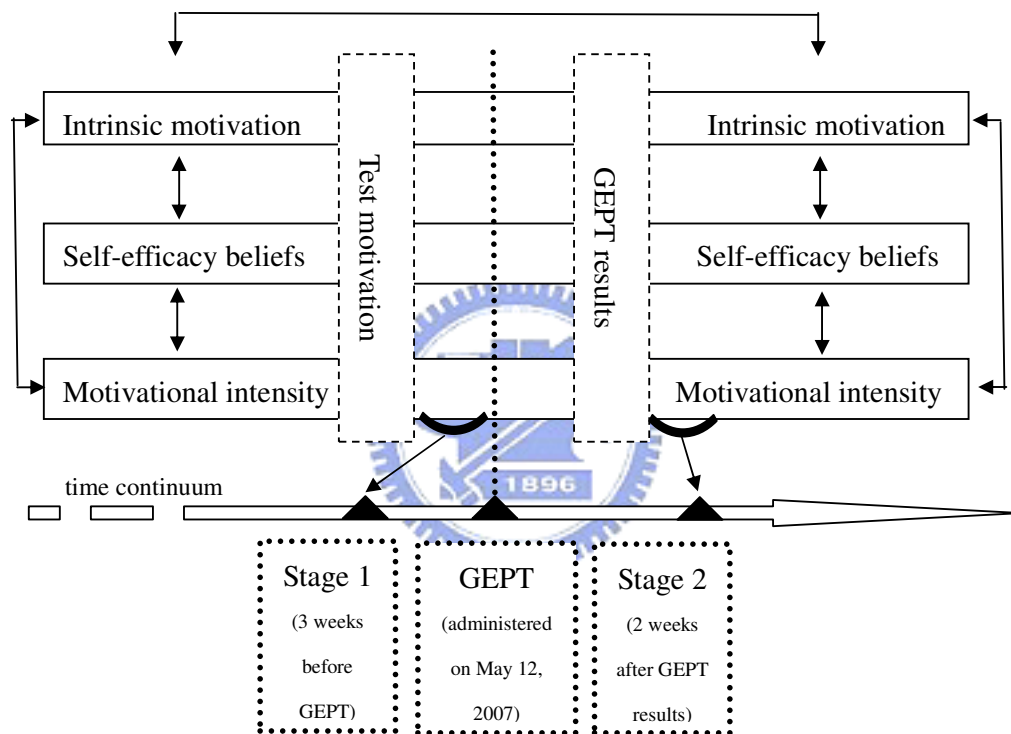
Figure 1.1 Framework of This Study

Since motivational orientations of individuals may not remain consistent over

time and they are shaped by experiences (Dörnyei, 2000; Wolf & Smith, 1995), we

hypothesized the three variables of intrinsic value, self-efficacy beliefs and

motivational intensity may be influenced by external events or one's mental state.

Before our participants took the compulsory standardized examination, they had

already had their own interest, levels of self-efficacy beliefs, and efforts intended to

make about learning English. In the context of our study, two factors may affect these motivation. One is how our participants were motivated to perform well on the compulsory standardized examination (test motivation) and the other is GEPT results. Our participants' test motivation may pose impact on their original self-efficacy beliefs, motivational intensity and intrinsic value, which may in turn exert influences on their test performance. After our participants obtained their GEPT grades, their subsequent motivation may be affected. Accordingly, we would make an investigation into the possible changes of the three motivational variables before the compulsory standard examination was held and after our participants were notified of their test results. Furthermore, we thought that the three variables of intrinsic value, motivational intensity and self-efficacy beliefs may be correlated with one another in some degree before and after this examination. Hence, we intended to examine the interrelationships among the three motivational variables.
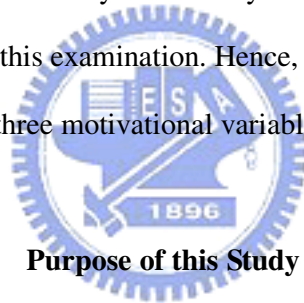
Purpose of this Study

The present study aims to investigate the influences the compulsory standardized examination may exert on first-year college students' motivation to learn English. Three motivational factors were scrutinized, including self-efficacy beliefs, motivational intensity, and intrinsic motivation. In addition, we explored our participants' attitudes and motivation to prepare for and pass this examination, i.e., their test motivation. Moreover, their perspectives toward learning English as a requirement and GEPT as a threshold for graduation was another major facet that we zeroed in on. In this study, five questions were probed:

1. Are college students' pre-test self-efficacy beliefs, motivational intensity and intrinsic value in learning English correlated with their motivation towards this compulsory standardized examination defined as test

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motivation?

2.   Are college students' pre-test self-efficacy beliefs, motivational intensity and intrinsic value in learning English correlated with their GEPT grades?

3.   Are college students' self-efficacy beliefs, motivational intensity and intrinsic value correlated with one another before they took the compulsory standardized examination and after they gained GEPT grades?

4.   Do college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English change significantly before and after the compulsory standardized examination?

5.   What are college students' perspectives towards learning English as a requirement and the compulsory standardized examination as a graduation threshold?

The first-year college students in National Chiao Tung University were recruited as our participants. Questionnaires, including Likert-type scales and open-ended questions, were administered to elicit students' responses to the above five research questions.

Significance of this Study

Through the canvass, this research can add one piece of information to the current literature regarding the effects of examinations on students' L2 learning motivation. Since the nature of GEPT is different from that of other compulsory examinations mentioned in past research, it is hoped that the present study can clarify how compulsory standardized examinations exert influences on language learners' motivation in L2 learning. In addition, this study can provide useful information for the authority to reflect upon this policy executed at quite a few universities, and help clarify whether this policy motivates or demotivates college students in English

learning. Implications will then be drawn to provide suggestions to policy makers and

classroom teachers on how students' motivation could be maintained while the

graduation threshold policy is enforced.

CHAPTER TWO

LITERATURE REVIEW

Influenced by the Confucianism, collectivism and social expectations, Chinese learners are motivated to show excellence in examinations so as to glorify their clans (Chen, Warden, & Chang, 2005). Some researchers argue that examinations could be demotivating during the learning process (Grolnick & Ryan, 1987). Others advocate "test as the motivator," making students spend more time studying (Linn, 1993). Still others challenge this assumption, pointing out that the amount of effort an individual spends relies on the importance of examinations (Wainer, 1993; Wolf & Smith, 1995). Warden and Lin (2000) found that Taiwanese students seem to be motivated to learn because they have to pass examinations or requirements. For example, junior and senior high school students in Taiwan have to pass entrance examinations to enter their ideal schools. A recent example is that university students have to pass English proficiency tests so that they can graduate. As noted above, examinations serve as a motivator to encourage, or even force students to study in Asian society. However, further studies are necessary to investigate the impact of examinations on students' L2 learning motivation.

In this chapter, we review theories and empirical studies regarding effects of examinations on learners' motivation to learn a second language. First of all, we provide our readers with a sketch of L2 learning motivation theories and learning motivation theories in general, narrowing down to expectancy-value theories. On the basis of the expectancy-value frameworks, two motivational variables, self-efficacy beliefs and intrinsic motivation, are addressed. Finally, we explore the relationships between examinations and motivation.

L2 Learning Motivation Theories and Learning Motivation Theories in General

A second language is a school subject which can be divided into different skills with explicit instruction from the perspective of education (Dörnyei, 2000). Different from other school subjects, learning a second language involves learning social and cultural aspects this second language embodies. As can be understood, L2 learning is multifaceted and as a result, a wide range of theories regarding L2 learning motivation have surged from the 1970s on, such as Gardner's motivation theory, self-determination theory, social motivation, Dörnyei and Ottó's process model of L2 motivation, and expectancy-value theory.

Gardner's motivation theory

Gardner's motivation theory subsumes three distinct areas, including integrative motivation, the socio-educational model and the Attitude/Motivation Test Battery (AMTB).

Gardner and his colleague, Lambert, conducted research in Canada, where Anglophone and Francophone communities co-exist. Since English and French played the role of mediating factors that may enhance or hinder intercultural communication and affiliation between these two communities, Gardner and Lambert (1972) explored the reasons that encourage or discourage Canadian people to learn French or English as their second language. It was found that whether an individual can learn a second language successfully hinges on his or her attitudes towards the L2 and the L2 community and his or her ethnocentric orientation in general. Gardner and Lambert discovered that Canadian people learned English or French as a second language with differing purposes. Some of the people learned the L2 because they wanted to be connected to the other community, to realize its culture and to interact with its people whereas some learned the L2 for the purpose of getting a better job or earning more

money. The former is defined as integrative motivation while the latter instrumental motivation.

Previous research (Gardner & Lambert, 1972; Gardner, 2001; Hernandez, 2006) has revealed that integrative motivation was a predictor of successful second language acquisition for language learners with integrative motivation learn for the sake of learning. They demonstrate interest in a second language and desire to interact with its native speakers and culture. On the other hand, individuals with instrumental motivation learn a second language mainly for pragmatic purposes, such as the pursuit of better employment. They easily give up learning a second language once they achieve their goals. As a consequence, it is often recommended that L2 learners develop integrative motivation in a foreign language classroom.

Besides these two important concepts, motivational intensity and desire to learn the language are another two components in Gardner's motivation theory. "Motivational intensity" means effort an individual spends learning a second language. "Desire to learn the language" represents an individual's will or want in learning a second language. Theoretically, the two components are positively correlated. The more one wants to learn a language, the more effort he or she expends. These two components and attitudes towards learning a language, as stated above, constitute an individual's motivation in L2 learning (Gardner, 1985).

The socio-educational model is concerned with the influences individual difference characteristics bring during a L2 learning process. This model was proposed by Gardner and MacIntyre (1993), focusing on four aspects of the second language acquisition process, including antecedent factors, individual difference variables, language acquisition contexts and outcomes.

As can be seen in Figure 2.1, in formal and informal learning contexts, an individual's biological and experiential factors such as age, gender, or learning history

as well as individual difference variables including intelligence, language aptitude,

learning strategies, language attitudes, learning motivation and language anxiety

interact altogether and finally lead to linguistic and non-linguistic L2 attainments.

| Antecedent factors | Individual difference variables | Language acquisition contexts | Outcomes |
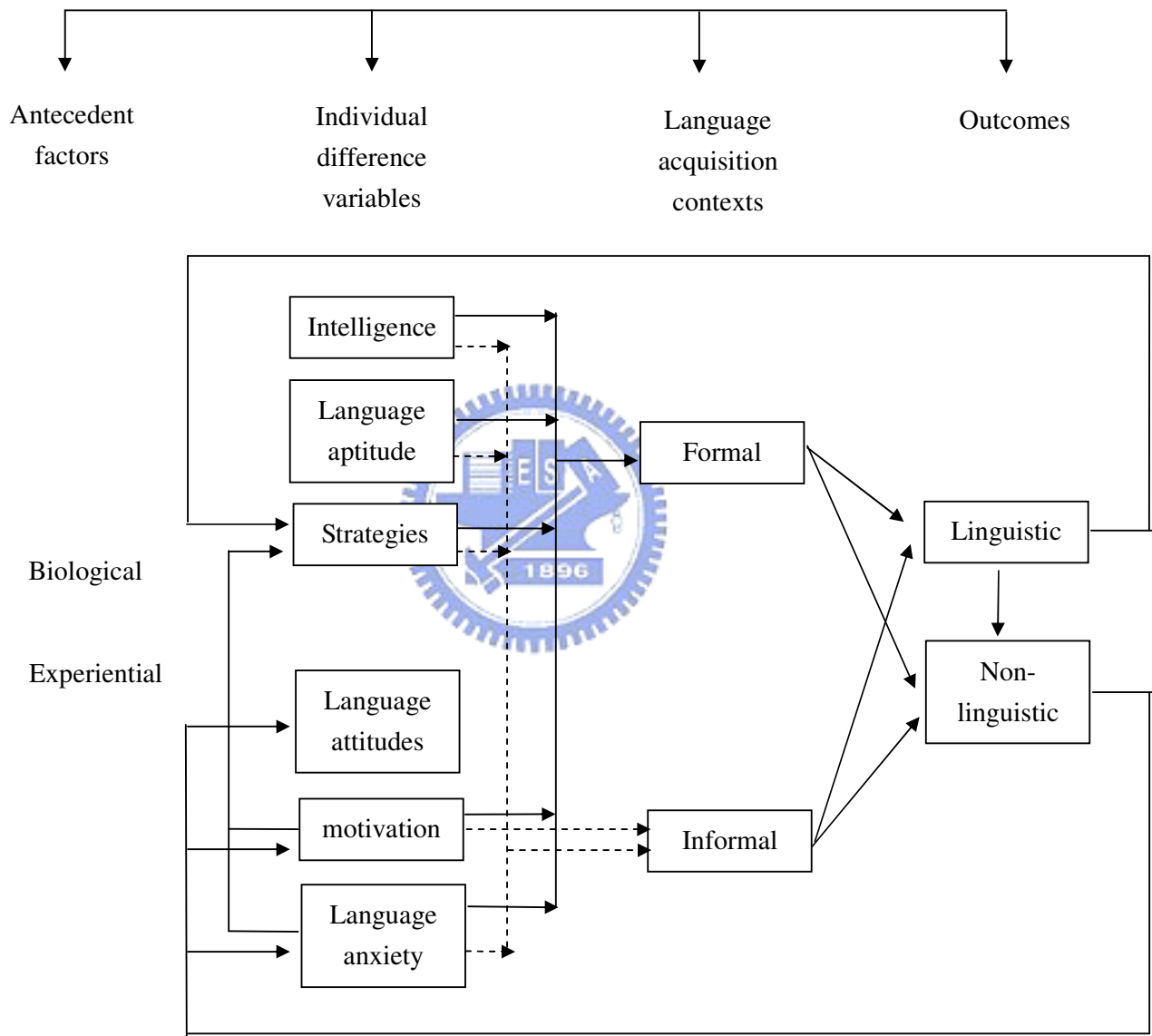
Figure 2.1 Gardner's Socio-educational Model of Second Language Acquisition

    (Gardner & MacIntyre, 1993; p. 8)

From Gardner and MacIntyre's (1993) socio-educational model, we can unearth that learning a second language is a sophisticated process with many aspects being involved. To measure the complicated concept of L2 motivation, Gardner developed the Attitude/Motivation Test Battery with a total of 134 items. The constituent constructs measured in the AMTB are inclusive of attitudes towards French Canadians, interest in foreign languages, attitudes towards learning French, integrative orientation, instrumental orientation, French class anxiety, French use anxiety, motivational intensity, desire to learn French, evaluation of the French teacher and evaluation of the French course (Gardner, 2001). The AMTB has been widely used in empirical studies regarding L2 motivation (Clément, Dörnyei, & Noels, 1994; Kraemer, 1993; Muchnick & Wolfe, 1982).

Self-determination theory

Similar to the constructs of Gardner's integrative and instrumental motivation, intrinsic and extrinsic motivation are extensively investigated in the field of L2 learning motivation (Noels, 2003; Noels et al., 2003; Shaikholeslami & Khayyer, 2006). Intrinsic motivation refers to one's performing behavior out of his or her interest or enjoyment of the targeted task. As for extrinsic motivation, one may demonstrate his or her behavior due to rewards or punishment avoidance. From an educational point of view, people may be intrinsically motivated to learn a second language if their behavior is triggered by maintaining consequences that are inherent in tasks, such as the pleasures. On the other hand, people may be extrinsically motivated to learn a second language that helps them get better jobs or higher salaries in the future.

Originally, intrinsic and extrinsic motivations are viewed as a dichotomy. Quite a few researchers indicated that extrinsic motivation may undermine students' intrinsic

motivation, making them lose interest in L2 learning once external rewards are removed (Deci, 1971, 1972; Lepper et al., 1973). However, other researchers did not find such a relationship between intrinsic and extrinsic motivation; in fact, they found that other forms of external rewards could be conducive to intrinsic motivation (Lepper & Henderlong, 2000; Ryan, Mims, & Koestner, 1983). Afterwards, Deci and Ryan (1985) reported that intrinsic and extrinsic motivations are like the two ends of a continuum, being called self-determined and controlled forms of motivation. This is known as self-determination theory. From their perspectives, everyone has these two sorts of motivation. One's initial action can be aroused by extrinsic rewards. Once she or he is more self-determined and self-regulated, extrinsic motivation can combine with or even lead to intrinsic motivation. Besides the intrinsic/extrinsic continuum, Deci and Ryan (1985) also discovered that autonomy, competence and relatedness are three components that affect an individual's levels of self-determination in performing a particular task. When individuals are capable of deciding their own behavior, they have faith in their own ability and they feel connected to other people, they would show more intrinsic motivation.

Social motivation

Intrinsic/extrinsic motivation and integrative/instrumental motivation mentioned above are subsumed to personal motivation, which is contrasted to social motivation put forth by Weiner (1994). Social motivation means that an individual's behavior is influenced by the environment he or she stays. Parents, teachers, peers, and schools are all factors that impact on an individual's motivation. When it comes to L2 learning, the social context often plays a crucial role in shaping humans' motivation (Dörnyei, 2000).

Most motivation theories assume that motivation is a stable mental state.

However, Dörnyei (2000) stated that motivation does not necessarily remain constant all the time when it refers to the mastering of a L2. Instead, motivation may fluctuate with the influences of internal and external events. Thus, he and his colleague took "time" into consideration and proposed a model, which would be introduced in the following section.

Dörnyei and Ottó's process model of L2 motivation

The field of motivation is comprised of abundant theories and models with respect to L2 learning. To synthesize a variety of motivation theories and tackle the challenge of time during motivational processes, Dörnyei and Ottó (1998) proposed a process model of L2 motivation. This model is inclusive of two dimensions: action sequence and motivational influences. The dimension of action sequence describes how one's wishes, hopes and desires are transformed into goals, then into intentions, finally leading to action launch, completion and evaluation. The other dimension of motivational influences explains energy sources and motivational forces that help fuel the action sequence.

The dimension of action sequence is divided into preactional, actional and postactional phases. The preactional phase corresponds to "choice motivation," meaning that one has to turn abstract wishes, hopes, and desires into concrete goals. With commitment and tangible steps needed to carry out the goals set, one's intentions are formed. However, they are not sufficient for an action to be launched. Only with the adequate starting time and appropriate means and resources can one begin to implement subtasks planned in the process of intention formation.

The actional phase corresponds to "executive motivation." During the process of action implementation, one keeps appraising the progress and tries to utilize strategies to control the progress. Following that, an actional outcome is ultimately reached. The

optimal situation is that an individual's goal is achieved whereas it is possible for he or she to terminate the action. Action termination, nevertheless, is not equal to action abandonment. The actor can fine-tune the subtasks and continue the action or the original goal can be modified and the sequential process can be re-started.

When the actor acquires an actional outcome, she or he enters the postactional phase in the process model. Here, the actor explores the causal attributions of success or failure of the action. The critical retrospection facilitates the actor to examine the internal standards and action-specific strategies employed in the previous phase.

Next, we move to the other dimension in the process model – motivational influences. Five clusters correspond to the five processes in the dimension of action sequence. They are motivational influences on goal setting, on intention formation, on the initiation of intention enactment, executive motivational influences and motivational influences on postactional evaluation. Each cluster contains various motivational factors that may contribute to or fail the implementation of action.

To sum up, the process model tells us that L2 learning motivation is sophisticated in essence and involves ample motivational factors, which render motivation research more challenging.

Of all the theories concerning L2 learning motivation, we base our research on expectancy-value theories. In ESL learning milieu, language learners can demonstrate their ability by interacting with native speakers. However, the English-learning environments for most Asian students are not sufficient once they step out of their language classrooms. Accordingly, it is possible for students in an EFL context to look forward to success in L2 learning by means of performing well on examinations. Besides, they may add value judgments to their own success gained from the examination results. "Expectancy of success" and "value" are thus crucial during L2 learning process in that they probably explain students' motivation to learn a L2.

In the following section, we would like to direct our readers' attention to several theories under the expectancy-value frameworks and then narrow our focus to two motivational components, i.e., self-efficacy beliefs and intrinsic value.

Expectancy-value Theories

Beginning with Atkinson's achievement motivation theory, expectancy-value theories emphasize that humans are born with curiosities and they are actively motivated to explore the environment and receive challenges (Dörnyei, 2000). In the expectancy-value frameworks, an individual's expectancy of success and the value attached to success are two key factors that influence the individual's motivation to perform a given task.

Expectancy of success

Expectancy of success is linked to the question "Can I do this task?" Many theories are relevant to this concept. From an educational viewpoint, attribution theory, self-worth theory, and self-efficacy theory are the three most important constructs that are used to explain whether an individual expects attainments in a task. Weiner is the representative of attribution theory, which deals with one's past performance with two-dimensional, and more recently, three-dimensional models of causal attributions (Weiner, 1979; Williams, Burden, & Al-Baharna, 2001). We will explain attribution theory in more detail with two tables that are complied on the basis of causal elements.

As shown in Table 2.1, this initial model involves two dimensions: locus of causality and stability. A learner may attribute success or failure to internal factors, such as ability and effort, or to external factors, such as task difficulty and luck.

Table 2.1 The Two-dimensional Attributional Model

		Locus of causality	
		Internal	External
Stability	Stable	Ability	Task difficulty
	Unstable	Effort	Luck

(Modified from Williams et al., 2001; p. 173)

Of the four causes, ability and task difficulty are stable, which represents that they do not usually change over time. By contrast, effort and luck are unstable and easy to change over time. Following Weiner's perspective, a number of researchers conducted research to explore to what factors language learners ascribe their success or failure (Brown, 2004; Graham, 2004). Later researchers, nevertheless, found that Weiner's model could not fully explicate their participants' causes of success or failure. As a result, the facet of controllability was added to this original model, which concerns the extent to which one can control an event or outcome. A more complicated three-dimensional attributional model showed up as follows:
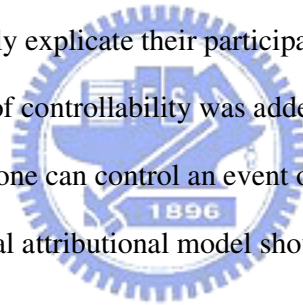
Table 2.2 The Three-dimensional Attributional Model

	Locus of causality			
	Internal		External	
	Stable	Unstable	Stable	Unstable
Controllable	Typical effort	Immediate effort	Teacher bias	Unusual help from others
Uncontrollable	Ability	Mood	Task difficulty	Luck

(Adopted from Williams et al., 2001; p. 173)

As demonstrated in Table 2.2, we can see four more attributional causes: immediate effort, mood, teacher bias and unusual help from others. Because of the latest dimension for causal attributions, more research was extended beyond Weiner's

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perspective, trying to investigate possible causal factors for success and failure (Little, 1985; Weiner, 1992).

Covington's (1992) self-worth theory is related to maintaining one's self-esteem. It is natural for people to try to protect their personal value and worth, especially when they encounter competition, failure or negative feedback. Self-efficacy theory is what we are concerned with among the three constructs. Additional discussions on this theory are separated from this section and will be introduced later on.

Value

The other facet in the expectancy-value frameworks is value, which is also labeled as 'valence', 'incentive value', 'attainment value', 'task value' and 'achievement task value' by various researchers. According to Dörnyei (2000), value is linked to the question "Do I want to do the task?" Eccles and Wigfield (1995) considered that task values are composed of four components: attainment value, intrinsic value, extrinsic value and cost. Individuals may want to do a given task for the purpose of mastery goal or performance goal (attainment value). Factors such as effort, time, anxiety and fear of failure are all costs that individuals have to pay during the process of task completion. Intrinsic and extrinsic values are of extreme importance in the field of education. As already explained in self-determination theory, individuals may be motivated to execute an action because of inner interest and enjoyment (intrinsic value) or external rewards and tangible goals (extrinsic value). The four components interplay reciprocally to determine one's strength or intensity when performing a task. Amid the four values, we aim to explore the component of intrinsic value. Again, relevant discussions will be given in subsequent sections.

Self-efficacy Theory

An array of factors can determine whether an individual trusts he or she has the capacity to do a task. From an educational viewpoint, attribution, self-worth, and self-efficacy theories have prominent effects on learners' expectancy of success. The reason why we zero in on self-efficacy beliefs is that it is a main construct discussed in educational psychological literature (Dörnyei, 2000). In the past, researchers concentrated on two issues. One is the link between self-efficacy beliefs and college major and career choices and the other is the relationships among self-efficacy beliefs, related psychological constructs, and academic motivation and achievement (Pajares, 1996). At school, students' self-efficacy beliefs towards mathematics are frequently investigated (Keramati, Shahraray, & Farahani, 2004; Metallidou & Vlachou, 2007). However, little research refers to students' self-efficacy beliefs regarding L2 learning. Therefore, it is worth probing students' self-efficacy beliefs if we treat L2 as a school subject.

At this section, we are going to depict self-efficacy beliefs, which are related to expectancy of success under the expectancy-value frameworks. The origin and definition of self-efficacy beliefs are first presented, followed by exploring the relationships between self-efficacy beliefs and academic achievement. Next, we discuss the fluctuating nature of self-efficacy beliefs. Eventually, how self-efficacy beliefs interact with other motivational variables is investigated.

Origin and definition of self-efficacy beliefs

Bandura (1977) at first presented the concept of self-efficacy beliefs in his book "Self-efficacy: Toward a unifying theory of behavioral change," defining it as "beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations (Bandura, 1995; p. 2)." People with different levels of

self-efficacy beliefs may view difficult tasks in varied ways. Self-diagnostic

orientation is a key feature among people with low self-efficacy beliefs. They tend to

perceive difficult tasks as personal threats and think of personal deficiencies and the

obstacles that impede their performance. Therefore, they easily give up in the face of

failure. By contrast, people with high self-efficacy beliefs are characterized by

task-diagnostic orientation. Such people view difficult tasks as challenges and handle

threatening situations with confidence. Hence, they heighten and sustain effort even in

the face of failure.

Self-efficacy beliefs and academic achievement

Compared to other constructs, some researchers thought that self-efficacy beliefs

are more precise to predict students' achievement or performance (Pajares, 1996;

Zajacova, Lynch, & Espenshade, 2005). Many studies have revealed that self-efficacy

beliefs are positively related to academic performance (Bong, 2001; D'amico &

Cardaci, 2003; Elias & Loomis, 2002).

Bong (2001) reported on an investigation into the role of self-efficacy beliefs and

task-value in predicting college students' academic achievement and future course

enrollment intentions. One hundred and sixty-eight female undergraduate students in

Seoul were administered scales of various self-efficacy beliefs and task-value beliefs

at two different time points. Partial findings showed that self-efficacy beliefs are

positive predictors of students' academic performance.

D'amico and Cardaci (2003) conducted a study on one hundred and fifty-one

students in India with an average age of 13.4 years. All of them completed a 24-item

questionnaire including self-efficacy beliefs and self-esteem for three school subjects:

linguistic-literary, logical-mathematical, and technical-practical. The measure of the

participants' scholastic achievement depended on their teachers' ratings of one to five

points. One of the findings revealed that students' self-efficacy beliefs are significantly correlated with their academic achievement, which represented that the students with higher self-efficacy beliefs performed better in school subjects than those with lower self-efficacy beliefs.

In their research, Elias and Loomis (2002) found the same results as well. This study examined whether need for cognition (NFC) and academic self-efficacy are predictors of academic performance. Besides, the authors investigated the causal direction of NFC and self-efficacy beliefs by executing path analysis. One hundred and thirty-eight undergraduate students in the United States were recruited for this study. They were administered questionnaires including NFC scale, academic self-efficacy scale and demographic information. The findings showed that NFC and self-efficacy beliefs can be used to predict one's academic performance measured by Grade Point Average. People with higher NFC and self-efficacy beliefs like to partake in enjoyable and challenging tasks and obtain greater performance in academics.
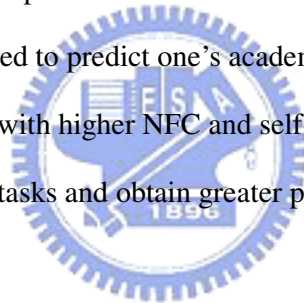
The fluctuating nature of self-efficacy beliefs

What we have discussed so far is the interrelatedness of self-efficacy beliefs and academic achievement. Actually, self-efficacy itself is an interesting construct worth probing. Stajkovic and Sommer (2000) reported on an investigation into the direct and reciprocal links among self-efficacy beliefs, performance feedback and causal attributions. First of all, the authors proposed a conceptual rationale with two sets of hypotheses, with the first four hypotheses stating how individuals with differing levels of self-efficacy beliefs attribute their success or failure and the remaining four hypotheses stating the effects of causal attributions on formation of subsequent self-efficacy beliefs and performance outcome. Ninety-three undergraduate and graduate students at a Midwestern university participated in this study. They were

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asked to give as many uses of an object as possible in one minute, which was
measured as their performance attainments. After the practice trial, all the students
were administered the scale of self-efficacy beliefs, which served as their initial
self-efficacy beliefs. Next, they were given the experimental trial and told whether
they succeeded or failed the task. Following that, they were administered two scales
regarding self-efficacy beliefs, as subsequent self-efficacy beliefs, and causal
attributions of their success or failure. As can be seen in Figure 2.2, it was discovered
that low-efficacious individuals increased their self-efficacy beliefs when success was
attributed to internal factors whereas decreased their self-efficacy beliefs when
attributing failure to internal factors. However, the authors found that individuals with
high beliefs of personal efficacy did not have increased self-efficacy beliefs when
they ascribed their success to internal factors. In addition, highly-efficacious
individuals lowered their self-efficacy beliefs when they encountered failure which
was attributed to external factors.
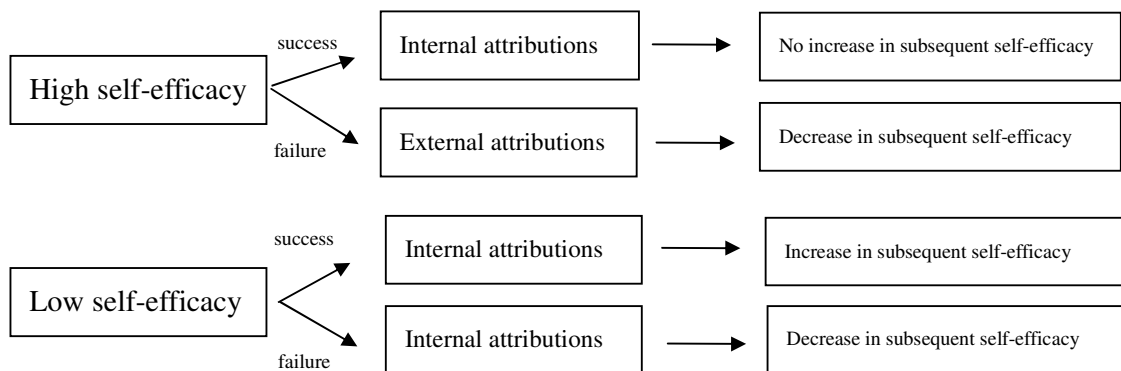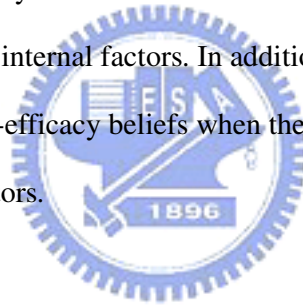
Figure 2.2 Fluctuations of Self-efficacy Beliefs

(Modified from *Model of Hypothesized Relationships* Proposed by

Stajkovic and Sommer, 2000; p. 10)

This empirical study tells us that self-efficacy beliefs are dynamic and may change due to a single event during a short period of time. In Stajkovic and Sommer's (2000) research, the single event is one-minute brainstorming during which the participants had to think as many uses of an object as possible. The two authors examined the causes that resulted in the changes of individual self-efficacy beliefs. Their investigation gives us insightful explanations about the fluctuating nature of self-efficacy beliefs. Nevertheless, it is a pity that all the incidents occurred in the lab setting rather than in real learning situations. Accordingly, it remains doubtful whether we can generalize its findings to the real world.

Self-efficacy beliefs and effort

The previous literature manifested that levels of self-efficacy beliefs are a vital indicator of an individual's success. Moreover, they determine the amount of effort one is going to expend for the task undertaken (Eccles & Wigfield, 2002). Many researchers have expressed that one's effort spent on a task is related to his or her level of self-efficacy beliefs (Bandura, 1986, 1997; Pajares, 1996; Stajkovic & Luthans, 1998). Low-efficacious people tend to consider that tasks are more difficult than they really are and do not believe they have sufficient ability to accomplish the tasks. Hence, such people may pay less effort in completing tasks than those with high self-efficacy beliefs. However, we found that the remarks these researchers put forth are mostly theoretically-based. In other words, more empirical studies need to be done to prove the relationships between efficacy beliefs and effort.

After the construct of self-efficacy beliefs is introduced, the ensuing passages channel our readers' attention to the other facet of the expectancy-value frameworks, describing the concept of value in task performance. Here, we pay more attention to the motivational variable of intrinsic value. Following that, we explore the

relationships between examinations and motivation.

Intrinsic Value

Eccles and Wigfield (2002) said that intrinsic motivation belongs to one of the theories relating to the domain of task value. It has been noted that whether an individual has the desire to do a certain task depends on the value he or she attaches to success of completing that task. The values consist of attainment value, intrinsic value, extrinsic value and costs (Eccles and Wigfield, 1995). Hence, when an individual is intrinsically motivated to do an activity, he or she experiences enjoyment or satisfaction during the process, which can be dubbed intrinsic value this individual connects to that activity.

When we mention intrinsic motivation, extrinsic motivation is its counterpart that immediately emerges in our mind. Many psychologists have claimed that extrinsic rewards decrease intrinsic motivation (Atkinson, 1964; deCharms, 1968; Murray, 1964). Early studies concentrated on the effects of externally mediated rewards on intrinsic motivation. Deci (1971) conducted two laboratory experiments and one field experiment to test this hypothesis. He discovered that participants who received money as external rewards when solving puzzles did decrease their intrinsic motivation once external rewards vanished. However, those who took verbal reinforcement and positive feedback as external rewards when doing a good job actually had increased intrinsic motivation when they proceeded to undertake the task.

Aside from tangible and intangible rewards, it is also found that threats of punishment and negative feedback would reduce one's intrinsic motivation (Deci, 1972). Threats of punishment and negative feedback can be realized as external pressure, which might undermine an individual's interest of doing any activities. Actually, as long as individuals perceive any form of intervention as external pressure,

they may think they are compelled to get involved in tasks, which make it possible to destroy their intrinsic motivation. In Lepper et al.'s (1973) study, for example, two groups of children drew pictures with one group being given rewards for participating in this study and the other one being told that they were monitored during their drawing. The researchers discovered that the so-called "observed" group stopped painting the next time they were asked to do the same activity without being monitored.

<div align="center">

Examinations and Motivation

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Examinations and intrinsic motivation

Applying the preceding concept to the context of education, examinations are usually carried out as a means to evaluate students' learning. At schools, students may be forced to study to avoid being scolded or receiving poor outcomes other than doing it out of their own interest. Examinations may be viewed as external pressure that would be likely to undermine students' learning interest. On the contrary, some researchers argue that examinations may serve as a powerful inducement for students to study (Linn, 1993). To perform well on examinations, students may study hard and consequently experience the pleasure of learning (Remedios, Ritchie, & Lieberman, 2005).

To assess the effects of examinations on students' intrinsic motivation, relevant studies in laboratory and real-life settings were conducted (Gallagher & McClune, 2000; Grolnick & Ryan, 1987; Remedios et al., 2005). Grolnick and Ryan (1987) separated their participating students into two groups. Both groups were designated to learn material. The only difference was that one group learned the material for the purpose of testing whereas the other group was simply for the sake of learning. The students who had to take the tests reported that they felt much pressure but showed

great enthusiasm and interest in pursuit of good performance. However, they immediately lost their motivation in learning after the tests were finished.

Remedios et al. (2005) did a study in Northern Ireland where some 10 and 11-year-old children have to join a Transfer Test for the purpose of being selected to a grammar school whereas other children do not have to take the examination until they are fourteen. A total of one hundred and eight primary school students took part in this study, with forty-two students being the members of the non-test group and sixty-six students belonging to the test group. Both groups were administered 7-point Likert type items of intrinsic motivation two weeks before and after the Transfer Test was held. The findings showed that the intrinsic motivation of the students in the test group was lowered even though they passed the Transfer Test and obtained expected grades. The other group did not display such a phenomenon. Thus, Remedios et al. concluded that examinations indeed decrease students' intrinsic motivation under some circumstances.

Both Grolnick and Ryan (1987) and Remedios et al. (2005) reported that students' intrinsic motivation was diminished after they underwent tests. Gallagher and McClune (2000), however, did a similar study as Remedios et al.'s (2005) research but gained a conflicting result. They found that the primary school students in Northern Ireland were highly motivated when they obtained a place at the grammar school since they deemed passing the Transfer Test and getting good grades as positive feedback, which enhanced their intrinsic motivation.

All the above three studies intended to investigate students' intrinsic interest towards school subjects learning. However, we can witness completely different results. The reason lies in the varying nature of examinations. The Transfer Test in Northern Ireland is declared by the government and pupils in some regions definitely have to take this examination in order to obtain a place in the grammar school. As a

consequence, the students will take it seriously. What would happen to our participants in this study if examinations do not have a direct influence on students? Much research needs to be conducted to clarify this point.

Examinations and effort and self-efficacy beliefs

The foregoing passages discuss the effects examinations may have on learners' intrinsic motivation. The relationship among examinations, effort and self-efficacy beliefs will be explored as follows.

Whether students are motivated to prepare for examinations depends on the importance of examinations (Wolf & Smith, 1995). If students consider that examinations they are undertaking are crucial, they own higher motivation in expending effort on examinations. Contrarily, they will not be motivated to prepare for examinations and pay considerable effort if the examinations are not so important for them.

Wolf and Smith (1995) designed two sets of classroom-based examinations and one hundred and fifty-eight college students took part in their study. Each participant had to take two sets of examinations, with one being counted as part of their grades while the other being not. When the examinations were over, they were administered a questionnaire with the purpose of understanding their motivation and perceptions towards the two examinations. The findings demonstrated that students were highly motivated and spent more effort preparing for examinations when they were notified that the examination results would be counted as their grades.

The above study tells us that significance of examinations determines the amount of effort one is going to pay. The more consequential an examination is, the more effort one expends. Since effort is closely related with self-efficacy beliefs, it is necessary to investigate the interrelationship between self-efficacy beliefs and

examinations. Put it more specifically, do students' initial self-efficacy beliefs influence their test performance? In other words, we can scrutinize whether highly efficacious students perform better than those with lower self-efficacy beliefs. In addition, are students' subsequent self-efficacy beliefs different from their initial ones after they get their test results? More importantly, is it possible that students' perceptions towards examinations undertaken exert influences on their self-efficacy beliefs, and further, their attainments on examinations. Those are the concerns that need to be inspected.

CHAPTER THREE

METHOD

This study aims to investigate the effects the compulsory standardized examination may have on first-year college students' motivation to learn English before and after they took the required GEPT. First-year students in National Chiao Tung University were recruited for this study. They completed two sets of questionnaires before and after partaking in GEPT. Besides, they were asked to give their opinions on two open-ended questions for the purpose of understanding how they prepared for this compulsory standardized examination and how they viewed this policy of GEPT as a threshold for graduation.

In the following sections, we described our participants, instruments, procedures of data collection, and the statistical methods for data analysis.

Participants

Our sample comprised of five hundred and ninety first-year college students in National Chiao Tung University who took GEPT on May 12th 2007. These participants came from thirteen Freshman English courses, with two hundred and sixty-nine coming from five reading courses, one hundred and nine from four conversation courses, and another two hundred and twelve from four listening courses. Students in each class came from diverse colleges, including colleges of electrical and computer engineering, computer science, engineering, science, biological science and technology, management, humanities and social science, and Hakka studies.

For the college students in National Chiao Tung University, English is a required course in the first academic year. They are required to register in two of three Freshman English courses in the first two semesters. The English courses are

inclusive of reading, conversation and listening courses. Regulated by the school policy, it is stipulated that the first-year students have to take the first stage of the High-intermediate level of GEPT at the end of the first academic year. Additionally, GEPT is incorporated into the requirements of the English courses the students take. It is a must for the students to take the listening and reading sections of the same level of GEPT as a mock, whose grades they obtain will be counted as 15-20% of their total scores of the courses they take.

Students who successfully pass the first stage (listening and reading sections) of GEPT can go on taking advanced English courses or second language courses of Japanese, French, and German, with a maximum of 4 credits. As for those who do not pass the examination, they can still take these courses but at the same time, they have to take another year's study of remedial English before they graduate from the university. The remedial English courses aim at improving listening and reading skills. Students meet for an hour every week. The textbook "Read and Think" is the essential reading. Some teachers may add other supplemental materials such as Advanced magazines to their course reading. If students do not plan to take remedial English, they can choose to take GEPT again. Once they pass, it is not necessary for them to take remedial English courses.

Instruments

Questionnaires, including Likert-type statements and open-ended questions (Appendices D and E) were employed in the present study. Below, the instruments used for measuring variables were elaborated.

Self-efficacy beliefs

Duncan and McKeachie (2005) made full investigations into empirical studies

addressing the nature of motivation and the use of learning strategies and they found

that entire or partial items in the Motivated Strategies for Learning Questionnaire

(MSLQ) were used in fifty-six studies from 2000 to 2004. Since MSLQ is an

instrument frequently applied to measure learners' motivation across numerous

disciplines, we adapted eight items (Questions 1 to 8 in Appendices D and E) for the

measurement of self-efficacy beliefs, trying to investigate how our participants

perceived their ability to learn English. The responses to these items ranged from

strong disagreement to strong agreement, with a 5-point scaling.

Motivational intensity

In our questionnaires, ten items (Questions 9 to 18 in Appendices D and E) were

intended to measure our participants' motivational intensity, i.e., how much effort the

students made when they learned English. These items were adapted from

Attitude/Motivation Test Battery (AMTB) (Gardner, Tremblay, & Masgoret, 1997). A

5-point Likert scale, with responses ranging from strongly disagree to strongly agree,

was provided for our participants to choose what best suits their situation.

Intrinsic value

Seven items contained in the questionnaires administered before and after GEPT

looked into the students' interest in learning English (Questions 19 to 25 in

Appendices D and E). They were adapted from Remedios et al.'s research (2005). To

maintain the consistency of our questionnaire and conform to the context of this study,

we modified the interrogative sentences in Remedios et al.'s study (2005) into

declarative ones. Moreover, two questions (How interesting do you find English? &

How fun do you find English?) in the original version were merged into one sentence

(I find English interesting) for we thought that interesting and fun mean the same

thing to Chinese students.

Actually, MSLQ (Duncan & McKeachie, 2005) comprises four items for measuring learners' intrinsic goal orientation. Many researchers drew on the subscale of MSLQ in their studies (Campbell, 2001; Davenport, 2003; Green, 2001; Hancock, 2002; Hargis, 2001; Jacobson, 2000; Karabenick, 2004; Livingston, 2000; Longo, 2000; McManus, 2000; Polleys, 2001; Seibert, 2002; Vanzile-Tamsen, 2001). Instead of using the four items in the MSLQ, however, we adapted the items in Remedios et al.'s research (2005). The reason lies in the fact that the four items in the MSLQ mainly evaluate the effects of instructional strategies and course structures on students' learning (Duncan & McKeachie, 2005). Nevertheless, the items developed by Remedios et al. (2005) are prone to explore the influences of tests or examinations on students' interest in language learning, which is more pertinent to our study. Therefore, we decided to adopt the items developed by Remedios et al. (2005) in our research.
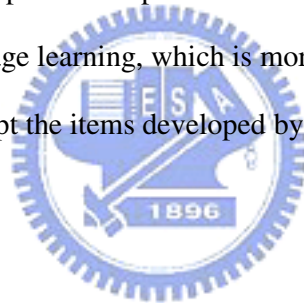
Test motivation

Eight items in the questionnaire examined the extent to which the participants stressed this compulsory standardized examination and whether they were motivated to perform well on it (Questions 26 to 33 in Appendix D). These items were adapted from Wolf and Smith's (1995) study. The researcher made minor changes on the wording, replacing "this test" with "GEPT" as a reminder for the participants that the focus in this study was GEPT instead of the midterm, final examinations or quizzes they took in class.

Students' attitudes toward GEPT as a threshold for graduation

Inspired by Etten, Freebern, and Pressley's research (1997) which reported on an

investigation into one hundred and forty-two college students' beliefs about the process of examination preparation in the northern United States, we came up with two open-ended questions to elicit our participating students' opinions regarding the issue being concerned in the second questionnaire survey (Appendix E). More specifically, we asked them whether the policy of passing a standardized examination works for their improvement of English proficiency. We also solicited ideas from our participants about their ways to prepare for and their attitudes to deal with a standardized examination.

Procedures

As displayed in Table 3.1, this study was composed of a two-stage data collection. In Stage 1, three weeks before GEPT was administered, we made use of questionnaires to measure three motivational variables, including self-efficacy beliefs, motivational intensity (effort), and intrinsic value. In addition, we measured how motivated our participants were in preparing for GEPT, i.e., their test motivation.

In the second stage, two weeks after our participants obtained their GEPT grades, questionnaire survey was utilized again to examine the same variables of self-efficacy beliefs, motivational intensity and intrinsic value. Aside from the Likert-type items, two open-ended questions were included in the questionnaire to collect information concerning students' attitudes over the school policy and their effort spent on the compulsory standardized examination. Both the questionnaires in the present study were written in the students' native language -- Chinese.

The application of a two-stage data collection lay in two reasons. First, we made references to the past literature and discovered that most studies conducted pre- and post-tests and made comparisons in between. Secondly, due to administrative concerns, we intended to execute two questionnaire surveys so as not to interfere with

teachers' teaching and exhaust our participants. As to the timetable, Stage 1 was administered three weeks before GEPT since we thought that the compulsory examination was approaching and may start to impact on our participants' L2 learning motivation. Stage 2 was administered two weeks after our participants received their GEPT grades because we wanted to finalize our second questionnaire survey before our students' upcoming final examinations.

Table 3.1 Instruments and Variables in the Two Stages of Data Collection

	Two-stage Data Collection	
	Stage 1	Stage 2
Instruments	Questionnaire 1	Questionnaire 2
Variables	- self-efficacy beliefs	- self-efficacy beliefs
	- effort	- effort
	- intrinsic value	- intrinsic value
	- test motivation	- perspectives
		towards GEPT

In the ensuing passages, we describe how the questionnaire items were translated from English into Chinese. Then, the process of pilot study was depicted. The two-stage data collection was eventually addressed.

Translation and back translation of the questionnaire items

The items included in our questionnaire were originally English-written sentences. To conserve the time of questionnaire administration and ensure our participants' understanding of all the items, we translated them from English into Chinese. At first, the researcher translated the English-version questionnaire into a Chinese-version one. Then, a graduate student not involved in this project was invited to translate the Chinese-version questionnaire back into another English version.

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Following that, the researcher compared the two English versions of questionnaire items to ascertain the translated items were truthful to the original ones in meaning. For the items that did not quite match in the two versions, the researcher modified their Chinese items and asked the outside student to translate these items again. Among the questionnaire items, two questions measuring motivational intensity were discussed more often than the rest. The characteristic these two items had in common was that they began the sentences with "I don't bother…" or "I can't be bothered…" This kind of sentence structure was more confusing when we tried to translate it into Chinese. The procedures for back translation of the questionnaire items were repeated twice. Until all the items were considered feasible were our questionnaires finalized.

Pilot study and its results

After we made sure the contents of our questionnaires, we did a pilot study to test its reliability. For items of self-efficacy beliefs, motivational intensity, and intrinsic value, they were distributed to seventy-three sophomores in three Advanced English courses in National Chiao Tung University. As for the items of test motivation, another eighty-three first-year college students in two Freshman English courses in the same university completed our questionnaire. Those who were recruited for the pilot study did not take part in our main study. The reason why we separated our questionnaire items and distributed them to different students is that the items belonging to test motivation intended to elicit first-year college students' responses to the level of importance of GEPT as perceived and consequently, it is better if we could have first-year college students involved in the pilot study. The rest of items were then distributed to the sophomores since we did not have so many participants and hoped that all of them got involved in the formal questionnaire survey, not the pilot study.

Table 3.2 demonstrated the reliability of each variable drawn from the pilot study. As can be seen, the Cronbach alpha values for the items of self-efficacy beliefs, motivational intensity, intrinsic value and test motivation were .80, .70, .83, and .77. The pilot results manifested that these items were acceptable in our study.

Table 3.2 The Cronbach Alpha Values for Subscales

	Self-efficacy beliefs	Motivational intensity	Intrinsic value	Test motivation
Number of items	8	10	7	8
α value	.80	.70	.83	.77

As for the open-ended questions in the second questionnaire, two college students not involved in this study were invited to go over them and provided suggestions on their wording. They indicated that the wording was appropriate and would not result in misunderstanding.
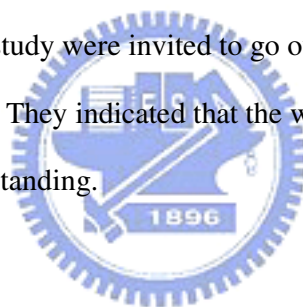
Two-stage data collection

In order to administer the questionnaires in the Freshman English courses, it is essential for the researcher to get permission from the English teachers who are responsible for teaching the first-year English reading, listening and conversation courses. Therefore, an email was forwarded to nineteen English teachers in National Chiao Tung University before the spring term 2007 started (Appendix C). The content of the email conveyed the purpose of this study and told these teachers the possible time for questionnaire administration. At the end of this email, these teachers were asked to give a short reply if they were willing to open their classes to the researcher. Finally, we got responses from twelve English teachers who indicated that they agreed with the research in their classes.

After we were allowed to distribute questionnaires in these Freshman English classes, we administered questionnaire surveys in two time frames. The reason why we did our survey twice was that this study was intended to investigate how the compulsory standardized examination may interfere with college students' motivation. To address the issue, we collected the data for two times and compared our participants' motivational changes in terms of the variables of self-efficacy beliefs, motivational intensity and intrinsic value. Moreover, the relationships between our participant's GEPT grades and the variables mentioned above are another concern in this study. Accordingly, the second survey was administered after our participating students gained their scores on GEPT.

As noted in the research framework proposed in the first chapter (p. 6), we specified the time for questionnaire distribution. The first questionnaire survey was administered in the ninth week of the spring term 2007, i.e., three weeks before GEPT was held. The researcher went to each class and explained to the students the purpose of distributing the questionnaire. Following that, our participants spent ten minutes completing all the questions.

The second questionnaire survey was administered in the fifteenth week of the same semester, two weeks after our participants were notified of their GEPT grades. It was estimated that the questionnaire took our participants ten minutes or so to be finished.

As for the open-ended questions in the second questionnaire, we told our participants that their responses would be beneficial for the present study and they were encouraged to describe their experiences and express their opinions. The participating students were given sufficient time to complete this part.

Data Analysis

The collected data were analyzed by using SPSS 12.0. We drew on descriptive and inferential statistics to account for the concerned issues in this research. First of all, we presented the means and standard deviations of all the measured variables, including self-efficacy beliefs, motivational intensity, intrinsic value, test motivation and GEPT grades. Following that, we ran the analysis of correlation and within-subject *t*-tests to answer the first four research questions. Correlation analysis was applied to answer the first research question, examining the relationships between our participants' test motivation and the three motivational variables. For the second research question, we intended to explore whether our recruited undergraduates' pre-test motivation correlated with their GEPT grades, and as a result, correlation analysis was used to probe the associations. After that, we made an investigation into the interrelatedness among the three motivational variables before and after the compulsory standardized examination by using correlation analysis. For the fourth research question, we observed the motivational changes of self-efficacy beliefs, motivational intensity and intrinsic value before and after the compulsory standardized examination by running within-subject *t*-tests. Finally, the participants' responses obtained from the open-ended questions were classified in terms of common themes, which offered information to help us investigate the last research question.

Through this research, we may identify the influences of compulsory standardized examinations on students' motivation to learn English. Moreover, we may get a better understanding of how the students perceive this examination as a requirement in their first year's English learning in university.

CHAPTER FOUR

RESULTS

As stated previously, this study was aimed at uncovering the effects the compulsory standardized examination may bring on college students' motivation to learn English. More specifically, we tried to examine the undergraduates' attitudes towards the compulsory standardized examination and how their self-efficacy beliefs, intrinsic value and effort were influenced by the test results. We administered questionnaire surveys to five hundred and ninety first-year college students at two time points. After checking all the questionnaires, we abandoned the ones without complete responses. Finally, a total of three hundred and nineteen (54%) valid data sets was used in the analysis. In the following sections, the detailed calculations of variables were first elaborated before we presented their means and standard deviations. Then, the findings were reported in terms of the sequence of the five research questions.
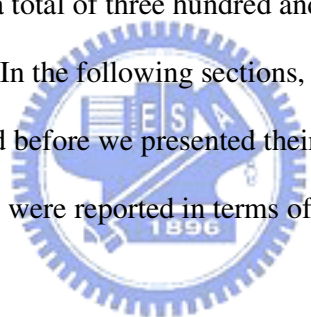
Descriptive Statistics

In this present study, we measured four variables, including self-efficacy beliefs, motivational intensity, intrinsic value and test motivation. Eight positively worded items in both pre-test and post-test questionnaires (Q1 – Q8) were used to measure the informants' self-efficacy beliefs in learning English. With a 5-point Likert scale, the overall scores obtained ranged from eight to forty. Another measure (Q9 – Q18), including five positively (Q9 – Q13) and five negatively (Q14 – Q18) worded items, was to assess the participants' effort expended to learn English. This scale is 5-point Likert type as well, with a minimum score of ten and a maximum fifty. The measure for intrinsic value comprises seven items (Q19 – Q25), six positively (Q19 – Q23 &

Q25) and one negatively (Q24) worded items. With scales from strong disagreement (1) to strong agreement (5), the respondents may gain scores ranging from seven to thirty-five. Besides, we have eight more items (Q26 – Q33), six positively and two negatively (Q30 & Q31) worded statements included, for the measurement of our participants' test motivation. The students may obtain scores ranging from eight to forty on this scale.

Table 4.1 summarized the descriptive statistics for all the scales measured in the present study. As can be seen, we measured four variables before our participants took GEPT, including self-efficacy beliefs, motivational intensity, intrinsic value and test motivation. The means for these variables are 24.26, 30.81, 24.21, and 24.98 respectively. As for the variables measured after our participants obtained their GEPT grades, we got the results as shown in the same table. The means for self-efficacy beliefs, motivational intensity and intrinsic value are 25.19, 30.79 and 24.31. Our participants gained an average score of 148.06 on this standardized examination.[4]

Table 4.1 Means and Standard Deviations of Self-efficacy Beliefs, Motivational Intensity, Intrinsic Value, Test Motivation and GEPT Grades (n = 319)

Variable (range of scores)	Before GEPT		After GEPT	
	M	*SD*	*M*	*SD*
Self-efficacy beliefs (8-40)	24.26	5.64	25.19	5.33
Motivational intensity (10-50)	30.81	5.15	30.79	5.19
Intrinsic value (7-35)	24.21	4.38	24.31	4.15
Test motivation (8-40)	24.98	4.40	–	–
GEPT grades (0-240)	–	–	148.06	33.0

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[4] The listening and reading sections on GEPT count as one hundred and twenty points, respectively. Grades obtained depend on the numbers of correct items test-takers answer. The standardized passing grade for each section is 80. Only when test-takers achieve the criterion on both sections can they pass the first stage of GPET.

Investigation of Research Questions

RQ 1: Are college students' pre-test self-efficacy beliefs, motivational intensity and

intrinsic value in learning English correlated with their motivation towards this

compulsory standardized examination defined as test motivation?

The first research question was intended to explore how our participants viewed

the standardized examination they were required to take and how their motivation to

learn English was correlated with their test motivation. Already mentioned in Table

4.1, the mean for our participants' test motivation was 24.98 (SD= 4.40) out of a

possible maximum score of 40. With scores on this scale ranging from 8 to 40, a mean

score of 24.98 is slightly above the halfway point on the scale, indicating that our

participants may not be so motivated to prepare for the compulsory standardized

examination.

As for the correlations between student's test motivation and their self-efficacy

beliefs, motivational intensity and intrinsic motivation in learning English, the

statistical method of correlation was employed and the outcome was shown in Table

4.2. The correlation between test motivation and self-efficacy beliefs is $r = .245$, p

$< .05$. The correlation coefficient between test motivation and effort the students made

is .279, $p < .05$ and a correlation of .276, $p < .05$ was for the relationship between test

motivation and their interest level. These figures represented low levels of correlation

among test motivation and the three motivational variables.[5]

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[5] 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. 15-13)

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

RQ 2: Are college students' pre-test self-efficacy beliefs, motivational intensity and intrinsic value in learning English correlated with their GEPT grades?

The second research question under investigation was whether college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English correlated with their GEPT grades. As demonstrated in Table 4.2, our participating students' pre-test self-efficacy beliefs showed a medium level of correlation with their GEPT grades ($r = .442, p < .05$). Besides, our participants' pre-test motivational intensity and intrinsic value, as seen in the same table, displayed low levels of correlations with their scores gained in the standardized examination ($r = .193$ & $r = .315, p < .05$). To sum up, the undergraduates' confidence, effort and interest in learning English were correlated with their GEPT grades, meaning that those who had higher self-efficacy beliefs and intrinsic value were usually those who spent more effort in the subject of English and those who performed better academically.
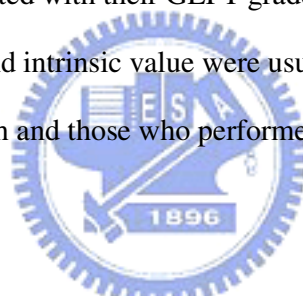
Table 4.2 Correlations among Test Motivation, GEPT Grades and the Motivational Variables

Variables	1	2	3	4	5	6	7	8
1 test motivation	-	.078	.245*	.279*	.276*	-	-	-
2 GEPT grades			.442*	.193*	.315*	-	-	-
3 (pre-test) self-efficacy beliefs				.539*	.567*	-	-	-
4 (pre- test) motivational intensity					.588*	-	-	-
5 (pre- test) intrinsic value						-	-	-
6 (post- test) self-efficacy beliefs							.478*	.580*
7 (post- test) motivational intensity								.589*
8 (post- test) intrinsic value								

*$p < .05$

RQ 3: Are college students' self-efficacy beliefs, motivational intensity and intrinsic value correlated with one another before they took the compulsory standardized examination and after they gained GEPT grades?

This research question discussed the associations among the three motivational variables in learning English, both before and after the compulsory standardized examination. As can be seen in Table 4.2, the undergraduates' pre-test self-efficacy beliefs showed medium levels of correlation with their pre-test intrinsic value and motivational intensity ($r = .567$ & $r = .539$, $p < .05$). As for the correlation between pre-test motivational intensity and intrinsic value, we obtained a medium level of .588 as well ($p < .05$).

In the same table, we saw the results regarding the correlations of the three motivational variables measured after the standardized examination. Our participants' post-test self-efficacy beliefs were correlated with their post-test intrinsic value with a medium level of .580 ($p < .05$) and correlated with their post-test motivational intensity with a medium level of .478 ($p < .05$). Also, the college students' post-test motivational intensity revealed a medium level of correlation with their post-test intrinsic value ($r = .589$, $p < .05$).
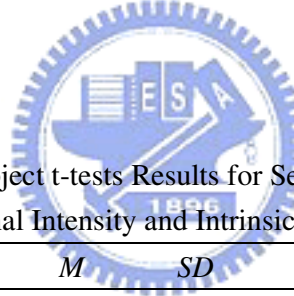
To conclude, it was found that the three motivational variables positively correlated with one another to a medium-level extent before and after the standardized examination was held, suggesting that the three aspects of motivation are interrelated. The higher efficacy beliefs one has in learning English, the higher intrinsic motivation one owns and the more effort he or she puts forth.

RQ 4: Do college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English change significantly before and after the compulsory standardized examination?

The fourth research question we explored is whether our participants' original self-efficacy beliefs, motivational intensity and intrinsic value in learning English, which were shaped by their past learning experiences, were influenced by the compulsory standardized examination and the test results. More specifically, we intended to know whether the three motivational variables significantly changed after our participants finished the standardized examination.

Table 4.3 gave us a summary about the preliminary findings. The statistical method of within-subject t-test yielded the result that our participants had higher self-efficacy beliefs after they took GEPT (M = 25.19, SD = 5.33), $t(318)$ = -4.006, p < .05. No significant differences, however, were found for their motivational intensity and intrinsic value before and after the standardized examination, $t(318)$ = .053 & -.480, p > .05.

Table 4.3 Within-subject t-tests Results for Self-efficacy Beliefs, Motivational Intensity and Intrinsic Value

	n	M	SD	t value	p value
pre-SEF	319	24.26	5.64	-4.006	.000*
post-SEF	319	25.19	5.33		
pre-MOT	319	30.81	5.15	.053	.958
post-MOT	319	30.79	5.19		
pre-INT	319	24.21	4.38	-.480	.631
post-INT	319	24.31	4.15		

Notes: pre-SEF= pre-test self-efficacy beliefs; post-SEF = post-test self-efficacy beliefs

pre-MOT= pre-test motivational intensity; post-MOT= post-test motivational intensity

pre-INT= pre-test intrinsic value; post-INT= post-test intrinsic value

Since the findings are contradictory to the past studies (Remedios et al., 2005; Stajkovic & Sommer, 2000), we decided to conduct a further analysis. Considering the test motivation a mediator and our participants' test motivation normally distributed in this experiment, we think that it is necessary to exclude part of the data

so that we can have a more reasonable comparison among those with higher and lower test motivation.

First of all, we divided our data into three sets on the basis of the levels of our participants' test motivation, whose scores ranged from twelve to thirty-six. Next, we crossed out the set of data that lay in between the two extreme ends. We gained two sets of data with one belonging to higher test motivation (above the score of twenty-seven) and the other lower test motivation (below the score of twenty-four). Then we utilized the statistical method of within-subject t-tests to compare the college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English before and after GEPT.

Table 4.4 summarized the changes of our participants' self-efficacy beliefs, motivational intensity and intrinsic value in learning English in the two groups of higher and lower test motivation. As can be seen, the participants in the group of higher test motivation enhanced their self-efficacy beliefs (M = 26.96, SD = 4.77) but lowered their motivational intensity (M = 31.86, SD = 4.75) and intrinsic value (M =

Table 4.4 Within-subject t-tests Results for Self-efficacy Beliefs, Motivational
Intensity and Intrinsic Value between the Groups of Higher and Lower
Test Motivation

	Higher Test Motivation					Lower Test Motivation				
	n	M	SD	t value	p value	n	M	SD	t value	p value
pre-SEF	106	26.40	4.65	-1.446	.151	106	22.78	6.11	-2.857	.005*
post-SEF	106	26.96	4.77			106	24.02	5.72		
pre-MOT	106	32.87	4.85	2.672	.009*	106	29.26	5.16	-.211	.833
post-MOT	106	31.86	4.75			106	29.36	5.21		
pre-INT	106	26.05	3.48	1.085	.280	106	22.91	4.75	-1.921	.057
post-INT	106	25.65	3.54			106	23.53	4.52		

Notes: pre-SEF = pre-test self-efficacy beliefs; post-SEF = post-test self-efficacy beliefs
pre-MOT = pre-test motivational intensity; post-MOT = post-test motivational intensity
pre-INT = pre-test intrinsic value; post-INT = post-test intrinsic value

25.65, SD = 3.54) after they took the compulsory standardized examination. By applying within-subject t-tests, we found that the effort the college students put forth in learning English was significantly decreased, $t(105) = 2.672$, $p < .05$, while no obvious difference was discovered for this group's self-efficacy beliefs and intrinsic value, $t(105) = -1.446$ & 1.085, $p > .05$.

Turning our focus to the group with lower test motivation, we detected that these participants were more efficacious in learning English after they underwent GEPT ($M = 24.02$, $SD = 5.72$), $t(105) = -2.857$, $p < .05$. Although this cohort's post-test motivational intensity and intrinsic value scored higher ($M = 29.36$ & 23.53, $SD = 5.21$ & 4.52) compared to those measured before GEPT ($M = 29.26$ & 22.91, $SD = 5.16$ & 4.75), within-subject t-tests yielded insignificant results, $t(105) = -.211$ & -1.921, $p > .05$. This means that the standardized examination had no impact on this group's effort and enthusiasm to learn English.

Surprised with the findings regarding the variances of self-efficacy beliefs, we analyzed our raw data in a different way. First of all, we separated all the participants into three groups according to their levels of pre-test self-efficacy beliefs in learning English (with a range score of eight to forty) and then chose the two sets of data at the two extreme points of the continuum (above the score of twenty-seven & below the score of twenty-two). Within both groups, data were sifted again based on the undergraduates' pass or failure on the standardized examination. We thus had four sets of data within which the differences of pre- and post-test self-efficacy beliefs were compared as shown in Table 4.5.

For the college students with higher self-efficacy beliefs and success on the standardized examination, no significant difference was found between confidence in learning a second language before and after the examination, $t(46) = 1.365$, $p > .05$. However, significant results were yielded for the other three groups. Self-efficacy

Table 4.5 Within-subject t-test Results for Self-efficacy Beliefs

Group			n	M	SD	t value	p value
High self-efficacy	pass	pre-test	47	30.98	3.15	1.365	.179
		post- test	47	30.53	3.45		
	fail	pre- test	59	30.02	2.62	2.196	.032*
		post- test	59	28.81	3.93		
Low self-efficacy	pass	pre- test	10	19.90	1.20	-8.610	.000*
		post-test	10	25.20	1.75		
	fail	pre- test	96	17.76	2.79	-6.444	.000*
		post- test	96	20.59	4.49		

beliefs of the undergraduates who were more confident but flunked the examination were reduced, $t(58) = 2.196$, $p < .05$ while the participants who owned lower self-efficacy beliefs but passed the examination enhanced their confidence in L2 learning, $t(9) = -8.610$, $p < .05$. For those with lower self-efficacy beliefs and failure on the examination, their confidence in English learning scored higher after the examination ($M = 20.59$, $SD = 4.49$) in comparison with that before the examination ($M = 17.76$, $SD = 2.79$) and as a result, this cohort's self-efficacy beliefs were significantly enhanced, $t(95) = -6.444$, $p < .05$.

RQ 5: What are college students' perspectives towards learning English as a requirement and the compulsory standardized examination as a graduation threshold?

In the last research question we intended to realize college students' perspectives towards learning English as a requirement and the compulsory standardized examination as a threshold for graduation. To elicit our participants' responses, we designed two open-ended questions for them to express their opinions (see Appendix E). Thirty-two participants only filled in the Likert-type questions but did not answer the two open-ended questions. Therefore, we received a total of two hundred and eighty-seven (90%) responses.

The first open-ended question asked that "many people consider that the decrease of domestic undergraduates' English ability is related to temporary termination of entrance examinations. To encourage college students to keep learning English, our university sets up a graduation threshold – to pass the first stage of the High-intermediate level of GEPT. Do you think this policy works? Why?"

Table 4.6 summarized our participating students' responses to the compulsory standardized examination. Forty-six percent of the undergraduates referred that the graduation threshold was helpful for them. Nine percent of the participants indicated that this policy may be useful while thirty-two percent of them did not consider this kind of threshold can push students to learn English. Another three percent of the participants said that they had no idea about the effectiveness of this policy or they did not show their position regarding this issue.

Table 4.6 Undergraduates' Responses to the Usefulness of the Graduation Threshold

	Yes	No	Maybe	No idea	No response	Total
n	146	102	30	9	32	319
%	46	32	9	3	10	100

Of the one hundred and forty-six college students who considered that the compulsory standardized examination was conducive, they provided us with several reasons as demonstrated in Table 4.7. As we can see, forty percent of the undergraduates claimed that this standardized examination served as a motivator, pushing them to study English. Seventeen percent of the college students wanted to maintain, enhance or better understand their English competence by means of taking this examination. In other words, they can realize if they need to strengthen their listening or reading skills through the test results. Another fifteen percent of them

remarked that this policy was effective because it could force them to study English to pass the examination. Seven percent of the college students stated that this policy worked since they would study English in order to meet the graduation threshold.

Table 4.7 Reasons for Effectiveness and Ineffectiveness of the Compulsory
Standardized Examination

	Reasons	N	%
Effective	‧ examinations as motivators, helping them to learn English	59	40
	‧ letting students realize what language skills they should strengthen through the test results	25	17
	‧ studying English in order to pass examinations	21	15
	‧ studying English in order to graduate successfully	10	7
	‧ helping them enhance competitive ability in workplaces or make preparations for advanced studies in the future	4	3
	‧ studying English for the purpose of not having to take remedial English courses	3	2
	‧ others	24	16
Total		146	100
Ineffective	‧ this policy cannot really motivate students to learn English	33	32
	‧ this policy would lead to "teaching to testing"	18	18
	‧ they can still graduate as long as they take remedial English courses	8	8
	‧ this policy imposes pressure on students, lowering their learning motivation	8	8
	‧ too busy with their majors or other activities; having no time to study English	4	4
	‧ English proficiency is not rapidly enhanced only by GEPT or remedial English courses	4	4
	‧ GEPT is not an internationally-recognized standardized examination	3	3
	‧ not mentioning	24	23
Total		102	100

Three percent of our participants focused on the future, thinking that this kind of policy can help them enhance English proficiency in workplaces or graduate schools. Only two percent of the participating students thought that the standardized examination was helpful for they would study English harder for the purpose of not having to take remedial English courses.

Of those who did not support the implementation of the standardized examination, thirty-two percent of the first-year college students did not think this policy would motivate them to learn English. Eighteen percent of the students thought that this policy might have negative effects on teaching, resulting in "teaching to testing." Another eight percent of the participants did not consider this compulsory examination worked since they could still graduate from university as long as they took remedial English courses if they failed GEPT. Eight percent of the undergraduates thought that the compulsory standardized examination brought them pressure and lowered their learning motivation in English. Several students, around four percent among our recruited participants, indicated that they were too busy with their majors or extra-curricular activities and as a result, they had no time studying English and preparing for the examination. Some undergraduates (4%) opposed to the execution of the policy since they thought that English proficiency could not be enhanced by the compulsory standardized examination or remedial English courses. Few students, about three percent of our participants, mentioned that GEPT was not an internationally-recognized standardized examination and thus they considered this policy ineffective.

The above were our participants' responses to the first open-ended question. In the following, we will report what our participants responded to the second open-ended question.

The second open-ended question asked "Did you prepare for the compulsory

standardized examination, i.e., GEPT? If yes, how did you prepare for it? If no, what was your attitude when you took this examination?" As shown in Table 4.8, thirty-two percent of our students prepared for this standardized examination while fifty-seven percent of them did not prepare for it.

Table 4.8 Numbers and Percentage for Preparation for GEPT among the Undergraduates

	Yes	No	No mention	No response	Total
n	101	182	4	32	319
%	32	57	1	10	100

Of the one hundred and one college students who made preparations for GEPT, they said they enhance their English ability by utilizing resources in their daily life, including English magazines, broadcasting, TV programs, movies and so forth. In addition, quite a few students referred that they write the on-line or paper mocks offered by the university and the Language Teaching and Research Center in NCTU. Some participants indicated they try to improve their weaker skills before the examination and few students mentioned that they concentrate on their English courses and amassed their English competence in class.

As for those who did not prepare for the standardized examination, Table 4.9 displayed their attitudes as they took the examination. Most of the participating students referred that they considered GEPT similar to in-class quizzes, midterm or final examinations. Around four percent of the undergraduates considered that they might discover in which aspects of language skills they are deficient by means of the test results even though they did not prepare for it. Three percent of the college students did not know how to prepare for GEPT and therefore, they were nervous

about the requirement. Two percent of the students claimed that they took GEPT to get a better understanding of the testing contents so that they know how to prepare for it afterwards. Few students (1%) did not place high value on the compulsory standardized examination and hence they gave up GEPT or thought this examination wasted time.

Table 4.9 The Attitudes for Taking GEPT among the Undergraduates Not Preparing for the Examination

Reasons	N	%
・viewing GEPT as similar to in-class quizzes, midterm or final examinations	48	26
・discovering what language skills are deficient through GEPT	8	4
・taking GEPT with nervous, scare or absent-mindedly attitudes since they do not know how to prepare for this examination in advance	5	3
・getting a better understanding of the testing contents of GEPT in order to pass it successfully in the future	3	2
・giving up GEPT	2	1
・thinking that GEPT is time-wasting	1	1
・no mentioning	115	63

The results described here gave us an overview of the nature of these participants' motivation to learn English under the influence of compulsory standardized examination. In the next chapter, we would relate our findings to the previous literature and present more detailed explanations and interpretations to help our readers get a thorough understanding of the association of L2 learning motivation and the graduation threshold.

CHAPTER FIVE

DISCUSSIONS AND CONCLUSIONS

The purpose of this research was to explore the impacts of compulsory standardized English proficiency tests on first-year college students' L2 learning motivation. On the basis of expectancy-value theories, we examined our participants' self-efficacy beliefs, motivational intensity and intrinsic value in learning English. Furthermore, this cohort of students' attitudes and perspectives towards the compulsory examination were scrutinized as well. We recruited five hundred and ninety students in National Chiao Tung University and had them complete two questionnaires at two time frames – three weeks before the standardized examination was administered and two weeks after our participants were notified of their test results. A total of three hundred and nineteen valid questionnaires was gathered. In the following, we would first summarize the findings of our study and then provide the explanations for the results. Finally, theoretical and pedagogical implications on relevant issues would be given at the end of this chapter.

Summary of the Findings

The first research question investigated whether college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English correlated with their test motivation. As already reported previously, the participating students were not very motivated towards the standardized examination they were required to take since the mean score of test motivation was only 24.98, slightly above the average score (M= 24) on this scale. Even though their test motivation was not high, it was still positively correlated with the three variables of self-efficacy beliefs, motivational intensity and intrinsic value.

Besides test motivation, we thought that test results may have effects on our participants' L2 learning motivation and as a result, our next research question discussed if college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English were correlated with their GEPT grades. This group of students got a mean score of 148.06 out of a possible maximum score of 240 on their GEPT grades. After we examined the correlations among the students' GEPT grades and their motivation to learn English, we found that the college students' self-efficacy beliefs, motivational intensity and intrinsic value in learning English were all positively correlated with their performance on the compulsory standardized examination.

The preceding two research questions concerned the associations among the three aspects of motivation and the two variables of test motivation and GEPT results. In our opinion, the three motivational variables themselves were important factors to be inspected. Thus, we probed the correlations among self-efficacy beliefs, motivational intensity and intrinsic value. The results showed that our participants' self-efficacy beliefs, motivational intensity and intrinsic value were positively correlated with one another to a medium-level extent both before and after our recruited students took participation in the compulsory standardized examination.

In addition to exploring the correlations amid the three motivational variables, we tried to compare our participants' self-efficacy beliefs, motivational intensity and intrinsic value before and after the examination between the two groups of higher and lower test motivation. Among those who cared more about the examination, they obviously spent less effort studying English after they completed the required standardized examination. However, no significant differences were found for their self-efficacy beliefs and intrinsic value in learning English. For the low test motivation group, they had higher self-efficacy beliefs while no obvious changes were

found for their expended effort and intrinsic value in L2 learning. Contrary to our expectation regarding the results of self-efficacy beliefs, we divided the participants into four groups according to their levels of self-efficacy beliefs in learning English and performance in the standardized examination. The outcomes, shown in Figure 5.1, indicated that highly efficacious students did not change their self-efficacy beliefs in English learning after they passed the examination. Nevertheless, self-efficacy beliefs were reduced for the undergraduates who were more confident but flunked the examination. On the other hand, less efficacious students had their self-efficacy beliefs enhanced in L2 learning no matter they passed or failed the examination.
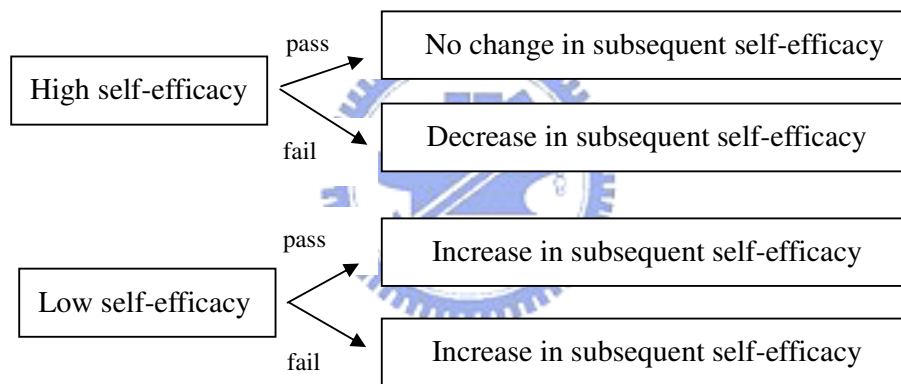
Figure 5.1 Fluctuations of the Participants' Self-efficacy Beliefs

Aside from the former variables measured through Likert-type questions, we also invited our participants to voice their ideas regarding English learning as a requirement and the standardized examination as a graduation threshold. More than half of our participants remarked that the regulation set by the school administration was effective whereas one-third of the college students took an opposite stand, considering this policy useless. Although most of the first-year college students agreed on this policy, only thirty-five percent of them prepared for this required

examination.

Discussions

Pintrich (1988, 1989) once proposed a model of motivation based on expectancy-value theory, thinking that three components need to be taken into considerations when people execute tasks: expectancy, value and affect. Wolf and Smith (1995) further indicated that the expectancy component should be broadened to contain "the estimated amount of effort needed" (p. 342) to perform a task well. Given that each major component is formed by various conceptualizations, applying this model to the present research, these elements can be explained as (a) self-efficacy beliefs: how confident I am to perform the standardized examination well, (b) intrinsic value: how doing well on the standardized examination is important to me, (c) motivational intensity: how much effort I am willing to expend for the standardized examination and (d) attitude: how important the standardized examination is to me.

Our evidence proved that students who think they are competent and enthusiastic for the assigned task may probably expend more effort studying English to pass the graduation threshold. Besides, the three motivational components are positively correlated with students' GEPT grades. In consistency with previous literature (Bong, 2001; D'amico & Cardaci, 2003; Elias & Loomis, 2002; Stewart, 2008), self-efficacy beliefs and efforts are substantial predictors to forecast learners' achievement. Except the two predictors, our analysis tells us that intrinsic value can be another predictor as well. Furthermore, these predictors are also interrelated with students' perceptions towards the required standardized examination (test motivation). Since they are closely related, we may interpret that students who stress the examination more may be more efficacious, diligent and interested in studying English to meet school expectations, or vice versa.

Although students with higher test motivation display more confidence and enthusiasm and put forth more effort in learning English, our participants' desire to perform well on the required standardized examination is apparently low. Wainer (1993) and Wolf and Smith (1995) posited that testing conditions would have influences on students' perceptions towards the test undertaken. In their study, the participants who were informed that the test grades would be counted as part of their academic performance accentuated the classroom-based test more than the others who were not notified. Hence, it is inferred that if students think that a test is consequential to them, more effort may be involved when they prepare for that test and then in turn affect their test performance. According to this notion, many universities set the graduation threshold for policy makers think college students lack autonomy and motivation to learn English (Lin et al., 2007). However, it seems that the participants investigated are not highly motivated towards the required standardized examination. Drawn from one of these undergraduates' statements,

"*I don't think this policy is useful. If we don't pass it, we just need to take remedial English courses (Student A).*"

As can be seen, the college students do not consider the examination is of direct importance to them for they can still graduate as long as they receive the credits of remedial English courses. Such regulations impact on the undergraduates' attitudes towards English learning, making them put less emphasis on graduation threshold.

One point worth noticing is that high test motivation does not guarantee good test performance. Our analysis showed no direct link between the two factors (*r* = .078, *p* > .05, see p. 44). Several researchers mentioned that learning motivation does not necessarily lead to the enhancement of English proficiency (Dörnyei, 2000; Fenollar, Roman, & Cuestas, 2007; Huang, 2006). Many other motivational factors are involved in the process. We can only argue that students' learning motivation are

shaped by their accumulated learning experiences and influenced by the importance

of the assigned tasks. If students consider a designated task consequential, they may

be willing to exert effort to accomplish that task, which in turn, but not directly, affect

the outcome of performance.

The above statements manifested the importance of L2 learning motivation.

After our participants underwent the compulsory standardized examination, we are

curious about the possible alterations regarding their self-efficacy beliefs,

motivational intensity and intrinsic value in English learning. Self-efficacy beliefs are

a complicated construct and may be influenced by causal attributions. Stajkovic and

Sommer (2000) concluded that the confidence of highly efficacious students do not

change obviously if they ascribe success to internal factors whereas their self-efficacy

beliefs may be reduced if they think failure results from external factors. For students

who have lower self-efficacy beliefs, they may increase their self-efficacy beliefs if

they owe success to internal factors; less efficacious students, however, decrease their

subsequent self-efficacy beliefs if they think internal factors are the causes of failure.

Most of our analyses corresponded with the previous findings except for the group

with lower self-efficacy beliefs and failure on the required examination. As outsiders,

people may think that this group of students would probably decrease their subsequent

self-efficacy beliefs since they did not succeed in the examination. However,

self-efficacy beliefs of this group were enhanced (see Figure 5.1, p.57). Our

speculation is that college students in this group may better understand the testing

contents of GEPT after they underwent the compulsory standardized examination.

This experience may be conducive to their preparing for such a large-scale English

proficiency test in the future. As a result, their self-efficacy beliefs after the

examination were increased. Trope and Neter (1994) once claimed that the objective

outcomes of performance do not directly change people's self-efficacy beliefs. Instead,

individual subjective analysis of personal and environmental factors influences the formation of subsequent self-efficacy beliefs. The present study is limited on the exploration of causal attributions, which merit further investigation to get a deeper level of understanding of the relationships between self-efficacy beliefs and causal attributions.

Besides this group, we would like to channel our reader's attention to another group who were more efficacious but failed the examination (see Figure 5.1, p. 57). Compared with others, these students owned higher self-efficacy beliefs before the examination and may expend more effort studying English and believe that they had the capacity to reach the requirement. They, nevertheless, flunked the examination. In our study, we found that quite a few undergraduates obtained scores of more than one hundred and sixty in the first stage of the High-intermediate level of GEPT. These students did not pass the examination because either their scores in listening sections or those in reading sections did not meet the threshold of eighty points. The outcome may not result from students' English proficiency, but from the criteria of GEPT grading, which may be detrimental to students' confidence. Fortunately, LTTC has proposed a new rule for the grading system (see annotation 3, p. 3). In addition to LTTC's reform, we think that school administrators and teachers should pay more attention to this cohort of students to help diminish the negative effects the compulsory examination brings and retrieve their confidence.

In mention of motivational intensity, it is believed that effort would be decreased after tasks are completed. For the undergraduates who stress the requirement more, we obtain the same result, discovering that students' effort in learning English was diminished after they took GEPT. Nevertheless, this trend is not found among the students who do not emphasize the standardized examination. From our perspective, this may be the negative effects examinations bring to people who hope to perform

well. More specifically, if people place high value on designated tasks, they may undergo a hard-working process. Once the tasks are done, people naturally do not expend effort any more. By contrast, people will not work hard from the beginning if they do not care about tasks undertaken. Drawn from the results, we may speculate that the compulsory standardized examination has only temporary influences on a small number of undergraduates. School regulations for graduation may make it difficult to sustain college students' motivation to learn English.

Unlike the research conducted before (Gallagher & McClune, 2000; Grolnick & Ryan, 1987; Remedios et al., 2005), our undergraduates' intrinsic motivation was neither enhanced nor reduced. Theorists (Renninger, 2000) considered that intrinsic motivation subsumes situational interest and individual interest, the former representing temporary enjoyment in an activity and the latter continuous engagement in subject-related knowledge. As we are concerned, learning a second language involves the drive of individual interest, which is shaped over time and therefore resistant to immediate changes (Remedios et al., 2005). Since we realize the importance of individual interest, it is urgent to help undergraduates establish or strengthen their lasting and ongoing interest in the subject matter of English for it is proclaimed that people with well-developed individual interest learn for the sake of learning, not for extrinsic goals (Renninger, 2000).

Theoretical and Pedagogical Implications

The Ministry of Education administered a development project in 2002, hoping to improve all the residents' English proficiency. Through this, domestic undergraduates are expected to be capable of interacting with other global citizens using English as an international language and keeping lifelong learning of English (Lin et al., 2007). At present, we are doubtful about the realization of these objectives.

One thing for sure is that the graduation threshold and the required English ability lead to the phenomenon of people surging forward taking English proficiency tests (Lin et al., 2007). We think most students neglect the original purposes of these regulations and only center on what passing examinations can benefit them. As a result, a large number of students stop learning English after they go through examinations or they just give up learning English from the start.

In addition, the measure of offering remedial programs to those who fail GEPT may replace the significance of the graduation threshold. Many undergraduates may regard the compulsory standardized examination as lack of serious consequence and be unwilling to put forth effort.

Lin et al. (2007) mentioned that examinations are "necessary evil", pushing students to study and learn. Bandura and Schunk (1981) referred that examinations and tests serve as short-term subgoals during the tedious and lifelong process of English learning. Feedback drawn from test results can be powerful motivators, helpful for the enhancement of L2 learners' confidence and interest and the stabilization of expended effort. The researchers emphasized that the subgoals must be "attainable" from which learners acquire satisfaction and subsequently, increase their motivation and involvement in learning. In terms of pedagogical assistance, our participating undergraduates can have access to GEPT prep materials in the library and self-study center. Furthermore, the university sets up an online system, allowing students to practice GEPT at any given time. In class, English teachers put emphasis both on listening and reading skills and incorporate GEPT mocks into the grading policy. Although these students have abundant resources for use, some of them indicated that passing GEPT is not easily attainable for it is hard to prepare for such a large-scale standardized examination with a wide range of testing contents. Besides, instead of being given information on their learning, students mostly gain judgmental

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feedback from mocks, being informed whether or not they reach the criteria.

To tackle these problems, it is suggested that teachers provide GEPT-related diagnostic feedback instead of judgmental information only. Learning strategies and test-taking strategies, especially the ways to prepare for large-scale examinations are what teachers can convey to their students. In this way, students can realize what aspects of learning they should strengthen and make better preparation for the required standardized examination. As to the testing contents, if we can design university-based examinations, testing students' English ability that they can apply to their workplaces in the future, then students may feel the examinations more manageable. Besides, it is believed that these kinds of examinations are conducive to the enhancement of college students' L2 learning motivation (Lavallee, Gong, & Liu, 2008).

Lin et al. (2007) stated that students may observe the way school administrations enforce their regulations. If administrators take them seriously, students would follow the rules in the same manner; if they are not serious about the regulations, students would not take them seriously. As a result, we think the priority is to raise college students' awareness, making them realize the significance of this policy instead of just asking them to pass the graduation threshold or take remedial English courses. After all, learners would gradually lose their inner interest if they are forced to accomplish extrinsic requirement (Dörnyei, 1994). Once college students are conscious of the essence of the regulations with the enhancement of motivation accompanied, they would strive for prominent academic performance and keep learning English during the academic years.

Conclusions

All in all, undergraduates' attitudes towards the compulsory standardized

examination play a substantial role in enhancing their L2 learning motivation. The more they stress the graduation threshold, the higher they demonstrate their self-efficacy beliefs, expended effort and intrinsic value. If we want college students to emphasize the requirement more, it is of importance to make them feel passing the examination is attainable. We can start it over from two feasible dimensions. Offering pedagogical assistance is one of the dimensions, especially tactics to prepare for large-scale English proficiency tests. Furthermore, it is expected to provide students with GEPT-related diagnostic information so that they can realize what aspects of language skills they should reinforce. Designing a university-wide examination is the other workable dimension, whose purpose is to bridge the gap between the language competence tested in the present standardized English proficiency tests and the English ability that university students need to own in the future workplaces or for further academic pursuit. To sum up, several ways to enhance college students' L2 learning motivation are listed as follows:

‧Offering pedagogical assistance such as GEPT prep materials, online

GEPT-testing systems, and so on

‧Offering GEPT-related diagnostic feedback

‧Offering English learning and test-taking strategies

‧Designing university-based English proficiency tests

Hopefully, this study may shed some light on the field of L2 learning motivation, making policy makers, teachers and undergraduates rethink the meaning of the graduation threshold policy and work together to maintain or enhance college students' motivation to learn English.

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APPENDICES

Appendix A

Regulations on Graduation Requirements

among National Universities in Taiwan

Universities	Required Credits for Foreign Language Courses	Required English Proficiency Test for Graduation	Measures for Not Passing Required English Proficiency Test
National Taiwan University	6	GEPT/the first stage of the High-intermediate level	Taking Online English Programs Ⅰ & Ⅱ
National Cheng Kung University	6	GEPT/the Intermediate level	Taking Remedial English
National Chiao Tung University	6	GEPT/the first stage of the High-intermediate level	Taking Remedial English Ⅰ & Ⅱ
National Sun Yat-sen University	4	GEPT/the first stage of the High-intermediate level	Taking English Ⅰ Ⅱ & Ⅲ
National Chung Cheng University	4	GEPT/the first stage of the High-intermediate level	Taking Remedial English
National Chengchi University	4~6	GEPT/the first stage of the High-intermediate level	Taking English or other foreign languages
National Central University	6	GEPT/the first stage of the High-intermediate level	Taking Second Year English
National Kaohsiung Normal University	4	GEPT/the Intermediate level	Taking Advanced Courses in English
National Changhua University of Education	6	GEPT/the Intermediate level	Taking TOEFL courses
Taipei Municipal University of Education	4	GEPT/the first stage of the Intermediate level	Taking Remedial English
National Taichung University	4	GEPT/the Intermediate level	Taking Remedial English
National Hsinchu University of Education	4	GEPT/the Intermediate level	Taking Advanced Courses in English

p.s. Due to page limits, we only listed twelve national universities that were randomly
selected. Instead of private or vocational universities, national universities were chosen
because the participants in this study were recruited from a national university.

Appendix B

An Introduction to GEPT

Features

GEPT is divided into five levels with each level requiring varying English proficiency. Table 1 shows the equivalent English proficiency for individual level. According to the Language Training and Testing Center, undergraduate students with non-English majors should have the ability to communicate with others without much difficulty. In addition, the Language Training and Testing Center specifies the required English ability of individual skills for the High-intermediate level (Table 2). That is the reason why the first-year college students in National Chiao Tung University are required to pass the first stage of the High-intermediate level of GEPT.

Table 1   Equivalent English Proficiency for Each Level of GEPT

Level	Equivalent English Proficiency
Elementary	People who pass the Elementary level have basic English proficiency, which equals to that of junior high school students. They can comprehend and use simple English.
Intermediate	People who pass the Intermediate level can communicate with others in simple English. Their English proficiency is equivalent to that of high school students.
High-intermediate	People who pass the High-intermediate level may have some problems in language use. However, they basically communicate with others without difficulty. Their English proficiency is equivalent to that of non-English major undergraduate or graduate students.
Advanced	People who pass the Advanced level speak fluent English with minor mistakes. They can use English in academic or professional domains. Their English proficiency equals to that of English major undergraduate or graduate students or that of people who study in universities or graduate schools in English-speaking countries.
Superior	People who pass the Superior level can communicate efficiently with appropriate strategies in various situations. Their English proficiency is equivalent to that of native speakers with degrees in higher education.

Table 2   The Required English Ability for the High-intermediate Level of GEPT

Listening	Reading	Writing	Speaking
Having the ability to understand general social and workplace English	Having the ability to read various articles and documents	Having the ability to write abstracts, reports, and letters in English	Having the ability to express ideas and opinions in social situations and workplaces

The Elementary, Intermediate, and High-intermediate levels are administered twice a year and the Advanced level once a year. As for the Superior level, it is only administered upon request. In each level, test-takers have to join two stages of testing. The first stage includes listening and reading tests. Only when they reach a certain criterion can they go on the second stage of writing and speaking tests.

Contents / format / testing time
As mentioned earlier, each level of GEPT contains two stages of testing. The first stage is inclusive of listening and reading tests and the second one writing and speaking tests. Due to the reason that each level requires differing English proficiency, the contents being assessed vary. In this present study, we focus on the contents of the High-intermediate level of GEPT for our participating students took this level of the standardized examination.

Table 3   Assessed Contents for the High-intermediate Level of GEPT

	First stage		Second stage	
Skills	Listening	Reading	Writing	Speaking
Number of items	45	50	2	10
Time in total (minutes)	35	50	50	20
Assessed contents	a. Answering questions b. Conversations c. Short talks	a. Sentence completion b. Vocabulary and structure c. Reading comprehend-sion	a. Chinese-English translation b. Guided writing	a. Answering questions b. Picture description c. Discussion

As displayed in Table 3, there are ninety-five items in the first stage of the High-intermediate level of GEPT, forty-five items for the listening test and fifty items for the reading test. These two parts are what the first-year college students in National Chiao Tung University are required to pass. They have to complete the multiple-choice items in eighty-five minutes.

Criteria of grading

Table 4 shows the total scores and standardized passing grade of each testing section of GEPT. As can be seen, the listening and reading sections count as one hundred and twenty points, respectively. The total scores for each of the writing and speaking sections are one hundred points. GEPT is a criterion-referenced test. The raw scores test-takers gain will be transferred to standardized scores. Testees have to achieve the criterion of the standardized passing grade, i.e., eighty, in listening and readings tests so that they can further take the following stage of writing and speaking tests. Only when they reach the passing criterion in writing and speaking tests are they qualified in this examination.

Table 4   Criteria of GEPT Grading

	Section	Standardized passing grade	Total scores
First stage	Listening test	80	120
	Reading test	80	120
Second stage	Writing test	80	100
	Speaking test	80	100

Comparisons among GEPT and other standardized examinations

Table 5 displays the comparisons between GEPT and three major standardized examinations, including TOEIC, IELTS and TOEFL. According to this table, the four standardized examinations are developed by different language institutes. The purposes of taking these examinations include school applications at home or abroad, job search and immigration. In terms of the skills, GEPT, IELTS and TOEFL assess the four skills of listening, reading, writing and speaking while TOEIC only tests listening and reading skills.

Table 5   Comparisons among Major Standardized Examinations

	GEPT	TOEIC	IELTS	TOEFL-iBT
Developing center	LTTC	ETS	UCLES	ETS
Purposes	1. Applying for schools at home 2. Looking for jobs	1. Applying for schools abroad 2. Looking for jobs	1. Applying for schools abroad 2. Looking for jobs 3. immigrating to Canada, Australia, and New Zealand	1. Applying for schools abroad 2. Looking for jobs
Assessed skills	Listening Reading Writing Speaking	Listening Reading	Listening Reading Writing Speaking	Listening Reading Writing Speaking
Contents	General English proficiency	Workplace English	Academic modules and general training	Academic English proficiency

As for the contents being assessed, GEPT aims to test general English proficiency, whose contents derive from what test-takers experience in their daily life. TOEIC focuses on the language use in the working world whereas the testing contents on IELTS and TOEFL are related to the language used in academic settings.

Source: On the basis of the LTTC website, the information in this appendix was compiled and translated by the researcher.

Appendix C

研究徵求大一班級參與

老師您好：

　　我是交通大學英語教學碩士班研究生陳姿惠，目前正在進行碩士論文的準備工作，預計將於下學期進行一份全民英檢對大一學生英語學習動機影響之研究，需要<u>大一學生</u>的參與，因此想徵得您的同意，在下學期<u>您所任教的大一班級中</u>向學生進行問卷調查。我的問卷施測預訂在英檢考試前後分兩階段進行，每次估計將花費<u>十分鐘</u>左右的時間，第一次訂於第<u>八</u>週或第<u>九</u>週（96/04/16~96/04/27），第二次約在第<u>十五</u>週或<u>十六</u>週（96/06/04~96/06/15）。希望能獲得您的允許至貴班進行問卷施測，這將對我的碩士論文研究有莫大的助益。<u>若您願意讓我到貴班發放問卷，請給我一個簡短的回覆</u>，我將與您保持連繫。如果您對我的研究有任何進一步的問題，我也會盡力提供資料並說明，感謝您的幫助，期待您的回音！

非常感謝您的協助，特此致上最誠摯的謝意。

　　　　　　　　　　　　　　　交通大學英語教學碩士班
　　　　　　　　　　　　　　　研究生：　陳姿惠
　　　　　　　　　　　　　　　指導教授：黃淑真敬啟
　　　　　　　　　　　　　　　民國九十六年元月

大一學生英語學習動機調查問卷（前測）

親愛的同學，您好：

　　我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，施測對象為大一學生。研究者對於此主題有濃厚研究興趣，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。

　　本問卷共分為兩部分，第一部份是您的基本資料；第二部份為 33 題問題。請您撥冗惠填以下個人資料及問卷，**在適當選項上予以勾選**。此問卷並無標準答案，請依照您個人直覺反應回答問題即可。本問卷結果僅供學術研究之用，且個人資料絕對保密，請您放心作答。非常感謝您的協助與寶貴意見。

耑此　敬祝

學安

　　　　　　　　　　　　　　　　交通大學英語教學碩士班
　　　　　　　　　　　　　　　　指導教授：**黃淑真**
　　　　　　　　　　　　　　　　研究生　　**陳姿惠**　　敬上
　　　　　　　　　　　　　　　　民國九十六年四月

個人基本資料調查

1. 上課班級：_____
2. 學生系級：_____
3. 學生學號：_____
4. 性　　別：　□ 男 □ 女
5. 電子郵件信箱：_____

英語學習動機調查之問卷

	下列題目是敘述您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	我相信在英文課我會得到優異的成績。	5	4	3	2	1
2	我確信我能理解英文課的教材中最困難的部份。	5	4	3	2	1
3	我有自信能學會英文課中的基本概念。	5	4	3	2	1
4	在英文課中，我有自信能夠理解老師所給的最複雜的教材。	5	4	3	2	1
5	我有自信英文課中在作業及考試方面有優異表現。	5	4	3	2	1
6	我期待英文課有好表現。	5	4	3	2	1
7	我確信可以精通英文課所教的技巧。	5	4	3	2	1
8	考慮到英文課的難處、老師及我的技巧，我認為自己在這堂課將會有好表現。	5	4	3	2	1
9	我很重視能理解所看到及聽到的英文。	5	4	3	2	1
10	我幾乎每天都努力唸英文以吸收新知。	5	4	3	2	1
11	當我對於英文課正在學的東西有理解上的問題時，我總是求助老師。	5	4	3	2	1
12	我真的很努力學習英文。	5	4	3	2	1

13	當我唸英文時，我會忽視分散我注意力的事物，並堅持手邊的工作。	5	4	3	2	1
14	對於英文課所得到的回饋，我不會很注意。	5	4	3	2	1
15	我不想檢查英文課中被改正的作業。	5	4	3	2	1
16	我傾向用隨意且沒有計畫的方式處理我的英文作業。	5	4	3	2	1
17	當英文老師離題時，我傾向放棄學習。	5	4	3	2	1
18	我不想試著了解英文較複雜的部份。	5	4	3	2	1
19	我期待英文課。	5	4	3	2	1
20	我喜愛英文。	5	4	3	2	1
21	假如課後電視或廣播有英文節目的話，我想我會收看或收聽這些節目。	5	4	3	2	1
22	我發現英文很有趣。	5	4	3	2	1
23	我儘可能多出席英文課。	5	4	3	2	1
24	我發現英文很無聊。	5	4	3	2	1
25	假如我朋友問我是否值得學英文，我會說值得。	5	4	3	2	1
26	考好 GEPT 對我是重要的。	5	4	3	2	1
27	我關心 GEPT 所得到的分數。	5	4	3	2	1
28	GEPT 對我來說是很重要的考試。	5	4	3	2	1
29	我盡了最大的努力準備 GEPT。	5	4	3	2	1
30	我應該更努力準備 GEPT 才對。	5	4	3	2	1
31	我沒有全心準備 GEPT。	5	4	3	2	1
32	我迫切想知道自己的 GEPT 考的多好。	5	4	3	2	1
33	我具有高度動機要考好 GEPT。	5	4	3	2	1

大一學生英語學習動機調查問卷（後測）

親愛的同學，您好：

　　我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，施測對象為大一學生。研究者對於此主題有濃厚研究興趣，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。

　　本問卷共分為三部分，第一部份是您的基本資料；第二部份為 25 題問題；第三部份為 2 題開放式問題。請您撥冗惠填以下個人資料及問卷，**在適當選項上予以勾選**。此問卷並無標準答案，請依照您個人直覺反應回答問題即可。本問卷結果僅供學術研究之用，且個人資料絕對保密，請您放心作答。非常感謝您的協助與寶貴意見。

耑此　敬祝

學安

　　　　　　　　　　　　　　　　交通大學英語教學碩士班
　　　　　　　　　　　　　　　　指導教授：**黃淑真**
　　　　　　　　　　　　　　　　研究生　**陳姿惠**　　敬上
　　　　　　　　　　　　　　　　民國九十六年六月

個人基本資料調查

1. 學生系級：＿＿＿＿＿＿＿＿＿＿＿
2. 學生學號：＿＿＿＿＿＿＿＿＿＿＿

英語學習動機調查之問卷

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3	我有自信能學會英文課中的基本概念。	5	4	3	2	1
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6	我期待英文課有好表現。	5	4	3	2	1
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8	考慮到英文課的難處、老師及我的技巧，我認為自己在這堂課將會有好表現。	5	4	3	2	1
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19	我期待英文課。	5	4	3	2	1
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22	我發現英文很有趣。	5	4	3	2	1
23	我儘可能多出席英文課。	5	4	3	2	1
24	我發現英文很無聊。	5	4	3	2	1
25	假如我朋友問我是否值得學英文，我會說值得。	5	4	3	2	1

開放式問題

1. 許多人認為進大學後英文退步跟升學考試壓力的解除有關，因此學校設定了英檢中高級初試的畢業門檻，希望敦促同學繼續努力學習英文，你認為這樣的措施有效嗎？為什麼？

2. 您有為了這次的英檢考試作準備嗎？若有，您是如何準備的？若沒有，您又是以什麼樣的心情應考？請說明。

再次誠摯感謝您的填寫！