University English Language Learners in Sichuan Province: A Mixed – Methods Study on Learning Motivation

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Abstract:

This study investigated the types, levels of motivation, and factors influencing students' learning English motivation in Sichuan Province and proposed guidelines for improving students' language learning motivation. A mixed-method design was adopted. 1,301 participants from three different types of universities were the questionnaire respondents, while 12 students were semi-structured interviewees. In the focused group discussion, four experienced educators critically reviewed the findings. The results revealed that efforts had the strongest impact on intrinsic motivation, whereas persistence had the weakest impact. Secondly, intensity had the strongest impact on extrinsic motivation, and persistence had the weakest impact on it. Thirdly, female students had stronger motivation than male students. Fourthly, factors influencing motivation included attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery. Fifthly, guidelines for maximization of learning English motivation dealing with those factors were then proposed. It was recommended that future research investigate the English language learning motivation at all levels of the education system to explore the changes in student motivation at different levels of education.

Keywords: Types of motivation, Levels of motivation, Factors influencing students learning motivation, Sichuan Province, Guidelines

Introduction

The learner-centred approach, which entrusts students with ownership of learning is on the rise over the teacher-centred approach, where the teachers direct how students should learn (Nunan,1988; Tudor, 1996; Rogiers et al., 2019). The learner-centred approach has been influenced by the School of Constructivists that encourage students to become active and lifelong learners (Chayanuvat, 2009, p.54), one of the main expected learning outcomes of the 21st Century. As Dörnyei (2020) explained, the definition of motivation is closely related with engagement and motivation must be ensured in order to achieve student engagement (Esra & Çiğdem, 2021). Motivation is also one of the determined factors of foreign language learning success (Engin, 2009). It was described as combining efforts and a desire to attain language learning goals with ideal attitudes toward foreign language learning (Gardner, 1985). With motivation towards language learning, students are more likely to use L2 learning strategies, and to interact with native speakers, and to persevere and maintain L2 skills after courses were over (Oxford & Shearin, 1994), and have resilience when they encounter the problems (Basir & Kolahi, 2022). In China, English is an important language which is an communicative tool used in the labour market since the Reform and opening -up policy. Therefore, many studies in China have been conducted to investigate the roles and influences of

motivation in language learning. However, previous studies mainly focused on one group of participants (Zhang et al., 2020). In the scenario, there is a lack of research on investigation of motivation in a large scale and comparison between different universities (Comprehensive, Technical and Specific Teachers' College), especially in Sichuan Province. Therefore, this study investigated what stimulated students in their English language learning.

Research Objectives

1) To explore the levels of intrinsic motivation of the English language learners in Sichuan Province;

2) To study the levels of extrinsic motivation of the English language learners in Sichuan Province;

3) To compare personal demographics with motivation of the English language learners in Sichuan Province;

4) To examine the factors influencing the motivation of the English learners in Sichuan Province; and

5) To obtain the guidelines of motivation maximization for students' English language learning.

Literature Review

1) Motivation

According to Covington (1998), motivation is easy to characterize (in terms of external and visible effects), but difficult to define. This has not prevented individuals from attempting to give appropriate definitions for its different entities. Indeed, numerous motivation experts have attempted to interpret motivation from various angles. Houston (1985) states that motivation is a goal-directed, motivating, and maintained behavior. Similarly, Pintrich and Shunk (1996) define motivation as a goal-directed, motivating, and sustained behavior. In other words, motivation is a psychological drive. Motivation, on the other hand, is defined by Williams and Burden (1997, pp. 120) as the stimulation of cognitive and affective states, as well as

a cognitive and affective condition that encourages individuals to make conscious behavioral decisions and persist over time. These motivational descriptions may have certain differences, but they also have a lot in common. Undoubtedly, motivation does not only come from outside.

2) Types of Motivation

In the field of psychology, under the category of motivation in education, there are debates about how to divide the types of motivations: one supports dualism, the other supports multifaceted. The current study goes with dualism, dividing human motives into two types driving individuals to learning activities, which are intrinsic and extrinsic motivation (Reiss, 2012).

The earliest researcher, White (1956) described the definition of intrinsic motivation as a drive from an individual to handle a complex task and master new skills, while he/she felt self-efficacy and self-competence. Then, some researchers refer to it as when individuals engage in the task to feel competent and self-determining (Deci, 1975), they have intrinsic motivation. Later, Ryan and Deci (2000) explain that when learners are engaged in activities expecting to experience intrinsic pleasure, they have intrinsic motivation. That is the reason why teachers should make learning activities interesting and fun so that students involved can feel pleasurable in order to enhance motivation and improve their learning (Rheinberg, 2020). Extrinsic motivation is referred to as a drive that is outside the task or activity (Pinem, 2021). In the study, extrinsic motivation like the desire for high scores is the highest extrinsic motivation compared to avoiding fear, which was another extrinsic motivation that drove students' learning.

3) The Levels of Motivation

An increasing amount of research focused on examining the level of motivation for students (Ramaha & Ismail, 2012). In Kew et al.'s (2018) study, they used an instrument named IMMS (Keller,

1990) from Keller's ARCS Model (Keller, 1987) to examine students' motivational levels in four categories: 1) attention (to raise interest and draw the curiosity of students); 2) relevance (the materials meet students' demands); 3) confidence (approaches that make students have positive expectations to achieve success); 4) satisfaction (methods that make students have intrinsic and extrinsic reinforcement for effort). The results showed that there was a significant difference between motivation level and degree of study.

4) The Factors Influencing Motivation

Recently, studies on motivational factors mainly focused on two perspectives that were intrinsic factor and extrinsic factor to investigate the influences on learning (Jiao et al., 2022).

Intrinsic factors refer to an individual's mental need for competence and autonomy connected with passion, enjoyment, attitude toward foreign language learning, self-concept, mastery, and positive emotions of doing learning activities (Gustiani & Sriwijaya, 2020; Pan & Zhang, 2021). In Esra and Çiğdem's (2021) study, intrinsic factors included expectations and satisfaction with course content, communication needs, and level of self-determination. When the course content did not match with learners' expectations, like when the course content aimed to train learners for the proficiency exam, learners experienced decreased motivation (Esra & Çiğdem, 2021). In the Jiao et al. (2022) study, the findings showed that intrinsic interest, the factor of motivation, had a significantly positive impact on English achievement, which echoed previous research (You & Dörnyei, 2016; Bai & Wang, 2020). Intrinsic interests in the study consist of being interested in English-speaking countries, having a love of language learning, loving English literature, liking English songs/movies, letting the world know about nations, understanding the world's development, and doing their best for the prosperity of the country. Personal relevance is also an important intrinsic factor that affects students' learning activities (Jeffrey & Stuart, 2018). In Papi et al.'s (2019) study, they found that if students were interested in the learning materials and activities, they maintained motivation through engagement with teachers. Pan and Zhang (2021) investigated attitudes toward foreign language learning, they found that attitudes toward foreign language learning involved L2 learning interests, cultural interests and attitudes toward the foreign community. L2 learning interesting referred to as the language learners found the L2 learning fascinating. Self-concept meant the language learners perceived themselves from their previous learning experiences and interpretations of his or her environment (Shavelson et al., 1976). Bai and Wang (2020) found that a growth mindset was the stronger predictor of a motivational belief for students in Hong Kong to learn English. Extrinsic factors indicated that external rewards on tasks or learning activities such as good grades, personal development, international communication, fear of failure, craving for achievement in life, teachers and teaching, peers, learning environment, family, and learning situation (Dörnyei & Muir, 2019; Muhammad et al., 2020; Jiao et al., 2022). Besides, teachers could also contribute motivation (Esra & Çiğdem, 2021).

Research Methodology

1) Research Design

The study involved three main variables which were demographics, intrinsic motivation and extrinsic motivation. With three variables, the study tried to find out motivation of English language learners. The Figure 1.1 shows below.
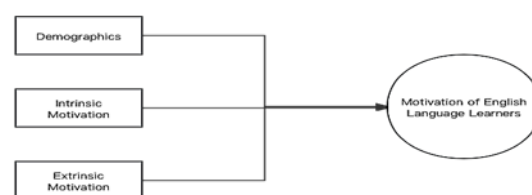

Figure 1.1 Conceptual Framework

The study used a mixed-methods, multi-phase research approach to collect both quantitative and qualitative data to answer the research questions. The quantitative data were collected first to identify the general trend of the issues investigated. Secondly, semi-structured interviews were conducted with a small number of volunteers for in-depth information based on the research participants' experiences of the issues. After that, both types of data were analyzed to show how they were related and complementary to each other. Finally, the findings were critically reviewed by a group of educational experts in a focus group discussion to derive guidelines that could maximize student motivation.

2) Research Site and Participants

For this study, the population was around 95,000 students in total from three universities, out of 52 universities in Chengdu, Sichuan Province, the southeast part of China, in 2022. These three universities are representatives of three different types of universities (Comprehensive, Technical, and Specific Teachers' Colleges). The participants included both male and female students. Individuals under the age of 18 were requested not to complete the questionnaire. The study used the Taro Yamane Formula (1967) to randomize the population. At the confidence level is 95% then, margin of error (e) is 0.05. In brief, the total sample size for the questionnaire survey was around 1,183. For the safe size, each of the sample sizes was 10% higher compared to the original one. The final total sample size was 1,301. Another data source was from a group of 12 volunteer interviewees, four from each university in the study. The investigator posted an advertisement for recruiting the 12 volunteer interviewees on the Internet through applications, QQ, and Wechat. For the focus group discussion, the 2 experienced experts and 2 experienced language teachers were all professors from the education and second language acquisition fields.

3) Research Instruments

Two research instruments were adopted in the study to collect the data to answer the research questions—the questionnaire and the semi-structured interview.

The questionnaire was designed to follow Dörnyei's (2003) guidelines to measure the motivation of students learning a foreign language, which gave clear instruction to conduct the study. The instrument was composed of 41 Items, which was adopted from the 7-Likert Scale format of Gardners' (1985) Attitude, Motivation Test Battery. It involved three main areas of motivation: types of motivation (7 items), levels of motivation (9 items) and factors influencing learning English motivation (23 items). There were two items for demographics, gender and grade. The interview was used to collect the data to offer opportunities for another group of data sources to provide in-depth information on motivation and related topics to the study. The semi-structured interview aimed to find out if there were any new information about motivation learning English, which worked as supplement for questionnaire. The semi-structured questions below acted as prompts to get the interviewees to talk about their particular situations as responses to the research questions:

1. How long have you been learning English?
2. How do you learn English?
3. Do you enjoy learning English?
4. What do you think makes you want to learn English?
5. Are there any factors that make you want to give up learning and trying?
6. Can you describe your English teacher and the way they teach?
7. In your opinion, what is the most important factor that helps you to become a successful English language learner?

4) Data Collection

Quantitative data were collected from the questionnaire online, distributed to participants by the teachers who are from three universities. Qualitative data: the interview took place in the researcher's office. The participants were interviewed one by one. Each participant answered the prepared, semi-structured questions. The interview for each participant lasted around 40 minutes. All the answers were recorded with permission from each interviewee. The focus group discussion was held in the office. All the experts and teachers were invited to participate in the discussion. After receiving advice from experts, the researcher would summarize their suggestions and revise the guidelines based on their opinions.

5) Validity and Reliability

The questionnaire and semi-structured questions were validated by five experts in the Item Objective Congruence (IOC) Activity. Cronbach's alpha coefficient (1951) was used for the reliability of the instrument (Cronbach's alpha > 0.7). The results of the instrument are all above 0.95 after the pilot test (N = 30). The questionnaire included 41 items and one open-ended question. The semi-structured questions were above 0.67.

Data Analysis

For the quantitative data, ANOVA and multiple regressions were used to assess the dependent variables in the study in order to detect patterns between multiple dependent variables related to motivation. The data were analyzed and showed the correlation between dependent variables (types of motivation, factors of motivation, and levels of motivation). For the the semi-structured interview data, the current study adopted Lichtman (2013)'s the three Cs Cycle: Code, Category and Concept.

1) Results from quantitative data

The findings show that efforts have the strongest impact on intrinsic motivation. It means students would like to invest more effort in learning English when they have intrinsic motivation. The findings show that persistence has the weakest impact on intrinsic motivation. It means students have intrinsic motivation and learn English less frequently;

The findings show that Intensity have the strongest impact on Extrinsic Motivation. It means students would like to study hard in learning English when they have Extrinsic Motivation. The findings also show that Persistence has the weakest impact on Extrinsic Motivation. It means students have Extrinsic Motivation and learn English less frequently;

The findings show that female students had stronger motivation to learn English than male students and there was no significant difference among different grades and different universities (p>0.05). Table 1.1 shows the results of the effect of extrinsic motivation and intrinsic motivation on gender. Table 1.2 shows the results of the effect extrinsic motivation and intrinsic motivation on grade.

Table 1.1 the Effect of Extrinsic Motivation and Intrinsic Motivation on Gender

School	Item	Male	Female	M_F-M_M	T	P
CDU	Item 3	3.03±1.00	3.50±1.16	0.470	-4.505	0.000
	Item 6	3.00±1.06	3.52±1.14	0.520	-4.914	0.000
	Item 9	2.99±1.05	3.57±1.19	0.580	-5.410	0.000
	Item 4	2.95±1.03	3.55±1.19	0.600	-5.585	0.000
	Item 5	2.96±1.01	3.54±1.20	0.580	-5.429	0.000
	Item 7	2.95±1.04	3.65±1.18	0.700	-6.507	0.000
	Item 8	2.94±1.01	3.64±1.16	0.700	-6.716	0.000

School	Item	Male	Female	MF-MM	T	P
SNU	Item 3	2.93±1.11	3.46±1.26	0.530	-4.585	0.000
	Item 6	2.96±1.00	3.51±1.26	0.550	-4.994	0.000
	Item 9	2.97±1.03	3.52±1.34	0.550	-4.714	0.000
	Item 4	2.93±1.09	3.65±1.08	0.720	-6.875	0.000
	Item 5	2.94±1.06	3.64±1.20	0.700	-6.304	0.000
	Item 7	3.07±1.05	3.65±1.13	0.580	-5.521	0.000
	Item 8	2.99±1.08	3.67±1.17	0.680	-6.215	0.000
SCU	Item 3	3.22±1.12	3.77±1.11	0.550	-5.129	0.000
	Item 6	3.31±1.16	3.78±1.17	0.470	-4.178	0.000
	Item 9	3.29±1.04	3.85±1.04	0.560	-5.632	0.000
	Item 4	3.24±1.14	3.72±1.17	0.480	-4.349	0.000
	Item 5	3.16±1.18	3.66±1.13	0.500	-4.525	0.000
	Item 7	3.12±1.12	3.74±1.15	0.620	-5.782	0.000
	Item 8	3.11±1.15	3.70±1.20	0.590	-5.229	0.000

Table 1.2 the Effect of Extrinsic Motivation and Intrinsic Motivation on Grade

School	Item	Freshman	Sophomore	Junior	Senior	*F*	*p*	*LSD*
CDU	Item3	3.32±1.18	3.27±1.12	3.28±1.08	3.21±1.07	0.151	0.929	-
	Item6	3.28±1.11	3.27±1.14	3.41±1.10	3.06±1.17	1.626	0.183	-
	Item9	3.22±1.24	3.38±1.16	3.35±1.14	3.09±1.08	1.301	0.274	-
	Item4	3.24±1.11	3.33±1.17	3.30±1.22	3.09±1.09	0.814	0.487	-
	Item5	3.29±1.18	3.31±1.12	3.24±1.15	3.14±1.18	0.413	0.744	-
	Item7	3.37±1.26	3.29±1.12	3.34±1.20	3.24±1.11	0.214	0.887	-
	Item8	3.37±1.09	3.29±1.20	3.34±1.15	3.19±1.10	0.433	0.730	-
SNU	Item3	3.12±1.26	3.13±1.25	3.28±1.19	3.48±1.15	1.342	0.260	-
	Item6	3.12±1.26	3.30±1.22	3.23±1.14	3.38±1.07	0.621	0.602	-
	Item9	3.21±1.25	3.27±1.24	3.22±1.21	3.44±1.26	0.465	0.707	-
	Item4	3.40±1.04	3.38±1.16	3.23±1.18	3.27±1.11	0.589	0.623	-
	Item5	3.34±1.13	3.42±1.17	3.14±1.26	3.40±1.13	1.545	0.202	-
	Item7	3.58±1.15	3.50±1.09	3.22±1.12	3.17±1.18	2.817	0.039	1=2>3=4
	Item8	3.49±1.26	3.37±1.17	3.30±1.14	3.33±1.25	0.446	0.721	-
SCU	Item3	3.58±1.06	3.53±1.16	3.47±1.17	3.39±1.26	0.378	0.769	-
	Item6	3.58±1.17	3.58±1.19	3.56±1.21	3.39±1.19	0.340	0.797	-
	Item9	3.67±1.11	3.47±1.08	3.64±1.05	3.57±1.07	0.926	0.428	-
	Item4	3.61±1.11	3.52±1.19	3.39±1.23	3.41±1.13	0.775	0.508	-
	Item5	3.43±1.11	3.48±1.22	3.42±1.23	3.20±1.09	0.605	0.612	-
	Item7	3.50±1.16	3.48±1.21	3.44±1.18	3.20±1.09	0.715	0.544	-
	Item8	3.52±1.07	3.39±1.30	3.39±1.27	3.34±1.06	0.376	0.771	-

Table 1.3 shows that intrinsic motivation and extrinsic motivation have positive impact on attitude, except for students in CDU who have intrinsic motivation but with weak impact on attitude. In terms of self-concept, Table 1.4 shows that intrinsic motivation and extrinsic motivation have positive impact on self-concept. In terms of intrinsic motivation (as a factor), Table 1.5 shows that intrinsic motivation and extrinsic motivation have strongly positive impact on intrinsic motivation (as a factor). In terms of learning environment, Table 1.6 shows that intrinsic motivation and extrinsic motivation have positive impact on learning environment. In terms of parents, Table 1.7 shows that intrinsic motivation and extrinsic motivation have slightly positive impact on parents. In terms of mastery, Table 1.8 shows that intrinsic motivation and extrinsic motivation (CDU and SCU) have slightly positive impact on mastery. Among attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery, the data show that intrinsic motivation and

extrinsic motivation have strong impact on intrinsic motivation (as a factor) and learning environment.

Table 1.3 Intrinsic Motivation and Extrinsic Motivation and Attitude

	CDU	SNU	SCU
Constant	2.502***	2.618***	2.575***
Intrinsic Motivation	0.052	0.063**	0.139***
Extrinsic Motivation	0.134***	0.080**	0.030
R^2	0.084	0.053	0.083
Adjust R^2	0.080	0.049	0.079
F	19.905	12.149	19.508
p	0.000	0.000	0.000

Table 1.4 Intrinsic Motivation and Extrinsic Motivation and Self-concept

	CDU	SNU	SCU
Constant	2.495***	2.491***	2.384***
Intrinsic Motivation	0.073**	0.128***	0.118***
Extrinsic Motivation	0.120***	0.055*	0.098***
R^2	0.088	0.098	0.120
Adjust R^2	0.084	0.094	0.116
F	20.936	23.374	29.427
p	0.000	0.000	0.000

Table 1.5 Intrinsic Motivation and Extrinsic Motivation and Intrinsic Motivation as A Factor

	CDU	SNU	SCU
Constant	1.081***	1.706***	1.251***
Intrinsic Motivation	0.319***	0.241***	0.355***
Extrinsic Motivation	0.343***	0.246***	0.272***
R^2	0.252	0.160	0.277
Adjust R^2	0.249	0.156	0.274
F	73.269	41.025	82.934
p	0.000	0.000	0.000

Table 1.6 Intrinsic Motivation and Extrinsic Motivation and Learning Environment

	CDU	SNU	SCU
Constant	1.640***	1.646***	1.029***
Intrinsic Motivation	0.247***	0.289***	0.389***
Extrinsic Motivation	0.259***	0.223***	0.324***
R^2	0.198	0.214	0.303
Adjust R^2	0.194	0.210	0.300
F	53.475	58.649	94.000
p	0.000	0.000	0.000

Table 1.7 Intrinsic Motivation and Extrinsic Motivation and Parents

	CDU	SNU	SCU
Constant	2.667***	2.607***	2.254***
Intrinsic Motivation	0.085**	0.089**	0.147***
Extrinsic Motivation	0.053*	0.072**	0.109***
R^2	0.052	0.062	0.157
Adjust R^2	0.047	0.057	0.153
F	11.814	14.195	40.197
p	0.000	0.000	0.000

Table 1.8 Intrinsic Motivation and Extrinsic Motivation and Mastery

	CDU	SNU	SCU
Constant	2.464***	2.879***	2.112***
Intrinsic Motivation	0.107**	0.038	0.139**
Extrinsic Motivation	0.088*	0.039	0.157***
R^2	0.042	0.007	0.099
Adjust R^2	0.037	0.002	0.095
F	9.442	1.493	23.819
p	0.000	0.226	0.000

2) Results from qualitative data

The type of motivation of students from CDU (Chengdu University) and SNU (Sichuan Normal University) is extrinsic motivation, which is exam-oriented motivation, especially before they enter universities. After entering universities, extrinsic motivation is learning English for use and career. The type of motivation students use at SCU (Sichuan University) is intrinsic motivation, that is, they regard learning English as a challenge. After they enter universities, extrinsic motivation emerges, which is to study overseas. The intrinsic motivation is about learning English for personal development and learning for themselves;

The levels of motivation of students from CDU, SNU, and SCU were not different. Before entering universities, they all had English classes from Monday to Friday. Most of them also went to training school for extra classes. After entering universities, most of them learned English in

class. Some students would learn English after class by reading English novels or watching American dramas;

The factors influencing learning English motivation at CDU, SNU, and SCU were not different. Students learning English motivation could be influenced by teachers, pedagogy, family, pressures from outside and inside, and previous negative learning experiences. Among them, teachers, pedagogy, and previous negative learning experiences have a significant influence on students' learning English motivation. Table 1.9 shows the findings of the code-category-concept analysis of qualitative data from three universities.

Table 1.9 the Code-Category-Concept Analysis of Qualitative Data

Code	Category	Concept
Training school	Exam-oriented learning and teaching	Extrinsic motivation
Traditional teaching		
Exam-oriented learning		
Learn it by heart		
Job-oriented learning	Learn English for themselves' personal development	
Learn English for using English		
Learn English for being better than classmates		
Learning English for exploring world outside		
Learn English for personal development		
Learn English for further study and study overseas		
Learn English for socialization		
Enjoy learning English	Learning English for personal interests and desires	Intrinsic motivation
Interested in learning English		
Usefulness of English		
The support from family to learn English	Family influence	Family

Code	Category	Concept
Lack of family support		
Parents support		
Family negative influence		
Lack of explanation of grammar rules in classroom	Teachers' influence	Teachers
Lack of attention towards students		
Lack of interaction between teachers and students		
English teachers		
Teachers' negative criticism		
The attitude of English teachers towards students		
Teachers' positive influence on students		
Bad teachers' influence		
Be patient for students		
The teaching styles		
Outcome-oriented learning and teaching	Teaching methods	Pedagogy
Task-based teaching and learning		
Game-oriented teaching		
Communication-oriented teaching		
Communicative teaching		
Failure experiences influencing how to learn English	Previous failure learning experiences	Experience
Failed previous learning experience		
English corner	Learning context	Environment
The teaching content		
Learning software		
Textbook		
Learning environment		
Good school offers platform and facilities		
Peer support	Pressure from outside and inside	Pressure
Peer pressure		
Learning pressure		

from not doing well		

Findings

1) Response to Objective 1

The findings from quantitative data show that efforts have the strongest impact on intrinsic motivation, whereas persistence has the weakest impact on intrinsic motivation. It means that students would like to put more efforts in learning English when they have intrinsic motivation. However, they are not impacted by persistence. The findings from qualitative data show that there were no differences among students of the three universities. Students focused on passing examinations and studied hard before entering universities. After they entered universities, although they have Intrinsic Motivation, they only studied English in the classroom.

2) Response to Objective 2

The findings show that intensity had the strongest impact on extrinsic motivation. It means students would like to study hard in learning English when they have extrinsic motivation. The findings also show that persistence has the weakest impact on extrinsic motivation. It means students have extrinsic motivation and learn English less frequently. The quantitative findings echo the qualitative findings that students who have extrinsic motivation would like to study English but only in the classroom.

3) Response to Objective 3

The findings from quantitative data show that female students had stronger motivation to learn English than male students in three universities. It also shows that there was no difference among different grades and different universities ($p>0.05$).

4) Response to Objective 4

The findings from quantitative data show that intrinsic motivation and extrinsic motivation have positive impact on attitude, except students in CDU who had intrinsic motivation but weak impact on attitude. In terms of self-concept, the findings show that intrinsic motivation and extrinsic motivation have positive impact on self-concept. In terms of intrinsic motivation (as a factor), the findings show that intrinsic motivation and extrinsic motivation have strongly positive impact on intrinsic motivation (as a factor). In terms of learning environment, the findings show that intrinsic motivation and extrinsic motivation have positive impact on learning environment. In terms of parents, the findings show that intrinsic motivation and extrinsic motivation have slightly positive impact on parents. In terms of mastery, the findings show that intrinsic motivation and extrinsic motivation (CDU and SCU) have slightly positive impact on mastery. Among attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery, the data show that intrinsic motivation and extrinsic motivation have strong impact on intrinsic motivation (as a factor) and learning environment. The findings from qualitative data show that the factors influencing learning English motivation at CDU, SNU, and SCU are not different.

5) Response to Objective 5

Based on the conclusion from the data analysis, the researcher tries to answer the research question: What should be the guidelines for motivation maximization for students' English language learning? This research questions can be answered by the guidelines for maximization of learning English motivation, which are presented as follows:
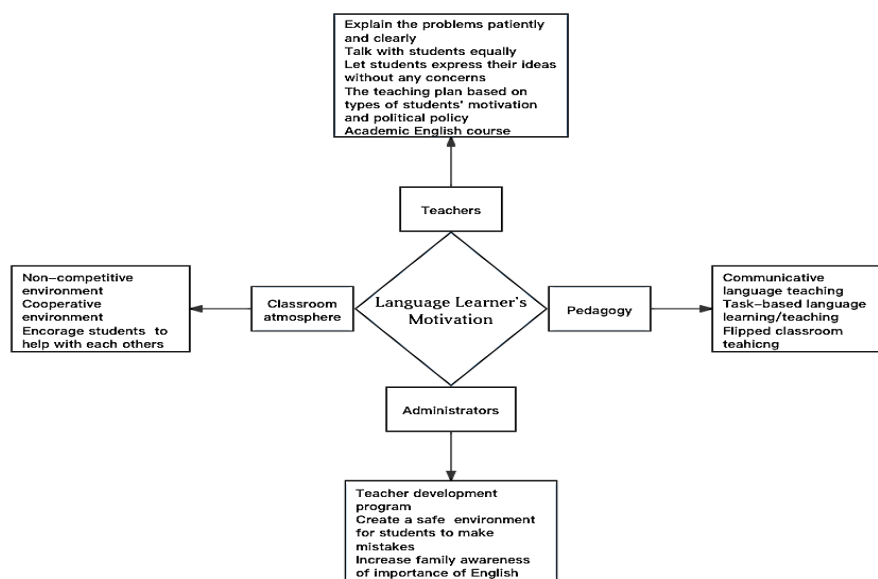
Figure 1.2 Guidelines of Maximization of Learners' Learning English Motivation

Teachers

Teachers are very important people when students learn English. When students learn English, they inevitably encounter various problems. Some problems could be solved by the students themselves, but other problems could be solved by teachers. Teachers could use research instrument to collect data from students to find out their types of motivation, and their teaching plans should be based on the findings from the results. National policies are also needed to be considered when teachers draw their teaching plans.

Pedagogy

Teachers use traditional approaches, such as the grammar-translation method and the audio-lingual method, which are unhelpful for students learning English motivation. Teachers could use communicative language teaching, task-based language learning/teaching and flipped classroom teaching to invite students to get involved in the class, which could boost students' motivation to learn English.

Communication in English in the full class is a challenge for both teachers and students. Teachers should expose themselves to the native-speaking situation all the time to improve their language competence. In order to help students fully understand what teachers say, teachers could provide teaching materials for students who could review what is going to be taught in the class the next day.

Classroom atmosphere

Students are sensitive to the competitive atmosphere. The learning pressure could easily come from their classmates. With appropriate pressure, students are motivated to learn English. The classroom atmosphere should be under control, and teachers should be the ones to help students establish a positive atmosphere for students learning English actively in the classroom. Teachers could create a non-competitive environment in the classroom; help students who have difficulty learning; encourage students to help each other and learn English as a team; and create cooperative tasks for students to complete by using what they have learned in the classroom.

Administrators

Students who have had negative learning experiences may have less confidence and motivation to learn English well. They

would doubt themselves when they studied English. Administrators could provide a teacher development program for English teachers to help teachers identify the students' mental problems with learning, and then teachers could help students overcome them. Administrators could create a school climate where the school is a safe place for students to be accepted when they fail and students do not worry if they are not successful in their studies. Because positive school climate has association with student attendance. Administrators could encourage students to help each other instead of seeing classmates as competitors in the arena. Administrators could organize events for students' parents and help their parents have a better understanding of the importance of English learning.

Discussion

The data show that efforts have the strongest impact on intrinsic motivation. It means that students have intrinsic motivation, they are more likely to put their efforts into learning English compared to other subjects (Suárez et al., 2019; Ulfa & Bania, 2019; Husna & Tri, 2019; Rasool & Hama Rashed, 2020; Subakthiasih & Putri, 2020). The data also show that students who have intrinsic

motivation are more likely to give up when they encounter challenges.

The data show that intensity has the strongest impact on extrinsic motivation. It means students have set a goal for their language learning, for example, becoming a proficient language user (Gan, 2020; Wallace & Leong, 2020). They tend to spend more time on language learning, for example, learning English every day. Persistence has less impact on students learning English if they have extrinsic motivation.

Gardner (1972) explained the concept of integration motivation, which consists of three main elements: integration, attitudes toward the learning environment, and motivation. What the researcher found in the current study is that students have both extrinsic motivation and intrinsic motivation when they learn English. The majority of students at SCU possess intrinsic motivation, which could drive them to keep studying outside the classroom, which is different from what was found at CDU and SNU. Students with extrinsic motivation, tend to spend more time on language learning, whereas students with intrinsic motivation tend to spend less time on language learning.

The findings could be summarized as follows:
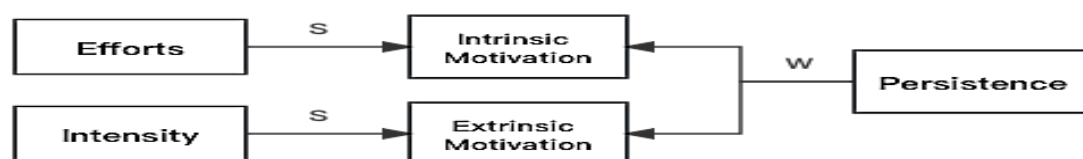
Figure 1.3 Levels of Motivation and Intrinsic Motivation and Extrinsic Motivation

The data show female students had stronger motivation, for both intrinsic motivation and extrinsic motivation, to learn English than male students, which echoes previous studies (Iwaniec, 2019; Hsu, 2019; Gholamreza & Ali, 2020; Cahyono &

Rahayu, 2020). Female learners had higher level of international orientation, ideal L2 self and self-efficacy beliefs, English self-concept and intrinsic motivation.

Students' learning English motivation can be influenced by teachers, pedagogy,

parents, learning environment, intrinsic interest, pressures from outside and inside, and previous negative learning experiences. This is consistent with several recent studies (Alyousif et al., 2021; Bagheri & Farhani, 2022; Phuong, 2022; Nuraeni, 2020). Students prefer teachers who are responsible for teaching and are gentle and patient with them. They do not enjoy learning English when teachers adopt grammar-translation methods. They prefer they could have interaction with teachers in English, which could boost their confidence in learning English. Dörnyei (2018) found that if teachers were motivated, their classrooms would be more engaging for students learning a foreign language. Therefore, creating a motivational classroom environment was very important (Dörnyei & Muir, 2019). Parents is important for students learning English. Parents would invest money and energy to help students pay attention and learn English well. Pressures could come from peers, which could have an impact on students' motivation to learn English

(Dörnyei, 2001). Classmates' advanced English competence could be a pressure for students learning English. Students could be pressured to not do well in learning English to avoid possible negative outcomes (Dörnyei, 2005). If students have failed learning experiences, they tend to have less confidence in learning English. This means the previous learning experience has an impact on students' motivation (Dörnyei, 2005). According to Dörnyei's (2019) study, the L2 Learning Experience is frequently the most effective predictor of motivated behavior and not just a strong predictor of a variety of criterion measures. If learners failed to learn English in the past, they were more likely to doubt their own abilities when they learned it again. In summary, language learners' motivation could be explained from three perspectives, types of motivation, levels of motivation, and factors influencing learner learning English motivation. Details are shown in Figure 1.4 below
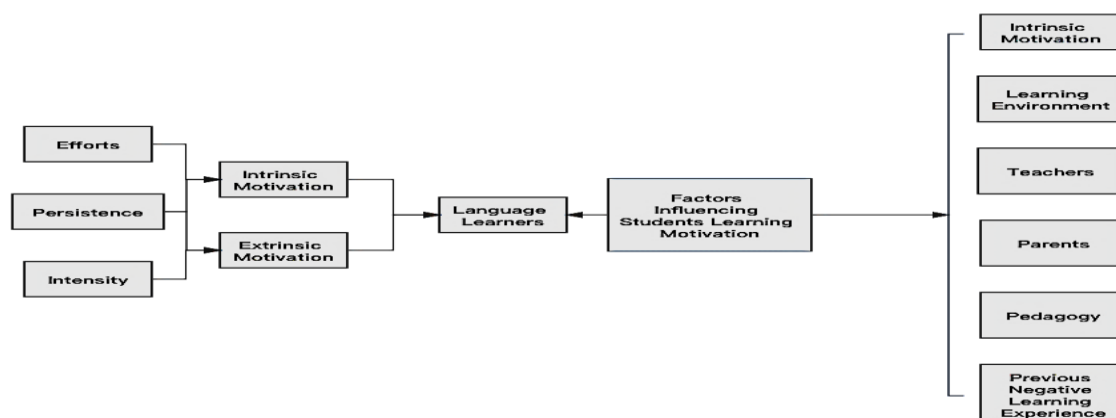
Figure 1.4 Learners' Types of, Levels of Motivation and Factors Influencing Learning English Motivation

Recommendation for Future Studies

Future research can explore the motivation for learning English in all education systems in order to see the changes in motivation at different levels of

education, namely primary school, secondary school, high school, university, and graduate school. In addition, more studies can be conducted in different regions in China to find out the motivation of

students in different parts of China. Policy proposals are recommended as well.

Ethical Considerations

First, the researcher obtained permission to collect data from the participating universities in advance before the period of data collection. Secondly, the researcher took great care to keep all research data confidential to protect all involved parties. The researcher got a certificate for Ethical Approval of the Ethics Research Board of Rangsit University for approval. No. COA. No. RSUEBR 2023-087

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