

Attitudes and Motivation of Chinese Speakers in Relation to their English Proficiency

Fei Liu

School of Foreign Studies, Northwestern Polytechnical University, Shaanxi, China

ABSTRACT. *This study investigated the relationship between attitudes, motivation, and adult Chinese speakers' English proficiency. It aims to find out what kinds of attitudes and motivation led to their success in English learning. A combination of quantitative and qualitative research designs was adopted. 39 adult Chinese speakers who had learned English in China and had already taken the IELTS test were randomly selected as subjects. A questionnaire and a semi-structured interview were adopted as the main instruments. The results indicate that it was people with positive attitudes toward British /learning English and possessed instrumental motivation achieved higher scores.*

KEYWORDS: *Attitudes; Instrumental motivation; Integrative motivation*

1. Introduction

Motivation, according to Gardner and Lambert (1979), is a contributing factor in learners' proficiency of second language acquisition (SLA). According to Gardner (1956: 267), individuals' learning motivation could be categorized in "integrative" motivation and instrumental motivation. Most of the research by Lambert and Gardner shows that students with integrative motivation outperformed those with instrumental motivation in language achievements. However, contradictory cases were found to disprove Gardner's viewpoint. Studies (e.g., Lukmani, 1972; Oller, 1978) report that people who possess instrumental motivation (i.e. learning a second language for a utilitarian purpose, such as finding a job) do better at SLA. There is also research indicating that both integrative motivation and instrumental motivation contribute to second language (L2) learning, as to which one is important varies from context to context. It is this controversy that initiates the study, which intends to investigate the attitudes and motivation of adult Chinese English learners in relation to their English proficiency. It will explore what kinds of attitudes and motivation led to their success in the IELTS test. First, basic concepts, as well as relevant studies, are introduced. Next, the research method is illustrated. Then findings and discussion are presented. Finally, a conclusion will be drawn to

summarize the whole paper.

2. Attitudes in Language Learning

Concerning the notion of attitudes in language learning, we always consider two kinds of attitudes, namely attitudes toward learning the language and attitudes toward the other-language community. Gardner (1985) points out that “whereas the first set of attitudes is fairly consistently related to achievement, the second shows a more variable set of relationships” (p.39).

Considering the relationship between attitudes and language proficiency, positive attitudes toward the target language community were found by Van Els and his colleagues (1984: 119) to relate to successful second language acquisition. This is also supported by other scholars. For instance, Scherer and Wertheimer’s (1964) research shows that for some American college students learning German, their favorable attitudes toward Germans are correlated with proficiency in German. However, negative attitudes toward the target language community would lead to low proficiency in SLA. That is because negative attitudes would “affect one’s determination and persistence to be involved in the classroom and its activities...It could impair memory functioning and detract from focusing on the target language” (Steinberg & Negata & Aline, 2001:187).

3. Motivation in Non-native Language Learning

Motivation is considered by many researchers as one of the main determining factors in success in developing a second or foreign language. As Oxford & Shearin (1994: 12) state: “Motivation determines the extent of active, personal involvement in second language learning. Conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential second language skills.”

In L2 learning, motivation is mainly talked about in terms of two types. They are integrative and instrumental motivation, which were introduced by Lambert and Gardner over 40 years ago (1972).

4. Integrative Motivation

Integrative motivation is identified as “the learner’s positive attitudes toward the target language and the desire to integrate into the target language community” (Norris, 2001: 1). It reflects a “sincere and personal interest in the people and culture represented by other language group” (Lambert 1974, cited in Gardner & MacIntyre, 1991:58). However, in the EFL world, which includes a country such as China, which is predominantly a mono-cultural society, the meaning of the term “integrative” is different from that in the ESL field. According to Benson (1991, cited in Norris, 2001:2), a more appropriate approach to the meaning of integrative

motivation in the EFL world would be the idea which refers to the individual's desire to become bilingual and bicultural. That is because in a mono-cultural society, the opportunities for people to use the target language (i.e.L2) are restricted and there are also relatively limited chances for integrating into the target language community (ibid).

5. Instrumental Motivation

As Hudson (2000) suggests, this kind of motivation is characterized by the "desire to obtain something practical or concrete from the study of a second language." It reflects "the practical value and advantages of learning a new language" (Lambert, 1974, cited in Gardner & MacIntyre, 1991: 58) and it is "related to the potential pragmatic gains of second language proficiency" (Dornyei, 1994: 520). That is, with instrumental motivation, the purpose of learning a second language is more utilitarian. Translating work, achieving higher social status, accessing information from the internet, asking for better pay are all examples of situations which could call on instrumental motivation.

6. Integrative Motivation & Instrumental Motivation

Even though both integrative and instrumental motivation are essential elements of success, Ellis (1997) and Crookes (*et al.* 1999) point out that integrative motivation could "sustain long-term success when learning a second language." That is because integrative motivation is "firmly based in the personality of the learner" and as such, "is likely to exert its influence over an extended period and to sustain learning efforts over the time that is necessary to attain language learning success" (Skehan, 1989: 53).

In contrast to integrative motivation, instrumental motivation has been identified by scholars such as Lukmani (1972), etc, as a more prominent factor in learning the language in a foreign language setting (Svanes, 1987). That is, instrumental motivation is "much more powerful in the context that the learner has little or no interest in the target-language culture and few or no opportunities to communicate with its members" (Ellis, 1994: 514).

However, one thing should be mentioned here is that since "both integrative and instrumental motivation are not necessarily mutually exclusive, learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations" (Brown, 2000, cited in Norris, 2001:4). Therefore "to say that a person is integratively oriented and therefore not instrumentally oriented, while that person is instrumentally oriented and therefore not integratively oriented, is an oversimplification" (Gardner, 2001:10). Learners can be both integratively and instrumentally motivated at the same time.

7. Research Methodology

The main question of this research is: “Do adult Chinese speakers who possess positive attitudes toward the British people (or to learning English), and integrative motivation achieve higher scores than those who possess negative attitudes toward the British/learning English and instrumental motivation on the IELTS test?” Two sub-questions are proposed. They are:

- (1) Regarding those adult Chinese speakers who are interested in learning English – are they interactively or instrumentally motivated?
- (2) What are the reasons that resulted in their positive or negative attitudes and their integrative or instrumental motivation?

Before the research, the hypothesis is presented in advance, which is drawn from both Gardner (1972) and Lukmani’s (1972) viewpoints. That is, the adult Chinese speakers who possess positive attitudes toward the British/learning English and instrumental motivation perform better than those who possess negative attitudes toward the British/learning English and integrative motivation on the IELTS test.

That is because, in China, people do not have much access to the English community. Moreover, as mentioned above, English is considered a compulsory course for students. In order to enter into or graduate from university, every student has to pass English exams. Also, as a result of globalization, English has increasingly become an international language and plays an essential role in Chinese society. In order to be well informed and to find a good job, or to earn higher salaries, students have to possess advanced English skills. For most Chinese speakers, the primary purpose of taking the IELTS test is to apply to overseas universities, and their learning English is intended to facilitate their studies at an overseas university when they are abroad (for example, to be able to understand their lectures or to be able to complete an assignment). By contrast, the purpose of learning English to become acquainted with the British or to integrating to into British society is barely noticeable.

The research was conducted in the form of a questionnaire which is based on Gardner (1985)’s Attitude/ Motivation Test Battery, and a semi-structured interview. 39 Mandarin adult speakers who have learned English in China with an IELTS score and tend to go to the UK were randomly chosen as the subjects. Some of them are students in universities, and some of them have already worked for a few years, and none of them has ever been abroad.

The main content of the questionnaire contains four parts: part one consists of six short-answer questions, which seeks general information about the subjects (e.g., age, sex, and educational background), their EFL learning background, the results of their English proficiency tests (i.e., IELTS) and the factors or causes that motivate them to learn English. Part two concerns the attitudes toward British people/learning English. Four positively worded statements about the British (Q1 to Q4), and another four (Q5 to Q 8) both positively and negatively worded expressions about learning English were presented. The subjects were asked to indicate their degree of

disagreement or agreement on a 7-point scale. Findings from this part could help me identify the relationship between attitudes and English proficiency. Part three deals with two types of motivation, i.e., integrative and instrumental motivation; In this part, eight statements of either integrative or instrumental motivation were provided and the subjects were again asked to indicate the degree of disagreement or agreement on a 7-point scale. The result of this part could indicate what kind of motivation most influenced the subject. Questionnaires are divided into three groups, depending on their IELTS scores. Those people who achieved less than six on IELTS were considered as the low group; those who achieved between 6 and 6.5 were categorized as the middle group and those who scored more than 7 were the high group.

In addition to a questionnaire, a semi-structured interview was conducted. Fifteen people, according to their scores on IELTS, were invited to be interviewed. During the interview, notes of the subjects' comments and opinions were taken.

8. Findings

8.1 Attitudes towards British/English learning

The findings concerning attitudes are divided into two parts: A) Attitudes toward the target language people (i.e., the British) and B) Attitudes toward learning English. The relevant data related to attitudes toward the target language people/learning English are categorized into three groups according to the subjects' IELTS scores. Those who achieved less than six on the IELTS were considered as the Low-score group; those who achieved between 6 and 6.5 were categorized as the Middle-score group and those who scored more than 7 were the High-score group. The results of the findings are presented in the form of a table, which contains six rows. They are as follows: 1) the three groups; 2) each group's overall score on the IELTS test; 3) the average value added up from each of the alternatives that subjects in each group had chosen in the Attitudes part of the questionnaires. This includes two parts: part one (marked "P") is the value for attitudes toward the target language *People* (see Q1 to Q4 in Part I of the questionnaires). Part two (marked "L" and see Q5 to Q8 in Part I of the questionnaires) is for attitudes toward *Learning English*; 4) each group's attitudes toward the target language *People* (P) and *Learning English* (L); 5) the age of each subject and 6) the length of their learning English (continuous learning only).

Since each alternative to a question was assigned a value, ranging from point -3 to point +3, the type of attitudes a subject had was determined from the total value he/she achieved. That is, if a subject achieved less than zero in total, it indicates that he/she had negative attitudes toward the target language people/ learning English, which is presented as "Neg."; if the subject achieved zero, it suggests that he/she possessed neutral attitudes, marked as "Neu."; and those who got more than zero are considered to have positive attitudes toward the target language people /learning

English and presented as “Pos.” in the “Attitudes” row.

Table 1 Attitudes toward target language people /learning English

Groups		High-score	Middle-score	Low-score	
Overall Score		7.2	6.2	5.25	
Average Value	P	5.3	2.6	-2.1	
	L	9.5	4.5	-2.0	
Attitudes	P	Pos.	83.3%	73.3%	16.7%
		Neu.	0.0%	6.7%	8.3%
		Neg.	16.7%	20.0%	75.0%
	L	Pos.	91.7%	80.0%	8.3%
		Neu.	8.3%	13.3%	16.7%
		Neg.	0.0%	6.7%	75.0%
Age		24.8	23.4	24.0	
Years		13.1	12.5	11.9	

Total subjects=12 (Low-score group), 15 (Middle-score group), 12 (High-score group)

As the table reveals, the vast majority of people in the High-score group (approximately 83%) showed more positive attitudes toward the British than the other two groups. In contrast to the high-scorers and middle-scorers, most low-scorers (75%) reported that they disliked the British. Referring to the attitudes toward learning English, some similar results are found as to the results of the attitudes toward the British. More people in the High-score group reported they liked learning English - about 91.7% of them expressed positive attitudes toward learning, followed by 80.0% of people in the Middle-score group. However, the low-scorers declared that they found learning English boring,

In addition to the above findings, the table also suggests that the longer the time the subjects had been learning English, the more positive their attitudes toward the target language community. For instance, subjects in the High-score group had spent the longest time (13.1 years) learning English, and their average value for questions concerning attitudes toward the target language people is the highest (5.3 points), as opposed to 12.5 years, 2.6 points for the Middle-score group and 11.9 years, -2.1 points for the Low-score group.

8.2 Motivational Types

Results concerning the motivational types are presented in four sections. The first section concerns the subjects who had both high integrative and high instrumental motivation. As each alternative to questions about motivational types was assigned a value like the questions about attitudes, ranging from point -3 to point +3, the type of motivation a subject had was determined according to the total value he/she achieved. If the total value respectively for the questions involving integrative and instrumental motivation is above zero, then the subjects are put into the “High integrative and instrumental” category (marked “High Int. & Ins”). This column was further divided into three parts. Part one (“Higher Int.”) shows how

many people in each group had relatively higher integrative motivation than instrumental motivation. Part two (“Equal”) suggests people who had equal integrative motivation with instrumental motivation, and part three indicates those who showed higher instrumental motivation than integrative motivation (marked “Higher Ins.”). People who showed low integrative and instrumental motivation were marked “Low Int. and Ins.”. That is, the total value the subjects achieved for both types of motivation is below zero. As with the findings in the first aspect, the results in this column are divided into three sections: “Lower Int.”, “Equal” and “Lower Ins.” The third section involves those people who were neither integratively nor instrumentally motivated. If the total value for each type of motivation is zero, then subjects are categorized into this group (marked “Neutral”). The last section deals with subjects who had either high integrative but low instrumental motivation or high instrumental but low integrative motivation (marked “Mismatch”). Those who obtained more than zero for questions of integrative motivation but less than zero for instrumental motivation are thought to be very integratively motivated and vice versa.

Table.2 Motivational Types

Groups	High Int.& Ins.			Low Int.& Ins.			Neutral	Mismatch	
	Higher Int.	Equal	Higher Ins.	Lower Int.	Equal	Lower Ins.		High Int.& Low Ins.	High Ins.& Low Int.
Overall	74.5%			0.0%			5.0%	20.5%	
	17.8%	2.8%	53.9%	0.0%	0.0%	0.0%	5.0%	10.0%	10.5%
High-score	16.7%	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	8.3%	8.3%
Middle-score	20.0%	0.0%	53.3%	0.0%	0.0%	0.0%	6.7%	13.3%	6.7%
Low-score	16.7%	8.3%	41.7%	0.0%	0.0%	0.0%	8.3%	8.3%	16.7%

8.3 Total subjects=12 (Low-score group), 15 (Middle-score group), 12 (High-score group)

Referring to the subjects’ types of motivation, as can be seen in Table 2, a large proportion of subjects (74.5%) in the High-score group involved in the research were both integratively and instrumentally motivated, while few (20.5%) were strongly motivated by only one type of motivation. 5.0% of subjects claimed that they were neither integratively nor instrumentally motivated. Though most of the subjects reportedly possessed both integrative and instrumental motivation when learning English, there are more subjects whose purpose of learning English was utilitarian. That is because around 53.9% out of 74.5% of subjects possessing both types of motivation gave a higher consideration to instrumental motivation, as opposed to 17.8% of those who said that learning English could help them become closer to the people who speak the target language, which was considered as a characteristic of integrative motivation.

When comparing the results of three groups together, it is evident that there are more subjects in the High-score group than in the Middle-score and Low-score groups belonging to the “High-Int. & Ins.” type reporting that they possessed stronger instrumental motivation when learning English, accounting for 66.7%, followed by subjects in the Middle-score group, about 53.3%.

Moreover, concerning subjects who were very highly integratively motivated (see the “Mismatched” column), it is interesting to find that more subjects in the Middle-score group showed very high integrative motivation when learning English than those in the High-score and Low-score group. Besides, more subjects in the Low-score group, about 16.7% reported being only instrumentally motivated while there are only 8.3% of high-scorers and 6.7% of middle-scorers.

As presented above, most subjects in this research showed both integrative and instrumental motivation, and more of them were highly instrumentally rather than integratively motivated; therefore a significant difference between the High-score, Middle-score and Low-score groups is the degree of their motivation. The following table will present the results of the degree of their integrative and instrumental motivation. There are in total eight questions in the questionnaires dealing with integrative and instrumental motivation. Each alternative to the eight questions was assigned a value, and the degree of each group’s motivation was determined according to the overall value the subjects obtained on average. The higher the value of a particular type of motivation was, the stronger this kind of motivation they showed.

Table.3 Average Value for different motivational types

Groups	Average Value for Integrative Motivation	Average Value for Instrumental Motivation
High-score	4.0 points	13.7 points
Middle-score	3.6 points	7.5 points
Low-score	4.5 points	6.1 points

8.4 Total subjects=12 (Low-score group), 15 (Middle-score group), 12 (High-score group)

According to the table, it is clear that subjects in all three groups showed stronger instrumental motivation than integrative motivation because their answers to questions about instrumental motivation outsourced their answers to questions about integrative motivation. Moreover, the higher the scores they achieved, the stronger was the subjects’ instrumental motivation. That is, subjects in the High-score group achieved the highest values, 13.7 points, followed by subjects in the Middle-score (7.5 points) and then the Low-score group (6.1 points).

Besides, it is interesting that subjects in the Low-score group reported higher instrumental motivation than those in the Middle-score group and High-score group, as they obtained 4.5 points on average for questions dealing with integrative

motivation, as opposed to 4.0 points for high-scorers and 3.6 points for middle-scorers.

8.5 Discussion

Regarding the findings in the field of attitudes, motivational type, some valuable and relevant information was found. It directly relates to high-scorers' success in the English proficiency test (IELTS). It was found that people who achieved high scores on the IELTS test appeared to have positive attitudes toward the target language people and toward learning English; however, those low-scores possessed a negative attitude. This finding, in no small extent, accords with some scholars' studies (Scherer & Wertheimer, 1964, Oller, Hudson and Liu, 1977). That is, people who possess favorable attitudes toward the target language group would achieve better target language proficiency than those who do not (Gardner, 1972, 1985).

As regards the reasons that led to subjects' different attitudes toward the British, the notes during the interview with subjects suggested that for most people with negative attitudes, their unfavorable attitudes toward the British resulted from historical events. For instance, Great Britain declared the Opium War (the Anglo-Chinese War) between the years of 1839 and 1842, which forced China to cede Hong Kong to Great Britain later, and this humiliating history is taught in Chinese schools. In addition, the notorious "Football Hooligan" phenomenon also proved an important factor that resulted in the subjects' negative attitudes toward the British.

On the other hand, subjects with positive attitudes toward the British were partly influenced by the positive attitudes of their parents, friends, or relatives. Most of their relatives and friends had experience of contacting real British society; they had either stayed in the UK or met British people in China. According to them, the British that they met were friendly, kind, and reliable.

Norris (2001) claims that the environment that an individual is situated in may affect his/her thoughts about other languages and cultures. Although the results do not fully support his viewpoint, there is some corroboration. That is, people with negative attitudes had never contacted the real target language group. Their negative attitudes toward the target language people were mainly affected by their second-hand experience of hearing unfavorable reports related to the target language community.

Moreover, it was also confirmed by the subjects' interviews in which they pointed out that the positive attitudes they had toward learning English were fostered by the positive attitudes of their parents and relatives toward acquiring a foreign language. What is more, their parents often provided them with opportunities for learning English (e.g., by inviting an English tutor to teach them English at an early age). Since Gardner (1960) and Stern (1967)'s research reported that students' language success was related to their parents' attitudes toward learning the target language, findings from my research, to a certain extent, support their studies.

About the reasons that many low-scorers exhibited negative attitudes toward learning English, the subjects during the interview claimed that the English taught at school was bookish and had little practical value in their future lives. Though they had no interest in learning, they were forced to learn because of school requirements. Gardner (1985: 44) points out: “forcing students to learn languages rapidly creates feelings of failure, and it is obvious that such dissatisfaction could generalize to attitudes toward learning the language among some students.” Therefore, it appears that the “force” from the school contributed to the subjects’ negative attitudes towards learning English and their negative attitudes, in turn, influencing their language proficiency.

As the data suggest, all the subjects in this study were motivated in some way. Their reasons for learning English, to a large extent, were quite similar to each other and could be divided into two motivational types: integrative and instrumental motivation. Subjects with integrative motivation, as presented in their questionnaires, claimed that learning English would enable them to learn more about British society and to appreciate English culture. Moreover, those with instrumental motivation thought that learning English would help them find a decent job in the future and would allow them to communicate with more people from other cultures. This is because English has become an “international language,” and it is a tool for people to express their thoughts and feelings in a multilingual situation.

Experts such as Falk (1978), hold the opinion that people with integrative motivation achieve more success in second language learning than those who have instrumental motivation. However, my findings do not confirm this viewpoint, because in this study only one high-scorer (8.3%) was reported to be very integratively motivated (see Table 2, “Mismatch” column), as opposed to 13.3% in the Middle-score group. Therefore, more data and evidence are needed to support the effectiveness of integrative motivation in second language acquisition.

Brown (2000, cited in Norris, 2001: 4) has pointed out: “both integrative and instrumental motivation are not necessarily mutually exclusive, learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations.” The study appears to confirm this statement. As to the findings, 83.4% of subjects in the High-score group were found to possess both integrative and instrumental motivation, followed by 73.3% of middle-scorers and 58.4% of the low-scorers.

Though a large number of subjects possessed both integrative and instrumental motivation, more subjects were strongly instrumentally rather than integratively motivated when learning English. Moreover, the stronger the instrumental motivation a subject possessed, the higher his/her IELTS scores were. As presented in Table 2, subjects in the High-score group achieved 13.7 points on average for questions dealing with instrumental motivation, which were the highest among the three groups. Therefore, this study matches Lukmani’s (1972) study, in which he found that instrumental motivation was a more effective factor than integrative motivation to some non-westernized female learners in Bombay learning English.

The reason as Ellis (1994: 514) emphasizes is that: “instrumental motivation is

much more powerful in the context that the learners have little or no interest in the target-language culture and few or no opportunities to communicate with its members.” Since China is a monocultural society, people in China seldom have access to the British. Perhaps as a result, for many of the subjects in the research, their reason to learn English was utilitarian (i.e., to get a good job and go abroad).

What is more, Gardner & Lambert (1972: 141) state “it seems that in settings where there is an urgency about mastering a second language, the instrumental approach to language study is extremely effective”. Since many subjects in my study wanted to apply for universities overseas, they had to achieve high proficiency in English so that they could pass the IELTS test and to meet the language requirements of the universities overseas. As regards these two reasons, most subjects in this research revealed a strong instrumental but a weak integrative motivation when learning English.

In addition to the findings discussed above, there were 5% of subjects on average, as presented in Table 2 who had neither integrative nor instrumental motivation when learning English. Gardner (2001: 10) has suggested that “it is quite possible that an individual might feel that neither set of reasons (i.e., neither integrative nor instrumental motivation) apply, or that there is another reason.” Therefore, considering the reasons that led them to learn English, the subjects during the interview claimed that they learned English only because it was a compulsory course at school, and they had to pass the English exams so that they could graduate.

To conclude, most of the subjects were both integratively and instrumentally motivated when learning English. Also, it was the instrumental motivation that dominated most subjects’ learning of English. Further, people who possessed a stronger instrumental motivation performed better on the IELTS test.

9. Conclusion

This paper examined the relationship between attitudes, motivation concerning adult Chinese English learners’ proficiency to decide to what kinds of attitudes and motivation lead to their success in English learning. As to the relationship between attitudes and the adult Chinese speakers’ English proficiency tests, the findings fully support Gardner’s (1972, 1985) theory, which claims that positive attitudes toward the target language community often relate to high second language proficiency. According to the findings, most people who achieved high scores on the IELTS test reportedly rate the British friendly and warm-hearted and enjoy learning English. However, the vast majority of low-scorers self-report to have negative attitudes towards the British/learning English. These findings were revealed by the answers the subjects gave to questions dealing with attitudes towards the British or learning English in the questionnaires. As a result, with regard to the main research question: “Do the adult Chinese speakers who possess positive attitudes toward the British/learning English and integrative motivation achieve higher scores than those who possess negative attitudes toward the British / learning English and instrumental motivation on the IELTS test?”, the results completely accord with the

hypothesis that adult Chinese speakers with positive attitudes toward the British/learning English will achieve higher scores on the IELTS test than those with negative attitudes toward the British/learning English.

Referring to the subjects' types of motivation, as to the data, 74.5% of the 39 subjects had both integrative and instrumental motivation. Only 20.5% of them reported being either very strongly integratively or instrumentally motivated. The same percentages of subjects both in the High-score group and Low-score group were integratively motivated, and so it was difficult to determine if subjects with integrative motivation outscored those with instrumental motivation. Further, it is found that there more subjects who were both integratively and instrumentally motivated possess stronger instrumental motivation. Also, more high-scorers were instrumentally motivated than were middle-scorers and low-scorers, according to the data presented in the "High Int. & Ins." column. Therefore, the findings of motivational types do not support the hypothesis in the main research question and Gardner's (1972, 1985) theory that people with integrative attitudes perform better on the IELTS test. On the contrary, it is people who possessed instrumental motivation that performed very well on the IELTS test in this research, and the stronger their instrumental motivation was, the higher scores they achieved.

To sum up, the findings match the hypothesis made in the introduction that adult Chinese speakers with positive attitudes toward the British/learning English and instrumental motivation will perform better on the IELTS test than those who possess negative attitudes and integrative attitudes. As to the research question, "Are those adult Chinese speakers who are interested in learning English integratively or instrumentally motivated?", the findings, to some extent, confirm the hypothesis that subjects who possess favorable attitudes toward learning English show stronger instrumental motivation than integrative motivation.

However, though it was found in the study that people with stronger instrumental motivation rather than integrative motivation performed better on the English proficiency test (which contradicts one of Gardner's (1972, 1985) findings that people who possess integrative motivation often perform better on second language acquisition), due to the scale of subjects and different learning situations (Gardner's research was carried out in a bilingual society while mine was in a monolingual society), we cannot be sure that if the research were extended to cover a larger-scale project, the findings would be still the same. It is possible that in this case, the findings might accord with Gardner's.

References

- [1] Brown, H.D.(2000)Teaching by principles: An interactive approach to language pedagogy, (2nd ed.). Englewood Cliffs, N.J: Prentic-Hall Regents.
- [2] Chihara,T,Oller,J(1978).Attitudes and attained proficiency in EFL: a sociolinguistic study of adult Japanese speaker.Language Learning, vol.28, pp55-68.
- [3] Crook,G.,Schmidt,R(1991).Motivation: reporting the research agenda.

- Language Learning, vol. 41, pp465-512.
- [4] Dornyei, Z(1994).Understanding L2 motivation: on which the challenge! Modern Language Journal, vol.78, pp515-523.
- [5] Ellis, R(1994)The Study of Second Language Acquisition. Oxford: Oxford University Press.
- [6] Ellis, R(1997).SLA Research and Language Teaching. Oxford: Oxford University Press.
- [7] Gardner, R.C(1979)Social psychological aspects of second language acquisition. In Giles, H. & St.Clair, R. (eds.). Language and Social Psychology. Oxford: Basil Blackwell.
- [8] Gardner, R.C(1985).Social Psychology and Second Language Learning-The Role of Attitudes and Motivation. London: Edward Arnold.
- [9] Gardner, R.C, Lambert, W.E(1959).Motivational variables in second language acquisition. Canadian Journal of Psychology, vol. 13, pp 266-272.
- [10] Gardner. R.C, Lambert, W.E(1972).Attitudes and Motivation in Second Language Learning. Rowley, Massachusetts: Newbury House Publisher.
- [11] Gardner, R. C, MacIntyre, P. D(1991). An instrumental motivation in language study. Who says it isn't effective? Studies in Second Language Acquisition, vol 13, pp 57-72.
- [12] Hermann, G(1980). Attitudes and success in Children's learning of English as a second language: The motivational versus the resultative hypothesis. English Language Teaching Journal, vol.34, pp247-254.
- [13] Hudson, G(2000). Essential Introductory Linguistics. Blackwell Publishers.
- [14] Lukmani, Y. M(1972). Motivation to learn and language proficiency. Language Learning, vol. 22, pp261-273.
- [15] Norris-Holt, J(2001).Motivation as a contributing factor in second language acquisition. The Internet TESL Journal, vol. 7/6, June.
- [16] <<http://iteslj.org/Articles/Norris-Motivaion.html>> [accessed on 5th, July 2018].
- [17] Oller, J., Hudson, A. Liu, P(1977). Attitudes and attained proficiency in ESL: a sociolinguistic study of native speakers of Chinese in the United States. Language Learning, vol. 27, pp14-21.
- [18] Oller, J. L., Baca, Vigil, V(1977)Attitudes and attained proficiency in ESL: a sociolinguistic study of Mexican-American in the southwest. TESOL Quarterly, vol.11,pp 173-181.
- [19] Oxford, R, Shearin, J(1994). Language Learning Motivation: Expanding the Theoretical Framework. The Modern Language Journal vol.78, pp12-28.
- [20] Scherer, G.A.C., Wereimer, M(1964). A psycholinguistic experiment in foreign language learning. New York: McGraw 11.
- [21] Skehan, P(1989). Individual Differences in Second Language Learning. London: Edward Arnold.
- [22] Steinberg, D., Nagata, H, Aline, D(2001). Psycholinguistics-Language. Mind and World. Essex: Longman.
- [23] Svanes, B(1988).Attitudes and cultural distance in second language acquisition. Applied Linguistics, vol. 9, pp 357-371.
- [24] Van Els(1984). Applied Linguistics and the Learning and Teaching of Foreign Languages. London: Edward Arnold.