

Mainland Students Learning English in Hong Kong: Does Place-of-origin Affect Motivation?

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Abstract

There have been a multiplicity of studies investigating motivation generally, but research has been MCant on how certain individual differences like place of birth impact the second language learning pattern. This study focuses on how place of birth can impact motivation to learn English. This subject is particularly important in the Hong Kong MChool context, as the main student population generally originates from only two places: Hong Kong and Mainland China. Indeed, the population of the latter is highly prominent in certain areas of Hong Kong. Thus, an investigation into the relationship between differing places of birth and motivation to learn English within this group may yield benefits for everyone. If so, the implication is that changes in current teaching and learning practices (based on the adopted motivational theory) could enhance Mainland students' motivation to learn English - while also helping them better adjust to, and integrate into, their new learning environment in Hong Kong. This study, which adopts a modified version of the motivation framework proposed by Dörnyei (1998), examines whether students from Hong Kong or Mainland China have different motivation patterns while learning English in Hong Kong. Both questionnaire and students interviews serve as main sources of data. The overarching result is that while studying English in Hong Kong, Hong Kong students have stronger motivation than Mainland China students. However, further statistical results show variations within this general result.

Key words/phrases: Motivation to learn, English, Chinese immigrants, Dörnyei, Hong Kong.

Introduction

Examinations of different individual demographic characteristics such as gender and age in motivation have long been investigating by researchers, spanning at least three decades (e.g. Dweck & Reppucci, 1973; Fyans & Maehr, 1979; Nicholls, 1975; Fuligni, 2001). However, most of this literature only looked at how age or gender differences impact motivation. For example, Rouse & Austin (2002) looked at the relationship of gender and academic performance to motivation *within-ethnic-group* variations - but this study did not consider how place of birth might affect motivation. (For other studies, see Boggiano, Main & Katz, 1991; Corpus & Lepper, 2007; Folmer, Cole, Sigal, Benbow, Satterwhite, Swygert, & Cisela, 2008.) The closest studies related to this present study are those investigating the impact of ethnicity. For example, Graham (1994) compared how ethnic minorities within the Euro-American

community differed in motivation. Whang and Hancock (1994) examined how Asian American and Non-Asian students differed in their motivations and mathematical achievements, while Fuligni (2001) compared how Asian, Latin American, and European students differed in academic motivation. Holloway, Kashiwagi, Hess & Azuma (1986) investigated how Japanese and American children performed in Mathematical causal attributions. Niles (1995) also compared how overseas and Australian students at an Australian university differed in culture, and the impact of different learning motivations and strategies.

With the substantial amount of research done in the past on motivation, the author was unable to find studies that examined intra-group differences on how birthplace might influence motivation. Overall, the purpose of the present research is to examine whether birthplace differences affect the motivation of Chinese immigrants in Hong Kong compared to local students, and whether the pattern of differences varies by birthplace with Mainland China. This represents an important step in motivational concepts and literature.

Table 1
Culture-specific and parent-specific motivational components within Dörnyei’s conceptual framework

<i>A. Language Level</i>	Integrative motivational subsystem
	Instrumental motivational subsystem
<i>B. Learner Level</i>	Need for achievement
	Self-confidence
	* Language use anxiety
	* Perceived L2 competence
	* Casual attributions
	* Self-efficacy
<i>C. Learning Situation Level</i>	
<i>a. Course-specific motivational components</i>	Interest (in the course)
	Relevance (of the course to one’s needs)
	Expectancy (of success)
	Satisfaction (one has with the outcome)
<i>b. Teacher-Specific motivational components</i>	Affiliative motive (to please the teacher)
	Authority type (autonomy-supporting)
	Direct socialisation of motivation
	* Modelling
	* Task presentation
<i>c. Group-Specific motivational components</i>	* Feedback
	Goal-orientations
	Norm & reward system
	Group cohesion
<i>d. *Parent-Specific motivational components</i>	Classroom goal structure
	Education background—English proficiency
	Financial support
<i>e. *Culture-Specific motivational component</i>	Affective encouragement
	Socio-cultural integration

Note. New motivation component added to Dörnyei’s (1998) extended framework.

Conceptual Framework

Dörnyei's (1998) work has been considered one of the most influential contemporary motivational constructs in second language (L2) learning (see Table 1). He reviewed over 80 relevant L2 studies and combined most of the major motivational theories and constructs into his motivational framework (Wong, 2007). Dörnyei's model filled the gaps of Oxford and Shearin's (1994) and Williams and Burden's (1997) work. Wong (2007) also added two important motivational components that had not yet been considered: (1) the role of parents in students' L2 learning motivation; and (2) the role of culture in influencing L2 learning motivation. The addition of these two components will make Dörnyei's motivational framework more comprehensive for the investigation and evaluation of how to better motivate Chinese immigrant students to learn English.

Table 1 shows culture-specific and parent-specific motivational components now within Dörnyei's conceptual framework, the totality of which is now the conceptual framework of this study.

Methodology

Design

This study investigates how the motivation of Chinese students learn English as a second language was affected by their place of birth. A 55-item questionnaire based on a six-point rating MCale was set for Chinese immigrant students to elicit their responses (6 for strongly agree, 5 for agree, 4 for tend to agree, 3 for tend to disagree, 2 for disagree, 1 for strongly disagree). Mean MCores from 3.56–6.00 would be considered to indicate strong/positive motivation to learn English; mean MCores from 1.00–3.55 would be considered as holding weak/negative motivation.

The questionnaire included three items on different motivational constructs at different levels, based on the conceptual framework mentioned in the previous section. They were language level, learner level and learning situation level. Three statements were constructed for each sub-component under each motivational dimension. Items on parental education background and family income were also included in the questionnaire, which was administered to students were in Chinese language (see appendices 1 & 2 for both Chinese and English version), the language with which students were most familiar. This choice would avoid problems with language barrier and communication breakdown.

Face-to-face and semi-structured interviews were conducted after preliminary analysis of the statistical results. Interviews were conducted with the 10 randomly-chosen respondents to fill the gaps in areas requiring further clarifications.

Participants

The sample comprised 109 Hong Kong and Mainland Chinese secondary school students. Among them were 53 girls and 56 boys, all aged between 13 and 19 years inclusive. The Mainland Chinese immigrant students

heralded from the major province of origin, namely Guangdong. Sixty-nine students were born in Hong Kong and 40 in Mainland China. The immigrant students had lived in Hong Kong for less than 3 years and were invited to respond to the aforementioned questionnaire.

Place of birth

In this paper, place of birth can refer to the province in which the student had mainly lived and studied before arriving in Hong Kong. The questionnaire specifically asks for this data, as 'place of birth' may not be where a student lived and studied (see Appendices 1 and 2). However, according to information provided by the participants, the birthplace was always the same area in which they lived and studied.

Procedures

A pilot study was conducted in Chinese prior to setting the final questionnaire, and students were invited to comment on its language and content. A further test was also carried out to ensure the questionnaire's reliability. Several items were amended because respondents found them vague, while the reliability test found certain question items to be statistically unreliable.

For the main study, all students were gathered in the school hall and completed the approved questionnaire under the researcher's supervision and direction. Students were also assured that their information would only be used for the purposes of this study. Respondents were reminded that their participation was completely voluntary and that all data collected would remain confidential. Informed consent forms were also distributed. Thirty minutes were given to finish the questionnaire. Statistical analyses were carried out using Statistical Package for the Social sciences (SPSS).

Interviews with the respondents were conducted in their home schools, where counselling rooms provided a non-threatening environment to encourage respondents to express their feelings about English learning. The researcher first thanked students for participating in this study, then stated the purpose and manner of the interview to be conducted. Respondents were also reminded that the interview would be tape-recorded and their responses would remain confidential.

Data Analysis

Data collected from the questionnaire was analysed using SPSS. Descriptive analyses (mean and standard deviations) were mainly used to project participants' motivation and learning strategies for English learning.

Face-to-face interviews were conducted with an attempt to understand student responses better in the context of how teaching and learning affect their motivation to learn English in Hong Kong. For comfort purposes, all interviews were conducted in their mother tongue, Cantonese. All interviews were audio-recorded, then transcribed into English. All analyses followed the thematic approach analysis in order to discover overarching themes that might emerge from data drawn from the individual participant teachers and across participant teachers (Daly, Kellehear & Gliksman, 1997). The process involves the

identification of themes through “careful reading and re-reading of the data” (Rice & Ezzy, 1999, p. 258). It is a form of pattern recognition within data, where emerging themes become the categories for analysis.

Research Questions

This study set the following research questions for testing:

1. Do Chinese immigrant students have stronger motivation to learn English?
2. How does place of birth affect student motivation to learn English at different levels (language level, learner level and learning situation level)?
3. How do differences in place of birth affect Chinese student motivation to learn English under different motivational components (course-, teacher-, group-, parent- and culture-specific motivational components)?

Results

In this study, the variables of place of birth were classified into two categories. They are Hong Kong (HK hereafter) and Mainland China (MC hereafter). For all statistical results, please see Appendix 3.

Derived from the same testing procedure, overall descriptive statistics will be presented to see general patterns in how place of birth affected student motivation. Then data will be examined to determine if and how the birthplaces of the two student groups affected their motivation to learn English. Last, how place of birth may affect motivation at the level of situational related motivational will be investigated.

Table 2

Comparison of place of birth and overall motivation

Average Mean	Mean			SD			<i>t</i> -test	
	<i>All</i>	HK	MC	All	HK	MC	df	<i>t</i> -value
	<i>N=109</i>	<i>n=69</i>	<i>n=40</i>	<i>N=109</i>	<i>n=69</i>	<i>n=40</i>		
	3.994	4.002	3.985	1.067	1.043	1.320	13.398	0.874

From Table 2, it is evident that students born in HK and MC have very similar motivation to learn English as their mean scores are very close, although students from HK still have slightly stronger motivation to learn English in Hong Kong. The *t*-test results show that students of different places of birth have no significant difference in their motivation to learn English in Hong Kong. However, their standard deviations have slight differences. HK students are believed to have a more homogeneous opinion (SD: 1.043) about learning English while students born in MC hold more diverse opinions (SD: 1.320).

During the student interviews, opinions expressed by the two groups of students were similar. Both the HK and MC students had fairly strong motivation to learn English.

“Yes, I would like to learn English well in Hong Kong because English is crucial to my career.” (Alice, HK)

“Of course I would like to learn English. I don’t think I will have problems in

other subjects because I did most of them in China but English...I didn't learn it for very long." (Ben, MC)

On the surface, students from HK seem to possess a stronger motivation because the average mean is higher than that of students from MC. However, it is still necessary to look more closely into whether students born in HK have stronger motivation to learn English at other motivational levels.

To further examine how a student's place of birth affects motivation to learn English, the motivation dimension will be the first level tested against this demographic factor to reveal differences from the aforementioned general result.

Table 3 shows that the descriptive data echoes the general result that students born in HK have stronger motivation, and there is no significant difference between their quality of learning motivations. Again, the mean scores of each level are close. The mean score differences are less than 0.200. The motivational level that receives the greatest mean score difference is language level, while learning situation level shares a very close mean score.

Table 3
Comparison of place of birth on all motivational dimensions

Motivation Dimension	Mean			SD			t-test	
	All N=109	HK n=69	MC n=40	All N=109	HK n=69	MC n=40	df	t-value
Language level	3.938	4.004	3.786	1.051	1.027	1.228	13.823	0.795
Learner level	4.162	4.181	4.022	1.123	1.055	1.625	13.521	0.733
Learning situation level	3.881	3.844	3.846	1.053	1.048	1.090	13.679	0.842

* $p < .05$

The next motivational level to be scrutinised is learning situation level. Table 4 indicates that students born in MC have stronger motivation when the learning situations are related to the course and culture, while students born in HK possess stronger motivation when the learning situations are related to teacher, peers and parents.

Two interesting points emerge from Table 4: (1) Students from MC have stronger motivation when the learning situation is related to the course; and (2) this group of students also have a stronger motivation when the learning situation is related to culture. Responses from the student interviews also echoes the statistical results. One MC student explained why culture played an important role in her learning English.

"I know English has immense influence in Hong Kong and many idioms are derived from English. I know if I learn English well, I can understand the culture of Hong Kong a lot better." (May, MC)

Another MC students also revealed why course-specific motivation was strong.

“I was very nervous before I came to Hong Kong because the whole schooling system and examination system were very different. After I came to Hong Kong, I found that the English lessons were so much fun and the tasks were not as difficult as I expected, so I was relieved...I have to say, I am enjoying my English lessons very much.” (Ken, MC)

HK students also explained why a teacher's influence was so crucial to learning English. A highly representative view was:

“The way the teachers teach in the classrooms and the ways they interact with me really touched me. They genuinely care for my needs and adjustment. I want to do well so that they won't be disappointed with me” (Jane, HK)

Peers were also an important motivator for HK students to learn English because friends represent social acceptance. One of the HK students said,

“Friends are the most important for me because I need their acceptance. Learning English well can be a way to earn friendship I believe...because no one would want to do group work with someone whose English is so poor, isn't it?” (Ricky, HK)

Last but not least, parents were also an important factor in motivating students to learn English. A student explained,

“My parents have been encouraging me to learn English well because they didn't have the chance to learn it when they were young, you know how poor HK was during the 40-60s... and they have great expectation on me too. My father works so hard to earn money for my English tutorial class. I will only allow myself to succeed.” (Alice, HK)

Table 4

Comparison of place of birth and specific motivational components

Motivation Dimension	Mean			SD			ttest	
	All N=109	HK n=69	MC n=40	All N=109	HK n=69	MC n=40	df	t-value
Course-specific motivational components	3.778	3.774	3.808	1.139	1.040	1.870	13.988	-0.178
Teacher-specific motivational components	4.174	4.198	3.997	0.947	0.899	1.301	13.274	0.851
Group-specific motivational components	4.098	4.127	3.884	0.961	0.928	1.205	13.773	1.072
Parent-specific motivational components	3.470	3.507	3.197	1.178	1.187	1.112	15.913	1.163
Culture-specific motivational components	3.885	3.824	4.336	1.040	0.938	1.793	15.617	0.730

* $p < .05$

Discussions

Although generally students born in either HK and MC have strong motivation to learn English, HK students have slightly strongly motivation to learn English. Opinions expressed by HK students were more homogenous,

while MC students had more diverse opinions. This can possibly be explained by the fact that demographic characteristics of HK students were more homogenous, which in turn led to similar responses to the questionnaire (see Table 5).

Table 5
Demographic characteristics of HK and MC students

Demographic characteristics		HK	MC
<i>Gender</i>	Male	39	25
	Female	30	15
<i>Age</i>	13	1	0
	14	14	7
	15	14	5
	16	18	4
	17	18	10
	18	16	12
	19	10	2
Total	Count	69	40

Students born in HK naturally have stronger motivation to learn English in general, as well as at different motivation levels, because English has long been a compulsory subject in HK so they learn it easily - not always so in Mainland China, where English is treated as any other foreign language subject, such as French or German.

HK student motivation orientation was found to be much stronger at language level. They believed that learning English can help them enter university, find a good job and have better career prospects. These results are supported by the findings of Peng (1993) and Bond (1996). Because of the familiarity HK students have with English learning in Hong Kong, they would naturally also feel more confident at learner level.

However, students from MC were found to have stronger motivation when specific learning situations are related to course and culture. Cultural differences serve as a motivator for MC students who are not familiar with Hong Kong culture. Also, students from outside HK are less familiar with Hong Kong culture (relative to HK students), and would enjoy better social integration by learning English. Similarly, MC students were found to have stronger course-specific motivation for the same reason - they would like to quickly settle into the new environment, a trait confirmed by Brooks (1997), who observed China's cultural system is based not on the strength of the individual, but on the pattern of relationships maintained by all people. Also, language is among the first key cultural elements to be encountered, and it is undoubtedly the key to social integration - therefore learning English is crucial to students first arriving in Hong Kong. Social integration has been proven a key motivator for Mainland students to learn English in Hong Kong, this research can be applied to other students from across China when English becomes a compulsory subject in their provinces to determine whether this study's conclusions are true for all cases.

For students from HK, parents, teachers and peers played a more influential role in English learning in comparison to MC students. In the past, researchers like Clark found that “effective family” is a key indicator of student academic achievement. He defined an “effective family” as excelling in certain characteristics: “family income, education and ethnic background” (cited in Wlodkoswki & Jayne, 1990: 38). Many researchers have come to the same conclusion—parental involvement has a significant positive impact on student language achievement, and there is a positive connection between parental involvement and improved student achievement (Eccles & Harold, 1993; Henderson & Berla, 1994; Gutman & Midgley, 2000; Ma, 1999; Shumow & Miller, 2001).

This study found that in HK, where the one child policy has been strictly enforced, students were more receptive to the parent-related motivational factor. Parents play a major role in influencing their children’s education due to the well-known Chinese characteristic of intense family attachments (Bond, 1996). With the recent economic boom in Mainland China, parents tend to see their children as more important than ever. Demands and expectation from Chinese parents are also high, particularly in some major cities like Guangzhou and Shanghai.

Several researchers have also found that when children are reared by adults who engage them in frequent, caring conversations, the children demonstrate better cognitive, linguistic, social, and emotional development (Brooks, Bruno & Burns, 1997; Cotton & Wikelund, 2001; Grolnick & Slowiaczek, 1994; Brown, Hammond & Onikama, 1997; Matinez, 1981; National Institutes of Health, 1997). Previous researches like Brophy (1987); Landgon (1997) cited in Nakagawa (2000) also remarked that parents appear to be the primary influence on a child’s motivation to learn. Schumann (1998) stressed the importance of the effect in L2 learning situations and believed a learner’s external behaviours are the responses of environmental and social stimuli.

A similar study by Fuligni (2001) examined ethnic variations in academic motivation among 1,000 adolescents from Asian, Latin American, and European backgrounds. He found that a sense of family obligation was associated with greater belief in the value of education and accounts for the tendency of Asian and Latin American adolescents to have greater academic motivation than their equally-achieving peers with European backgrounds.

Under parent-specific motivational component, there are three sub-motivational components, namely financial support, affective support and educational background. These are the core elements believed influential in enhancing their children’s motivation to learn English in Hong Kong, if not decisive factors.

To understand how parental influence has positive impact on HK students’ motivation to learn English, Table 6 shows the parental educational background of HK and MC students. Specifically, parents of HK students possess higher education than their peers from MC - thus it is very plausible that parental education level may positively contribute to better motivation to learn English, as claimed by Wlodkoswki & Jayne (1990).

Table 6
Parent education level of HK and MC students

	HK parents		MC parents	
	Frequency	Percent	Frequency	Percent
University	3	4.3	0	0
Secondary	43	62.3	20	50
Primary	10	14.6	5	12.5
No formal education	3	4.3	2	5
Don't know	10	14.5	13	32.5
Total	69	100.0	40	100.0

As for financial support, Table 7 shows family income data for HK and MC students.

Table 7
Family income of HK and MC students in RMB

	HK parents		MC parents	
	Frequency	Percent	Frequency	Percent
Below 5000	4	5.8	11	27.5
5001–10000	39	56.5	15	37.5
10000–15000	16	23.2	10	25
15001–20000	9	13.1	4	10
over 20000	1	1.4	0	0
Total	69	100	40	100.0

With a lower educational background, it seems that MC students' parents are from lower income social classes than those in HK. When comparing family income between HK and MC students, it explains why the wealthier HK students see parents as a more important factor in influencing their motivation to learn English. That is, the higher the family income, the more academic support they can get. This logic applies to the cases of HK and MC students, and it explains why HK students have stronger parent-specific motivation in relation to MC students.

Looking at Table 8, one can confirm the affective support the HK students' parents give their children is another main source of their motivation to learn English. The table shows that affective encouragement is another key factor positively influencing HK students' motivation to learn English in Hong Kong.

When comparing HK and MC students' parent affective encouragement, one may conclude that MC parents may be less vocal or expressive compared with HK parents because students of the two groups had different views about their parents' affective encouragement. This study confirms the importance of communicating with adolescents, and how affective encouragement can play a role in positively cultivating students' motivation to learn English.

Table 8
Mean and SD of HK and MC students in Parent-Specific Motivational Factors

Parent-specific motivational components	Item	Questionnaire question	Mean	SD	Mean	SD	df	t-value
Affective encouragement	21	My parents always encourage me to improve my English.	4.380	0.852	4.09	0.954	12.452	1.204
Affective encouragement	5	Financial support and affective encouragement from my parents motivate me learn English in Hong Kong.	3.698	0.688	3.854	1.112	11.988	0.158
Affective encouragement	13	My parents use different means to motivate me learn English.	3.203	1.011	3.188	0.966	10.425	0.844

* $p < .05$

Teachers were found to play a more influential role in HK student motivation to learn English than they did for MC students. According to Bond (1996), Chinese students usually treat teachers with respect, silence and fear. Chinese students see their teachers as a role model. Previous studies have also found that teachers have direct influence on learners' motivation (Christophel 1990; Frymier 1993; Wentzel 1998).

To explore the reasons HK students see teachers as more important than MC students in English learning, Table 9 will be examine HK and MC student responses to the questionnaire.

Table 9
Mean and SD of HK and MC students' teacher-specific motivational components

Rank	Teacher-specific motivational components	Mean	SD	Mean	SD	df	t-value
1	Direct socialisation of motivation	4.383	0.776	4.090	0.954	10.354	0.824
2	Authority type	4.090	1.027	3.854	1.112	10.768	-0.164
3	Affiliative motive (to please the teacher)	4.022	0.845	3.188	0.966	11.436	0.912
	Average	4.165	0.924	3.711	10.021	--	--

* $p < .05$

HK students were found to have stronger teacher-specific motivation compared with MC students, which is likely explained by the fact that HK

students preferred teachers who were less controlling, while MC students did not find Hong Kong teachers particularly democratic. The two different views were expressed in the student interviews.

“I like my teachers because they care about me and the classroom atmosphere is encouraging. It’s not just all about exams.” (Jane, HK)

“My teachers in Mainland China were very committed and they always said positive things to us. Hong Kong teachers were also nice to me.” (May, MC).

Previous studies showed that teachers can bring direct influence on student learning. In Winter’s (1990) findings, students found that teachers were rather strict in maintaining control over the class, and that the rules to be followed were clearly laid down. Chinese students were also found to be more successful if they are taught by teachers reported as less controlling. Similar results were also found in Hong & Lee (1999), and Wang (1993), agreeing that teachers have a significant role in student achievement.

Direct socialisation, according to Dornyei (2001), means a “teacher can exert a direct systematic motivational influence by means of actively socialising the learners’ motivation through modelling, task presentation and feedback.” HK students also explained that affective reason – along with direct socialisation – was the reason for their preference for Hong Kong teachers. However MC students still drew a clear and respectable line between teachers and students.

“I have no communication barrier with my English teacher because she is always friendly with us, and in the classrooms her teaching is like talking to friends...very easy to absorb.” (Ricky, HK)

“I think teachers are teachers, we need to respect them. I won’t talk to my teachers like the way I talk to my friends. Just like she won’t use the way she talks to her friends to us.” (Ben, MC)

Not surprisingly, HK students see teachers as an important factor in influencing their students’ motivation to learn English. According to Bond (1996), Chinese students usually treat teachers with respect, silence and fear. However, this is proved to be a de-motivator in English learning in the present study. HK students were more inclined to a democratic teaching style, and students were more motivated to learn English because of the openness in the classroom. Chan (1998) also believed that a friendly learning environment and good teachers are factors that help to learn a language (also see Dunn (1990) & Wong (1996)). Previous studies have also found that teachers have direct influence on learners’ motivation (Christophel, 1990; Frymier, 1993; Wentzel, 1998).

Finally, peer influence was found to affect HK students’ motivation to learn English more than it did the MC students. HK students revealed how they treasure social acceptance by their peers. Previous research also confirmed the importance of peers to the learner (Biggs (1995)). Peer group recognition was considered to be an important factor that helps students personal growth, with ‘peer recognition’ defined as a behaviour that creates social bonding. Through this connection, students cultivate adequate cultural values to establish their

social identity and roles, as well as learn social skills and knowledge, in order to function with others more closely. A personal image can then be established. Social systems link individuals with social structure and environment, and social networks link the individual and community. These two linkages connect individuals and create social integration.

However, MC students found it relatively more difficult to make friends when they first came to Hong Kong because their cultures, values and what defined as social etiquette were all different. Since it is more likely for students to seek help within their personal network rather than from external sources, teachers should initiate more opportunities for students to interact among each other. Social bonding helps students to adjust better to the new learning and social environment.

Conclusion

Motivation is always a complex construct. This study adopted both quantitative and qualitative methods to discover the different patterns of Chinese student motivation to learn English in relation to their place of origin. These consequent statistical results will help educators better understand individual learners' different needs, even when they are of similar backgrounds.

Statistically, the present study found that HK students in general have stronger motivation to learn English compared to MC students. HK students were also more receptive to the influence of teachers, peers and parents. As for MC students, culture and the English course itself were the motivating factors having more significant influence.

Culture was found to be the third most influential factor affecting MC students' motivation to learn English, and it was believed that MC students are more receptive to culture-specific motivation factors. To successfully help MC students to have positive social acceptance among their peers, teachers can facilitate peer tutoring in class. Peer tutoring is highly recommended for teaching a combined class of Mainland and locally-born Hong Kong students, as it has proved its effectiveness in various studies (Carson & Nelson, 1996; Chun & Winter, 1999). According to Lai (1993), organised peer learning can work well in Hong Kong schools - and Hong Kong secondary school students would in fact prefer a more collaborative learning environment, as they feel it would promote the deeper, more achievement-oriented approach to learning that they prefer (Biggs, 1995).

Teachers should also introduce authentic materials which would promote more practical English usage in the Hong Kong context. Cultural lessons integrated with English learning can be an effective means to further help MC students adjust better in the English learning environment in Hong Kong. Teachers may consider guiding Mainland students around Hong Kong and teaching them the English names of famous city spots which often appear in English assessments, such as the HKCEE.

As MC students are more sensitive to course-related motivational factors, English teachers in Hong Kong should be reminded of the differences between the two student groups, and hence aim to create an environment conducive to English learning; select appropriate learning objectives; choose relevant authentic teaching and learning materials; design, structure and grade learning objectives; and provide constructive feedback to students in order to

meet their unique learning needs.

As for the HK students specifically, some needs are more of a concern, i.e. teachers, peers and parents, as these all have immediate effects on HK students' motivation to learn English. Culture is intangible and its effect comes slower than that of teachers and peers. That is, to enhance HK student motivation to learn English, teachers, parents and peers should be reminded of their roles in helping this group of newcomers.

It is suggested that any cultural tour be led by local Hong Kong students, as this would have a double benefit—acquiring English relevant to Hong Kong, and achieving deeper and better group interaction between the two groups of students, thus helping them to socialise and appreciate one another's cultures. Teachers may also develop better bonds with the Mainland students as they strive to socially integrate with mainstream society.

Parental education background, affective care, and financial support are always important for Mainland students in improving their English—no matter whether they have high or low income. Mainland parents are generally very hard-working and supportive to their children's studies wherever possible, even if parents are not well-educated, nor particularly good at expressing affection and love to their children. Thus Mainland students study hard because they do not want to disappoint their parents. This means parents can in fact have great impact on their children's English learning. These parents should also be encouraged to share their thoughts and feelings with their children more. Understanding parental expectations may indirectly boost children's motivation to learn English. Schools should also develop deeper collaboration with parents, like strengthening the role of parent-teacher associations, as well as organise more shared activities between parents, students and the school in order to cultivate a sense of mutual trust. Through participating in school activities, parents will be able to understand their children more and show them more affective care.

As many of this study's results are meaningful, it is hoped that implications drawn will guide future studies on how intra-ethnic group differences in motivation affect the way motivation to learn English is maintained and developed. Longitudinal studies could trace how the English quality among different groups of Chinese student are affected by factors listed in the modified version of Dorney's motivational framework - and to what extent each of those motivational factors affect learning attitude and behaviour. Further research could also be done annually and repeatedly to investigate whether the first year of arrival is the time of strongest motivation to learn English for Mainland Chinese students. If so, educators should seize this opportunity to help students maximise their English acquisition.

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Appendix 1–Questionnaire (English version)

Please **do not** write your name
on the papers.

Questionnaire on NAHK Students' Motivation to Learn English
(English Version)

Motives for Learning English

We would like to find out what motivates and influences your English learning. Please read each statement below, then, using a ball-pen or pencil, circle the number that corresponds to your opinion.

		Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1.	I like what I am learning in my English lessons.	1	2	3	4	5	6
2.	If my English teacher assigns difficult English homework, I still try my best to finish it.	1	2	3	4	5	6
3.	I want to communicate well with foreigners like my English teacher does.	1	2	3	4	5	6
4.	I like English class activities.	1	2	3	4	5	6
5.	Financial support and affective encouragement from my parents motivate me to learn English in Hong Kong.	1	2	3	4	5	6
6.	I want to speak better English so that I can integrate better with my friends in Hong Kong.	1	2	3	4	5	6
7.	I want to speak English well, like my English teacher.	1	2	3	4	5	6
8.	No matter how hard English is, I will never give up learning.	1	2	3	4	5	6
9.	English is a foreign language that I like.	1	2	3	4	5	6
10.	I am not afraid of communicating in English with my Hong Kong classmates, although my accent is different from theirs.	1	2	3	4	5	6
11.	My English teacher presents clearly when he/she asks us to perform a task.	1	2	3	4	5	6
12.	I prefer doing group/pair work more than individual work.	1	2	3	4	5	6
13.	My parents use different means to motivate me to learn English.	1	2	3	4	5	6
14.	If my friends are good at English, I want to be good at English too.	1	2	3	4	5	6
15.	I want to pass my English because I do not want to disappoint my teacher.	1	2	3	4	5	6

16.	I don't mind putting extra effort into learning English.	1	2	3	4	5	6
17.	I learn English because it helps me to understand Hong Kong culture better.	1	2	3	4	5	6
18.	The English I am learning in English lessons can be used in my daily life.	1	2	3	4	5	6
19.	I understand my English teacher's instructions.	1	2	3	4	5	6
20.	Doing projects and group work help me integrate better with my classmates in Hong Kong.	1	2	3	4	5	6
21.	My parents always encourage me to improve my English.	1	2	3	4	5	6
22.	Learning English together with my friends is better than learning it by myself.	1	2	3	4	5	6
23.	I could learn better English if my English teacher controls me less.	1	2	3	4	5	6
24.	I have the ability to pass English tests/exams.	1	2	3	4	5	6
25.	I am very interested in what my English teacher is teaching me.	1	2	3	4	5	6
26.	What I am learning now is useful for my studies.	1	2	3	4	5	6
27.	The feedback my English teacher gives me on my progress helps me to learn better.	1	2	3	4	5	6
28.	My parents will teach me English when I need them to.	1	2	3	4	5	6
29.	My parents are willing to pay for the English reference books when I need them.	1	2	3	4	5	6
30.	The reward system in Hong Kong helps me integrate better with the new learning environment.	1	2	3	4	5	6
31.	Teachers who are more democratic can motivate me better to learn English.	1	2	3	4	5	6
32.	My writing is up to my English teacher's expectation.	1	2	3	4	5	6
33.	I learn English because I want to get a good job.	1	2	3	4	5	6
34.	I believe I can pass my English tests/exams.	1	2	3	4	5	6
35.	Feedback from teachers encourages me to learn English.	1	2	3	4	5	6
36.	My parents will point out my English mistakes.	1	2	3	4	5	6
37.	My parents pay for English tutorial class for me to improve my English.	1	2	3	4	5	6
38.	A fair reward system motivates me to learn English.	1	2	3	4	5	6
39.	If I can master English well, my teacher will have a better impression of me.	1	2	3	4	5	6
40.	I continue learning English so I can express myself without much difficulty.	1	2	3	4	5	6
41.	I learn English because I	1	2	3	4	5	6

	need English to adjust well in Hong Kong.						
42.	I believe I can learn English well.	1	2	3	4	5	6
43.	The way Hong Kong English teachers teach and interact with students helps me adapt to Hong Kong, and learn English better.	1	2	3	4	5	6
44.	I feel proud in class if my English teacher praises me.	1	2	3	4	5	6
45.	I have already adapted well and am feeling comfortable with the English curriculum, examinations and classroom teaching in Hong Kong.	1	2	3	4	5	6
46.	I am not afraid to make mistakes in English homework.	1	2	3	4	5	6
47.	I learn English because English is necessary for a good future.	1	2	3	4	5	6
48.	So far I am happy with my progress in learning English.	1	2	3	4	5	6
49.	I try my best to learn English because I know the benefits.	1	2	3	4	5	6
50.	I need English to study well in other subjects.	1	2	3	4	5	6
51.	I am happy with my English test results.	1	2	3	4	5	6
52.	I know I will have a hard time in the future if I don't learn English well.	1	2	3	4	5	6
53.	Rather different from Mainland China, having a good standard of English is a must to be successful in Hong Kong.	1	2	3	4	5	6
54.	Learning English is key to not letting people look down on me.	1	2	3	4	5	6
55.	I am not afraid to speak English in English class.	1	2	3	4	5	6

Personal particulars:

Gender: M / F

Age: _____

Date of birth: ____/____/____

Place of birth: _____

Province where you mostly lived and studied before you came to HK: _____

MChool year attending: _____

Year arrived in Hong Kong: _____ (if born outside Hong Kong)

Parent's occupation(s): _____

Parents' education level (s):

University	
Secondary	
Primary	
Kindergarten	
Illiterate	
Unknown	

RUTH - need "unknown" box for income too - below? Or not, cuz not on original Chinese version I guess, huh?

Family monthly income:

Under HK\$5000	
HK\$5,001–HK\$10,000	
HK\$10,001–HK\$15,000	
HK\$15,001–HK\$20,000	

Thank you very much for your help