



A CORRELATIONAL STUDY OF GRADE 9 STUDENTS' MOTIVATION FOR
LEARNING ENGLISH AS A FOREIGN LANGUAGE AND THEIR ATTITUDES
TOWARD THE LEARNING SITUATION WITH ENGLISH AS A FOREIGN
LANGUAGE ACADEMIC ACHIEVEMENT AT A PRIVATE SCHOOL IN CHINA

YANQIU LIN

I.D. No. 6229524

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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ABSTRACT

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Key Words: ENGLISH ACADEMIC ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, ATTITUDES TOWARD THE LEARNING SITUATION, MOTIVATION, SOCIO-EDUCATIONAL MODEL, ATTITUDE/MOTIVATION TEST BATTERY (AMTB), A PRIVATE SCHOOL, CHINA.

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The purpose of this quantitative correlational study was to determine whether there was a significant relationship between Grade 9 students' motivation and attitudes toward the learning situation for learning EFL with English academic achievement at a private school in China. A total of 110 Grade 9 students participated in this study. Grade 9 Students' Motivation for Learning English as a Foreign Language and their Attitudes toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire was used in this study consisting of 50 items (Gardner 2004, 2010) under five subscales. The researcher collected data from Grade 9 students studying in the 2021-2022 academic year at a private school in China. For the analysis of the collected data, descriptive statistics, and multiple correlation coefficients was used. The findings of the research indicated that there was a weak correlation

among the students' motivation and attitudes toward the learning situation for learning EFL with English academic achievement. Based on the findings, the researcher provides recommendations for students, teachers, school administrators, future researchers.



Field of Study: Curriculum and Instruction **Student's signature**.....

Graduate School of Human Sciences **Advisor's signature**

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CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	vi
CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS.....	xiii
 CHAPTER I INTRODUCTION	
Background of the Study	1
Statement of the Problem.....	3
Research Questions.....	4
Research Objectives.....	4
Research Hypothesis.....	5
Theoretical Framework.....	5
Conceptual Framework.....	6
Scope of the Study	7
Definitions of Terms	7
Significance of the Study.....	9

Page**CHAPTER II REVIEW OF RELATED LITERATURE**

Learning English as a Foreign Language in Global and Asia.....	11
Background of English language Education in China.....	13
Gardner's Socio-Education Model of Second Language Acquisition...	17
The Concept of Motivation in Foreign Language Learning.....	18
The Concept of Attitudes in Foreign Language Learning.....	19
Attitude/Motivation Test Battery (AMTB).....	20
Previous Studies on Students' Motivation with English as a Foreign Language Academic Achievement.....	23
Previous Studies on Students' Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement.....	25
Background of a Private School in China.....	26

Page**CHAPTER III RESEARCH METHODOLOGY**

Research Design.....	28
Population Sample	28
Research Instruments	30
Collection of Data	37
Data Analysis	38
Summary of the Research Process	39

CHAPTER IV RESEARCH FINDINGS

Main Research Findings	41
Research Objective 1	41

Page**CHAPTER IV RESEARCH FINDINGS**

Research Objective 2	46
Research Objective 3	50
Research Objective 4	51

Page**CHAPTER V CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS**

Summary of the Study	53
Conclusions	54
Discussion	56
Recommendations	59

REFERENCES	62
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APPENDICES	72
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Appendix A: Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire (English version)	73
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Appendix B: Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire (Chinese version)	79
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Appendix C: Examination Paper.....	88
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BIOGRAPHY	102
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LIST OF TABLES

TABLE		Page
1	Current Study Population and Sample (Academic Year 2021-2022)	29
2	Subscales of Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire	31
3	Score for Positive and Negative Worded Items	32
4	Scores and Interpretation of the Motivation: Motivational Intensity, Desire to Learn English, Attitudes Toward Learning English Subscales	33
5	Scores and Interpretation of the Attitudes Toward the Learning Situation: English Teacher and English Course Evaluation Subscales	33
6	Interpretation of Private School Students Grade for English as a Foreign Language Monthly Test Scores	34
7	Cronbach's Alpha Value of Previous and this Study of Finding Using AMTB.....	35
8	Research Timeline.....	38
9	Summary of the Research Process	39
10	The Grande 9 Students' Mean Scores, Standard Deviations and Interpretations of the Motivation for Learning English as a Foreign Language.....	42
11	The Grade 9 Students' Overall Mean Scores, Standard Deviations and the Interpretations of Motivational Intensity in Learning English as a Foreign Language Subscale Items	43

TABLE

12	The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of the Desire to Learn English in Learning English as a Foreign Language Subscale Items.....	44
13	The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of the Attitudes Toward Learning English in Learning English as a Foreign Language Subscale Items.....	45
14	The Grade 9 Students' Mean Scores, Standard Deviations and Interpretations of the Attitudes toward the learning situation for Learning English as a Foreign Language Subscale Items.....	47
15	The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of the English as a Foreign Language Teacher Evaluation Subscale Items.....	48
16	The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of English course evaluation Subscale Items.....	49
17	The Grade 9 Students' Means and Standard Deviations for Grades 9 Students' English as a Foreign Language Academic Achievement Score	50
18	Bivariate Correlations Among Grade 9 Students' Motivation, Attitudes toward the Learning Situation and English as a Foreign Language Academic Achievement.....	51
19	Multiple Correlation Coefficient of Students' Motivation and Attitudes Toward the Learning Situation for Learning English as a Foreign Language with English Academic Achievement.....	52

LIST OF FIGURES

FIGURES	Page
1 Conceptual framework of this study.	6
2 The Socio-Educational Model.....	18
3 A Structural Equation Representation of the Socio-Educational Model	21



LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
GTM	Grammar Translation Method
GLC	Gateway Learning Center
MOE	Ministry of Education
PRC	The People's Republic of China
TEFL	Teaching English as a Foreign Language



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the research questions with the corresponding objectives and hypotheses. It also includes the theoretical framework and conceptual framework of this study, followed by the scope of the study, the definitions of terms and the significance of the study.

Background of the Study

Nowadays, English has become the international common language, and it is officially used as a very common foreign language in various sectors in many countries. English, as one kind of international common language, has been played a crucial role in recent decades. It has become a dominant language globally. In most fields, the Internet, newspapers, books, travel, business, products, English fluency is required.

With the high speed of China's economic development, many people are keen on learning English as their foreign language in China. According to the previous studies, the results showed that many scholars and users were learning English in China, such as doctors, people in business, investors, traders, engineers, educators, etc., which was one of the main reasons China became the biggest market in the world (Bolton, 2003; He & Zhang, 2010; Jiang, 2002).

Before 1978 (1949-1978), foreign language education policy in China can be divided into two stages: from 1949-1964, and 1964-1978. From 1964-1978, English began to become the main foreign language in China. From 1978 – the present, in order to catch up with

curriculum reform around the world, China's government began to launch a series of documents in curriculum reform (Zhang, 2012). From that, we can say that China's central government has paid attention to English language education. Beginning in 2001, the Ministry of Education, China (2001b) specified that Chinese students are obligated to learn English once each week from Grade 3 in elementary school. Secondary school students need to study one English lesson a day. Consequently, English is one of the three required courses (the other two courses are Chinese literature and mathematics) from Grade 7.

According to Ellis (2005) and Gardner (1980), the elements that affect the acquisition of a second/foreign language can be classified into two variables: motivation and attitude toward the learning situation. Gardner (1980) stated that attitude is a psychological phenomenon that refers to people's inner experiences and behaviors, such as thinking or feeling about someone or something. It was mainly reflected by people's words, expressions, and behaviors. Choy (2006) also stated that attitudes could help people to know their own emotions. The inside feelings of students have a significant influence on students' academic performance and achievement motivation. Motivation is an inseparable part for learners to study English as a foreign language. If the learners lack motivation in learning a second/foreign language, even though they have enough abilities, they cannot achieve the goal they made.

To fully understand and help students make a good awareness of learning English as a second/foreign language, the researcher has decided to conduct a study to identify motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at private schools in China.

Statement of the Problem

According to Gardner (2010), in English as a second/foreign language classroom, teachers should be facilitators who promote students' learning and establish a good interpersonal relationship with students, and the teacher's classroom behaviors also can influence learner motivation. Similarly, timely and meaningful feedback from the teacher also has a significant influence on learners' motivation. Therefore, the teacher's personality, behavior, positive attitude, high expectations, compassion, and teaching methods are substantially impact learners.

According to the researchers' interviewed with Grade 9 English teachers at the target school, classes are being conducted by the teacher in a lecture style. Teachers taught the whole class and did not interact much with students during lessons. The teachers gave marks only A, B or C, without providing any feedback. Teachers paid more attention to students' knowledge without encouraging students to think and discover their feelings and opinions. The researcher realized that English teachers at the target school often focus on students' reading and writing skills with the most traditional teaching methods, ignoring listening and speaking skills.

About the arrangement of the classrooms at target school, desks and chairs are fixed by the teacher. Teachers stand at a podium at the front of the room, so it is easy to dominate the classroom, and it makes the students feel that the school's atmosphere is solemn.

Therefore, the researcher has decided to study to gain a deeper insight into the motivation and attitudes toward the learning situation of Grade 9 students for learning English as a foreign language with English academic achievement at a private school in China.

Research Questions

The following are the research questions have been developed to guide this study.

1. What is the level of motivation for learning English as a foreign language of Grade 9 students at a Private School, China?
2. What is the level of attitude toward the learning situation for learning English as a foreign language of Grade 9 students at a Private School, China?
3. What is the level of English academic achievement of Grade 9 students at a Private School, China?
4. Is there a significant relationship between motivation and attitude toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China?

Research Objectives

The following are the research objectives for this study.

1. To identify the level of motivation for learning English as a foreign language of Grade 9 students at a Private School, China.
2. To identify the level of attitudes toward the learning situation for learning English as a foreign language of Grade 9 students at Private School, China.
3. To determine the level of English academic achievement of Grade 9 students at a Private School, China.
4. To determine if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China.

Research Hypothesis

There is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China, at a significance level of .05.

Theoretical Framework

In this section, the researcher introduced the major supporting theory of the research- Gardner's socio-educational model of second language acquisition to conduct on the motivation and attitudes toward the learning situation variables.

Socio-Educational Model of Second Language Acquisition (Gardner, 2010)

Gardner's socio-educational model is a widely known language acquisition theory. Gardner's purpose in developing the socio-educational model was to sketch out the interrelationships of attitudinal and motivational variables in a second/foreign language learning. The researcher applied Gardner's socio-educational model of second language acquisition because many previous researchers have used the model to evaluate students' motivation and attitudes toward the learning situation in a second/foreign language learning research.

Gardner (2010) claimed that language learning motivation consists of learners' efforts, expectations, and attitudes that contribute to achieving language learning goals. The socio-educational model pointed that the language learning situation is an indispensable component in learning English as a foreign language and that learning motivation is affected by the nature and quality of the learning context, curriculum, the quality of instruction, the teachers, school activities, lesson plan, and the materials among other variables. For this research, the researcher focused on Grade 9 students' motivation and attitudes toward the

learning situation, and whether those two variables correlate with their English as a foreign language academic achievement.

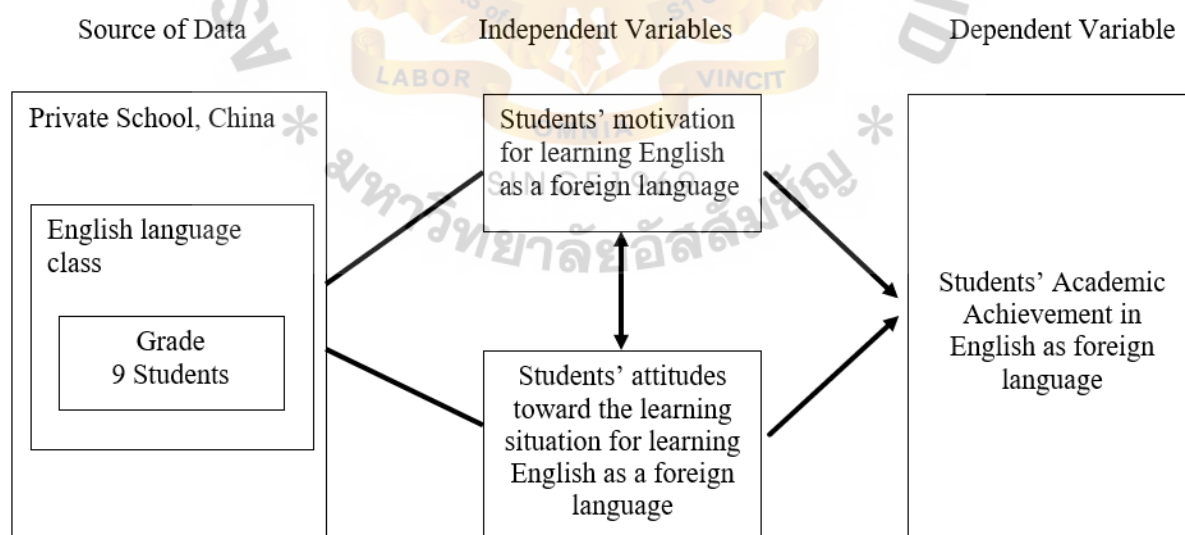
Conceptual Framework

This study aims to find out if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School in China, the motivation theory applied in this research is based on Gardner's socio-educational model (Gardner, 2010).

In the present study, the conceptual framework is designed as below.

Figure 1

Conceptual framework of this study.



Scope of the Study

The research conducted with 110 Grade 9 students who were studying in the academic year of 2021-2022 at a private school in China. The Grade 9 English class was taught by a Chinese teacher who graduated with a major in English. Each week there are six lessons, 45 minutes each class, 270 minutes each week. This research employed two variables from Gardner's socio-educational model: motivation for learning EFL and attitudes toward the learning situation (Gardner, 2010). Regarding motivation, three subscales were used: motivational intensity, desire to learn English, and attitudes toward learning English. Regarding attitudes toward the learning situation, two subscales were used: English teacher evaluation, English course evaluation. The dependent variable was English academic achievement.

Definitions of Terms

This part covered the following definitions in this study to help understand the terms used in this study.

A Private School in China

It refers to a private school, which was founded in 1998. The researcher focused on Grade 9 students' motivation and attitudes toward the learning situation at the school.

Attitude/Motivation Test Battery (AMTB)

Attitude/Motivation Test Battery (AMTB) is an instrument that Gardner developed to evaluate the students' motivation in learning EFL through three subscales: motivational intensity, desire to learn, and attitudes toward learning English, and it also evaluates students' attitudes toward the learning situation in learning EFL through the two subscales, namely: English teacher evaluation and English course evaluation,

Attitudes toward the learning situation

It refers to the feedback to any side of teaching materials, the quality of instruction, extra-curricular activities and availability. There are many aspects of the learning situation that might be evaluated, but in this study the researcher focused on only two subscales: English teacher evaluation and English course evaluation.

English teacher evaluation.

It refers to an assessment of the English teacher regarding the performance, teaching style, and class behavior etc.

English course evaluation.

It refers to affective feedback and assessment of English courses.

English as a foreign language

It refers to learning English by students from countries where English is not acknowledged as an official language and not in daily use.

English as a Foreign Language Subject Monthly Test

It refers to students' English as a foreign language subject monthly test scores taken at the beginning of the academic year 2021-2022 at a private school in China, the total score of the test is 120 points.

Motivation for Learning English as a Foreign Language

It refers to the individual's aspiration or willingness that can promote their learning, and it is measured by three affective subscales: motivational intensity, desire to learn English, and attitudes toward learning English.

Motivational intensity.

It refers to how much individuals make a lot of effort to study English.

Desire to learn English.

It refers to one who wants to complete a particular goal that they expected, put a lot of efforts to achieve the goal, and satisfied with achieving the goal in the activity.

Attitudes toward Learning English.

It refers to someone's reaction when they are learning in the activities.

Significance of the Study

The findings of this study would benefit students, school administrators, English language teachers, and future researchers. This study aims to understand well the Grade 9 students' motivation and attitudes toward the learning situation for learning English as a foreign language and their English academic achievement at a private school in China.

Firstly, the students would benefit from this study, and they would further realize their motivation and attitudes toward the learning situation in learning English as a foreign language. In addition, it would be understanding and reasonable awareness of why they get lower grades in English.

The research findings would also benefit the Grade 9 English language teachers. It helped teachers develop a greater understanding of the students and provide more information that helped the teachers more effectively address the students' needs in learning English through better pedagogy and activities.

The research can raise the school administrators' general awareness of students' motivation and English as a foreign language academic achievement. They gave more attention to students' learning progress and establish a good learning environment for the learners.

For future researchers, this research would be helpful in their investigation into student motivation and attitudes toward the learning situation in learning English as a foreign

language. Finally, the study proved beneficial in demonstrating how these variables work together in influencing students' English as a foreign language academic achievement.



CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

In this chapter, the researcher discussed the theoretical basis of this study, these sections were covered in this chapter: learning English as a Foreign Language in Global and Asia, background of English language Education in China, the concept of motivation and attitudes in foreign language learning, Gardner's socio-educational model of second language acquisition, Attitude/Motivation Test Battery, previous research of this study, background of the study of a private school in China.

Learning English as a Foreign Language in Global and Asia

English is one of the crucial languages to be used. Speaking good English has become an essential need for the community worldwide due to English is broadly agreed as a language globally (TESOL, 2008). Bohdanska (2012) expressed that English becomes a universal language nowadays, and the younger generation must master this language. The role of language learning is fundamental for people who come from different countries can interact and understand their own culture as the whole world is rapidly changing. English is a medium of communication in many fields such as international business, tourism, information, technology, television channels, and social media. Also, Crystal (2003) and Karimova (2016) mentioned that more than 75 countries had used the English language as their official language or their first language.

English has considered a tool for verbal communication. Governments worldwide introduced younger learners to study English as a school subject (Cheng, 2012). Moreover,

governments around the world persist in stimulating the learners' English language proficiency skills. Proficiency in English is regarded as a key to enter to university, finding a good job, and have a good quality of life (Nunan, 2003). Swales (1987) evaluated that most academic papers present or published usually are written in English each year, and the proportion was increasing each year. Undoubtedly, English is currently the language of science and technology, and science journals in many countries are now shifting from the native to English (Nunan, 2003). Bohdanska (2012) expressed that most of the world's significant events, such as the Miss World Competition and the Olympic Games, primarily use English to communicate.

English over the past several decades has come into view as a lingua franca for Asia. Cheng (2012) mentioned that English is an official communication tool, to be taught as a school subject, as a medium of instruction in education. No matter what, Asia can assert the ownership of English (Bolton, 2008). When Japanese communicate with Korean, or Singaporean, or Chinese for what reason, the default means of communication is in English (Chang, 2011). Since 2001, in China, the government has regarded English as a primary foreign language in teaching over the past several decades. All colleges and universities under the control of MOE were required to teach finance, foreign trade, information technology, economics, and law by using English as the dominant language (Nunan, 2003). Due to two major influences: China was a full member of the World Trade Organization (WTO) and was a host for the 2008 Olympic Games (Nunan, 2003). In addition, China has more and more contact with foreign countries that have required more knowledge of foreign languages, especially English (Yu, 2010). According to Feng (2002), English has become the world language by the community, and China pays more attention to teaching English at all levels.

Nowadays, the spread of English by many aspects such as demographics, economic change, technology advanced and education (Graddol, 2006). Learning English is one of the critical trends in nation-building. The majority of people in Asian counties who were learning English as a second/foreign language rise dramatically.

Background of English language Education in China

China, after establishing the People's Republic of China (PRC) in 1949, underwent several trends in foreign language teaching. Facing the massive task of restoring national construction and developing the economy, China borrowed educational patterns, syllabus, teaching approaches, teaching substances from the Soviet Union. Thus, the government had regarded Russian as their first foreign language in China's schools. The Russian had received much attention in the 1950s (Lam, 2002); Russian became the substantial foreign language taught in many schools (Adamson, 2002). Although students avoided learning English because it was associated with imperialism, many English teachers switched to teach Russian because of the teacher shortage.

In the late 1950s, the Sino-Soviet broke and the dropping of Sino-Soviet models. As a result, the slogan has undergone a significant change, and it changed from "the government urged people to learn from the Soviet Union" to "people should learn from all the advanced experience of the world" (Dzau, 1990). China strengthened industrial and diplomatic expansion from then on. As a result, the value of English was slowly to be reassessed and appreciated. In China, overall planning by the Chinese government, the Chinese Ministry of Education (MOE) is in charge of curriculum development and textbook production. They adopted the Grammar Translation Method (GTM) in English teaching when developing those curricula and textbooks. However, the GTM focused on the grammar rules, which concentrated on reading and writing. There was very little attention was paid to or even

ignore spoken English and listening. For the English class, at the beginning of the new lesson, the teacher started with an oral summary of the text, and the teacher read the text by two or three times while the students listened. The methods of teaching English were very similar to learning classical Chinese, with an emphasis on words and grammar. Instead of speaking English well, people regarded recitation and retelling the text as the most helpful approach to evaluate the learner's fluency. In addition, English teaching and evaluation paid attention to reading and vocabulary with little emphasis on pronunciation and memorization were encouraged for language learning in the class (Adamson, 2002).

In the 1960s, with Western literature on foreign language teaching hit Chinese society, English teaching underwent a short revival period. Many schools gave prominence to writing, listening, reading, and speaking in English teaching classes. During that time, the government advocated Audiolingual Method in English teaching. This approach advised learners to dedicate much of their time to imitating dialogues and rote memorizing the text. Some schools investigated new teaching skills, audiolingual drills, meaning "listening and speaking," and mainly focused on oral practice. Some teachers try to speak more English than Chinese even though they cannot speak English fluently (Price, 2014).

With the coming of the Cultural Revolutions in 1966, the government abolished foreign language learning from the school curriculum. According to President Mao, the best place to learn was school: on the farm, in the factory, on the streets. During 1966-1969, all universities were closed. Therefore, the student graduated from middle school. The government sent them to work on the farm or in the factory. People considered that taking part in labor and production is more valuable than just studying at school at that time (Chen, 1981). In 1972, there was a revival of TEFL (Teaching English as a Foreign Language) because President Nixon visited China. However, according to Herriman (1986),

the school curriculum was affected by politics, inferior study materials, and many other factories; tests did not reflect any current language learning or language teaching methods.

In 1978, Deng Xiaoping became the new leader and announced his policy of reform and “Open door” policy to change the significant task of China from class struggle to economic construction (Chan, 2003). To build up an economically strong nation, the new government proposed to realize the significance of knowledge. Deng advocated the quality of education, reinstated the college entrance examination, and highlighted the status of foreign language education (Rosen, 1985). In 2000, Deng advocated the Four Modernization; during that time, learning a foreign language became a compulsory subject in secondary schools, Especially English; many elementary school students began learning English in Grade 3. According to Cleverley (1991), in terms of talent construction, the government should draw on advanced knowledge and advanced technology of capitalist countries and send outstanding Chinese scholars to study or conduct scientific research abroad.

By early 1980, many foreign research results, experiences, and materials had reappeared in essential libraries. And many foreign films and videos are shown on Chinese television and in theatres. In 1982, English was an indispensable tool for China to study foreign culture, science, technology, and international trade transactions. Then, the “Secondary School English Syllabus” came out. The English Syllabus called for teachers to study foreign language Western and Chinese ideas. The purpose of teaching was to supply students with essential reading, speaking, writing, and listening. More and more teachers began to learn about linguistic and how to apply it. Influenced by western teaching methodologies, the communicative approach has progressively gained favor to China’s English teaching. Students must master the language by accomplishing the tasks and discussing information with each other (Richard & Rodgers, 2014). This method experimented has been tried by many foreign teachers and some Chinese English teachers in

their classroom activities. However, most Chinese schools have intensive reading as a core course. The teacher taught vocabulary, sentence patterns, and contents. The exercises for practicing oral speaking were substitution drills, combination drills, translated English into Chinese, and individual reading aloud. The language should teach by substitution drills, combination drills, and communicative activities (Dzau, 1990).

In 1993, “*Secondary School English Syllabus*” seen English as an indispensable tool to help to establish a good study habit, arouse their foreign language interest, developed the ability of students’ thinking and learning. When students realized that they can speak English in fluency, and would strengthen them with more positive attitudes in a second/foreign language learning (Adamson & Morris, 1997).

From 2001 until now, the worldwide widely used English has had a meaningful result in language policy-making and practices regarding English education in China (Yu, 2010). English syllabus had made reform, changed from imparting knowledge to communication-oriented, from a teacher-centered approach to student-centered, and the textbook knowledge-based to activity-based model. English syllabus called on teachers to pay more attention to the students’ motivation, cognitive abilities, the approaches to learning English. The goals were to improve learners’ language skills, communicative competence, and comprehensive skill.

Nowadays, English remains to become crucial as a compulsory school subject throughout China. However, because of the development of the network in China, it was evident that English learning opportunities and the chance to communicate with other languages.

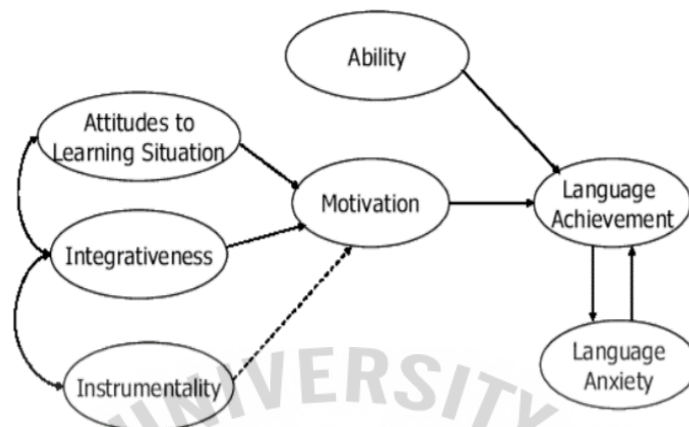
Gardner's Socio-Education Model of Second Language Acquisition

The socio-education model of second language acquisition was initially designed and developed by Gardner in the 1960s (Gardner, 1985a). This model analyzed the learners' attitudes and motivation in learning a second/ foreign language, and it was acknowledged widely used in learning a second/foreign language (Gardner, 1985a). Since the model has been revised many times, but significant concepts of the model remain the same with a slight change (Siphora & Lynch 2019)

According to Gardner (2006), the socio-education model paid attention to two fundamental differences in learning a second/foreign language: ability and motivation. Gardner (2006) stated that students with ability have further opportunities to accomplish the task than those with less ability in language learning. Identically, students with motivation have additional opportunities to achieve the study than those with less motivation in language learning. According to Gardner (2010), many factors influence students' language learning, such as interest, persistence, cognitive competence, previous educational background, and physical and mental, affecting their behavior. Several relevant kinds of research have pointed out that ability and motivation are two elements connected to achievement (Dörnyei, 1998; Pintrich & De Groot, 1990). Figure 2 shows the socio-educational model of Gardner (2006).

Figure 2

The Socio-Educational Model



Note. Adopted from “Integrative Motivation and Second Language Acquisition”, by R.C. Gardner, 2005, p.6.

According to Gardner (2006), the socio-education model showed that the level of motivation connected to students’ academic achievement, and the model shows three constructs; attitude toward the learning situation, integrativeness, and instrumentality are forecast to be mutually correlated with each other as indicated by the bidirectional arrows (Gardner, 2006). Among the three constructs, attitude toward the learning situation and integrativeness have a tremendous impact on a students’ level of motivation, as indicated by the Uni-directional arrows. It also considered that instrumentality could support explanation in some situations.

The Concept of Motivation in Foreign Language Learning

Motivation is a crucial factor that has a significant effect on the students’ performance in learning. Many previous kinds of research explored motivation for a second/foreign

language learning (MacIntyre, Potter & Burns, 2012). It is undeniable that a second/foreign language learning motivation plays a significant role because it stimulates the learners to make a great effort to attain the goals. Motivation is essential in learning fields because it enhances learning and intercedes the learning (Wlodkowski & Ginsberg, 2017). Once the learners are motivated to learn a foreign language, they will try and master the challenges they face in related subject learning. Dörnyei (1998) claimed that many educators and researchers widely respect motivation because it is an indispensable element that promotes students learning a second/foreign language. When the school teachers know the benefit of motivation, the students with higher motivation will be motivated in the process of learning, and they will show positive attitude in learning. Hancock (2007) also pointed out that there is a direct correlation between academic achievement and motivation. Gardner (2010) and Dörnyei (1998) also claimed that motivation in learning could not be measured by one scale alone because it is a complex construct. In the socio-educational model, measure, desire, and positive effect are the main factors that can reflect motivation, and three of them are indispensable in learning. If learners are motivated, the learners will have a strong desire to succeed. Thus, Gardner (2001) indicated that motivation levels are better than those with lower motivation levels.

The Concept of Attitudes in Foreign Language Learning

Attitudes are the feelings, beliefs, behaviors, and motivations of an individual, and it is a positive, negative, or mixed evaluation of individuals expressed in a favorable or unfavorable. It also helps guide our actions, helps us figure out what the situation is, and influences the way we evaluate people. Generally, students with levels of positive attitude will do a greater degree than those with a negative attitude. For example, supported

individuals are not excited about the target language or dislike speaking with other communities.

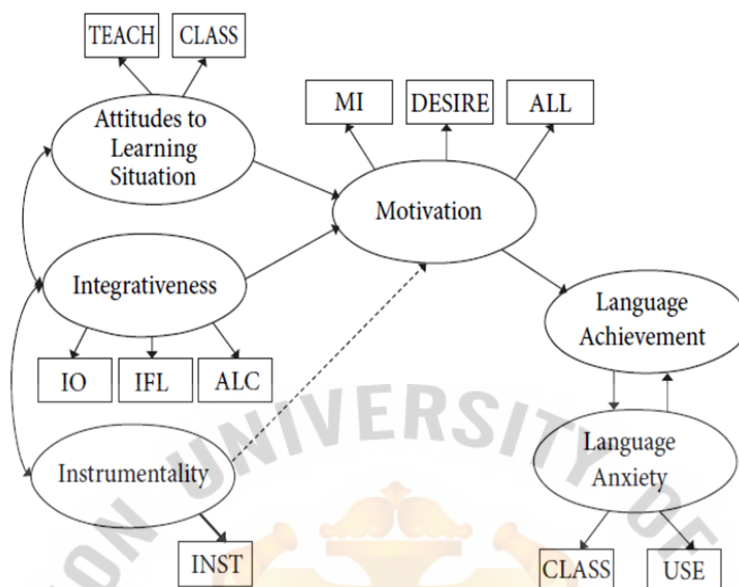
On the other hand, individuals will have an unfavorable emotion and dispirit in learning. However, Chalak and Kassaian (2010) indicated that even though a positive attitude motivated the individual's learning, some individuals may hold an unfavorable attitude and but they wish to learn it, aiming to overcome it. Similarly, Porkaew (2012) claimed that a negative attitude is usually not a factor that barrier success of individuals in learning second language learning.

Attitude/Motivation Test Battery (AMTB)

Attitude/Motivation Test Battery (AMTB) is famous and broadly used by many researchers and scholars in second/foreign language learning research fields (Siphora & Lynch, 2019, Thant & González, 2019, Wiriyanusorn & Lynch, 2019). It also is significant internal consistency reliability of the scales (Contreras and Lynch, 2018). The AMTB has initially developed for the students in Canada, and the students studied French as their foreign language. In addition, Gardner (2004) developed an international version of AMTB, in which all the items are in English to examine the learners' second/foreign language learning. The AMTB is consists of 11 scales with 104 items. Figure 3 illustrates the indicators of elements of motivation in Gardner's socio-education model and other scales from the AMTB.

Figure 3

A Structural Equation Representation of the Socio-Educational Model



Reprinted from “Motivation and Second Language Acquisition: The Socio-Education Model” (p.88), by R.C. Gardner, 2010, New York: Peter Lang.

However, among the total of 11 scales, in this study, only two scales: motivation and attitudes toward the learning situation, were used by the researcher. Motivation has three subscales: motivational intensity, desire to learn the language, attitudes toward learning the language. Likewise, attitudes toward the learning situation has two subscales: English teacher evaluation and English course evaluation.

Motivation

According to Gardner (2010), motivation is a complicated construct, and it was defined in many diverse ways by many researchers and scholars. For example, Gardner (1985a) described motivation as a compound of efforts, positive attitudes, and desire to achieve the tasks. Thus, in the socio-educational model of second language acquisition,

motivation focused on three elements: motivational intensity, desire to learn English, and attitudes toward learning English.

Motivational intensity. It refers to the amount of effort an individual devoted to learning a second/foreign language. It is a primary element of motivation to decide the progress of a second/foreign language learning. Without effort, the individual would be holding a negative attitude in a second/foreign language learning (Gardner, 2010).

Motivational intensity has five positively and five negatively worded items.

Desire to learn English. It refers to individuals who are eager to learn and desire to speak a second/foreign language proficiently. Even though the effort is essential, it is not sufficient for an indicator of motivation, and it must be well (Gardner, 2010). There are ten items in total, with five positively and five negatively worded items.

Attitudes toward learning English. It is also known as the third component of motivation. It is concerned with the learners' level of pleasure or lower attitudes toward learning English. According to Gardner (2010), although this subscale is essential, that is not enough to evaluate the level of students' attitudes toward learning English, the others components supported it: motivational intensity, desire to learn English. This subscale has five positively and five negatively worded items.

Attitudes Toward the Learning Situation

It refers to someone's feedback on any aspect of the circumstances, such as the nature of the curriculum, the qualified teachers, courses, materials, resources, well-prepared lesson plan, detailed instruction (Gardner, 2010). All of those above mentions have an incredible effect on an individual's learning foreign language. Therefore, in the AMTB, teachers' evaluation and evaluation of the courses will be used in the study.

English teacher evaluation. It refers to the student's reaction to the English teacher's effective teaching, teacher feedback, teacher behaviors, teacher's expectation. For

example, if the language teacher is ineffective or non-responsive, it may cause a negative attitude to the individual language learning. On the other hand, a good teacher helps and provides students' feedback, detailed instruction, and checked for students' understanding. Therefore, a good teacher plans to build positive attitudes for learners in second/foreign language learning. It will stimulate learners to grow and sustain positive attitudes in the learning process (Marzano, 1992). There were five positively and five negatively worded items.

English course evaluation. It refers to the students' feedback toward the English class, such as the materials, the time, importance of language instruction, well-prepared lesson plans, classroom activities. For example, suppose students have a good learning atmosphere, the time, materials, and sound equipment to finish the tasks. It makes students have a good positive attitude in a second/foreign language learning (Marzano, 1992). This scale has five positively and five negatively worded items.

Previous Studies on Students' Motivation with English as a Foreign Language Academic Achievement

Oranpattanachai (2013) adopted a study on students' motivation and their English language achievement in Thailand. Four hundred twenty students participated, and results stated that the students' motivation correlates with their academic achievement.

Genc and Aydin (2017) developed a study on students' motivation and attitudes toward learning English in Turkey. Four hundred sixty-two participants in the research and data collected used a quantitative research paradigm and used a questionnaire. The findings clearly stated that students had favorable attitudes toward learning English.

Alkaabi (2016) completed a study on Saudi students' motivation and attitudes toward learning English in U.S. 181 students enrolling at diverse schools and universities

participated, and Alkaabi interviewed seven students. The findings stated that students had favorable attitudes toward learning English and a high wish to study the English language well.

Wiriyanusorn & Lynch (2019) developed a study on students' motivation and orientation of motivation toward learning Thai in Thai. The sample composed of 29 non-Thai students in Years 4 to 6 and 44 non-Thai students in Years 7 to 9 non-Thai students at the target school had slightly low levels of motivation toward learning Thai and both Years 4 to 6 and Years 7 to 9 non-Thai students' orientation of motivation was instrumental.

Abi (2019) administered a study on students' motivation to learn English. Two hundred students participated, and the findings showed that student's motivation and attitude toward the learning situation in learning English were high. In addition, students were eager to learn English because they desired to interact with other communities in a different cultural environment, broadening their knowledge and experience in English.

Bobkina and Fernandez de Caleyá Dalmau (2012) developed a study on motivation and attitudes toward learning English in major industrial and technical engineering. A total of 72 engineering students were from 2 different engineering schools, and the results of the study showed that the students had an excellent pleasant attitude toward learning English.

Asmali (2017) completed a study on Turkish students' motivation and attitudes toward learning English, with 192 participants in this study. The results revealed that students' motivation and attitudes toward learning English had a high level of pleasant attitude toward learning English.

Chalak and Kassaian (2010) developed a study on the motivation and attitudes toward learning English. One hundred eight Iranian students enrolled in English translation. One of the findings indicated that the students had excellent pleasant attitudes toward learning English in motivation and attitudes toward learning English.

Lungley and Lynch (2017) conducted a study on students' motivation for self-selected reading in English and their academic achievement at Thai International School. The study sample was composed of 83 grade 8 to grade 12 students participated. The findings showed that the students' motivation for self-selected reading in English correlated with their reading achievement.

Previous Studies on Students' Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement

Rukh (2014) developed a study on students' attitudes toward learning English and their academic achievement. The study used a quantitative approach and questionnaire to collect data from the participants. Two hundred business students participated, and the findings showed that the students' attitudes toward learning English had a relationship with academic achievement.

Htun & Lynch (2019) conducted a study on students' attitudes toward learning EFL according to their preference for instructional strategies in Myanmar. A total of 203 learners participated. The study used descriptive statistics and one-way analysis of variance (ANOVA) for statistical hypothesis testing. The findings stated that the learners had positive attitudes toward learning English as a foreign language.

Fakeye (2010) developed a study on students' attitudes toward learning English and their academic achievement from five middle schools in Nigeria. A total of 400 senior secondary students participated, and the results indicated that students' attitudes toward learning English had a relationship with and their achievements in the study.

İnal, Evin, and Saracoğlu (2005) studied attitudes toward foreign language and academic achievement. A total of 421 students participated, and the report indicated that

students' attitudes toward foreign languages had a relationship with their academic achievement.

In 2009, Momani conducted a study on attitudes toward learning English and academic achievement from Jordanian secondary. The results showed that the students had pleasant attitudes toward learning English in their academic achievement in reading comprehension and attitudes toward learning English.

Background of a Private School in China

The target school locates in Guigang of Guangxi province, the southern part of China is a suburb. The English teachers in each grade level should hold at least a bachelor's degree and English major. Students learn English as a subject course, and the students must take English as a compulsory course for the primary through university levels.

In the target school, classrooms are lecture-style and large class size, and there are more than 50 students in each class. The teachers taught for the whole class, and teachers stand on a podium in front of the rows of the fixed student desk; the teachers control the classroom, students feel uncomfortable listening to the class, and the classroom climate is most severe. In addition, the teacher pays more attention to double-check the learners' knowledge of English. Sometimes, during the course, the teacher asks the questions using general interrogative sentences or fills in the blanks, limiting the answers; all these learning styles make students receive a passive learning situation.

According to the target school requirement to English class that from Grade 1 to 6, the students must learn English and foster interest in learning English. For Grade 1 to Grade 3 English class teachers always focuses on improving the young learners' interest. It is mainly training students' listening and speaking. But for Grade 4 to Grade 12, the students gradually led to the academic field. The teachers focus on teaching four skills: reading, writing,

speaking, and listening. Although English is a core subject in the target school, English teachers use the grammar-translation method. Students mostly memorize the facts to pass English exams, and students are weak, especially listening and speaking. Even though most English teachers have taken in short training such as student-centered approach, communication-oriented, activity-based models, their teaching skills and knowledge are still inadequate. Most of the teachers, when teaching English, they use Chinese to explain the context to students more than using English. Besides, students had difficulty doing collaborative learning, and practice learning because of limited resources and teaching materials.

In the target school, there are 11 classes and 6 English teachers in Grade 9. All the students come from the local city, students have to take English class 45 minutes each class, and for the Grade 9 English textbooks, there are 14 units in total. Therefore, all Grade 9 English teachers must prepare lessons with the same English teachers, and all teachers used the same lesson plan.

Every month, in the target school, they have a monthly English test, which mainly tests the knowledge learned of this month. The school leaders and teachers join the meeting to discuss student's learning progress and the reasons for the setback of the students at the end of every month.

This chapter presented a literature review including: learning English as a Foreign Language in Global and Asia, background of English language Education in China, the concept of motivation and attitudes toward the learning situation in foreign language learning, Gardner's socio-educational model of second language acquisition, Attitude/Motivation Test Battery, previous research of this study, the background of the study of a private school in China. Then, the researcher described the research design and research instrument that was use in the study

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research design, population, sample, research instrument, collection of data and data analysis. The chapter concludes with a summary of the research process.

Research Design

The purpose of this research is to identify if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English as a foreign language academic achievement of Grade 9 students at a private school in China.

This is a quantitative correlational research study. Students' Motivation for Learning English as a Foreign Language and their Attitudes toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire was used in this study consisting of 50 items (Gardner 2004, 2010) under five subscales. The researcher collected data from Grade 9 students studying in the 2021-2022 academic year at a private school in China. The data collected was analyzed by using descriptive statistics (means and standard deviations) to address research objectives and multiple correlation coefficients were used to identify if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language academic achievement of Grade 9 students.

Population

The target population of this study is Grade 9 students, the students who are learning English as a foreign language at a private school in China in the 2021-2022 academic year.

Grade 9 has 11 classrooms, and 596 students attend English as a foreign language classes in different classrooms.

Sample

The researcher used a convenience sample of 110 students from the total population of 596 for Grade 9 students were used at the target school. Since Grade 9 has 11 classrooms in the target school, one EFL teacher teaches two classrooms each. Therefore, the researcher tried to contact all the EFL teachers from the target classrooms by emailing them. However, only one teacher who taught class 1 and class 2 replied to an email and agreed to help the researcher. For this reason, out of 11 classrooms for Grade 9, the researcher conducted this study in 2 classrooms of Grade 9 from the target school. Table 1 illustrates the number of students participating in this study.

Table 1
Current Study Population and Sample (Academic Year 2021-2022)

Grade 9 classes	Population	Sample
Class 1	56	56
Class 2	54	54
Class 3	56	0
Class 4	55	0
Class 5	56	0
Class 6	57	0
Class 7	54	0
Class 8	50	0
Class 9	56	0
Class 10	50	0
Class 11	52	0
Total	596	110

Research Instruments

For this research, the researchers used two research instruments. The first is the *Students' Motivation for Learning English as a Foreign language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire*. The researcher used this instrument to analyze the level of students' motivation and attitudes toward the learning situation for learning English as a foreign language adapted from Gardner's (2004) international version of Attitude/Motivation Test Battery (Gardner, 2010). There are two parts to the questionnaire: students' demographic information and students' motivation and attitudes toward the learning situation for learning English as a Foreign Language (see Appendix A). The second research instrument is the monthly test of English as a foreign language subject used. The study was the English as a foreign language academic achievement for Grade 9 students in 2021-2022 at a Private School in China (see Appendix C).

Students' Motivation for Learning English as a Foreign language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire.

There are two parts to the questionnaire. Part I is the students' demographic information asking students the name and the class (see Appendix A).

Part II of the questionnaire adapted from the International version of the Attitude motivational test battery (AMTB). The original version of AMTB consists of 12 subscales, with a total of 104 items. However, to measure the two main variables of this research, only five subscales from AMTB were used in this study. To measure the motivation for learning EFL, three subscales of AMTB; Motivational intensity (10 items), Desire to learn English (10 items), and Attitudes toward learning English (10 items), were used (see Appendix A). To

calculate the attitudes toward the learning situation, two subscales from AMTB, English teacher evaluation (10 items) and English course evaluation (10 items), were used. The total 50 items from the five subscales are both positively and negatively worded. Table 2 illustrates the number of items with subscales that measure the two variables.

Table 2

Subscales of Grade 9 Students' Motivation for Learning English as a Foreign Language and their Attitudes toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire

Scales	Items	Number of items for each indicator scale
Motivation for learning EFL		
Motivational intensity		
• (Positively-worded)	17,18,21,36,38	10
• (Negatively-worded)	23,24,27,30,35	
Desire to learn English		
• (Positively-worded)	22,28,31,40,41	10
• (Negatively-worded)	25,34,42,44,47	
Attitudes toward learning English		
• (Positively-worded)	26,29,32,45,48	10
• (Negatively-worded)	33,37,39,43,46	
Attitudes toward the learning situation		
English teacher evaluation		
• (Positively - worded)	1,6,7,11,50	10
• (Negatively - worded)	3,15,16,19,20	
English course evaluation		
• (Positively-worded)	2,8,10,14,49	10
• (Negatively-worded)	4,5,9,12,13	
Total	50	50

Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire uses a 7-point Likert scale with positively worded items ranging from 1 (strongly disagree) to 7 (strongly agree), and negatively worded items ranging from 7 (strongly agree) to 1 (strongly disagree). There was no scoring value of four positively and negatively items (Gardner, 2010). Table 3 illustrates the score value of the response options for both positively and negatively worded items.

Table 3

Score for Positive and Negative Worded Items

Choice scores Items	Response option 1	Response option 2	Response option 3	Response option 4	Response option 5	Response option 6
	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
Positively-worded	1	2	3	5	6	7
Negatively-worded	7	6	5	3	2	1

Note: From Gardner (2010, p.130).

Table 4 presents the 7-point Likert scale interpretation of the motivation subscales of the AMTB that was used in this study. Table 5 presents the 7-point Likert scale interpretation of the attitudes toward the learning situation subscales of the AMTB that was used in this study.

Table 4

Scores and Interpretation of the Motivation: Motivational Intensity, Desire to Learn English, Attitudes Toward Learning English Subscales

Agreement level	Score	Mean score	Motivation interpretation level
Strongly agree	7	6.01-7.00	Very high
Moderately agree	6	5.01-6.00	Moderately high
Slightly agree	5	4.01-5.00	Slightly high
Slightly disagree	3	3.01-4.00	Slightly low
Moderately disagree	2	2.01-3.00	Moderately low
Strongly disagree	1	1.00-2.00	Very low

Table 5

Scores and Interpretation of the Attitudes Toward the Learning Situation: English Teacher and English Course Evaluation Subscales

Agreement level	Score	Mean score	Attitude interpretation level
Strongly agree	7	6.01-7.00	Very high
Moderately agree	6	5.01-6.00	Moderately high
Slightly agree	5	4.01-5.00	Slightly high
Slightly disagree	3	3.01-4.00	Slightly low
Moderately disagree	2	2.01-3.00	Moderately low
Strongly disagree	1	1.00-2.00	Very low

English as a Foreign Language Subject Monthly Test

The English as a foreign language subject's monthly test score was used to measure English as a foreign language academic achievement test of Grade 9 students at the target school in an academic year of 2021-2022. The students were assessed for their listening skill (i.e., Listening comprehension, listening the sentences and choose the correct answers), reading skill (i.e., multiple choice, read the passage and fill-in-the blank), writing skill (read the passage and write the answer, essay writing) and speaking skill (the teacher chose the topic for the students and the students need to explain about the topic for 2 minutes) from the English as a foreign language monthly test (see Appendix C).

Students are required to obtain at least 72 points to pass the monthly test. Less than 72 points was considered as need development. A score between 72 - 95 is considered as good, and a score of 96 - 120 was regarded as an excellent. Table 6 shows the interpretation of the grading system at a private school in China.

Table 6

Interpretation of Private School Students Grade for English as a Foreign Language Monthly Test Scores

Score	Interpretation
$\geq 96-120$	Excellent
$\geq 72-95$	Good
< 72	Need Development

Validity and Reliability of Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire

Previous researchers have chiefly used Gardner's AMTB (2010) to access the influential factors of second language acquisition. Although Gardner and Lambert have officially recognized the validity and reliability of Gardner's AMTB (1972), Masgoret and Gardner (2003) have used it for quantitative studies. The initial usage of Gardner's AMTB was with Canadian students in Grades 7-11, and students were learning French as their second language. It was reported that the internal consistency reliability of the majority of the scales for the 32 samples was sufficient (Gardner, 1958b). Table 7 illustrates the internal reliabilities of the subscales used for this research and used for the previous study.

Table 7

Cronbach's Alpha Value of Previous and this Study of Finding Using AMTB

Value component		Cronbach's alpha value		Current study
		Previous study		
	No. of items for each Subscale	Gardner (2010) Japan Research	Gardner (2010) Brazil Research	
Motivation for learning EFL				
Motivational intensity	10	.75	.79	.73
Desire to learn English	10	.86	.90	.66
Attitudes toward learning English	10	.91	.93	.65
Attitudes toward the learning situation				
English teacher evaluation	10	.86	.89	.72
English course evaluation	10	.87	.90	.83

In Table 7, the third column was Gardner (2010, p.163), Internal consistency reliability for the secondary student in “Gardner,2010 (Brazil research)”. The fourth column shows the reliability results from the research from “Gardner, 2010 (Japan research)”.

In this research, the collected data was analyzed from Chinese students at a private school in China. Students’ Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire was translated from English to Chinese. In order to verify the reliability of translation, the questionnaire was translated into Chinese by two others Chinese translators who have a strong background in both Chinese and English.

Validity and Reliability of the Students’ English as a Foreign Language Monthly Test

Regrading to the validity of the test, the test format, and question types were developed by District Education Bureau with the assessment checklist. In addition, all the Grade 9 English teachers from the target school also approved the test. The English teacher who taught class 1 and class 2 helped check 110 students’ answer papers for their English as a foreign language monthly test.

Regrading to the reliability of the English as a foreign language monthly test, the format, question types, and framework has been in use for ten years in target school. Therefore, it is reliable to measure Grade 9 students’ English as a foreign language academic achievement at a private school in China in the 2021-2022 academic year.

Translation Validity

The research questionnaire was distributed to Grade 9 students at a Private School, China. Although, on the other hand, the students are Chinese and non-native speakers of English, in purpose for the students to understand, all the items in the research

questionnaire was translated from English to Chinese. Therefore, the researcher was first translating the questionnaire and the back- translation procedure by two other Chinese translators with a strong background in Chinese and English, and the two Chinese were asked to fill the translation validity form.

Collection of Data

To conduct this research, the researcher requested permission from the school principal of a private school in China in November 2020. To collect data, the researcher created an online questionnaire in Chinese for the English teacher who helped the researcher collect data. At the beginning of the questionnaire, the researcher explained the purpose, i.e., to better understand students' motivation and attitudes toward the learning situation for learning English as a foreign language in Chinese (see Appendix A). Then, the English teacher explained the questionnaire to the students in the classroom. Finally, the students completed the questionnaire online independently. The return rate of the questionnaires was 100% (110 questionnaires returned and usable).

Regarding the English as a foreign language academic achievement, 110 students from Grade 9 at a private school in China was asked to take the English as a foreign language monthly test in August 2021. Second, the English teacher who taught class 1 and class 2 helped check the monthly test paper and then collected data after finishing the examination. Third, the English teacher submitted scores to the researcher by email to do process the data. Table 8 shows the research timeline.

Table 8*Research Timeline*

Date	Activity process
Early August 2021	Proposal Defense
August 2021	Data collection period on 24 th August
Aug-Sep 2021	Analyze the data collection and write Chapters IV and V
October 2021	Final defense

Data Analysis

Based on the research objectives, the following statistical methods were employed to analyze the data collected.

1. To identify the level of motivation for learning English as a foreign language of Grade 9 students at a Private School, China.

Method: Mean and standard deviation was used to identify the level of motivation for learning English as a foreign language of Grade 9 students at a Private School, China.

2. To identify the level of attitudes toward the learning situation for learning English as a foreign language of Grade 9 students at Private School, China.

Method: Mean and standard deviation was used to identify the level of attitudes toward the learning situation for learning English as a foreign language of Grade 9 students at a Private School, China.

3. To determine the level of English as a foreign language academic achievement of Grade 9 students at a Private School, China.

Method: Mean and standard deviation was used to identify the level of English as a foreign language academic achievement of Grade 9 students at a Private School, China.

4. To determine if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China.

Method: Correlational analysis (multiple correlational coefficient analysis) was used to determine if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China.

Summary of the Research Process

The follow table is shown about the summary of the research for this study.

Table 9

Summary of the Research Process

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To identify the level of motivation for learning English as a foreign language of Grade 9 students at a Private School, China.	A sample of 110 Grade 9 students at a Private School in China	Students' motivation and attitudes toward the learning situation for learning English as a foreign language questionnaire	Descriptive statistics (mean and standard deviation)
2. To identify the level of attitudes toward the learning situation for learning English as a foreign language of Grade 9 students at Private School, China.			Descriptive statistics (mean and standard deviation)

(continued)

(continued)

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
3. To determine the level of English achievement of Grade 9 students at a Private School, China.		English as a foreign language monthly test	Descriptive statistics (mean and standard deviation)
4. To determine if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China.	A sample of 110 Grade 9 students at a Private School in China	Students' motivation and attitudes toward the learning situation for learning English as a foreign language questionnaire and English as a foreign language monthly test	Correlational analysis (multiple correlation coefficient)



CHAPTER IV

RESEARCH FINDINGS

In Chapter 3, the researcher presented the research design, population, sample, research instrument, data collection, data analysis, and the summary of the research process of this study. In this chapter, the researcher reports the findings obtained from Grade 9 students' motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of 110 Grade 9 students at a Private School, China.

Main Findings

In this section, the main findings of this study are presented according to the study's research objectives.

Research Objective 1

The first research objective was to identify the level of motivation for learning English as a foreign language of Grade 9 students at a Private School, China. Data were collected from 110 Grade 9 students using the Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire (see Appendix A). In order to measure the motivation for learning EFL, three subscales of the Attitude/Motivation Test Battery (AMTB); motivational intensity (10 items), desire to learn English (10 items), and attitudes toward learning English (10 items), was used (see Appendix A). Table 10 presents

the mean scores, standard deviations, and interpretations of the level of Grade 9 students' motivation for learning English as a foreign language at a Private School, China.

Table 10

The Grade 9 Students' Mean Scores, Standard Deviations and Interpretations of the Motivation for Learning English as a Foreign Language

Variable	Grade 9		
	<i>M</i>	<i>SD</i>	Interpretation
Motivation for learning English as a foreign language	3.87	1.60	Slightly Low
Motivational intensity	3.81	1.61	Slightly Low
Desire to learn English	3.89	1.58	Slightly Low
Attitudes toward learning English	3.91	1.60	Slightly Low

Table 10 presents the overall means and standard deviations of the Grade 9 students' motivation for learning English as a foreign language. As presented in Table 10, the Grade 9 students displayed slightly low motivation for learning English as a foreign language. The overall mean score was 3.87 and according to the interpretation (see Table 5, Chapter III), the mean score indicates a slightly low level of motivation since the score was between 3.01-4.00. In addition, the findings of the three subscales of motivation for learning English as a foreign language are reported in the following Tables 11, 12, and 13.

Motivational Intensity. The motivational intensity subscale measured the students' level of effort in studying English as a foreign language. Table 11 displays the mean scores, standard deviations, and interpretation of the level of motivational intensity held by Grade 9 students at a Private School, China. In Table 11, items 23, 24, 27, 30, and 35 (negatively-worded items) were reversed coded.

Table 11

The Grade 9 Students' Overall Mean Scores, Standard Deviations and the Interpretations of Motivational Intensity in Learning English as a Foreign Language Subscale Items

Item wording	Item No.	Item statements	<i>M</i>	<i>SD</i>	Interpretation
Positively worded items	17	I make a point of trying to understand all the English I see and hear.	4.68	1.39	Slightly high
	18	I keep up to date with English by working on it almost every day.	4.84	1.24	Slightly high
	21	When I have a problem understanding something in my English class, I always ask my teacher for help.	4.64	1.40	Slightly high
	36	I really work hard to learn English.	4.53	1.56	Slightly high
	38	When I am studying English, I ignore distractions and any attention to my task.	3.97	1.61	Slightly low
Negatively worded items	23	I don't pay much attention to the feedback I receive in my English class.	3.04	1.71	Slightly low
	24	I don't bother checking my assignments when I get them back from my English class.	2.92	1.74	Moderately low
	27	I put off my English homework as much as possible.	3.04	1.77	Slightly low
	30	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	3.41	1.86	Slightly low
	35	I can't be bothered trying to understand the more complex aspects of English.	3.05	1.71	Slightly low
Overall			3.81	1.61	Slightly low

As seen in Table 11, the mean score of students' motivational intensity was 3.81 and was interpreted as slightly low

Desire to Learn English. The desire to learn English as a foreign language subscale measured the students' level of desire to attain proficiency in English as a foreign language. Table 12 displays the mean scores, standard deviations, and interpretation of the level of desire to learn English held by Grade 9 students at a Private School, China. In Table 12, items 25, 34, 42, 44, and 47 (negatively-worded items) were reversed coded.

Table 12

The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of the Desire to Learn English in Learning English as a Foreign Language Subscale Items

Item wording	Item No.	Item statements	<i>M</i>	<i>SD</i>	Interpretation
Positively worded items	22	If it were up to me, I would spend all of my time learning English.	4.07	1.58	Slightly high
	28	I want to learn English so well that it will become natural to me.	4.70	1.39	Slightly high
	31	I would like to learn as much English as possible.	4.65	1.37	Slightly high
	40	I wish I were fluent in English.	4.94	1.29	Slightly high
	41	I have a strong desire to know all aspects of English.	4.65	1.39	Slightly high
Negatively worded items	25	Knowing English isn't really an important goal in my life.	3.75	1.66	Slightly low
	34	I sometimes daydream about dropping English.	3.10	1.81	Slightly low
	42	I'm losing any desire I ever had to know English.	3.16	1.78	Slightly low
	44	To be honest, I really have no desire to learn English.	3.01	1.78	Slightly low
	47	I haven't any great wish to learn more than the basics of English.	2.95	1.70	Moderately low
Overall			3.89	1.58	Slightly low

As seen in Table 12, the mean score of students' desire to learn English as a foreign language was 3.89 and was interpreted as slightly low

Attitudes Toward Learning English. This variable measured the level of the students' positive affect (pleasure and enjoyment) in learning English as a foreign language. Table 13 displays the mean scores, standard deviations, and interpretation of the level of attitude toward learning English held by Grade 9 students at a Private School, China. In Table 13, items 33, 37, 39, 43, and 46 (negatively-worded items) were reversed coded.

Table 13

The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of the Attitudes Toward Learning English in Learning English as a Foreign Language Subscale Items

Item wording	Item No.	Item statements	<i>M</i>	<i>SD</i>	Interpretation
Positively worded items	26	Learning English is really great.	4.66	1.39	Slightly high
	29	I really enjoy learning English.	4.82	1.39	Slightly high
	32	English is a very important part of the school program.	4.76	1.33	Slightly high
	45	I plan to learn as much English as possible.	4.60	1.38	Slightly high
	48	I love learning English.	4.70	1.38	Slightly high
Negatively worded items	33	I hate English.	2.97	1.84	Moderately low
	37	I would rather spend my time on subjects other than English.	3.25	1.70	Slightly low

(continued)

(continued)

Item wording	Item No.	Item statements	<i>M</i>	<i>SD</i>	Interpretation
Negatively worded items	39	Learning English is a waste of time.	3.11	1.92	Slightly low
	43	I think that learning English is dull.	3.06	1.76	Slightly low
	46	When I leave school, I will give up the study of English because I am not interested in it.	3.17	1.78	Slightly low
Overall			3.91	1.60	Slightly low

As seen in Table 13, the mean score of students' attitude toward learning English as a foreign language was 3.91 and was interpreted as slightly low.

Research Objective 2

The second research objective was to identify the level of attitudes toward the learning situation for learning English as a foreign language of Grade 9 students at a Private School, China. Data were collected from 110 Grade 9 students using the Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire (see Appendix A). In order to measure the attitudes toward the learning situation for learning EFL, two subscales of the Attitude/Motivation Test Battery (AMTB); English teacher evaluation (10 items), English course evaluation (10 items) was used (see Appendix A). Table 14 presents the mean scores, standard deviations, and interpretations of the level of Grade 9 students' attitudes toward the learning situation for learning English as a foreign language at a Private School, China.

Table 14

The Grade 9 Students' Mean Scores, Standard Deviations and Interpretations of the Attitudes toward the learning situation for Learning English as a Foreign Language Subscale Items

Variable	Grade 9		
	<i>M</i>	<i>SD</i>	Interpretation
Attitudes toward the learning situation	3.93	1.63	Slightly low
English teacher evaluation	4.04	1.62	Slightly high
English course evaluation	3.82	1.64	Slightly low

Table 14 presents the overall means and standard deviations of the Grade 9 students' attitudes toward the learning situation for learning English as a foreign language. As presented in Table 14, the Grade 9 students displayed slightly low attitudes toward the learning situation for learning English as a foreign language. The overall mean score was 3.93 and according to the interpretation (see Table 4, Chapter III), the mean score indicates a slightly low level of attitudes toward the learning situation since the score was between 3.01-4.00. In addition, the findings of the two subscales of attitudes toward the learning situation for learning English as a foreign language are reported in the following Tables 15, and 16.

English teacher evaluation. The English teacher evaluation subscale measured the students' reaction to the English teacher's effective teaching, teacher feedback, teacher behaviours, teacher's expectations. Table 15 displays the mean scores, standard deviations, and interpretation of the level of English teacher evaluation held by Grade 9 students at a Private School, China. In Table 15, items 3, 15, 16, 19, and 20 (negatively-worded items) were reversed coded.

Table 15

The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of the English as a Foreign Language Teacher Evaluation Subscale Items

Item wording	Item No.	Item statements	M	SD	Interpretation
Positively worded items	1	I look forward to going to class because my English teacher is so good.	5.04	1.10	Moderately high
	6	My English teacher is better than any of my other teachers.	4.51	1.46	Slightly high
	7	My English teacher has a dynamic and interesting teaching style.	4.44	1.56	Slightly high
	11	My English teacher is a great source of inspiration to me.	4.75	1.45	Slightly high
	50	I really like my English teacher.	4.92	1.33	Slightly high
Negatively worded items	3	I don't think my English teacher is very good.	3.28	1.81	Slightly low
	15	The less I see of my English teacher, the better.	3.06	1.87	Slightly low
	16	My English teacher is one of the least pleasant people I know.	3.26	1.83	Slightly low
	19	I would prefer to have a different English teacher.	3.47	1.70	Slightly low
	20	My English teacher doesn't present materials in an interesting way.	3.68	1.88	Slightly low
Overall			4.04	1.62	Slightly high

As seen in Table 15, the mean score of English teacher evaluation for learning English as a foreign language was 4.04 and was interpreted as slightly high.

English course evaluation. The English course evaluation subscale measured the students' feedback toward the English class, such as the materials, the time, importance of language instruction, well-prepared lesson plans, classroom activities. Table 16 displays the mean scores, standard deviations, and interpretation of the level of English course evaluation held by Grades 9 students at a Private School, China. In Table 16, items 4, 5, 9, 12, and 13 (negatively-worded items) were reversed coded.

Table 16

The Grade 9 Students' Overall Mean Scores, Standard Deviations, and the Interpretation of English course evaluation Subscale Items

Item wording	Item No.	Item statements	<i>M</i>	<i>SD</i>	Interpretation
Positively worded items	2	I would rather spend more time in my English class and less in other classes.	4.45	1.36	Slightly high
	8	I enjoy the activities of our English class much more than those of my other classes.	4.45	1.57	Slightly high
	10	I like my English class so much; I look forward to studying more English in the future.	4.80	1.37	Slightly high
	14	I look forward to the time I spend in English class.	4.33	1.63	Slightly high
	49	English is one of my favorite courses.	4.76	1.36	Slightly high
Negatively worded items	4	My English class is really a waste of time.	3.00	1.88	Slightly low
	5	I think my English class is boring.	3.03	1.80	Slightly low
	9	To be honest, I really have little interest in my English class.	3.14	1.85	Slightly low

(continued)

(continued)

Item wording	Item No.	Item statements	<i>M</i>	<i>SD</i>	Interpretation
Negatively worded items	12	To be honest, I don't like my English class.	2.91	1.76	Moderately low
	13	I have a hard time thinking of anything positive about my English class.	3.28	1.73	Slightly low
Overall			3.82	1.64	Slightly low

As seen in Table 16, the mean score of English course evaluation for learning English as a foreign language was 3.82 and was interpreted as slightly low.

Research Objective 3

The third research objective of this study was to identify the level of English academic achievement for learning English as a foreign language. Table 17 presents the mean score of Grade 9 students' English academic achievement.

Table 17

The Grade 9 Students' Means and Standard Deviations for Grades 9 Students' English as a Foreign Language Academic Achievement Score

Grade level	N	<i>M</i>	<i>SD</i>	Interpretation
Grade 9	110	72.16	16.65	Good

As seen in Table 17, the mean score of Grade 9 students' English academic achievement was 72.16. That can be interpreted as good according to Table 6 (see Table 6, Chapter III).

Research Objective 4

The fourth research objective of this study was to identify if there is a significant relationship between motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement of Grade 9 students at a Private School, China.

Table 18

Bivariate Correlations Among Grade 9 Students' Motivation, Attitudes toward the Learning Situation and English as a Foreign Language Academic Achievement

Variables	1. Motivation for learning EFL	2. Attitudes toward the learning situation for learning EFL	3. English academic achievement
1. Motivation for learning EFL	-		
2. Attitudes toward the learning situation for learning EFL	.89** ($< .001$)	-	
3. English academic achievement	.23* (.016)	.20* (.029)	-

Note. **denotes a statistically significant relationship (statistical significance level set at $p = .01$, two tailed). *denotes a statistically significant relationship (statistical significance level set at $p = .05$, two tailed). p -values appear within parentheses below the correlation coefficients.

Table 19 presents the result of a multiple linear regression to analyze the relationship among the variables.

Table 19

Multiple Correlation Coefficient of Students' Motivation and Attitudes Toward the Learning Situation for Learning English as a Foreign Language with English Academic Achievement

Independent Variables	<i>R</i>	<i>R</i> ²	<i>df</i>	<i>F</i>	<i>p</i>
Students' motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement	.23	.052	2,107	2.96	< .05

Table 19 indicated that there is a weak correlation among the students' motivation and attitudes toward the learning situation for learning English as a foreign language with English academic achievement ($R = .23$, $p < .05$) at the significant level of .05. In the Table 19 also presented that students' motivation and attitudes toward the learning situation for learning English as a foreign language explained 5.2 % of the variances with English academic achievement ($R^2 = .052$, $F(2,107)$, $p < .05$). The rest of the variance of English academic achievement is explained by other factors such as, language anxiety, parental encouragement, the teachers' encouragement or self-efficacy for learning language.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter, the findings of Grade 9 students' motivation, attitudes toward the learning situation, and English as a foreign language academic achievement and their relationship with each other were reported. In this chapter, the researcher presents the summary of the findings, conclusions, discussions and recommendations respectively.

Summary of the Study

This research was a quantitative study that identified the relationship between Grade 9 students' motivation for learning EFL and their attitudes toward the learning situation with EFL academic achievement at a private school in China. The research was to analyze the level of learners' motivation and attitudes toward the learning situation for learning English as a foreign language adapted from Gardner's (2004) international version of Attitude/Motivation Test Battery (Gardner, 2010). There were 110 Grade 9 students surveyed using the Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire (See Appendix A). The questionnaire consists of 50 items categorized in five subscales. To measure the motivation for learning EFL, three subscales of the AMTB were used: motivational intensity (10 items), desire to learn English (10 items), attitudes toward learning English (10 items). To measure the attitudes toward the learning situation for learning EFL, two subscales of the AMTB were used: English teacher evaluation (10 items), and English course evaluation (10 items). All 50 items in the questionnaire used a 7-point Likert scale with positively worded items and negatively worded items. To determine

the level of English as a foreign language academic achievement, learners' monthly test scores were used. The following research objectives were addressed in this study:

1. To identify the level of motivation for learning EFL of Grade 9 learners at a Private School, China.
2. To identify the level of attitudes toward the learning situation for learning EFL of Grade 9 learners at Private School, China.
3. To determine the level of English academic achievement of Grade 9 learners at a Private School, China.
4. To determine if there is a significant relationship between motivation and attitudes toward the learning situation for learning EFL with English academic achievement of Grade 9 learners at a Private School, China.

Conclusions

Research Objective 1

The first objective of this research indicated the level of Grade 9 students' motivation for learning EFL from a Private School, China, was slightly low. Students had a slightly low effort in the learning, showed slightly low desire to learn English, and slightly low attitudes in learning EFL. Regarding to the three subscales of the motivation for learning EFL, it can also conclude that Grade 9 students put little effort in the English lesson and classroom activities, the students no desire to learn English and do not want to learn language, and the students show a low attitude toward language learning at a Private School, China. This suggests that the students' motivation for learning EFL could still be increased by the join effort of teachers as well as the students themselves.

Research Objective 2

The second objective of this research indicated the level of Grade 9 students' attitudes toward the learning situation for learning EFL from a Private School, China, was slightly low and the students showed slightly low feedback to the English course, the students seem to be not interested in the learning materials, the lesson plan, and classroom activities.

However, students had a slightly high reaction to the English teacher, the students have a good attitude to the English teachers' effective teaching, teacher feedback, teacher behaviors and teacher's expectations. The findings of study showed that attitudes toward the learning situation for learning EFL can be increased by the joint effort of teachers' teaching methods, teachers' expectations as well as the students' effort, the students should be taking the challenge and make an effort to join their lessons and take an active part in the classroom activities, and the teacher should be improved their abilities in different aspects of teaching EFL.

Research Objective 3

The third objective of this research indicated the level of Grade 9 students' EFL academic achievement from a Private School, China, was good (see Appendix C, Table 17). The researcher employed mean and standard deviation to determine learners' EFL academic achievement. This suggests that the students' EFL academic achievement at a private school in China could still be increased with the combined effort of the update teachers' instructional strategies as well as the students' collaboration. The learners should be taking the challenge and make an effort to learning something from their English classroom.

Research Objective 4

The fourth objective of this research revealed a weak correlation among the students' motivation and attitudes toward the learning situation for learning EFL with English academic achievement at a Private School, China at .05 level. It showed that students' motivation and attitudes toward the learning situation for learning EFL explained 5.2 % of the variances with English academic achievement. The rest of the variance of English academic achievement is explained by other factors such as, language anxiety, parental encouragement, the teachers' encouragement or self-efficacy for learning language.

Discussion

The following section presents a discussion of research finding of this study, which are related to the result there is a relationship among the students' motivation and attitudes toward the learning situation for learning EFL with English academic achievement.

Relationship between students' Motivation for Learning EFL and their English Academic Achievement

Motivation is one of the most important factors which defines second/foreign language learning's success or failure (Dörnyei, 1994), and it has a certain influence on students' performance, attitudes, achievement (Gardner, 2010). Meanwhile, motivation is one of the factors that can call forth one's interest to reach a goal of the task. Gardner and Lambert (1972) mentioned that integrative motivation and instrumental motivation is for the possibility utilitarian gain or needs of finding a good job.

The finding of the current study found that Grade 9 learners at target school had slightly low level of motivation in learning EFL. The findings also revealed that student's

motivation was related to their English academic achievement. The result was in line with Wiriyanusorn and Lynch' s research (2019) found that Years 4 to Years 6 and Years 7 to Years 9 non-Thai learners' overall motivation for learning Thai was slightly low.

Wiriyanusorn and Lynch' s research (2019) reasoned that due to the age of the learners, activities in class, teachers, learning Thai as a compulsory subject, and learning atmosphere.

All these factors could affect students' level of motivation in learning Thai language.

According to Wiriyanusorn and Lynch (2019), the low motivation of the students could also affect to their motivation to learn.

There are some major factors of some students at target school were not interest in learning English as Chinese is the main language in teaching in all subjects. First, some students would rather spend their time on subjects other than English, they had no desire to learn English and English is not really an important goal in their life. Second, English teachers use the grammar-translation method, they focus on the knowledge and exam, some students memorize the English sentence patterns in order to pass the English exam. Third, class activities cannot stimulate students' participation, some teachers nearly focus on good students when joining the activities and other students have less chances to involve to practice their English speaking. Lastly, students learn English 5 classes a week and communicate in English only in class, most of them rarely practice speaking English with friends outside school.

Relationship between Students' Attitudes toward the Learning Situation for Learning EFL and their English Academic Achievement

Attitudes is viewed as a dominant factor that affects individual language performance and it plays a crucial part in language learning as it has impact in students' learning outcome in their learning process. Gardner (2010) stated that learning situation is a substantial

element in second language learning and considers the motivation to learn the language to be influenced by the learning context. Gardner (2010) also mentioned that in this case includes the objective nature of the curriculum, the teacher, the individual course, the views and regulations of the school authorities, the materials, the time and importance allotted to language instruction, and the quality of instruction. All these factors have a main impact in the individual but the importance is the students' reaction. For this reason, the researcher has focused on evaluative reactions to the teacher and the course.

The findings from this study presented that students' attitudes toward the English teacher was slightly high. The result was in line with Htun and Lynch's research (2019) which surveyed students from elementary to intermediate level of EFL classes at Gateway Learning Center (GLC), Hpa-an Township, Karen State, Myanmar. The findings from this study founded that the students' attitudes toward English teacher were positive. Htun and Lynch (2019) reasoned that learners had a good feeling toward their English teachers, and it indicated that students were looking forward to going to class because their English teacher was so good. Most of EFL teachers from Gateway Learning Center (GLC) had a positive attitude toward teaching and they always inspire students in class.

The findings from this study presented that English teacher evaluation was slightly high, and the result was founded that students believed that their English teacher was better than any of their other teachers, and the students were looking forward to going to the English class. However, students' attitudes toward the English course was slightly low, the result was founded that learners may be get bored in the English class, or they had little interest in English class and lessons of the class. According to researcher's discussion with English teacher from the target class, the class activities did not arouse the students' interests so that the students get bored in the class, the design of the assessment are test-based, and the

lessons were using grammar-translation method. In conclusion, the researcher stated that all these factors could affect the level of students' attitudes toward the English course.

Recommendations

Based on the findings of Grade 9 students' motivation and their attitudes toward the learning situation with English as a foreign language academic achievement at a private school in China, the researcher would like to give some recommendations for students, school administrators, teachers, and future researchers.

Recommendations for Students

Based on the findings of the study, the results showed that the level of students' motivation and attitudes toward the learning situation were slightly low. This help them to develop their own goals and understand their motivation and attitudes toward the English teacher and English class. Furthermore, the important point is that the stronger motivation and attitudes learners hold, the more learning results students could get. From this research study, the students would become aware of some cogitations concerning their English academic achievement can be affected by their motivation and attitudes. The students may also get some helpful improvement from this study, students should establish a good habit of learning to develop interest for the purpose of meaningful learning.

Additionally, the students could also gain some improvements from this study, and the students could also make progress and make a good chance to succeed in learning EFL.

Recommendations for Administrators

The findings of this study stated that the importance of students' motivation and their attitudes toward the learning situation in learning English as a foreign language. For this

reason, it is suggested that administrators are aware of the concepts of learning motivation, attitudes and its relation to success in learning English.

School administrators are viewed as the leadership role in the school. Administrators can approve and give support to the teachers' ideas in order to arouse students' motivation in learning English. As motivation is an important factor for successful English language learning. Administrators are highly advocated to take students' motivation into account when developing school curriculums and school policies. Administrators can consider planning teacher in-service sessions drawing attention to motivational strategies in teaching to help teachers stimulate students' motivation and improve their learning outcomes in learning English.

Recommendations for Teachers

For the teachers, to stimulate students' motivation, the teachers are highly advocated that provide a positive teaching environment. It is very important that the teachers should integrate motivational strategies into their lessons to cultivate learners' creativity, enthusiasm, and ambition in learning English. Furthermore, the researcher suggested that the teachers can try different teaching methods and create more positive learning environment to motivate students in learning English.

Recommendations for Future Researchers

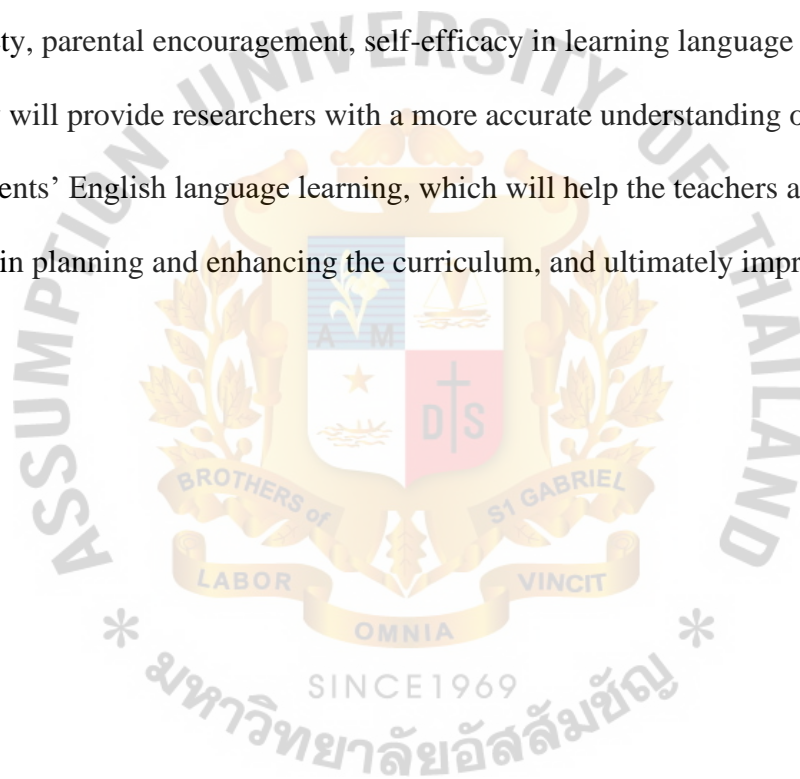
Future researchers could consider applying larger sample sizes to investigate the relationship between students' motivation, attitudes toward the learning situation and English academic achievement. With large samples, the results will be more reliable and will provide broader findings.

Future researchers could also consider conducting a longitudinal study that follows up with changes in students' motivation and attitudes for learning English throughout the school

year and into subsequent years and explore the relationship between the changes of their motivation, attitudes with their language achievement.

Future researchers could also consider doing a mixed study both quantitative and qualitative approaches to explore deeper students' motivation and attitudes for learning English. Through the qualitative approach, a more insightful perspective can be taken to understand the factors that influence students' motivation and attitudes for learning English.

Future researchers should also investigate other variables such as imperativeness, language anxiety, parental encouragement, self-efficacy in learning language and so on. A thorough study will provide researchers with a more accurate understanding of the factors that affect students' English language learning, which will help the teachers and administrators in planning and enhancing the curriculum, and ultimately improve student's learning.



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APPENDIX A

Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward
the Learning Situation with English as a Foreign Language Academic Achievement

Questionnaire (English version)



Dear Grade 9 students,

I am Mrs. Yanqiu Lin from Assumption University Thailand. I would like to ask for your help in completing this questionnaire. The purpose of this study is for Master's Thesis which is conducted in order to achieve a better understanding of your motivation and attitude toward the learning situation for learning English as a foreign language and your English as a foreign language academic achievement.

You will be asked to complete two main parts: The Part I is about your demographic information and the Part II is about your motivation and attitude toward your situation for learning English as a foreign language. This questionnaire asks how you feel about learning English as a foreign language. This is not a test and there are no right or wrong answers. All of your answers will be confidential and will be used only for the purposes of this research.

This questionnaire will only take 15 minutes to finish. Your help in completing this questionnaire is highly appreciated. All of the response in the survey will be recorded anonymously. Thank you for your participation. All personal information and answers from this questionnaire will be used only for this research and kept confidential. Thank You very much for your cooperation.

Sincerely,

Mrs. Yanqiu Lin

Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire

Read the following statements carefully. Circle the answer that best describes you.

Part I. Demographics

1. Full Name: _____

2. Class: Grade 9 (1) Grade 9 (2)

Part II

Directions: Please put a check (✓) under the level of your agreement or disagreement with the statements. There are no right or wrong answers, please give the best honest answer.

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1.	I look forward to going to class because my English teacher is so good.						
2.	I would rather spend more time in my English class and less in other classes.						
3.	I don't think my English teacher is very good.						
4.	My English class is really a waste of time.						
5.	I think my English class is boring.						
6.	My English teacher is better than any of my other teachers.						
7.	My English teacher has a dynamic and interesting teaching style.						
8.	I enjoy the activities of our English class much more than those of my other classes.						
9.	To be honest, I really have little interest in my English class.						
10.	I like my English class so much; I look forward to studying more English in the future.						
11.	My English teacher is a great source of inspiration to me.						
12.	To be honest, I don't like my English class.						

(continued)

(continued)

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
13.	I have a hard time thinking of anything positive about my English class.						
14.	I look forward to the time I spend in English class.						
15.	The less I see of my English teacher, the better.						
16.	My English teacher is one of the least pleasant people I know.						
17.	I make a point of trying to understand all the English I see and hear.						
18.	I keep up to date with English by working on it almost every day.						
19.	I would prefer to have a different English teacher.						
20.	My English teacher doesn't present materials in an interesting way.						
21.	When I have a problem understanding something in my English class, I always ask my teacher for help.						
22.	If it were up to me, I would spend all of my time learning English.						
23.	I don't pay much attention to the feedback I receive in my English class.						
24.	I don't bother checking my assignments when I get them back from my English class.						
25.	Knowing English isn't really an important goal in my life.						
26.	Learning English is really great.						
27.	I put off my English homework as much as possible.						
28.	I want to learn English so well that it will become natural to me.						

(continued)

(continued)

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
29.	I really enjoy learning English.						
30.	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.						
31	I would like to learn as much English as possible.						
32	English is a very important part of the school program.						
33	I hate English.						
34	I sometimes daydream about dropping English.						
35	I can't be bothered trying to understand the more complex aspects of English.						
36	I really work hard to learn English.						
37	I would rather spend my time on subjects other than English.						
38	When I am studying English, I ignore distractions and any attention to my task.						
39	Learning English is a waste of time.						
40	I wish I were fluent in English.						
41	I have a strong desire to know all aspects of English.						
42	I'm losing any desire I ever had to know English.						
43	I think that learning English is dull.						
44	To be honest, I really have no desire to learn English.						
45	I plan to learn as much English as possible.						

(continued)

(continued)

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
46	When I leave school, I will give up the study of English because I am not interested in it.						
47	I haven't any great wish to learn more than the basics of English.						
48	I love learning English.						
49	English is one of my favorite courses.						
50	I really like my English teacher.						



APPENDIX B

Students' Motivation for Learning English as a Foreign Language and their Attitudes Toward
the Learning Situation with English as a Foreign Language Academic Achievement

Questionnaire (Chinese version)



亲爱的九年级学生：

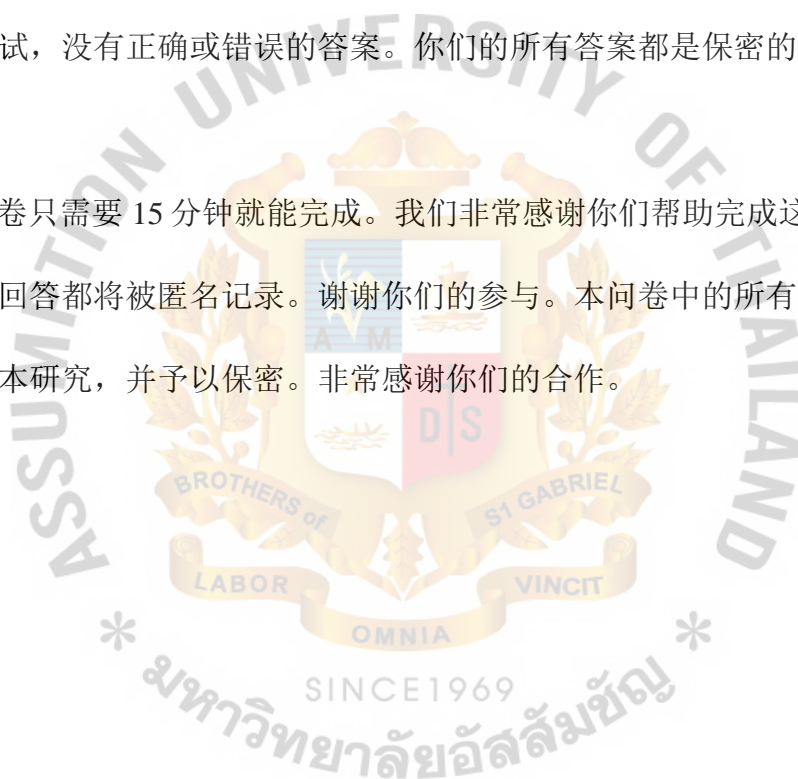
我是林燕秋，来自泰国易三仓大学。我想请你们帮助完成这份问卷调查。本研究的目的是为完成硕士论文，目的是为了更好地了解你们对学习这门外语的动机和态度以及你的英语相关的学术成就。

你们需要完成两个主要部分：第一部分是关于你的个人信息，第二部分是关于你对学习英语的动机和态度。这份问卷问的是你们对学习作为一种外语的感受。这不是一个测试，没有正确或错误的答案。你们的所有答案都是保密的，只用于本研究。

这份问卷只需要 15 分钟就能完成。我们非常感谢你们帮助完成这份调查问卷。调查中所有的回答都将被匿名记录。谢谢你们的参与。本问卷中的所有个人信息和答案都将只用于本研究，并予以保密。非常感谢你们的合作。

祝好

林燕秋



学生学习英语的动机和对学习情境的态度调查表

仔细阅读以下陈述，在最能描述你的答案上画圈。

第一部分：人口统计

1.姓名：_____

2.班级：九年级（1） 九年级（2）

第二部分：

指示：请在你同意或不同意这些陈述的程度下打勾（√），答案没有对错之分，请给出最真实的答案。

编号	项目	非常不同意	中等不同意	略微不同	略微同意	中等程度同意	非常同意
1.	我期待着去上课，因为我的英语老师非常好。						
2.	我宁愿在英语课上多花点时间，而在其它课上少花点时间。						
3.	我不认为我的英语老师很好。						
4.	我的英语课真的是在浪费时间。						
5.	我认为我的英语课很无聊。						
6.	我的英语老师比我其他的老师都好。						
7.	我的英语老师的教学方式很有活力，很有趣。						
8.	我喜欢我们的英语课的活动，比我其它课的活动要多。						
9.	实话说，我对我的英语课真的没什么兴趣。						
10.	我非常喜欢我的英语课，我期待着在未来学习更多的英语。						

（续）

编号	项目	非常不同意	中等不同意	略微不同	略微同意	中等程度同意	非常同意
11.	我的英语老师对我来说是一个很大的灵感来源。						
12.	说实话，我不喜欢我的英语课。						
13.	我很难想到关于我的英语课的任何积极的因素。						
14.	我期待着我在英语课上度过的时间。						
15.	我越少看到我的英语老师就越好。						
16.	我的英语老师是我认识的人中最不讨人喜欢的一个。						
17.	我努力尝试理解我所看到和听到的所有英语。						
18.	我几乎每天都在努力学习英语，以保持最新的英语水平。						
19.	我更希望有一个不同的英语老师。						
20.	我的英语老师没有以一种有趣的方式介绍材料。						
21.	当我在英语课上遇到问题时，我总是向我的老师寻求帮助。						
22.	如果由我来决定，我会把所有的时间都花在学习英语上。						
23.	我不太注意我在英语课上收到的反馈。						
24.	当我从英语课上拿回我的作业时，我不屑于检查它们。						
25.	了解英语并不是我生活中真正重要的目标。						
26.	学习英语真的很好。						
27.	我尽可能地推掉我的英语作业。						
28.	我想把英语学得很好，以至于它对我来说变得自然。						
29.	我真的很喜欢学习英语						

编号	项目	非常不同意	中等不同意	略微不同	略微同意	中等程度同意	非常同意
30.	当我不理解英语老师的解释时，我往往会放弃，不注意听。						
31	我希望能尽可能多地学习英语。						
32	英语是学校课程的一个非常重要的部分。						
33	我讨厌英语。						
34	我有时会做白日梦，想放弃英语。						
35	我懒得去理解英语中比较复杂的内容。						
36	我真的很努力地学习英语。						
37	我宁愿把时间花在英语以外的科目上。						
38	当我在学习英语时，我忽略了分心和对任务的任何关注。						
39	学习英语是一种浪费时间的行为。						
40	我希望我的英语很流利。						
41	我有强烈的愿望了解英语的所有方面。						
42	我正在失去任何我曾经拥有的了解英语的愿望。						
43	我认为学习英语很枯燥。						
44	说实话，我真的没有学习英语的欲望。						
45	我计划尽可能多地学习英语。						
46	当我离开学校时，我将放弃学习英语，因为我对它不感兴趣。						
47	除了基础英语外，我没有什么特别想学的。						
48	我喜欢学习英语。						
49	英语是我最喜欢的科目之一						
50	我真的很喜欢我的英语老师。						

亲爱的九年级学生：

我是林燕秋，来自泰国易三仓大学。我想请你们帮助完成这份问卷调查。本研究的目的是为完成硕士论文，目的是为了更好地了解你们对学习这门外语的动机和态度以及你的英语相关的学术成就。

你们需要完成两个主要部分：第一部分是关于你的个人信息，第二部分是关于你对学习英语的动机和态度。这份问卷问的是你们对学习这门外语的感受。这不是一个测试，没有正确或错误的答案。你们的所有答案都是保密的，只用于本研究。

这份问卷只需要 15 分钟就能完成。我们非常感谢你们帮助完成这份调查问卷。调查中所有的回答都将被匿名记录。谢谢你们的参与。本问卷中的所有个人信息和答案都将只用于本研究，并予以保密。非常感谢你们的合作。



学生学习英语的动机和对学习情境的态度调查表

仔细阅读以下陈述，在最能描述你的答案上画圈。

第一部分：人口统计

1. 姓名：_____

2. 班级：九年级（1）班 九年级（2）班

第二部分：

指示：请在 你同意或不同意这些陈述的程度下打勾（√），答案没有对错之分，请给出最真实的答案。

编号	项目	非常不同意	中等不同意	略微不同	略微同意	中等程同意	非常同意
1.	我期待着去上课，因为我的英语老师非常好。						
2.	我宁愿在英语课上多花点时间，而在其它课上少花点时间。						
3.	我不认为我的英语老师很好。						
4.	我的英语课真的在浪费时间。						
5.	我认为我的英语课很无聊。						
6.	我的英语老师比我其他的老师都好。						
7.	我的英语老师的教学方式很有活力，很有趣。						
8.	我喜欢我们的英语课的活动，比我其它课的活动要多。						
9.	说实话，我对我的英语课真的没什么兴趣。						
10.	我非常喜欢我的英语课，我期待着在未来学习更多的英语。						
11.	我的英语老师对我来说是一个很大的灵感来源。						
12.	说实话，我不喜欢我的英语课。						
13.	我很难想到关于我的英语课的任何积极因素。						
14.	我期待着我在英语课上度过的时间。						
15.	我越少看到我的英语老师就越好。						
16.	我的英语老师是我认识的人中最不讨人喜欢的一个。						

续

续

编号	项目	非常不同意	中等不同意	略微不同	略微同意	中等程度同意	非常同意
17.	我努力尝试理解我所看到和听到的所有英语。						
18.	我几乎每天都在努力学习英语，以保持最新的英语水平。						
19.	我更希望有一个不同的英语老师。						
20.	我的英语老师没有以一种有趣的方式介绍材料。						
21.	当我在英语课上遇到问题时，我总是向我的老师寻求帮助。						
22.	如果由我来决定，我会把所有的时间都花在学习英语上。						
23.	我不太注意我在英语课上收到的反馈。						
24.	当我从英语课上拿回我的作业时，我不屑于检查它们。						
25.	了解英语并不是我生活中真正重要的目标。						
26.	学习英语真的很好。						
27.	我尽可能地推掉我的英语作业。						
28.	我想把英语学得很好，以至于它对我来说变得自然。						
29.	我真的很喜欢学习英语。						
30.	当我不理解英语老师的解释时，我往往会放弃，不注意听。						
31.	我希望能尽可能多地学习英语。						
32.	英语是学校课程的一个非常重要的部分。						
33.	我讨厌英语。						
34.	我有时做白日梦，想放弃英语。						
35.	我懒得去理解英语中比较复杂的内容。						
36.	我真的很努力地学习英语。						
37.	我宁愿把时间花在英语以外的科目上。						
38.	当我在学习英语时，我忽略了分心和对任务的任何关注。						
39.	学习英语是一种浪费时间的行为。						
40.	我希望我的英语很流利。						
41.	我有强烈的愿望了解英语的所有方面。						

续

续

编号	项目	非常不同意	中等不同意	略微不同	略微同意	中等程同意	非常同意
42	我正在失去任何我曾经拥有的了解英语的愿望。						
43	我认为学习英语很枯燥。						
44	说实话,我真的没有学习英语的欲望。						
45	我计划尽可能多地学习英语。						
46	当我离开学校时,我将放弃学习英语,因为我对它不感兴趣。						
47	我并没有什么大的愿望去学习更多的英语基础知识。						
48	我喜欢学习英语。						
49	英语是我最喜欢的课程之一。						
50	我非常喜欢我的英语老师。						



APPENDIX C

Examination Paper



2021-2022 九年级英语月考试卷

Grade 9 English as a Foreign Language Monthly Test

(考试时间 120 分钟, 赋分 120 分)

(Test time:120 minutes, Score:120 points)

注意: 答案一律填写在答题卡上, 在试题卷上作答无效。考试结束将本试卷和答题卡一并交回。(Note: The answers are all filled out on the answer sheet, and the answers on the test paper are invalid. At the end of the exam, return the test paper and answer sheet together)

一、听力理解 (每小题 1 分, 共 30 分) (Listening comprehension : 1 point per question, a total of 30 points)

(一) 听句子, 选择与句子内容相符的图片。每个句子读一遍。(Listen to the sentence and select the picture that matches the content of the sentence. Read each sentence once)



A

1. _____



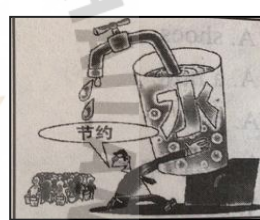
B

2. _____



C

3. _____



D

4. _____

(二) 听句子, 选择正确的答语。每个句子读一遍。(Listen to the sentence and choose the correct answer. Read each sentence once)

5. A. Tom's.

B. In Beijing.

C. Five dollars.

6. A. Yes. he has.

B. No he isn't.

C. Yes, he does.

7. A. I don't mind them.

B. Thank you.

C. Me, too.

8. A. Twice a year.

B. By subway.

C. Three kilometers.

9. A. On May 1st.

B. Seven.

C. At home.

10. A. That's right.

B. Sounds good.

C. Excuse me.

(三) 听对话，选择正确的答案。(Listen to the dialogue and choose the right answer.)

A) 你将听到五段对话及五个问题，选择正确的答案。每段对话及问题读两遍。

(You will hear five conversations and five questions and choose the right answer. Read each conversation and question twice.)

- | | | |
|---------------------------|------------------|--------------------|
| 11. A. By car. | B. By bike. | C. On foot. |
| 12. A. He has a toothache | B. He has a cold | C. He has a fever. |
| 13. A. Every day. | B. Once a week. | C. Once a month. |
| 14. A. Eric's. | B. Kate's. | C. Kates cousin's. |
| 15. A. In a library. | B. In a museum. | C. In a zoo. |

B) 你将听到两段对话，请根据对话内容，选择正确的答案。每段对话读两遍。

听第一段对话，回答第 16 至 17 小题。(You will hear two dialogues. Please choose the correct answer based on the content of the dialogue. Read each dialogue twice.

Listen to the first dialogue and answer questions 16th to 17th.)

16. When will they meet?
- | | | |
|-------------|-------------|-------------|
| A. At 6:50. | B. At 7:00. | C. At 7:10. |
|-------------|-------------|-------------|
17. Where are they going to meet?
- | | | |
|-----------------------|----------------------------|-------------------|
| A. Behind the cinema. | B. In front of the cinema. | C. In the cinema. |
|-----------------------|----------------------------|-------------------|

听第二段对话，回答第 18 至 20 小题。(Listen to the second paragraph of the conversation and answer the 18th to 20th questions.)

18. What is Laura going to do for the summer vacation?
- | | | |
|----------------------------|------------------|------------------|
| A. Visit her grandparents. | B. Stay at home. | C. Study abroad. |
|----------------------------|------------------|------------------|
19. Who will Laura go to the countryside with?
- | | | |
|-----------------|-----------------|-----------------|
| A. Her parents. | B. Her friends. | C. Her brother. |
|-----------------|-----------------|-----------------|
20. How long will Paul stay in the countryside? ends
- | | | |
|-----------------|------------------|------------------|
| A. For one day. | B. For two days. | C. For ten days. |
|-----------------|------------------|------------------|

(四) 听短文，选择正确的答案。短文读两遍。(Listen to the essay and choose the correct answer. Read the essay twice)

21. How many people are there in Alice's family?
- | | | |
|-----------|----------|----------|
| A. Three. | B. Four. | C. Five. |
|-----------|----------|----------|

22. What does Alice's father like?
A. Buying books. B. Drawing. C. Reading newspapers.
23. How old is Alice's mother?
A. 40. B. 42. C. 44.
24. Alice often buys many books because she wants to _____.
A. share books with friends B. be a top student C. learn to cook
25. What is Alice's brother like?
A. Fun. B. Shy. C. Friendly.

(五) 听短文， 请根据所听到的内容， 完成下面的表格（每空一词）。 短文读两遍。

(Listen to the essay, please complete the following table with a blank word for each word based on what you have heard. Read the essay twice.)

A trip to Hongxing Farm	
When	We got there at 9: 00 on (26)_____.
Activities	First, we took a walk (27)_____ the farm and saw many animals.
	Second, some fed corn to the (28)_____ and others milked the cows.
	Then, we cut grass with a (29)_____ machine.
	In the afternoon, we picked strawberries. It was interesting to (30) _____ how to grow strawberries well

二、 单项选择（每小题 1 分， 共 15 分） (Individual choice:1 point per question, a total of 15 points)

从每小题所给的四个选项中选出最佳选项。（Choose the best option from the four options given in each sub-question）

31. —What are you going to do this afternoon?
—I will go to the supermarket and buy ____ umbrella for climbing the mountains
A. a B. an C. the D. /
32. —Look! There is a girl under the tree.
—She is Susan's daughter. She is only six years old, but she can ____ stories in English.
A .say B. speak C. tell D. ta

33. —Becky doesn't often eat breakfast.

—Too bad. She doesn't realize the ____ of breakfast.

- A. secret B. hobby C. resul D. importance

34. —Jack, don't make a noise. The classmates are studying ____ now.

—Sorry, Mr. Brown.

- A. quietly B. clearly C. quickly D. politely

35. —Mom, Sally is coming for dinner this evening.

—There's only ____ beef in the fridge. Let's buy some more meat and vegetables.

- A. a few B. few C. a little D. little

36. —What did she say in her letter?

—She said she was looking forward to ____ to her hometown.

- A. return B. returned C. returning D. returns

37. —How excellent the basketball players are!

—Yes. Their coach is always ____ with them. They practice really hard every day.

- A. strict B. free C. bored D. angry

38. —Do you know the boy ____ got the first prize in the talent show?

—Of course. He's my new neighbor.

- A. whose B. whom C. which D. who

39. —Could you help me ____ the opening time on the Website?

—OK. I'll do it at once.

- A. look back B. look up C. look after D. look like

40. —Tom, do you often clean your room by yourself?

—Yes. I don't like to ____ my parents too much. I am not a child any longer.

- A. depend on B. work on C. get on D. turn on

41. —Have you written your book report, Bill?

—No, not yet. I ____ it in two days.

- A. have finished B. will finish C. finished D. finish

42. —What is ____ river in China?

—The Yangtze River. It's about 6,300 kilometers long.

- A. long B. longer C. longest D. the longest

43. —What's wrong with Dale?

—He ____ with others in his class just now. He's not happy about that.

- A. is compared B. was compared C. compares D. compared

44. —I wonder ____.

—Only seven dollars. All the books were on sale in that bookstore yesterday.

A. how many books you bought B. where did you buy these books

C. how much you spent on these books D. when you bought these book

45. —We should encourage the children to go outside instead of playing computer games at home.

—____. Playing computer games too much is bad for their studies.

A. I agree with you B. I don't think so C. I'm afraid not D. I have no idea

三、完形填空 (每小题 1 分, 共 10 分) (Complete fill- in the blanks: 1 point per question, a total of 10 points)

阅读下面短文, 从各题所给的选项中选出最佳答案。(Read the essay below and choose the best answer from the options given in each question.)

Two high school students from Canada have invented a magic backpack. It can be 46 as a sleeping bag for homeless (无家的) people.

The two teens worked together for their school's science fair. They wanted to do something to help homeless people. They were inspired (启发) to make the backpack after Pasha's uncle died on the street. Because of mental (精神的) illness, he became homeless and started 47 on the street. She missed her uncle and wanted to 48 a safe place for homeless people.

Pasha, together with her best friend Adrianna, got the idea of building a 49 for the homeless. Their amazing work is a big backpack. It 50 two kilos. When it is folded, it can be carried 51 the shoulder as a backpack. And when it spreads out, the backpack will become a "house". The space blanket (毛毯) in it keeps people 52 during the cold winters. It's 6C to 7C warmer inside than outside. During the hot summer months, the backpack can be turned over (翻转) 53 the space blanket is on its top. It will be 54 cooler inside. The girls hope that one day they will see homeless people using their 55 on the street.

What a wonderful thing the girls have done.

46. A. fallen into B. turned into C. put into D. poured into

- | | | | |
|--------------------|---------------|---------------|----------------|
| 47. A. living | B. working | C. studying | D. researching |
| 48. A. buy | B. visit | C. create | D. leave |
| 49. A. hotel | B. restaurant | C. factory | D. home |
| 50. A. weighs | B. collects | C. loses | D. sells |
| 51. A. from | B. on | C. into | D. in |
| 52. A. warm | B. wet | C. cool | D. cold |
| 53. A. even though | B. so that | C. ever since | D. no matter |
| 54. A. more | B. most | C. many | D. much |
| 55. A. notice | B. message | C. invention | D. picture |

四、阅读理解（一）（每小题 2 分，共 30 分）(Section I: Reading Comprehension , 2 points per question, a total of 30 points)

阅读下列短文，从每题所给的选项中选出最佳答案。(Read the following essays and choose the best answer from the options given for each question)

A

What can make people cheer in every corner of the world? The answer can only be soccer, the world's most-loved sport.

December 9 is celebrated as World Soccer Day in China. Fans show their love for this sport by having soccer games. But for many people, it's not just a simple game-it's a way of life. According to FIFA (足球国际管理机构), 3,570 million people enjoyed the 2018 World Cup in Russia. That's about half of the world's population! Over 240 million people in more than 200 countries play soccer today.

There are facts about the amazing game. The earliest form of soccer was from China. It was called cuju (蹴鞠). Players had to kick a ball into a net. They couldn't use their hands. But modern soccer was invented in England. In 1863, the English Football Association was set up. It made the rules of modern soccer. Scotland (苏格兰) and England played the first official (官方的) international soccer match in 1872. The score of the match was 0-0. About 4, 000 people enjoyed it.

The first soccer match shown on TV was in 1957. Soccer players run an average (7) of 6 miles. about 10,000 meters, during every game.

56. How do fans show their love for soccer?

- A. By making soccer rules. B. By having soccer games.
C. By singing songs about soccer. D. By throwing the soccer into a net.

57. Where was the earliest form of soccer from?

- A. England. B. Russia. C. China. D. Scotland.

58. When was the English Football Association set up?

- A. In1863. B. In1872. C. In1937. D. In2018.

59. What can you learn from the passage?

- A. Modern soccer was invented in Scotland.
B. World Soccer Day was celebrated in Brazil.
C. Soccer is just a simple game for many people.
D. The history of soccer in China is longer than that in England.

60. Which part of the newspaper may the passage be from?

- A. Business. B. Health. C. Sports. D. Travel.

B

The year 2020 is a special one for China, as the Chinese government has set a goal of lifting all the people out of poverty (贫困) by the end of the year. To achieve this goal, one important task is to reduce the education gap (差距) between the poor countryside and the cities.

In recent years, the governments have worked hard to improve the education in poor areas. Schools have put great efforts into improving education in these areas. More new schools have been built, and more money has been used to help students from poor families. Let's have a look at how the students across the country have benefited (得益) from this.

“Do you like playing football?” asked British teacher Matthew.

“I prefer to play basketball,” answered Wang Qi.

These “dual-teacher classes” (双师课堂) were set up by China Daily. Through an online video talk, the foreign teachers are teaching students from the poor areas. The goal is to bring better English education to poor areas.

He Jiao is a student from Dafang, Guizhou. In 2015, when she was admitted (录取) to Tsinghua University, her family were nervous about her **tuition fees**. Her father made no more than 1,000 yuan a month.

Thanks to a project started by the local government, He Jiao received a scholarship (奖学金) of 100,000 yuan, and her university dream came true.

61. The goal of “dual-teacher classes” is ____.

- A. to give students more sports
- B. to give foreign teachers good jobs
- C. to make the classes more Interesting
- D. to bring better English education to poor areas

62. What do the underlined words “tuition fees” mean in Chinese?

- A.智力(intelligence) B.交际(communication) C.学费(tuition) D.前途(future)

63. How much did He Jiao get from the project?

- A.100,000 yuan B.10,000 yuan. C. 2,000 yuan. D. 1,000 yuan.

64. Which of the following is **NOT TRUE** according to the passage?

- A. Wang Qi likes playing football better.
- B. He Jiao comes from Guizhou province.
- C. China wants to give a better life to the poor people.
- D. China has spent more money helping the poor students.

65. What is the passage mainly about?

- A. “Dual-teacher classes” are popular in China.
- B. He Jiao tried her best to achieve her dream.
- C. China is reducing the education gap the cities.
- D. China has made an effort to improve the education in poor areas.

C

We have been used to wearing masks (口罩) in public since February. About 300 million masks are used and then thrown away every day in China. Where do these masks go? You might think they just go in a rubbish bin. But that's just the first stop on the mask's journey.

五、单词拼写 (每小题 1 分, 共 10 分) (Word spelling: 1 point per question, a total of 10 points)

根据句子中所给的单词首字母或中文提示, 填写正确的单词。(Fill in the correct word according to the first letter of the word given in the sentence or the Chinese prompt.)

71. I like s_____ best. It's a good season for planting trees.
72. People all over the world love p_____ and they dislike wars.
73. Mary is very hungry. She can eat a l_____ bowl of noodle.
74. Our volleyball team won the match. We are p_____ of them.
75. I think she is e_____ a Canadian or a German, but I am not sure.
76. The sayings _____ (提醒) us to try our best and never give up.
77. Everyone may have problems. We should _____ (明智地) solve them.
78. There is something wrong with his teeth. He should go to the _____ (牙医).
79. Today we begin to learn the (第八) _____ lesson. It is about delicious food.
80. Elephants have good memories. They never _____ (忘记) the places with food and water.

六、选词填空 (每小题 1 分, 共 5 分) (Choose words to fill- in the blanks: 1 point per question, a total of 5 points)

根据短文内容, 用方框中所给单词的正确形式填空, 使短文通顺、完整, 每词限用一次。

(According to the content of the essay, fill- in the blanks with the correct form of the words given in the box to make the essay fluent and complete, and each word can be used only once)

article	we	easy	fight	watch
---------	----	------	-------	-------

There are many people we should say thanks to. Zhang Wenhong is one of them. When we were (81)_____ against COVID19 (新冠肺炎) and had to stay at home, I always read news and (82) _____ videos about it. Zhang Wenhong caught my eyes. He is good at treating (治疗) COVID-19. I am interested in him not only for his medical skills but also his humorous sense. He and his team write many (83)_____ about treating COVID-19. He also gives us

lots of ways on how to protect (84)_____. His humorous sense makes us understand COVID-19 (85)_____. Thanks to him, we can deal with the problems that we have.

七、阅读理解（二）（每小题 2 分，共 10 分）(Section II: Reading Comprehension ,2 points per question, a total of 10 points)

阅读下面短文，根据短文内容回答问题。(Read the essay below and answer the questions based on the content of the essay)

It's sad to learn that a whale has died in the ocean. However, that is not the end for the whale. It gives a lot to other sea animals after death.

When a whale dies, it quickly drops to the bottom of the ocean floor. There the whale's dead body provides food and nutrients (营养) for deep-sea animals. The remains (残骸) can last (持续) for ten years and build an ecosystem called a whale fall -an "oasis (绿洲)" of life in the deep sea.

Chinese scientists found a whale fall for the first time in the South China Sea this year. The whale fall ecosystem can stay in the deep ocean because of great pressure and cold temperature there. They can stop the body from decomposing (分解) too quickly. The depth (深度) makes it hard for scientists to find the whale fall. There are less than 50 known whale falls in the world.

The whale fall in the South China Sea is about three meters long. Scientists have found several species (物种) near the whale fall. Some fish have started to eat the whale's tail. A scientist named Xie Wei says the whale fall might be quite recent and needs long-term (观察). By studying the whale fall, scientists can better understand how sea ecosystems support life.

86. What does the whale's dead body provide for deep-sea animals?

87. Where did Chinese scientists find a whale fall for the first time?

88. Why can the whale fall ecosystem stay in the deep ocean?

89. Are there any species near the whale fall in the South China Sea?

90. What does the passage mainly talk about?

八、书面表达（共 5 分）(essay writing: 5 points)

最近我国涌现出了许许多多的英雄人物，社会上掀起一股向英雄学习的热潮。请你根据下面表格提示写一篇英语短文，介绍你心中的英雄。(Recently, many heroes have emerged in our country, and there has been an upsurge in the society to learn from heroes. Please follow the prompts in the form below to write an English essay to introduce your hero.)

姓名(name)	李兰娟(Lanjuan Li)
出生年月(Date of birth)	1947 年 9 月(Sep.1947)
职业(carrier)	医生(doctor)
崇拜她的原因 (The reason for admiring her)	很勇敢，不害怕病毒 不担心自己的安全 她的建议拯救了数以千计的人 (Very brave, not afraid of viruses Don't worry about her safety Her advice saved thousands of people)
谈谈你的理想 (Talk about your ideals)	...（不少于 2 点）(No less than 2 points)

BIOGRAPHY

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