

Project: Understanding Interactions between Language Learning Motivation and Medium of Instruction

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Abstract:

Language teaching effectiveness depends to a large degree on students' language learning motivation (LLM), and on the specific traits they bring to the classroom. Thus, effective development of language education in Hong Kong must necessarily include a basic understanding of the affective aspects of teaching and learning. This report was based on an extensive research study that sought to develop a comprehensive picture of the English language motivation landscape in Hong Kong secondary schools, examining motivations of students for learning English and the practices of teachers for motivating their students. Regarding students' LLM, an initial descriptive analysis revealed that the highest scores were for instrumentality promotion, followed by required orientation and then integrativeness. The statistics indicate similar motivational profiles across the three medium of instructions (MoI), with the exception that EMI students scored most highly on the required orientation, followed by the instrumental promotion orientation, while the reverse was true for MMI and CMI students. In a correlational analysis between LLM and personality traits, a close link was detected between openness to experiences, conscientiousness and LLM. Regarding the practices of teachers' use of motivational teaching strategy (MTP) is in association with students' LLM, yet the interactions between the two are not clearly displayed. Given such a vast repertoire of strategies, it is important for teachers to develop appropriate motivational practices, implementing strategies that respond to their learners' needs, motivations, learning style and context.

Keywords:

English language; second language; motivation; personality; motivational teaching strategies