

Motivating TVES Nursing Students: Effects of CLT on Learner Motivation

Hui-Chin Chang^{*}

Abstract

The purpose of this study was to explore the effects of the communicative language teaching (CLT) approach on the learning motivation of technological and vocational Education System (TVES) nursing students in Taiwan. Given that CLT studies on Taiwan TVES nursing students' motivation have been largely unexplored, it is my concern whether and how the CLT approach would facilitate the learning process in Taiwan, where traditional grammar teaching pedagogy has been dominant for decades. The subjects were 163 freshmen from a vocational nursing university in northern Taiwan. Prior to and after CLT instruction, motivation questionnaires were conducted respectively. The findings showed that CLT instruction enhanced the subjects' instrumental motivation. The outcomes of the study have yielded pedagogical implications which suggest that changes could be made to suit their own specific contexts so as to raise learner motivation and ultimately facilitate L2 acquisition.

Keywords: Communicative Language Teaching, Learner Motivation, TVES Nursing Students

* Associate Professor, the Center of General Education, National Taipei University of Nursing and Health Sciences, E-mail: hcchang@ntunhs.edu.tw.

1. Introduction

According to the Taiwan Ministry of Education (MOE) (2002), technological and vocational education students in Taiwan, who are non-academically streamed students, have a relatively lower English competence than do English majors or even non-English majors in general universities. Their low competence in English does not empower them to read English textbooks or journals or write reports and assignments in English. Having been an EFL language teacher in Taiwan for years, I was led to wonder why it is so difficult for my students to achieve an acceptable level of English competence. This acted as a catalyst for the intent of this study.

As English is a foreign language (EFL) in Taiwan, students have had very little opportunity to use English outside the classroom. After English developed into a lingua franca among non-native English speakers of English from all over the world, what now seems urgently required for English language teaching professionals in Taiwan is to find a pedagogy that is appropriate for low motivated and less proficient learners, who are passive and already behind their peers. As motivation plays a significant role in any learning task (Chang, 2002; Chen, Warden, and Chang, 2005; Cheng and Dörnyei, 2007), this study aims to examine the Communicative Language Teaching approach (CLT) as a potential viable teaching method that can be adopted in Taiwan to motivate Taiwanese students in the tertiary vocational education sector.

Theoretical corroboration in research has shown that CLT plays an important role in fostering L2 motivation (Brown, 2013). Irrespective of many studies undertaken on motivation and communicative language teaching, there is a deficiency of empirical evidence on the effects of the communicative language teaching approach on low motivated TVES students in Taiwan. Very few studies target nursing students. The current study, therefore, aims to fill this gap by providing empirical data obtained in an investigation of 163 TVES nursing students in northern Taiwan. Prior to and after CLT instruction, a pre-CLT and post-CLT motivation questionnaire was conducted to the participants respectively. Data were then collected and analyzed to assess different aspects of learner motivation. In order to achieve the purposes of this study, I address two research questions below.

(1) What are the effects of the communicative language teaching approach on students' learning motivation?

(2) What type of motivation is affected by the communicative language teaching approach in the Taiwan context?

2. Literature Review

This section introduces Communicative Language Teaching, its origin, developments, features and its major models. It also addresses a number of studies in the EFL settings including the Taiwan context, with a specific focus on language teachers' reported difficulties of implementing CLT in the classroom. It is then followed by motivation, its major models and theories, types and developments with regards to second language education.

(1) Communicative Language Teaching (CLT)

Communicative Language Teaching is centered around communicative competence, initially put forward by Hymes (1972) to explicate what a native speaker knows that enables him to communicate with other native speakers. His communicative competence focuses on the use of language in social contexts. This concept is in sharp contrast to the prevailing theory by Chomsky, which is centred around grammatical ability. Later, Canale and Swain expanded communicative competence to include grammatical competence, sociolinguistic competence, and strategic competence (Littlewood, 1981). Celce-Murcia, Dörnyei, and Thurrell (1995) proposed that actional competence, which referred to the ability to comprehend and produce speech acts, should also be a component of communicative competence. Savignon (2003, 2007) identified the components of communicative competence as grammatical competence, discourse competence, strategic competence and sociocultural competence. She reminded us that the four components of communicative competence were interrelated and should not be measured separately (Celce-Murcia, Dörnyei, and Thurrell, 1995).

The tenet of CLT is that teaching should aim at learner-centered, communicative functions, rather than merely linguistic ability to manipulate structural language (Littlewood, 1981; Widdowson, 1990). Featured by enrichment and flexibility (Wang,

2010), CLT emphasizes extensive exposure to the target language through large quantities of input and output, which maximizes learners' opportunities for interaction with teachers and students, and among students themselves, with a goal of enhancing learners' communicative competence.

CLT as an innovative methodology has been undertaken for decades globally but the findings of various CLT studies may vary depending on the setting, age, and language level of learners, learner needs and interest. Results of a plethora of studies (Chung and Huang, 2009; Nonkukhetkhong, Baldauf, and Mori, 2006; Sato, 2002) indicated that the implementation of CLT in EFL settings was challenging and unsuccessful. The cited constraints in reports about CLT in China, Japan, South Korea, Vietnam included big class size (Hung, 2009; Jin, Singh, and Li, 2005; Jong, 2006; Littlewood, 2007; Nam, 2005; Wang, 2008), limited instructional time, a lack of appropriate texts and materials, teachers' poor understanding of the realisation of CLT (Nunan, 2003), lack of English proficiency, confidence and insufficient knowledge or techniques (Jong, 2006; Li, 1998), and sociolinguistic and strategic competence, examination pressure, and difficulties in evaluating students via CLT. Gatlinton and Segalowitz (2005), for example, examined EFL teachers' resistance to using CLT and found that the primary reason Japanese teachers failed to embrace CLT was that they did not see the true value of communicative activities. Despite acknowledging its value, Asian teachers were reluctant to adopt CLT (Cook, 2009; Littlewood, 2007; Ozsevik, 2010). However, Thompson (1996) contended that teachers' resistance to CLT may be attributed to their misconceptions about the approach.

Among Asian countries, Taiwan is not alone when it comes to the efforts spent on the implementation of CLT. Obstacles to implementing CLT in Taiwan remained documented (Chung and Huang, 2009; Hung, 2009; Wang 2002). Taiwanese English teachers were reported that they were not ready for CLT due to a lack of knowledge, skills and training in CLT (Chang and Goswami, 2011). Wang (2002) noted that "more than 80 percent of Taiwanese teachers are unwilling to accept new ideas about teaching" (p. 143). They are recalcitrant and do not like to change, which is not uncommon among Taiwan technological and vocational institutes teachers.

Having said that, the teacher factor is definitely not alone. The learner's resistance to participate in CLT activities is also observed to be a key barrier to the implementation

of CLT in Taiwan (Chung and Huang, 2009; Savignon and Wang, 2003). As students and teachers may have different perceptions or attitudes towards teaching approaches (Ngoc and Iwashita, 2012), Chung and Huang (2009) explored student attitudes and perceptions towards the implementation of CLT and concluded that the challenge of implementing CLT in Taiwan lay in an intensive exam-driven culture and society. In a country that values the outcome of learning rather than its process per se, promoting CLT in Taiwan has become an increasingly strenuous task.

(2) Motivation

In the field of ESL/EFL, there is an affluent body of research studies (Baker and Wigfield, 1999; Bernaus and Gardner, 2008) examining the relationships between the learner affective variables and learner achievement. Among many variables, motivation is perhaps the most frequently explored theme (Gardner, 1985; Horwitz, 2001; MacIntyre, 2002). Motivation in psychology and education is interrelated and interdependent.

For the past fifty years motivation has been identified by researchers as a key factor for successful language learning (Clément, 1980; Gardner, 1985; MacIntyre, Clément, and Noels, 1998). Initiated by Gardner and Lambert (1959), the Gardnerian motivation theory which profoundly influences several future researchers is developed from a social and psychological perspective and is directed toward an educational dimension. Ever since Gardner and Lambert's (ibid.) first investigation on English-French students' motivation in the L2 context, socio-educational models of L2 acquisition have emerged in motivation research (Gardner, 2000; Gardner and MacIntyre, 1993; Tremblay and Gardner, 1995) as a mainstream. In order to assess the subjects' L2 (the learning of French in Canada) motivation, Gardner and Lambert designed the Attitude/Motivation Test Battery (AMTB), a measurement of affective variables.

Gardner's model with a socio-educational focus postulates that language learning is a dynamic process in which affective variables influence achievement. Motivation is associated with an individual's values, perceptions, intentions, attitudes, goals, and even personality. According to Gardner (1985), motivation is a much more important predictor than ability and aptitude in successful language learning. It is a drive that

sustains and raises our interests and directs our behavior to achieve a certain goal. Whilst there may be interest in achieving a goal, an action to instigate that goal should be taken and effort expended is required.

In the 1990s a shift from the paradigm of social psychology to an educational focus has urged researchers to explore the construct of language learning motivation from different perspectives. The shifting views of L2 motivation from a single psychological construct (Krashen, 1981) to a dichotomous socio-educational construct (Gardner, 1985) and a multi-factorial construct have helped researchers to identify several social, cognitive and affective factors that motivate learners to learn in a variety of learning contexts. The education orientation centered around such aspects of motivation as self-efficacy, self-determination, the need for achievement, goal and attribution theories, and classroom-relevant factors such as the curriculum and the teacher.

A large body of research in recent decades has evidenced how motivation can affect L2 learning (Carless, 2004; Cheng and Dörnyei, 2007; Deci and Ryan, 1985; Elliott, Hufton, Willis, and Illushiin, 2005; Gardner, 2007, 2010). For instance, based on Gardner, Masgoret, Tennant, and Mihic's (2004) ideas, the three components of motivation — the desire to achieve a goal, attitude toward the target language and efforts expended on it — are indispensable to achieving an outcome (Gardner, 1985). Several other researchers including Dörnyei have highlighted the significance of efforts expended on the part of the language learner and associated them with motivation and language learning (Hufton, Elliott, and Illushin, 2002; Yang, Zhang, and Wang, 2009).

In studies of motivation in second language acquisition, distinctions are made between integrative motivation and instrumental motivation. Gardner and Lambert (1959) argued over the dichotomy of two other types of motivation: intrinsic motivation and extrinsic motivation. Existing research studies have raised concerns and disputes as to the effects of each kind of motivation on achievement.

(a) Integrative motivation vs. instrumental motivation

Integrativeness is one of the three components in Gardner's model of integrative motivation (Gardner, 2001). It is interrelated to the other two components — attitude toward the learning situation and motivation. Integrative motivation is the desire to integrate oneself into the target culture. An individual with integrative motivation

demonstrates interest in learning the language in order to communicate with the members of the second language community (Gardner and Lambert, 1972).

By contrast, instrumental motivation is defined as the desire to learn a language for a pragmatic purpose, such as employment or obtaining a degree. To make a clear distinction between the two, an individual with an integrative motive is one who has a genuine interest in communicating with the members of the target language or community and one who has a favorable attitude toward the language learning situation. On the other hand, a person with instrumental motivation is motivated to learn the language because of some practical goals, such as the requirement of a school subject towards obtaining a degree.

The importance of integrative motivation to success in language learning has attracted attention globally and has become a key theme in motivation research (Gardner, 1985, 2007; Gardner and MacIntyre, 1991; Zheng, 2010). Gardner (2007) conducted a study on the English grades of Spanish students and concluded that integrativeness had the greatest influence on motivation.

Regardless of the fact that instrumental motivation has not received much attention from Gardner (Guilloteaux, 2007), researchers have focused on instrumental motivation to be a major motivation factor, particularly in EFL contexts (Dörnyei, 1994; Gardner and Lambert, 1972; Littlewood, 1984). Ellis (2008), for instance, noted that although integrative motivation is a stronger indicator of achievement in learning, instrumental orientation seems to be more powerful in situations where learners do not show interest in the target language or community. The findings of some studies have reported that students with instrumental motivation were more successful language learners than those with integrative motivation (Su and Wang, 2009), in particular at and below the intermediate proficiency level, in foreign language learning situations (Warden and Lin, 2000).

(b) Intrinsic motivation vs. extrinsic motivation

The intrinsic-extrinsic motivation dichotomy is often discussed in the literature (Dahmardeh, 2009; Deci and Ryan, 1985, 2000; Yuet, 2008). Intrinsic motivation is defined as “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan and Deci, 2000: 70). Individuals perform intrinsically motivated behavior to receive internal rewards, such as

enjoyment and pride whereas they perform extrinsically motivated tasks to receive extrinsic rewards, such as praise and good grades. That is, intrinsic motivation relates to students' genuine interest in learning; however, extrinsic motivation is associated with their practical reasons for learning. Whilst there is a clear-cut distinction between the two, there remains the question of which of them is a stronger indicator of learning success.

The results of some studies (Deci and Ryan, 1985; Dörnyei, 1990, 2003) on learner motivation have highlighted the importance of intrinsic motivation over extrinsic motivation. It is argued that learning is best facilitated when individuals engage in learning for intrinsic reasons. Learners with a high level of intrinsic motivation are likely to demonstrate autonomy during their learning process, leading to a higher level of achievement.

Given the above, extrinsic components have their part to play in language learning. Where English is a foreign language in Taiwan, extrinsic motivation could be a facilitating factor in impacting achievement (Yang, Zhang, and Wang, 2009). However, as intrinsic and extrinsic motivations are not mutually exclusive (Noels, 2001) and both facilitate the learning process (Semmar, 2006), some researchers suggested a combination of both to sustain learner interest and engagement in learning tasks (Hidi, 2000).

(3) CLT and Motivation

As the effects of motivation on language learning have been well documented (Dörnyei, Csizer, and Nemeth, 2006; Gardner, 1985; 2007; Gardner, Masgoret, Tennant, and Mihic, 2004; MacIntyre, Dörnyei, Clément, and Noels, 1998), maintaining and preserving students' motivation becomes an important aspect of learning English (Dörnyei, 2006). The effects of CLT on motivation were examined by Brown (2013), who elaborated on the role CLT plays in motivation. Based on Dörnyei and Ottó's (1998) model of L2 motivation, he investigated and provided evidence of how the three major components of motivation – initiation, preservation, and retrospection were operationalized at various stages of the motivational process in the Japanese context. At the preactional stage, Brown theorized that CLT can initiate the motivational process in two ways – by focusing the class on students to meet their individual needs and

sustaining learners' "self-perceived goal" (p. 17). When it comes to the actional stage, CLT is effective at preserving students' motivation in that CLT claims authentic activities, which expose students to practical applicability. Brown suggested implementing at this stage all sorts of 'cultural products' such as foreign television programs, movies, and music into the Japanese CLT classroom to maintain learner motivation. Lastly, in the final stage of the L2 motivational process, i.e., the postactional stage, the learner reflects back on his or her past experiences, which determine the learner's future motivation. As Brown explains, given that CLT operates at only one step beyond the learner's level - in accordance with Krashen's (1981) Input Hypothesis, it assists in carrying learners through this final stage of the motivational process by providing them with a positive enjoyable experience, focusing on their strengths and building their confidence in language learning in communicative interaction activities.

3. Methodology

This study employs a quantitative approach. The collected data based on the results of motivation questionnaires were quantitatively analyzed to interpret complex phenomena through numbers, charts and statistical analyses.

(1) Participants

The subjects for this study were 163 incoming students based on convenience sampling from a nursing university in northern Taiwan. During the implementation of the study, all subjects were freshmen enrolled in a required English reading and an English Oral-Aural Practice course. They were placed at lower-proficiency level classes based on the results of their School Entrance English Placement test.

(2) Instrument

The major instrument used for this study was the questionnaire survey. The design of this study underwent piloting and the main study via a pre-CLT questionnaire and a post-CLT questionnaire. The learning motivation survey by Chang (2002) provided a salient component of the theoretical framework for this study. The main reason for the

use of this questionnaire survey was that it was a Taiwan-based questionnaire, with the same EFL teaching and learning background. Based on an open-ended pre-questionnaire questions which provided university students' own description of their EFL learning experiences in relation to motivation orientations, his questionnaire investigated Taiwanese university students' English learning motivation, which served as the basis for the questionnaire used in the pilot study and the pre-CLT motivation questionnaire of the main study. Prior to using this questionnaire, permission was granted and a consent form was received. To provide an overview of the questions, I translated the Chinese version of the motivation scale into English and had a senior Taiwan English instructor examine the two versions to avoid a gap in meaning. The 64-item questionnaire was in a five-point Likert scale format, ranging from 1 (strongly disagree) to 5 (strongly agree). Section one dealt with the participants' personal background information. Items in section two related to their motivation orientations. As the respondents were my own students, the response rate was 100%.

Using Exploratory Factor Analysis (EFA), Chang (2002) extracted nine factors from the Motivation orientation subscale accounting for 54.1% of the total variance. As shown below in Table 1, Factor 1 of motivation orientations concerned students' competence, interest, efficacy, sense of achievement, and emotions about learning English. Therefore, this factor can be termed 'Intrinsic Motivation'. Factor 1 loaded heavily on items numbered 13, 14, 20, 23, 33, 35, 36, and 37. The eight items clustering together showed that students who possessed intrinsic motivation would spend time studying English. Five items numbered 21, 24, 27, 32, and 42 obtained high loadings on Factor 2, labelled 'Interest in Foreign Languages, Cultures, and People'. They illustrated that learners who showed interests in English or the target culture and people were motivated to study English. Factor 3 which was labelled 'Implied Value with English' consisted of six items. The loadings fell heavily on items numbered 10, 11, 44, 47, 48, and 54. They showed that those who put a positive sense of value on English were motivated to learn. Factor 4 was composed of 5 items. They were related to the requirement of studying English on the part of the students. Their high loadings fell on items numbered 17, 39, 43, 45, and 56. Factor 5 consisted of three items, which involved a desire to integrate into the target community and was thus labelled 'Desire to Integrate into the Target Community'. Their high loadings were on items numbered 31,

34, and 40. This factor revealed that students having a desire to integrate into the target community were motivated to learn English. Factor 6 comprised five items, which were associated with learners' needs for English in academics, technology, computers and the Internet. Termed 'Technology and Knowledge', this factor explicated that students who had English needs in academics, technology, computers and the Internet were motivated to learn English. Their high loadings were on items numbered 15, 16, 25, 55, and 56. Factor 7, coined 'Need for Good Performance in English Class', contained four items. They indicated that students studied English because they needed to obtain good grades in class. They were high on items numbered 18, 26, 29, and 49. Factor 8, 'Need for Studying Abroad', contained two items. This factor showed that students studied English in order to pass proficiency tests so they could study abroad. They fell heavily on items numbered 30 and 41. Finally, Factor 9 was categorised as 'Future Career'. It was about students' career needs to study English. This factor was predominant in three items, which loaded heavily on items numbered 12, 19, and 22. Table 1 shows the categorization of questionnaire items based on Chang's nine motivation factors and his factor loadings. As for the post-CLT questionnaire, 163 questionnaires were distributed and the response rate was also 100%.

Table 1: Categorization of Questionnaire Items Based on Motivation Orientation*

Factor 1: Intrinsic Motivation	Loading
13. A sense of accomplishment in learning English urges me to learn more.	.56
14. Learning English is a burden for me.	.75
20. I think learning English is an interesting challenge.	.47
23. I don't like learning English because I had an unhappy learning experience.	.76
33. I have given up learning English because I do not have confidence in it.	.64
35. I really like studying English.	.63
36. I often feel uncomfortable speaking English.	.68
37. I am positive that I can learn English well.	.61
Factor 2: Interest in Foreign Languages, Cultures, and People	Loading
21. I learn English because it helps me participate in ethnic activities more comfortably.	.70
24. I want to learn English because it helps me engage in leisure activities.	.35
27. I want to learn English because it helps me communicate with people from different cultures.	.65
32. I learn English to make friends with foreigners.	.64
42. Learning English gives me a better understanding of the art and culture of English-speaking countries so I could appreciate them more.	.55

Factor 3: Implied Value with English	Loading
10. I learn English to live a better life.	.50
11. It will be a great loss if I don't study English.	.61
44. I think English sounds beautiful.	.55
47. I learn English because it makes me an influential person in my group.	.57
48. I study hard while taking English in school because I am interested in trying out new things.	.43
54. Learning English makes me a modern citizen.	.50
Factor 4: Requirement	Loading
17. I learn English because I need to take tests.	.51
39. I don't think there is a need for me to learn much English.	.48
43. I learn English because it is a required subject.	.62
45. I learn English to meet others' anticipation and requests.	.65
56. I want to learn English because my classmates and friends are learning English.	.51
Factor 5: Desire to Integrate into the Target Community	Loading
31. I want others to think that I am an English native speaker.	.78
34. I want to learn English because I'd like to think and behave like Americans and British people.	.80
40. I learn English because I want to immigrate to a foreign country.	.51
Factor 6: Technology and Knowledge	Loading
15. I learn English to become a more knowledgeable person.	.41
16. I learn English to keep myself up-to-date in academics and technology.	.70
25. I want to learn English to acquire knowledge in world news.	.44
55. I want to learn English because it is needed for computers and the Internet use.	.67
56. I want to learn English because I use English in my daily life.	.50
Factor 7: Need for Good Performance in English Class	Loading
18. I study hard in English class because I want high grades.	.74
26. It is important that I excel in English in my English class.	.52
29. When I have good performance in English exams, I will study harder.	.63
49. I study hard in my English course because I want to receive high grades.	.62
Factor 8: Need for Studying Abroad	Loading
30. I want to learn English because it helps me study abroad.	.63
41. I learn English because I need to pass the TOEFL or IELTS.	.69
Factor 9: Need for Future Career	Loading
12. I learn English because a good English competency is recognized in Taiwan.	.71
19. I learn English because the U.S. and the U.K. are powerful countries in the world.	.36
22. I want to learn English because it is helpful in finding a better job.	.63

*Source: Chang (2002)

(3) Implementation of CLT

Below is a brief introduction to the CLT curriculum in terms of its program and syllabus design, the selection of teaching materials and activities, and its instructional process.

(a) Syllabus Design

The syllabus for this study is a mixed one, one which integrates English listening, reading, and oral communication and one that claims teaching grammar through the integration of texts rather than isolated components (Folse, 2010; Millard, 2000). Various skills that arise together in real life such as speaking, reading and listening are linked in this course as is outlined in research (Richards, 2005) as one of the overarching principles of CLT. The reading syllabus was designed to develop students' reading strategies, vocabulary learning, and autonomous learning (Hsu, 2007).

The lesson plan for this study confirmed the communicative principles advocated in the CLT literature (Brown, 1994; Larsen-Freeman, 2000). Although one course was identified as 'English Reading', I developed my own methods and adapted the methodology to suit the students' backgrounds, interests, needs and their personal experience. Although many CLT teachers prioritized listening and speaking over reading and writing, I applied the CLT approach to all four skills in hopes of enhancing learners' integrative macro and micro skills.

(b) Teaching materials

Multidimensional in nature, the instructional materials used in this study aimed at increasing the communicative opportunities students had during every class session. Further priority was given to topics of interests that filled the needs of and suited the target participants' cultural, social and educational context. Given the above considerations, the instructional materials stemmed from various sources, texts and discourse, all with the central tenet of communication in mind. Last but not least, adaptation of the texts overtly arose throughout the materials.

In relation to the selection of teaching materials, several factors were taken into account. First of all, to produce genuine communication in language learning, it was crucial that that learning materials include authentic tasks. Secondly, the themes and content of the materials were intended to meet the needs, interests, backgrounds, and language level of the learners' competence. Many communicative activities provided a variety of communicative contexts for learners to internalize language. An integrated skills approach was utilized so that form could be picked up in unthreatening interactive activities.

As for the reading and listening texts, there was a broad range of articles from

various sources, whose topics were carefully selected from lifelike situations such as newspapers, magazines, and the Internet where globally and culturally diverse perspectives were accessible. As the focus of learning was the learners' ability to communicate rather than grammar rules, fluency was valued more than accuracy. Error correction was minimized to the extent that learners could express their ideas freely.

(c) Teaching activities

The types of activities for this study may vary to a certain degree, but all aim to engage learners in group work or pair work to initiate oral communication. The curriculum is based on learners' needs and interests to include a wide range of activities, such as information gap, survey, problem-solving, discussion, role-plays, improvisation, simulation, debating, and project work. A cycle of such activities were reinforced one another throughout the entire program. CLT makes it a focal point to make learning a light-hearted and pleasant experience.

The four key CLT activities implemented in the instructional program for this study were role-play, information-gap, problem-solving, and games.

(4) Data collection

The data collection involved the pre-CLT motivation questionnaire and the post-CLT motivation questionnaire for the target sample. At the initial stage of the study, all participants including those students for the pilot study and main study were provided written sheets describing the purpose of the study, descriptions of the procedures of data collection, and their rights as participants. The sheets were then signed as the consent forms for their agreement to the terms and conditions of this study.

A major data collection instrument used in this study is a pre-CLT and a post-CLT questionnaire containing 64 items each. The scale provided an independent assessment of nine constructs, assessing different aspects of motivation and gained insights into the present study. This motivation questionnaire was pilot-tested beforehand and formally administered twice.

(a) Pilot study

A pilot study was conducted prior to the implementation of the study. The participants in the pilot study were a class of 54 freshmen aged 18 to 26. They were

enrolled in their School English courses when the study was undertaken. The Chinese version of the questionnaire was taken, reviewed and modified for clarification by two senior non-native Taiwanese English teachers to eliminate any potential language-based interference. In June 2010, the Chinese version of the questionnaire was pilot tested to students other than the participants in the main study. The response rate was 100 percent. The administration of the pilot-study lasted 30 minutes. After the pilot study, several modifications were made such as one background question and the unclear meanings caused by inappropriate wording.

(b) Main study

In the main study, the self-administered questionnaires were conducted twice, in September 2011 and June 2012 respectively, during the school semesters. As was the case in the pilot study, both the pre-CLT and post-CLT questionnaire survey employed the five-point Likert scaled format. One hundred and sixty-three students completed the survey, both of which lasted 30 minutes, and the response rate was 100%. The motivation items were quantitatively measured by the SPSS (Statistical Package for the Social Sciences) 18.0 package.

(5) Data Analysis

The data analysis for this study led to the background information of the subjects based on the descriptive analysis of Section 1 of the motivation questionnaire items and the quantitative analysis of both pre-CLT and post-CLT tests.

The first 7 items in Section 1 of the pre-CLT motivation questionnaire provided detailed background information of all 163 participating students. Of the 163 participants, 146 of them (89.6%) were females and only 17 (10.4%) were males. Their ages ranged from 18 to 24, with an average of 19.40 years. With respect to their academic background, almost all (98.8%) were incoming students studying in the same nursing university. 44.8% of the subjects were studying in the four-year program whereas 55.2% of them were in the 2-year program. Regarding their majors, 81.6% of the subjects studied nursing, 12.3% studied Exercise and Health Science, and only 6.1% of them studied Infant and Child Care. As for their previous education backgrounds, 35% of the subjects had attended vocational colleges, followed by vocational high schools (26.4%), 5-year or 3-year junior colleges (19.6%), comprehensive high schools

(16%), and general high schools (3%).

Via the use of a pre-CLT questionnaire and a post-CLT questionnaire survey, the learner motivation was measured quantitatively and is presented in Table 2. As can be seen in Table 2, the means for three motivation components, Factors 4, 8, and 9, respectively, were slightly enhanced after CLT instruction: For Motivation Factor 4, ‘Requirement’, M = 3.47 for the pre-CLT test, and M = 3.57 for the post-CLT test; for Motivation Factor 8, ‘Need for Studying Abroad’, M = 3.76 for the pre-CLT test, and M = 3.79 for the post-CLT test. As for Motivation Factor 9, ‘Need for Future Career’, M = 3.82 for the pre-CLT test, and M = 3.83 for the post-CLT test. The difference between the two motivation components, factor 2 and factor 4, were measured to be significant.

Table 2: Mean, Standard Deviation and T Value of Learners’ Motivation (N = 163)

Motivation Components	Mean & Standard Deviation (SD)		
	Pre-test (SD)	Post-test (SD)	t
F1: Intrinsic Motivation	3.38 (0.66)	3.31 (0.66)	-1.376
F2: Interest in Foreign Languages, Cultures, and People	3.83 (0.62)	3.73 (0.58)	-2.305*
F3: Implied Value with English	3.64 (0.52)	3.58 (0.49)	-1.469
F4: Requirement	3.47 (0.52)	3.57 (0.41)	2.416*
F5: Desire to Integrate into the Target Community	2.66 (0.87)	2.55 (0.81)	-1.883
F6: Technology and Knowledge	3.86 (0.55)	3.84 (0.50)	-0.484
F7: Need for Good Performance in English Class	3.45 (0.57)	3.44 (0.64)	-0.213
F8: Need for Study Abroad	3.76 (0.79)	3.79 (0.69)	0.471
F9: Need for Future Career	3.82 (0.59)	3.83 (0.58)	0.039

*p<.05, **p<.01, ***p<.001

To derive the effects of CLT instruction on participants’ learning motivation, a paired-samples t-test was further carried out. Statistics in Table 2 indicated that for

Factor 2, labeled 'Interest in Foreign Languages, Cultures and People', the post-CLT test score was significantly lower than the pre-test score ($t = -2.305, p < .05$). Conversely, for Factor 4, termed 'Requirement', the post-CLT test score was significantly higher than the pre-CLT test score ($t = 2.416, p < .05$).

4. Results

Via the use of a pre-CLT questionnaire and a post-CLT questionnaire survey, learner motivation was measured quantitatively by carrying out a paired-samples t-test. As seen below in Table 2, the means for three motivation components, Factors 4, 8, and 9, respectively, were slightly enhanced after CLT instruction. The finding was that after the implementation of CLT, more students felt the need to study English for examinations, to study abroad, and to study for their future career. Of the three motivation components, the 'Requirement' factor had the biggest enhancement, confirming what was reflected on earlier in the Literature Review section that instrumental motivation was a stronger variable in achieving successful learning in comparison with intrinsic motivation in the EFL contexts.

Additionally, it can be seen from the highlights in Table 2 that there were significant differences in Factors 2 ($t = -2.305, p < .05$) and Factor 4 ($t = 2.416, p < .05$) between the respondents' pre-CLT and post-CLT motivation components. The reflected statistics showed that CLT instruction had a negative effect on participants' interest in the English language, the cultures, and people whereas its effect on their motivation in terms of 'Requirement' was positive. In other words, after the intervention of CLT instruction, the participants were less interested in English, the cultures and people. Nonetheless, they demonstrated a higher level of motivation towards studying English for exams or higher grades.

5. Discussion and Conclusions

The first finding is that students are motivated to learn English because English is a required school subject. Conversely, they are not affected by 'intrinsic motivation' as they do not show 'interest in foreign languages, cultures, and people'. Based on the

results of the research findings, it can be concluded that the CLT approach has an effect on learners' 'requirement' motivation to learn English. Conversely, learners' intrinsic motivation is not affected by CLT instruction. It seems to suggest that in Taiwan, EFL learner motivation can be triggered by their 'requirement' motivation to learn English.

The finding of this study coincides in part with the results of Sato and Kleinsasser's (1999) study in that the motivation level of the participants in this study was not enhanced to a satisfying degree after CLT instruction. In this regard, a view commonly held by a typical participating student in this study is that when asked in the questionnaire "Why are you studying English", many subjects related the reason to study or work. Similarly, as to whether they liked or disliked learning English, the subjects unanimously linked the reason to grades or exams. Given these, it can be concluded that the findings of this study are in part consistent with the results of a few previous studies (Su and Wang, 2009; Warden and Lin, 2000). That is, the learner motivation in an EFL context is more towards instrumental or extrinsic motivation rather than intrinsic or integrative motivation. In sum, the present study demonstrated conclusively that students expressed a bigger concern over the requirement of learning English.

6. Pedagogical Implications

The first finding and conclusion that CLT instruction has a positive effect on students' motivation arising from their 'requirement' to learn English leads to the implication that instrumental motivation is a key variable in successful language learning rather than intrinsic motivation in the Taiwan context. However, it was illustrated earlier that instrumental motivation does not last long. A learner with an integrative or intrinsic motivation is believed to sustain longer motivation along the learning course as intrinsic motivation may reflect a person's genuine interest in English. Therefore, this study provides pedagogical implications for teachers to reflect on the ways to raise their pupils' genuine interest in learning by improving their teaching practice.

Further implication drawn from the connection between CLT and motivation is that classroom teachers are concerned about the ways in which any teaching approaches can

foster motivation and hence language acquisition. It is not uncommon for EFL classroom teachers to question CLT as an effective approach and hesitated in implementing it. To the extent that CLT has a positive effect on learner motivation based on the results of this study, it is likely to envisage how CLT might contribute to learners' communicative abilities, which rests on the shoulders of the teacher.

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溝通式教學法對技職體系護理 學生學習動機的影響

章慧琴*

摘 要

本研究的目的為探索溝通式英語教學法對臺灣一所技職大學護理系學生學習動機的影響。由於此類研究並未曾針對該族群深入探討，本人關切是否此種西方的教學法適合已盛行傳統文法教學法數十年的臺灣。受測者為北臺灣一所技職大學 163 位護理系新生，在溝通式教學法實施前後，分別施以學習動機問卷。研究結果顯示，在教學法實施後，受測者的工具型動機增強了。本研究的結果呈現了教學上的含意，也就是任何教學法應做恰當的改變，以適應自己國家的教育情境，才能提昇學習動機，進而增進教學成效。

關鍵詞：溝通式教學法、學習動機、技職體系護理學生

* 作者為國立臺北護理健康大學通識教育中心副教授，E-mail: hcchang@ntunhs.edu.tw。
作者對兩位匿名審稿者給予本文之修改見解，致上誠摯之謝意。

