摘　要

《普通高中英语课程标准（2017 年版 2020 年修订）》强调在真实情境下综合运用语言，突出对学生英语语言交际能力的培养。鉴于高中生在英语课堂上比较沉默，不太愿意使用英语进行交流，提高学生英语课堂交流的参与度，培养其英语交际能力十分重要。学界关于动机和英语交际意愿的研究很多，但是鲜有研究以二语动机自我系统为动机理论基础，探讨其和英语交际意愿的关系。二语动机自我系统不仅包含传统的语言层和学习者层，还包含学习情境层面。

因此，本研究以 Dörnyei 的二语动机自我系统和 MacIntyre 等人提出的二语交流意愿金字塔模型为理论框架，以 292 名杭州市重点高中的高一学生为研究对象，采用定量研究和定性研究相结合的方法，以问卷调查和访谈为工具，回答以下三个研究问题：（1）高中生的英语学习动机和英语课堂交际意愿水平如何？（2）不同英语水平学生的英语学习动机和课堂交际意愿有何差异？（3）理想英语自我，应该英语自我和英语学习体验与英语课堂交际意愿有怎样的相关性？

通过使用 SPSS 26.0 处理问卷数据并结合访谈分析，本研究有以下发现：（1）高中生有中等水平的英语学习动机，其中理想英语自我和英语学习体验较高，应该英语自我最低；高中生的英语课堂交际意愿也处于中等水平，其中口语交际意愿较高，书面交际意愿较低；（2）不同英语水平学生的动机和交际意愿都存在显著差异。高学习水平学生的理想英语自我和英语学习体验显著高于低学习水平的学生，高中低学习水平学生的应该英语自我无显著差异；高学习水平学生的英语课堂口语和书面交际意愿都显著高于低学习水平学生；（3）高中生的理想英语自我、应该英语自我和英语学习体验均与英语课堂内口语和书面交际意愿呈显著的正相关关系；（4）理想英语自我和英语学习体验能预测课堂口语交际意愿，应该英语自我不能预测课堂口语交际意愿；而理想英语自我、应该英语自我和英语学习体验均能预测课堂书面交际意愿。

基于以上结果，本研究为高中英语教师在激发学生英语学习动机和提高其英语课堂交际意愿方面提供一系列教学启示及建议。

关键词：英语学习动机；英语交际意愿；相关性

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List of Abbreviations

EFL	English as a Foreign Language
IES	Ideal English Self
OES	Ought-to English Self
ELE	English Learning Experience
L2 MSS	Second Language Motivational Self System
L2 WTC	Second Language Willingness to Communicate
SPSS	Statistical Package for the Social Science

Chapter One Introduction

This chapter consists of three sections: research background, purpose and significance of this study, as well as thesis structure.

1.1 Research background

Against the background of globalization, with the fast development of society and economy in China nowadays, foreign language learning is becoming increasingly important, which is highly required when communicating with foreigners in work and life and utilizing it with academic purposes. That is to say, foreign language is widely acknowledged as the fundamental means in cross-cultural communicative activities. English, as one of the most significant and the most widely used international languages, has naturally got the greatest attention in a variety of foreign languages. Accordingly, the demand for competent English language users is rapidly increasing in many industries in China.

Besides, at the period of fundamental education, English teaching and learning has received much more attention compared with other foreign languages such as Japanese, German and French. As *The English Curriculum Standard for Senior High School* (2017 Edition 2020 Revision) (2020) pointed out, English teacher should focus on the comprehensive use of four language skills (listening, speaking, reading, and writing) rather than the training towards a single skill in order to improve students' English core competence. That is to say, the traditional grammar-centered instruction must be abandoned and more attention should be paid to enhance students' competence of communicating with others in authentic situation.

However, a great number of Chinese students have long been portrayed as silent and passive English language learners due to the fact that they are unwilling to engage in various oral communicative activities inside and outside English classroom (Liu & Littlewood, 1997). This might be related to students' willingness to communicate (WTC) in a foreign language. WTC is identified as the final step before the real communication behavior, which can predict if students will initiate foreign language

communication with other people. It is deemed as a vital element of successful foreign language learning (MacIntyre et al., 1998). Thus, it is apparent that English WTC is of great significance for English teaching and learning, deciding whether students will be engaged in communicative activities. Learners with relatively higher levels of WTC in English will spontaneously participate in communication without anticipating extrinsic rewards, while students with lower levels of WTC are less likely to take part in communicative activities inside the classroom. The lack of English WTC hinders them from feeling the sense of enjoyment and productivity while communicating with others, which in turn leads to lower willingness to communicate. However, there has been solely a small body of research exploring senior high school students' English WTC. Therefore, given the significance of WTC in English, the factors affecting it must be sought out. Among studies of WTC, factors affecting English WTC has become more and more popular. Many individual difference and contextual factors of influencing learners' English WTC have been examined, such as foreign language anxiety, self-confidence, motivation, classroom atmosphere and topics (Peng & Xie, 2014). Nonetheless, as regards the factor of learning motivation, considerable studies exploring the relationships between it and English WTC were based on the Gardner's (1985) socio-educational model, which has been criticized by many scholars. They claimed that it was not suitable for second and foreign language acquisition under the circumstance of globalization. Therefore, the second language motivational self system (L2 MSS) proposed by Dörnyei (2005) was adopted by many studies, which has been proved its validity in motivated learning behavior in various language and cultural contexts (Taguchi, Magid, & Papi, 2009; Ryan, 2009; Papi & Teimouri, 2012). Furthermore, among the previous empirical studies based on L2 MSS, much has been known on its two selves (ideal L2 self and ought-to L2 self). However, another variable, namely, the influence of L2 learning experience upon WTC remains largely under-investigated. It is also worth noting that substantial research on the relationship between motivation and WTC takes university EFL learners as research subjects, while there are almost few studies focusing on senior high school students' learning motivation and WTC in English (Peng & Xie, 2014).

In summary, based on the background of globalization and curriculum standards, the current study attempts to closely investigate the relationships between English learning motivation and WTC inside the classroom built on the theory of L2 MSS and heuristic model of WTC. Moreover, the third variable (L2 learning experience) of L2 MSS will be taken into the current study as well. Thus, the research into Chinese senior high school students' WTC in English may provide some theoretical and pedagogical implications and insights to the English language education in China and other similar EFL contexts.

1.2 Research purpose and significance

A large number of research results have revealed the positive relationships between students' leaning motivation and WTC in English. Studies to date, however, have mainly been conducted among university EFL learners. Relevant research aiming at senior high school students need to be carried out. Ministry of Education (2022) has stated that the subject and score of foreign language in National College Entrance Examination remain unchanged because the current arrangement towards foreign language examination is in accordance with central government's top-level design for the reform of National College Entrance Examination. Therefore, it is apparent that senior high school students still must learn foreign language, especially English, with enormous effort. In another word, as one of the three key subjects, English need to be paid great attention by both English teachers and students. Thus, improving learners' motivation is of great importance. Moreover, the comprehensive application, communication and expression competence on English language have been highlighted in *The English Curriculum Standard for Senior High School* (2017 Edition 2020 Revision) (2020). That is to say, students' WTC in English must be paid much attention. Hence, on the basis of previous studies, the current research attempts to investigate senior high school participants' general levels of English learning motivation and WTC inside the classroom. In the meanwhile, the differences on learning motivation and WTC between students with high, middle and low English proficiency levels will also be explored. Most importantly, the relationships between

senior high school students' English learning motivation and WTC inside the classroom is to be examined. Through above analyses, the research hopes to provide an insightful angle towards the exploration and comprehension of senior high school students' learning motivation and WTC in class so that their English achievement and communicative competence would be promoted to a degree.

Besides, the present study contributes theoretically and pedagogically to the fields of applied linguistics and English language education. Theoretically, there are substantial studies on WTC in English in relation to learning motivation, among which there are many different theoretical frameworks of learning motivation like achievement motivation theory, reinforcement theory, and self-efficacy theory in the field of educational psychology and socio-educational model proposed by Gardner (1985) in second language acquisition. Especially in the field of second language acquisition, much of the explanatory power of the socio-educational model has been lost as the concept of "English as a lingua franca" prevails in the world of globalization. However, relatively little research has been developed based on the theory of L2 MSS, which is considered more adaptable to English as lingua franca circumstance. Meanwhile, in the existing research based on L2 MSS model, most of them explored the influence of ideal self and ought-to self upon WTC in English, without taking English learning experience into consideration. Thus, the present study is expected to contribute to the previous literature on the motivational power to English WTC in Chinese contexts.

Pedagogically, in the National College Entrance Examination in China, senior high school students must take one foreign language examination, which is predominantly English. Thus, English language learning is highly essential for most of them. Previous studies have revealed that higher levels of learning motivation and WTC in English have positive influence on learners' academic performance (Ge & Jin, 2016). Therefore, it is of great necessity to conduct studies on senior high school students' motivation and WTC in English class, which will provide more evidence in promoting students' learning motivation, English communicative competence and their academic achievement in English subject.

1.3 Structure of the thesis

This thesis consists of five chapters. The first chapter is the introduction, which involves research background, research purpose and significance, and structure of the thesis. The second chapter demonstrates the literature review on English learning motivation and willingness to communicate, containing key definitions and related studies at home and abroad. In the third chapter, research methodology is presented, which includes research questions, participants, research instruments, data collection and analysis. The fourth chapter is the highlight of the whole thesis, presenting research results and discussions in detail. The last chapter is the conclusion, mainly encompassing major findings of the research, pedagogical implications, limitations and suggestions for future studies.

Chapter Two Literature Review

The literature review is presented in this chapter. First, it dwells on the development of second language motivation theory, defines the key concept of English learning motivation and introduces relevant studies related to motivation at home and abroad. Second, definitions and relevant studies on WTC are provided. Third, it reviews previous studies on the relationship between motivation and WTC.

2.1 Learning motivation

2.1.1 Development of motivation theory

Second language motivation research has always been a great concern both at the theoretical and empirical levels since the 1950s. A large number of L2 motivation models have been proposed in the field of linguistics, socio-linguistics and second language acquisition, which have evolved from Gardner and Lambert's (1959) socio-educational model to Dörnyei's (2009) L2 motivational self system (L2 MSS). The rapid theoretical development in this field displays that motivation studies have been drawing increasing attention in academic circles.

Gardner and Lambert (1959) held that second language acquisition was related to the social and cultural milieu, and thus they put forward the classic socio-educational model. To further clarify relevant motivational components in this model, language learning motivation was divided into two categories, that is, integrative motivation and instrumental motivation (Gardener & Lambert, 1972). Integrative motivation contained the desire for communication and emotional identification with the target language community, while instrumental motivation was concerned with the pursuit to pragmatic value of the target language like the increased salary and better career opportunities. According to Gardener and Lambert (1972), both kinds of motivation could stimulate and drive second language learning. In the long term, however, compared with individuals with instrumental orientation, learners with integrative orientation would display greater motivational effort in learning and acquire better L2

competence. In other words, second or foreign language learners' motivation could be determined by integrativeness, while instrumentality would solely serve as a support.

The classic integrative and instrumental dichotomy has dominated the field for decades. Nevertheless, with the deepening of research on second language learning motivation, the applicability of this model has been questioned by many scholars mainly from three respects. In the first place, research on second language learning motivation on the basis of socio-educational model was almost all conducted in the bilingual ethnic contexts such as Canada, which led to a lack of explanatory power for the language environment where foreign language learners rarely had any chances to communicate with people from the target language community (Hu, 2002). In the second place, the influence of social environment on foreign language learning motivation was mainly considered, whereas the influence of school and classroom environment on the motivation was neglected to a great extent. In the third place, the ignorance of instrumental motivation in many foreign language learning contexts also led to much criticisms from other researchers (Sammiy & Tabuse, 1992).

Under this situation, self-determination theory of L2 motivation attempting to amend the socio-educational model was put forward by Deci and Ryan (1985), which contained intrinsic motivation and extrinsic motivation. The former referred to motivation to participate in an activity because it was satisfying and pleasant to do, while the latter indicated motivation to achieve an instrumental end, such as passing an examination or earning a reward. In sum, it should be noted that the role of instrumental motivation is as significant as that of integrative motivation and there is a continuum between them.

Many researchers began to realize that motivation was dynamic rather than static with the development of motivation theories. Built on this nature of motivation, Dörnyei and Otto (1998) developed a process-oriented approach. As they noted, this process-oriented model of second language learning motivation was a synthesis which attempted to integrate models and propositions from several sources into a more comprehensive scheme.

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