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研究計畫名稱：

外籍教師交流對英語學習成效之探討：

以陸軍官校應用外語系為例

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摘 要

民國 107 年起，行政院以 2030 年為目標，企圖打造我國成為雙語國家，其兩大目標包含「提升國家競爭力」、「厚植國人英語力」，透過全面啟動教育體系的雙語活化以提升國人英語力。國防部為因應國家政策與日漸頻繁的臺美軍事交流，以及提升軍校學生英語學習能力，自 111 學年度起特邀美國國防語言中心（DLIELC）美籍教師赴各軍事院校交流授課，期能有效提升軍校學生之英語能力。在 112 學年度連續兩個學期，每周兩天有兩位美國國防語言中心教師至陸軍官校交流授課。本計劃案企圖檢驗語言學習者在外籍教師課堂的語言學習態度和動機的變化。在全英語的環境中，語言學習者遇到那些困難，他們是否能克服困難，這些困境是否改變學習者的態度和動機。本研究將透過課堂觀察、訪談、問卷、課堂口語報告等來分析語言學習者主觀和客觀對於學習態度和動機的變化。

Abstract

The government of Taiwan has launched an important national development plan called the Bilingual 2030 policy, focusing on “accelerating the development of bilingual higher education.” To align with the increasing military exchanges between Taiwan and the United States and improve cadets’ English proficiency, the Ministry of National Defense invites teachers from the English Language Center of the U.S. Defense Language Institute to stay for longer at military schools. This research aims to examine changes in language learners’ attitude and motivation in a native-speaker’s classroom at a military school. It investigates the difficulties language learners face in an English-speaking classroom with native English instructors, whether these difficulties are overcome and how they affect performance outcomes. Data from the research is collected through artifacts, questionnaires, interviews, and class observation.

Keywords: Bilingual 2030, language teaching, English learning, native English teacher, motivation

1. Introduction and Context

The government of Taiwan has launched an important plan for national development, known as the Bilingual 2030 policy, with the goal of becoming a bilingual English-Mandarin nation by 2030. According to the National Development Council, the policy is aimed to “boost the competitiveness of Taiwan’s young generation” and “strengthen English communication skills of the citizens, especially among young people, to help bolster their global competitiveness” (the Bilingual 2030 policy, National Development Council). To achieve this goal, the National Development Council and the Ministry of Education are coordinating all available resources to actively implement the Bilingual 2030 policy. The policy focuses on six main areas:

1. Accelerating the development of bilingual higher education.
2. Balancing and optimizing bilingual conditions for schools at the senior high school level and below.
3. Developing digital learning.
4. Expanding provision of affordable English proficiency test.
5. Raising civil servants’ English proficiency.
6. Establishing an administrative body dedicated to policy promotion and implementation.

Through these efforts, the government aims to enhance overall effectiveness and equip the young generation with better bilingual capabilities and international competitiveness.

To enhance English proficiency, English education in Taiwan begins early in elementary school. Since 2004, the Ministry of Education has implemented the “Foreign English Teacher (FET) program” to create an English-speaking environment for primary and secondary students by recruiting dozens of foreign English teachers. To achieve the Bilingual Policy 2030, the MOE initiated the “Taiwan Foreign English Teacher program (TFET)” in 2021 to recruit hundreds of foreign English teachers to teach in local schools.

The Ministry of National Defense (MND) initiated its native English teacher program later than the Ministry of Education. To comply with the Bilingual Policy 2030, the MND collaborates with the English Language Center of the U.S. Defense Language Institute to contract native English teachers to teach in military academies. Since September 2022, two native English teachers have been based in southern Taiwan for 15 weeks per semester, rotating among four military

academies each week. At R.O.C Military Academy, these teachers specifically instruct cadets majoring in English. This study examines the relationship between native English teachers and cadets' EFL(English as a Foreign Language) learning motivations at ROCMA. It explores concepts such as intrinsic and extrinsic motivation and investigate the cadets' motivations to learn English through various lens.

2. The Purpose of the study and the research questions

This research aims to examine changes in language learners' attitudes and motivations in a native-speaker's classroom within a military school context. The study investigates the difficulties language learners encounter in an English-speaking classroom taught by native English instructors, whether these difficulties are overcome, and how they affect performance outcome. Data from analysis is collected through artifacts, questionnaires, interviews, and class observations.

Based on the purpose of the study, the research seeks to address the following questions:

1. Whether the teaching of native English teacher can boost language learner's motivation and attitudes.
2. What intrinsic and extrinsic motivation factors affect language learners.
3. What difficulties language learners encounter in a native English teachers' classroom.

3. Theoretical Framework

Motivation

Motivation is considered essential in foreign language learning. It is generally understood as "an internal drive that makes an individual do the best [they] can do to satisfy [their] learning desires" (Daif-Allah and Aljumah, 2022, p.66). In other words, motivation refers to a person's attitude, determination and effort to learn a language (Garnder, 2007). Oxford and Shearin (1996) believe that motivation affects language learners to actively participate in the learning process. Additionally, Pintrich & Schunk (2002) state that motivation affects nearly every stage of learning.

3.1 Intrinsic motivation

Deci and Ryan (1985) divided motivation into two types: intrinsic and extrinsic. Subsequent studies have extensively explored these concepts. Intrinsic motivation refers to motivations that come from within a learner (Asmari and

Javid, 2011). It includes feelings of accomplishment, curiosity, competence, and the desire to learn and grow. This type of motivation is a positive inborn source for language learners and positively influences their foreign language performance. Eccles et al. (1993) stated that learners' interest in learning play a significant role in their performance. Most studies have confirmed the relationship between intrinsic motivation and learning outcome, viewing it as vital for acquiring new knowledge. However, Ryan and Deci (2000) noted that intrinsic motivation, despite being a positive inborn desire, can be diminished by obstacles such as parenting styles, authoritative teaching and extrinsic punishment.

3.2 Extrinsic motivation

Extrinsic motivation is directly related to external factors influencing a language learner. External reasons that drive language learners include finding a better job, aspiring for success, or avoiding punishment. Some studies have found that external drivers such as teachers, parents, and peers can help language learners gain a sense of belonging and respect (Ryan & Deci, 2000). Many studies have demonstrated the positive influence of extrinsic motivation on language learner's behavior, such as high level of involvement, active participation, and improved mental health (Sheldon & Kasser, 1995). However, extrinsic motivations are not always positive and should be viewed from more diverse and multifaceted angles. For instance, motivations like avoiding punishment, being stressed about achieving a goal, or facing high expectation can negatively impact learners' mental health. Kong (2009) recommended that both intrinsic and extrinsic motivation should complement each other and work together for the benefit of language learning.

4. Participants

Ninety-nine cadets from the R.O.C. Military Academy participated in this study. They were all students from the Department of Applied Foreign Languages, spanning freshmen, sophomores, juniors, and seniors, aged 18 to 23. Participants were enrolled in their required English course, taught by DLI teachers. The study included class observation over two semesters, allowing participants time to adjust to the English environment provided by native-speaking instructors.

The information about the participants is shown in the following table.

Gender Year	Male	Female	Total
Freshmen	16	4	20
Sophomores	16	4	20
Juniors	23	6	29
Seniors	23	7	30
Total	78	21	99

5. Methodology

This research includes both quantitative and qualitative data aimed at examining changes in language learners' attitudes and motivation in a native-speaker's classroom within a military school context. The data collection and analysis are explained as follows:

5.1 Data collection and sources

There were four methods of data collection: questionnaires, artifacts, interviews and class observation.

5.1.1 Questionnaires: A survey with both open- and close-ended items was used in this study. These items were designed to investigate three central elements: the participants' English background, the strategies they used to cope in class and their motivation levels. A 5-point Likert Scale indicating "strongly agree", "agree", "neither agree or disagree", "disagree", "strongly disagree" was used for the close-ended items.

5.1.2 Artifacts: In-class oral situation reports, oral presentations, and ALCPT score performance were utilized.

5.1.3 Interviews: one-on- one in-depth interviews were conducted.

5.1.4 Class observation

5.2 Data analysis

5.2.1 The results of the survey questions were analyzed to examine changes in motivation levels. Personal background information includes the cadets' length of English education, the number of hours they spend studying English weekly, and their overseas experience. Participants were asked about their intrinsic and extrinsic motivation levels as affected by native English teachers and the strategies they used in the English-speaking classroom.

5.2.2 Artifacts: In-class oral situation reports, oral presentations, and ALCPT score performance were used for data analysis.

- 5.2.3 Interviews: One-on-one in-depth interviews were conducted to gain a detailed understanding of how participants perceived changes in their motivation levels and the difficulties they encountered in a native English teacher's classroom.
- 5.2.4 Classroom observations: Observations were conducted to see if participants could understand the instructor's messages clearly and how they coped with the English speaking environment.
- 5.2.5 Data analysis: The data collected were analyzed qualitatively through Miles and Huberman's stages, "three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification" (1994, p.10).

6. Findings and Results of Quantitative Data Analysis

In the next sections, the two researchers will discuss the result of quantitative and qualitative data analysis. The sections on 6.1 to 6.5 focus on quantitative data, and the rest is qualitative data analysis.

6.1 Background information

A total of 99 English majors—comprising 20 freshmen, 20 sophomores, 29 juniors, and 30 seniors—completed the questionnaire, yielding 95 valid responses. The questionnaire consisted of four sections: background information, learning motivation, learning outcomes, and challenges encountered by the participants. The analysis below focuses on their background information.

First, although all cadets began studying English as a required subject from elementary school, their dedication to the language varied. The majority (54.7%) reported having studied English diligently since elementary school, while 31.6% only began taking it seriously in junior high school. A smaller proportion (13.7%) admitted to not prioritizing English learning until high school. These findings suggest that a significant number of participants had established a long-term commitment to English learning.

Second, regarding their overseas experiences, nearly half of the participants (46.3%) had never traveled abroad. Among those who had, 42.1% spent a short duration (less than three months) overseas, and 11.6% stayed abroad for

more than three months. This indicates that only a minority of respondents had substantial immersion experiences in English-speaking environments, which may impact their language proficiency and cultural exposure.

Third, in terms of countries visited and duration of stay, short visits to nearby Asian countries were most common (32.3%), followed by long-term stays (6.5%) in English-speaking countries, such as the United States and Australia. Short-term stays in English-speaking countries accounted for 5.4% of the responses. These findings reflect participants' preference for regional travel and limited exposure to immersive English-speaking environments. The results of question 2 are consistent with those of question 3, revealing that the majority of participants lacked immersive English learning opportunities, potentially influencing their English proficiency and cultural understanding.

Fourth, regarding the time spent studying English each week, 60% of participants reported studying for 1-3 hours. This was followed by 20% studying for 3-5 hours, 9.5% not studying at all, 7.4% studying for 7 or more hours, and 3.2% studying for approximately 57 hours per week. These figures suggest that although English is an integral part of most participants' academic lives, it does not dominate their study schedules.

Question 5 explored the participants' reasons for choosing English as their major. A strong interest in English or foreign language learning was the most frequently cited reason (40%). Additionally, 15.8% viewed English as a practical tool for future endeavors, such as studying or living abroad and securing employment. Meanwhile, 14.7% chose English due to their proficiency in the language, and 10.5% selected it for self-development purposes, such as pushing personal boundaries, broadening horizons, and seeking challenges. These findings highlight that the motivations for majoring in English encompass a mixture of personal interest, practical utility, and self-improvement.

In conclusion, although all participants began learning English in elementary school, their dedication to the language varies. Roughly half have no overseas experience, and those who did travelled abroad for short periods, mostly to nearby Asian countries. Their weekly English study time is limited, with the majority spending 1-3 hours on their major area of study. Their reasons for choosing English as a major are diverse, ranging from a passion for language

learning to practical considerations such as future career opportunities and self-development.

6.2 Participants' motivation and motivational factors

A significant portion of the analysis focused on participants' motivation and how various motivational factors interacted in classrooms led by native English-speaking teachers. The researchers categorized these factors around attitudes and motivation toward English learning, expectations, classroom experiences and interactions, relationships with foreign teachers, and engagement and preferences in class. Below is an analysis of these key themes.

6.2.1 Attitudes and motivation toward English learning

First, regarding participants' desire to master English, an overwhelming majority (97.9%) expressed a strong motivation to learn the language well, with 66.3% strongly agreeing and 31.6% agreeing. Only 2.1% maintained a neutral stance toward this goal. These findings indicate that the participants are highly driven to attain proficiency in English (Question 7). In terms of self-initiated reading activities aimed at improving English proficiency, a substantial proportion of respondents (87.4%) affirmed their commitment to reading as a means to enhance their language skills, with 42.1% strongly agreeing and 45.3% agreeing (Question 8).

The role of native English-speaking teachers in fostering students' motivation was a central focus of this study. Survey results revealed that 93.7% of participants (46.3% strongly agree and 47.4% agree) believed that being taught by native English-speaking teachers would significantly improve their English proficiency (Question 9).

Regarding motivation in classes taught by native English-speaking teachers, 82% of participants reported high levels of motivation (36.8% strongly agree and 45.3% agree), while 17.9% remained neutral in their responses (Question 20).

6.2.2 Participants' expectations

The second category examined participants' expectations for their native

English-speaking teachers. This was a multiple-selection question, and a frequency count was conducted. The top five areas of focus were speaking ability (81), listening (79), pronunciation (65), teaching methods (62), and vocabulary and phrases (50). These results suggest that participants prioritized oral proficiency in their learning objectives from native English-speaking teachers (Question 10).

6.2.3 Classroom experiences and interactions

The third category focused on classroom experiences and interactions in classes taught by native English-speaking teachers. This section included six questions. The first question examined whether participants maintained curiosity during these classes. The results revealed that the majority of participants (86.8%: 42.1% strongly agreed, 44.3% agreed) remained curious, while 13.7% reported a neutral attitude (Question 11).

Regarding classroom activities conducted by native English-speaking teachers, the results show that the majority of participants (87.4%: 44.2% strongly agreed, 43.2% agreed) enjoyed these activities, while 11.6% held a neutral stance and 1.1% disagreed (Question 12).

As for the encouragement provided by native English-speaking teachers, an overwhelming number of participants felt encouraged and supported (90.5%: strongly agreed 46.3%, 44.2% agreed), with only 9.5% maintaining a neutral attitude (Question 13).

Concerning positive feedback, a very high percentage of respondents (92.5%: 46.3% strongly agreed, 46.3% agreed) reported receiving positive feedback from native English-speaking teachers. Only 7.4% of participants expressed a neutral attitude toward the feedback provided (Question 17).

Questions 18 and 19 explored the teaching materials used in the classroom. The assigned textbook was the *American Language Course* series, developed by the English Language Center of the United States Defense Language Institute (DLIELC) for training military personnel from allied nations. These books cover both general English and military-specific topics relevant to the professional and vocational fields of military personnel. In addition to the textbooks, teachers also used a

variety of audio-visual materials. The results indicate that cadets clearly preferred teacher-developed materials over the *American Language Course* textbooks. Only 41.1% (20.0% strongly agreed, 21.1% agreed) expressed a liking for the textbook series, while 33.7% (22.1% strongly disagreed, 11.6% disagreed) did not, and 24.2% remained neutral (Question 18).

The participants' preference for teacher-developed materials was even more evident in response to Question 19. A significant majority (86.3%: 46.3% strongly agreed, 40% agreed) reported liking these materials, while 12.6% held a neutral attitude, and only 1.1% disliked them (Question 19).

6.2.4 Relationships with teachers

Question 14 addressed participants' relationships with native English-speaking teachers. Beyond the support and encouragement provided in class, participants were also asked whether they received additional out-of-classroom assistance from these teachers. The responses were less positive compared to previous questions. Only 73.6% of participants felt they had received such help, while 25.3% maintained a neutral attitude, and 1.1% disagreed (Question 14).

In terms of the relationship between native English-speaking teachers and the cadets, four-fifths (80%: 33.7% strongly agreed, 46.3% agreed) of respondents reported having a good relationship with these teachers, while the remainder (20%) expressed a neutral relationship (Question 15).

Regarding the attitudes of native English-speaking teachers toward students' mistakes, a high percentage (87.4%: 41.1% strongly agreed, 46.3% agreed) indicated that their teachers treated them kindly despite their errors. However, 12.6% of participants maintained a neutral stance when responding to this question (Question 16).

6.2.5 Engagement and preferences

The final category examines preferences and engagement in class. This section included one open-ended question, allowing respondents to express their preferences freely. The researchers categorized the

responses, revealing the following top preferences: the most cited preference was the sharing of knowledge, which encompassed sharing personal experiences and cultural insights (30 responses). This was followed by English conversation (26 responses) and lively, relaxed interactions (23 responses). The fourth and fifth preferences were classroom activities (23 responses) and English-mediated instruction (14 responses), respectively (Question 21).

In conclusion, the result from the first category indicates that the majority of participants (97.9%) strongly expressed a desire to learn English well. They also showed a strong inclination toward self-initiated reading activities to improve their English proficiency (87.4%). Native English-speaking teachers played a significant role in motivating them, with 93.7% wanting to improve their English through these teachers' lessons. Furthermore, 82% of participants reported high motivation in classes taught by native English-speaking teachers. Regarding expectations for native English-speaking teachers, participants had clear expectations for what they wanted to learn, focusing primarily on oral proficiency. Additionally, effective communication in English was their primary focus.

In terms of classroom experience and interactions, the participants had largely positive classroom experiences with native English-speaking teachers. A high percentage of respondents (86.8%) maintained curiosity in class, and 87.4% enjoyed classroom activities. Additionally, 90.5% felt encouraged and supported, while 92.5% appreciated the positive feedback from their teachers. Participants also favored teacher-developed materials over the American Language Course books, with 86.3% preferring the former, but only 41.1% liked the latter.

Regarding relationships with native English-speaking teachers, the results reveal that while most participants (73.6%) received assistance from teachers outside of class, a quarter remained neutral. Around 80% reported having a good relationship with their teachers, and 87.4% stated that their teachers treated them kindly even when they made mistakes. Despite this, 12.6% still held neutral attitudes toward their teachers' handling of mistakes. For preferences and engagement in the classroom, the result indicates that participants favored the sharing of knowledge, especially personal experiences and cultural insights, as well as English conversation. Lively interactions,

classroom activities, and English-mediated instruction also ranked high among their preferences, indicating a desire for dynamic and engaging learning environments.

6.3 The Learning Result

The learning outcomes in the native English-speaking teachers' classroom were also something that the two researchers investigated. There were two questions: whether the participants felt that they had learned a lot in the classroom, and whether they received good grades. A very high percentage (92.7%, 47.4% strongly agreed and 45.3% agreed) of participants reported that they had learned a lot in the classroom. However, 7.4% still held a neutral attitude (Question 22).

Regarding grades, a significant proportion (88.4%: 42.1% strongly agreed, 46.3% agreed) indicated that they received good grades, while 10.5% remained neutral (Question 23).

The results from Questions 22 and 23 suggest that the majority of participants perceived both their learning experiences and academic performance as positive in classes taught by native English-speaking teachers.

6.4 Challenges and difficulties

The final category addresses the challenges and difficulties participants face in native English-speaking teachers' classrooms. This category includes three questions: anxiety, comprehension, and confidence.

Regarding anxiety, more than half of the participants (56.8%: 29.5% strongly disagreed, 27.4% disagreed) reported not feeling anxious in their English-only classroom. Approximately one-third (31.6%) maintained a neutral attitude, while 11.6% (3.2% strongly agreed, 8.4% agreed) expressed feelings of anxiety in the classroom with native English-speaking teachers (Question 24).

Concerning comprehension, the majority (61%: 26.3% strongly disagreed, 33.7% disagreed) did not experience difficulties comprehending their native English-speaking teachers. However, 28.4% remained neutral, and 10.5% (2.1% strongly agreed, 8.4% agreed) reported having trouble understanding their

teachers (Question 25).

In terms of confidence in speaking English in native English-speaking teachers' classes, roughly a quarter (25.3%: 3.2% strongly agreed, 22.1% agreed) felt they lacked confidence. In contrast, 42% (15.8% strongly disagreed, 26.3% agreed) did not share this sentiment, while about one-third (32.6%) maintained a neutral attitude (Question 26).

The final question asked students about the types of difficulties and challenges they faced in native English-speaking teachers' classrooms. As this was an open-ended question, the researchers employed frequency counts to analyze the responses. The following list ranks the challenges by their level of difficulty, along with the frequency counts in parentheses: vocabulary (49 responses, e.g., insufficient vocabulary), listening (42 responses, e.g., teachers' accents, pace of speaking), and speaking (31 responses). Additionally, 23 students reported that they did not encounter any difficulties or challenges in their native English-speaking teachers' classrooms (Question 27).

In summary, although a substantial portion of participants experienced a positive learning environment in native English-speaking classrooms, specific challenges warrant further attention. The results regarding the level of anxiety highlight the need for targeted support to help anxious individuals feel more at ease. The findings on participants' comprehension suggest that comprehension issues may arise from factors, such as the pace of instruction or the complexity of language used, necessitating adjustments in teaching strategies. Improving the confidence levels of some participants may benefit from fostering greater self-assurance through practice and supportive feedback. The open-ended responses point to vocabulary as the most significant challenge, followed by listening and speaking. This emphasizes the need for focused instruction on these skills, particularly vocabulary acquisition and listening strategies, to enhance overall communication proficiency. Additionally, the 23 students who reported no difficulties suggest that a segment of learners thrives in this environment, underscoring the diversity of experiences within the classroom. Addressing these varied needs will be essential for creating a more inclusive and effective learning atmosphere.

6.5 Conclusion of quantitative analysis

The qualitative data reveals several key insights into participants' motivation and

experiences in native English-speaking teachers' classrooms:

1. **Motivation:** An overwhelming majority (97.9%) expressed a strong desire to learn English well, indicating a high level of intrinsic motivation. This is further supported by 87.4% engaging in self-initiated reading activities, reflecting proactive efforts to enhance proficiency. The desire to learn from native speakers is evident, with 93.7% wanting to improve through these teachers' instruction, and 82% reporting high motivation during classes.
2. **Expectations:** Participants have clear expectations for their teachers, prioritizing oral proficiency skills, such as speaking and listening. This emphasis suggests that they value practical communication skills in their language learning.
3. **Classroom Experiences:** Positive classroom experiences are prevalent, with 86.8% maintaining curiosity and 87.4% enjoying activities. The strong feelings of encouragement (90.5%) and positive feedback (92.5%) from teachers contribute to a supportive learning environment. However, only 73.6% felt they received additional assistance from teachers, indicating a potential area for improvement.
4. **Materials Preference:** Participants showed a clear preference for teacher-developed materials (86.3%) over standardized textbooks (41.1%), suggesting that customized resources may better meet their learning needs and preferences.
5. **Relationships:** The majority reported good relationships with their teachers (around 80%), and 87.4% felt that teachers were kind when mistakes were made. However, the 12.6% who remained neutral about teachers' responses to mistakes indicate some variability in experiences.
6. **Learning Outcomes:** A substantial majority (92.7%) felt they had learned a lot in class, and 88.4% received good grades, reflecting a generally positive perception of their learning outcomes.
7. **Challenges:** Although most participants did not report anxiety (56.8%), the 11.6% reported feeling anxious, indicating a need for targeted support. Similarly, while 61% did not struggle with understanding their teachers, the 10.5% who faced difficulties suggest that comprehension could be enhanced through instructional adjustments. Confidence in speaking remains a challenge for 25.3% of participants, indicating a need for practices that build self-assurance. Vocabulary was identified as the most significant challenge, followed by listening and speaking, highlighting the need for focused instruction in these areas.

7 Results of Qualitative Data Analysis

In addition to quantitative data, the researchers incorporated qualitative data obtained through semi-structured interviews. The interviewees included nine English majors—three females and six males—from sophomore to senior standing. Additionally, three faculty members from the Department of Applied Foreign Languages, with varying years of teaching experience, were interviewed. These faculty members had co-taught with the DLI teachers during their time in Taiwan, offering valuable insights into the students' motivation regarding native English teachers from the DLI. The DLI teachers themselves were not included in this study because, by the time it began, they had already left Taiwan, and the researchers had no way to contact them. To ensure privacy, pseudonyms were used for all study participants

7.1 Influences the DLI Native English-Speaking Teachers and Learners Brought to the Classroom

Both students and faculty members from the Department of Applied Foreign Languages agreed that the native English teachers from the DLI had a positive impact on students' English learning. They appreciated the cultural elements these instructors incorporated into the language-learning process. Professor Fu noted, "Learning a language isn't just about studying English; it's also about the cultural aspect" (October 14, 2024). Professor Zhen echoed this sentiment and elaborated further during the interview.

When we (non-native English speakers) teach, we stick to the textbook. We follow the syllabus and objectives of teaching. The DLI teachers, on the other hand, were more spontaneous and incorporated cultural aspects into language learning. For instance, once a student was given the nickname 'monkey' and his classmates began using it, a DLI teacher overheard and was shocked. He promptly corrected them, explaining seriously that it was inappropriate to call someone 'monkey' as it is derogatory. I think this correction was beneficial because we (non-native English teachers) might not always be aware of such cultural nuances. They fill in the gaps that we may not be able to address for our students (Professor Zhen, October 23, 2024)

All the students interviewed highlighted and appreciated the cultural elements

that the DLI instructors brought into their English classes. They agreed that the cultural aspects of language learning were what they enjoyed most and valued most from these teachers.

You can learn a bit about American culture from them, or maybe some of their unique customs and traditions. (CY, October 16, 2023)

Yeah, and they can also share with us about their experiences, like the culture of being in the military in the U.S. or what it's like being a professional there. It's a great way for us to exchange and learn about each other's cultures. (JB, October 23, 2023)

They don't just bring us textbook knowledge; they also provide insights into things like culture or local customs. It helps us go beyond the rigid content of textbooks and connect it to real-life experiences and practical stuff. (QJ, October 23, 2023)

It's like what I mentioned earlier about cultural stuff. It's not just about Taiwan—like, if we think about the U.S., for example, when we run into situations like this or encounter different customs in various places. If I get the chance to go abroad for assignments or training in the U.S., it'd definitely help me adapt better. Since I've taken classes with foreign teachers before, I've got a bit of an idea about their culture. So, it'd be easier to fit in with the team there and make the assignment go more smoothly. (ST, October 23, 2024)

The results align with the quantitative data, indicating that students value cultural insights and personal experiences as key aspects they wish to learn from native English-speaking teachers. Language learning is cultural learning; through language use, learners acquire various elements of culture, such as customs, traditions, lifestyles, and ways of thinking, which are essential components of learning how to communicate meaningfully. In other words, during the language learning process, learners not only master linguistic structures like grammar and vocabulary but also gain cultural insights that enrich their understanding.

The second positive influence relates to diverse teaching methods and activities, varied assessment approaches, and collaborative teaching. Although the native English-speaking teachers were all from the U.S., they came from

different backgrounds, and their life experiences varied. Some were members of U.S. ethnic minorities, while others had been stationed in foreign countries. These instructors not only introduced various cultural aspects of language learning into the classroom but also demonstrated new possibilities for teaching and assessment to both cadets and non-native English-speaking faculty members. Regarding teaching methods, Professor Fu noted,

David (one of the DLI teachers) used to be in the Navy! Yeah, he served in the Navy before, and now he's teaching English at the DLI. In the first session of the class, he *always* starts by having the students do a Situational Report, sitrep. . . I think this kind of teaching method is something we didn't use much before, so it's a refreshing change and a different kind of stimulation. (Professor Fu, October 4, 2024)

I think Zena (one of the DLI instructors) was really good at incorporating games and team competitions into the class. She split the students into two groups and used different methods to keep it interesting. There were even some game websites online where she could input vocabulary or other stuff to use in class. (Professor Fu, October 4, 2024)

Our teachers are more rigid, and we do a lot of rote learning. There's not much flexibility; it's just about teaching you what's in the textbook, and that's it. But with foreign teachers, even if they have a specific topic to cover, they often branch out into other related themes or share extra knowledge. Compared to our teachers, the DLI teachers are much more flexible, and you end up learning so much more. (QJ, October 16, 2024)

In the DLI classroom, the interaction pattern between students and the instructor was more casual compared to that in a classroom led by non-native English-speaking teachers. This difference was attributed to various constraints, such as class size and the fixed syllabus and schedule. According to Professor Zhen,

The interaction (between the DLI instructors and our students) is pretty good. Most of the time, it's just a Q&A format, which works well and keeps them engaged. Sometimes, the teacher even gets students to act things out. (Professor Zhen, October 23, 2024)

The flexible and spontaneous approach to English teaching and evaluation was

appealing to the cadets, who often had to adhere to a strict daily routine. The more relaxed and sometimes enjoyable English classes led by native English-speaking instructors were often seen as a welcome change. However, the DLI teachers still maintained some standards when assessing students,

Normally, when we don't have the DLI teachers, it will just be our teachers. Having classes with our teachers was more pressured. The DLI teachers' classes give us a bit of a break from the usual pressure. (BW, October 16, 2024)

Most of the time, our teachers focused on the textbook. Once they finish going through it, you're on your own to study. But the DLI teachers are way more chill—they use casual chats instead. And for tests, they don't do written exams. Instead, they grade you based on how you speak. Everyone's communication skills are different, so you can still see who's doing better or worse. (JB, October 23, 2024)

According to Professor Zhen,

Their (DLI teachers') assessment was done one on one, using an interview, like what they did in the DLI. There were also presentations, especially Jacky who spent a great deal of time training students to do presentations. It was done pretty well. Yeah, it's pretty good. (Professor Zhen, October 23, 2024)

With their diverse experiences and expertise, the native-English instructors also collaborated with non-native English-speaking teachers on curriculum activities, which enhanced students' understanding of the content and practical knowledge.

In a tour guiding course, Professor Chang invited the DLI instructors to participate as tourists in a student-designed trip to assess how well the trip was planned. Professor Chang explained,

We arranged a day trip for them—a day out to explore and have fun. The course was divided into two phases. In the first phase, students had to plan a travel itinerary in English and present it. Then, the foreign teacher would choose the one they found most interesting. If their plan got picked, that group would get a higher score on their presentation. The group followed their group's itinerary and took the DLI teachers out for the trip.

Professor Fu invited the native English-speaking teachers to participate in students' oral interpretation and drama performance courses. In the drama courses, the DLI teachers assisted with ensuring the accuracy of English translations. In the oral interpretation courses, the DLI teachers spoke in English while the students translated their speech into Chinese. Professor Fu said,

For our drama performance, the students had to translate the script into English. They worked on the first draft themselves, and luckily, we had four class periods on Thursday morning with no scheduled lessons. So, we set up a counseling session where students could book one-on-one meetings with the DLI teachers. I invited Jacky, who came to my class twice to help students also. She spent two hours each time to help us revise the script line by line. She would point out what she thought certain parts meant and suggest better words to use. It was really helpful! (Professor Fu, October 4, 2024)

In the first semester, two DLI teachers participated in my interpretation classes. I initially asked them to come and do something where they would speak in English and students would interpret into Chinese, maybe on a topic related to culture. . . they both shared personal stories. One of the teachers, Sam, even encouraged students to ask questions, and he answered. The whole session involved both speaking in English, and the students would interpret it consecutively into Chinese. (Professor Fu, October 4, 2024)

In addition to cultural aspects of language learning, curriculum development, and student evaluation, the DLI instructors created an English-speaking environment that provided students with opportunities to practice their listening and speaking skills. Since none of the DLI instructors spoke Mandarin, the students' native language, they used English as the medium of instruction. As a result, students were required to communicate in English both inside and outside of class when interacting with these instructors. This consistent practice helped improve their English proficiency and boost their confidence. Professor Zhen said,

These DLI teachers focused on speaking and listening. I think that our students did make improvements in their listening. In an English-speaking environment, their fluency and listening comprehension improved. . . They also tended to correct students' pronunciation. If students did not

pronounce a word correctly, these DLI teachers will demonstrate, and students are able to learn correct pronunciation from them. (Professor Zhen, October 23, 2024)

When the DLI teachers carefully observe students discussing and asking questions, these teachers can gradually deepen the content, which is really beneficial for the students. As for games, do they help with speaking skills? Well, they do, at least to some extent—it makes students more willing to speak. (Professor Chang, October 16, 2024)

This result is consistent with the quantitative analysis on question regarding what students really wanted to learn from the native English-speaking teachers. The top three were speaking, listening, and pronunciation. Students enjoyed and showed appreciation to the opportunities to practice and to use English in authentic situations. They were excited about being about to talk with native speakers and learn of their progress in English learning, especially in speaking, listening, and fluency.

It's awesome to have one or two DLI English classes each week where I get to interact with foreign teachers. It's a fun way to keep up my English fluency, and it's really cool to see my classmates improving too! (JM, October 16, 2024)

I think the biggest improvement has been in speaking and listening—it's so much better now. Back in the summer when I talked with my international classmate Tracy at school, I'd always be like, "How do I say this?" But later, with the DLI English classes and chatting with Tracy and the others (international students) more often, it got way smoother. Now I can even catch them talking smack or join in and talk smack in English too. (WS, October 16, 2024)

Before every class, David would start by sharing what had happened in his life over the past week or so, like his own experiences. Then, we all had to do the same—share how our week went and talk about our thoughts. I think it was a great way to push us to improve our speaking skills because you had no choice but to talk. Over time, it really helped us get better. (QJ, October 23, 2024)

The interviews above clearly show that in an English-immersion environment,

students are encouraged to use English in both formal (classroom) and informal (daily interactions) settings, which significantly boosts their language proficiency and confidence. Non-native English professors observed improvements in students' speaking, listening, pronunciation, and fluency. The students also expressed enthusiasm and gratitude for the opportunity to engage with native speakers and practice their English in real-world contexts. As a result, their motivation to learn is greatly enhanced.

7.2 Intrinsic and extrinsic motivation factors on language learning

In the study, it was found that extrinsic motivation played a more significant role than intrinsic motivation in English learning. DLI teachers with effective classroom management strategies and an interactive teaching style generally helped improve students' motivation to learn English. However, students with low motivation did not seem to be influenced by these teaching methods. On the other hand, students with high motivation experienced an additional boost, as noted by both students and teachers interviewed. These native English-speaking instructors also showed students the practical applications of English, thereby enhancing their extrinsic motivation. Below are some excerpts from the interviews regarding extrinsic motivation:

Professor Fu agreed that the students were generally more active in the DLI instructors' classes than the non-native English-speaking teachers' classrooms, but how engaged the students were greatly depended on the DLI instructors' classroom management strategies and teaching approaches.

I feel like they're more motivated to engage with DLI teachers overall. But honestly, it really depends on how the teacher runs the class. Some students can be pretty lazy during lessons, you know. Zena (a DLI instructor) is great—she used games and activities, and a lot of students were into that. Without those, they'd probably just zone out or even doze off. But with games or competitions, it got way more fun, and they actually wanted to join in. (Professor Fu, October 4, 2024)

However, Professor Chang pointed out that

Students really need to take the initiative themselves. If they lack that motivation, it's tough for us as teachers to keep pulling them out of their shells—especially since there are grades involved. But if the DLI teachers are willing to chat with them a bit, pull them aside, or casually talk with

them, it can really make a difference and have a positive impact. (Professor Chang, October 16, 2024)

From the perspective of non-native English professors, students' desire to learn plays a more significant role in how much effort they are willing to invest in their English learning process than the extent of their exposure to an English-immersion environment. While DLI instructors could engage students in the learning process to some degree through the resources and input they provided, it would be very challenging for them to motivate learners who were unwilling to take initiative in their own learning.

For highly motivated students, DLI instructors served as a bridge to the outside world—an opportunity they were eager to explore. These instructors were able to positively influence students' extrinsic motivation. Below is an observation from Professor Chang:

The DLI teachers got the students interested (in learning English), but you can't expect everyone to want to go abroad for training—that's just not realistic. But at least let them see what the program's about and how learning English can be useful and fun. Like, next time they go abroad for a trip, they'll know how to plan it better. Just make it more fun for them. (Professor Chang, October 16, 2024)

Students also expressed their desire to learn English because it not only satisfied their curiosity about other cultures but also supported their future career aspirations. The engagement in learning led by the DLI instructors fulfilled students' intrinsic motivation—a genuine interest in understanding other cultures—while also preparing them for working and living abroad in the future.

I think DLI teachers' sharing about their culture can really inspire us to want to learn English more seriously. Through the teacher's sharing in class—like about their country's culture or some related knowledge—it makes you interested in their country. And later on, if you have the chance in your unit, you'd be more willing to pursue opportunities to go abroad. (QJ, October 23, 2024)

Student motivation is essential for active participation and effective learning, with extrinsic factors, such as career goals, often driving interest more than intrinsic ones. DLI instructors can enhance motivation through strong classroom management, interactive activities, and casual conversations, particularly for

students who are already inclined to learn. However, students' own initiative is crucial; without it, they will struggle to engage, regardless of the teaching approach adopted. DLI instructors can also boost extrinsic motivation by demonstrating the practical applications of English, sharing personal stories, and discussing cultural topics, making learning more appealing and relevant. This cultural connection can also spark intrinsic motivation, fostering curiosity and long-term engagement in language learning.

7.3 Difficulties language learners encounter in a native English teachers' classroom

When two cultures meet, both opportunities and challenges emerge. The cadets and non-native English-speaking faculty at the Department of Applied Foreign Languages generally maintained a positive attitude toward the DLI instructors. They benefited from the resources and input provided by these native English-speaking teachers but also faced some challenges. Since this study focuses on students' learning, the researchers will only address the difficulties students encountered in a DLI instructor's classroom. Overall, most students interviewed spoke positively about their experiences with the DLI instructors. They appreciated the linguistic and cultural input these instructors provided, as well as the open and flexible approaches to teaching and evaluation. The two groups of instructors complemented each other well: while the DLI instructors were instrumental in enhancing students' listening, speaking, and cultural understanding, the non-native English-speaking teachers also played an essential role in the students' learning process. JC explained,

Our professors focus on reading and writing, and the DLI teachers help us practice speaking and listening. I think this combination works well because it helps improve our English skills in a comprehensive way. (JC, October 16, 2024)

Concerns about the DLI instructors did exist, largely rooted in the learners' past experiences. YH expressed concerns regarding the ultimate goal of DLI instruction. WH, who graduated from a vocational high school with a strong English program, was accustomed to native English-speaking teachers who were rigorous and had a clear, specific objective—to train students to excel in various English proficiency and achievement tests. Achieving these goals required significant direct teaching and advanced planning. This created an expectation gap between that structured learning experience and the more relaxed, spontaneous teaching style employed by the DLI instructors.

These challenges and difficulties came mostly from these learners' past experiences. YH expressed his concern regarding the ultimate goal of the DLI instruction. WH graduated from a vocational high school with a well-established English program. He was used to native English-speaking teachers who were rigorous and with a common, specific goal—to train students to pass various English proficiency and achievement tests with flying colors. To attain these goals definitely required a lot of direct teaching and in-advanced planning. There was an expectation gap between such a learning experience and the more relaxed and spontaneous teaching style that the DLI instructors employed. YH said,

I feel like DLI teachers aren't as... well, not as diligent as my high school teachers. They don't seem as focused on making sure we hit specific outcomes or results. Their teaching style is less strict and more laid-back. So, I think this is a common thing for most students—when we're learning without much pressure, the results just might not be as good. So I don't think it's that helpful. At least for me, since the teachers don't put a lot of pressure on us, there's not much motivation to push ourselves forward. (YJ, October 16, 2024)

YJ's concern was similar to that of Professor Zhen, who felt there was no clear consensus among the various parties involved in the DLI-Taiwan program. The professors at the department initially expected the DLI instructors to focus on boosting students' ALCPT scores. However, this did not happen. While the instructors did teach some content from the ALC, they did not use the textbook extensively. Professor Chang said,

They shouldn't focus solely on passing or boosting ALCPT scores. What's a better approach? Maybe share stuff like what it's like to train at U.S. military bases, cool places in different states, interesting things from DLI courses, or fun stuff abroad. Show them how native speakers actually use grammar in real life and share some engaging stories. This way, students might start thinking, "After I get stationed, I'd love to go to the U.S. for a short trip." That kind of inspiration could eventually motivate them to start learning English on their own.

Instead of a more intensive approach aimed at enhancing students' English proficiency for the ALCPT, Professor Chang suggested a more practical approach for the DLI instructors. Additionally, grading was a concern for Professor Zhen, who believed that students might overestimate their actual English proficiency, potentially leading to stagnation in their motivation.

They were more lenient in grading. It's not uncommon for students to get scores in the 90s. This might make them think their English is really good since the native English-speaking teachers give them high marks. They probably don't feel the need to push themselves to improve further in that area. Honestly, I do think that's a bit of an issue.

The native English-speaking instructors provided students with valuable linguistic and cultural insights, particularly enhancing their listening and speaking skills. Students appreciated the complementary roles of native and non-native instructors: the former focusing on practical language use and cultural understanding, while the latter emphasized structured learning in reading and writing. This combination fostered a well-rounded learning environment.

Some challenges do exist. Both students and faculty have expressed concerns about the relaxed teaching style and lenient grading practices of the DLI instructors. Compared to the rigorous, goal-oriented methods, this more flexible approach may not inspire enough motivation or yield tangible results in standardized tests like the ALCPT. Without clear goals or structured benchmarks, students may overestimate their English proficiency and lack the drive to improve further.

The non-native English-speaking faculty at the Department suggest that instead of focusing solely on test preparation, DLI instructors switch to more engaging content, such as cultural experiences, real-life grammar usage, and stories from abroad, to inspire students. By showing the practical and enjoyable aspects of learning English, students might develop intrinsic motivation and a genuine interest in advancing their language skills.

7.4 Conclusion of qualitative analysis

An English-immersion environment offers significant benefits, fostering improvements in students' speaking, listening, pronunciation, and fluency while boosting confidence and motivation. Engaging with native speakers allows students to practice English in both formal and informal settings, providing a practical and enriching learning experience. While extrinsic factors like career aspirations often drive motivation, intrinsic curiosity and cultural connections, nurtured through interactive and engaging teaching, can sustain long-term interest.

However, challenges remain. The relaxed teaching style and lenient grading practices of DLI instructors may fail to instill the discipline and pressure some

students need to reach tangible outcomes, particularly in standardized tests like the ALCPT. To address this, a balance between structure and inspiration is recommended. By incorporating culturally enriching content, practical applications of English, and engaging storytelling, DLI instructors can both inspire students and help them develop intrinsic motivation. Clear goals and benchmarks should also be maintained to ensure students remain motivated to improve and accurately assess their proficiency. This balanced approach would maximize the benefits of English immersion while addressing the concerns of students and faculty.

8 Recommendations

Based on the above analysis, the two researchers make the following recommendations regarding future DLI English immersion programs in Tawain.

- 8.1 **Balance structure with inspiration:** From the data, it is evident that the DLI instructors did not seem to have clear objectives and benchmarks alongside engaging activities and teaching approaches. With clear objectives, namely introducing various cultural aspects, as well as evaluation standards in listening and speaking skills will ensure that students stay motivated while maintaining measurable progress in their language proficiency.
- 8.2 **Enhance Instructional Support:** Although the majority of students felt comfortable and competent in an English-immersion classroom, some struggled with comprehension or confidence. It is advisable to incorporate scaffolding techniques, individualized feedback, and peer collaboration opportunities to help students reach their full potential.
- 8.3 **Develop Customized Materials:** Although there are textbooks used in the class, they were not used extensively as the DLI teachers focus on the cultural aspects of English learning. Therefore, it is essential to develop appropriate resources that are tailored to students' interests and real-world applications. These materials are able to complement, rather than replace, standardized resources to enrich the content and enhance comprehensive skill development.
- 8.4 **Focus on Practical Communication Skills:** The data revealed that interactive and communicative activities were beneficial to students' English learning process. It is therefore important to include activities that build speaking, listening, and vocabulary skills through role-plays, debates, and interactive discussions, aligning with students' preference for oral proficiency.
- 8.5 **Incorporate Cultural and Real-Life Contexts:** Both students and professors from the Department valued the cultural aspects and authentic interaction these DLI instructors brought into the students' learning process. Integrating

and introducing lessons on cultural nuances, grammar in real-life usage, and experiences abroad will definitely ignite students' intrinsic motivation and interest in language learning.

- 8.6 Support Anxiety and Confidence Building: Some students did feel anxious when interacting with native English-speaking teachers. It is critical to implement practices that reduce student anxiety, such as creating a low-stress classroom environment, encouraging risk-taking in language use, and providing ample opportunities for success. In addition, confidence-building activities, such as public speaking and supportive peer feedback, should be prioritized in the classroom to accommodate the needs of all learners.
- 8.7 Include Authentic yet Vigorous Grading Practices: Each grading practice, such as one-on-one interview as well as standardized test, has its pros and cons, and could complement each other to provide a comprehensive picture of students' English language development. Standardized grading criteria to reflect students' actual proficiency levels should also be included. Transparent feedback and incremental challenges can encourage students to strive for continual improvement.
- 8.8 Teacher Training and Collaboration: Facilitate regular training for DLI instructors to align their teaching styles with student expectations. Collaboration between Non-English speaking professors and DLI instructors can further strengthen the program's balance of skills development.

By addressing these areas, the program can maximize the strengths of its English-immersion approach while overcoming challenges to ensure both short-term achievement and long-term engagement in language learning.

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Attachment 1

Background information

1. How long have you been learning English? Length of English education
2. How long do you study English weekly? Time spent studying English
3. How much overseas life experience do you have? Overseas life experience

Intrinsic motivation

4. I want to be good at English.
5. I read English articles for pleasure.
6. I want to learn a lot from my native English teacher's class.
7. What do you expect to learn from your native English teacher's class?

Learning outcomes

8. I learn a lot from my native English teacher's class.
9. I get good grades in my native English teacher's class.

Extrinsic motivation items

10. I feel curiosity during my NET's class.
11. I like my NET's class activities.
12. My NET is well-prepared for class.
13. I can get English help from my NET outside the classroom.
14. I can feel support from my NET in the class.
15. I have a good relationship with my NET.
16. My NET will treat me nice even if I made a mistake.
17. I can get good feedback from my NET.
18. I like the course book used in my NET class.

Difficulties encountered

19. I'm afraid to speak out English.
20. I don't understand what the native English teacher said.
21. I'm not confident enough in an English speaking environment.