

Teaching English from Classes to Masses

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Edited by

Sanjay Arora

Cambridge
Scholars
Publishing



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This book first published 2016

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

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ISBN (10): 1-4438-9772-8

ISBN (13): 978-1-4438-9772-3

I dedicate this book to my mother, Sushila, my uncle, Radhey Shyam Punjani, my aunt, Shashi Bala Punjani, my wife, Nutan, and my daughters Anshika and Bhavya.

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PREFACE

The publication is a result of papers contributed for the 9th International and 45th Annual Conference of English Language Teachers' Association of India (ELT@I) on the theme, "English: From Classes to Masses," held in Jaipur, India from 21 to 23 August 2014, in collaboration with Vivekanand Global University, Jaipur, Regional English Language Office, American Center, New Delhi and British Council, New Delhi.

The theme of the conference invited academicians, scholars, E.L.T. professionals, students, and teachers, not only from within the country but also across the globe, which is testimony to the fact that the English language affects all, in both native and non-native countries. Gone are the days when it was the language of the elite. Today, especially in non-native countries, it enjoys the status of the most-sought after, privileged language. It has gradually now started getting linked to social prestige and career opportunities. Surprisingly, in some parts of India, English has a crucial role to play in matrimonial alliances.

Now that it has reached the masses, it is accompanied with innumerable challenges because of which there is a lot of debate on the teaching methods/approaches to be adopted to teach a particular set of learners in a given situation. In a diverse, multilingual country like India with so many regional hurdles, the task of teaching and learning becomes all the more daunting. Platforms like these (ELT@I annual international conference) allow the teachers and practitioners to share their innovations and experiences, and benefit from mutual interaction.

Each of us remains a learner all through our life, more so if we are teachers. We learn more when we teach; our students, the given situations, and all external and internal factors enable us to grow each day. What we teach at one point of time, to one set of learners, does not always remain the same. We continue to add on something new to our previous knowledge. This is where the success of these events lies.

The principal themes explored at the conference were:

1. English for Employability
2. Activating the E.S.L. Classroom
3. Use of Technology in the Classroom
4. Overcoming Obstacles

5. Innovative Practices
6. Skill Enhancement of E.S.L./E.F.L. Learners
7. Motivation and Feedback
8. English at the Global and Local Level
9. Teaching Slow and Deprived Learners
10. Challenges while Teaching Rural Learners
11. Filling the Teaching Gaps

Organization of the Book

The volume contains eighteen chapters, organized into three broad heads, viz. “Global and Local Scenario of English,” “Approaches and Methods to Make English Reach the Masses” and “Technology as a Tool to Teach the Masses.” Each chapter has an introduction and conclusion with further reading suggested for those interested in going into greater details on the related topic. The contributors are from diverse teaching backgrounds with varying experience, starting from research scholars to school teachers, and college and university teachers.

Part I has six chapters, giving a global and local picture, starting from the Chinese experience to experiences of Indian teachers from Rajasthan, Gujarat, Karnataka, Mumbai, and Andhra Pradesh.

Gareth Richard Morris presents the employment reality in China, together with an evolving socio-cultural backdrop, that has led to Chinese undergraduates expecting and needing more from their courses. The paper provides additional insights into local tertiary level education. The focus is on Chinese undergraduate English majors’ employment goals and language learning motivation, and their awareness to improve their courses or go in for their preferred course. The responses were taken from them through a questionnaire survey.

Usha Kanoongo proposes a paradigm for building pragmatic competence of learners in E.S.L. classrooms - a 4I model of Instruction, Input, Interpretation, and Implementation. Considering pragmatic competence as the key component of communicative competence, she talks about the perceptiveness for using socially appropriate language for different situations that one may encounter for successful communication. She is of the view that pragmatic competence is a relatively neglected and under-researched area of English Language Teaching, but that it has gained importance because today we are living in an era of globalization.

Yashwant M. Sharma is of the view that the needs and level of deprived learners are quite different from that of the average learners, but

the textbooks at the secondary level are unable to address these diverse needs as they are designed in view of the requirements of an average urban learner. The paper analyses these needs through a diagnostic test followed by need-based teaching material to facilitate them in learning English. It also discusses the findings of the needs analysis and suggests techniques while dealing with the deprived learners.

Supriya Mandloi traces the intermingling of English with the vernaculars in the Indian context. She further identifies the problem areas in English and suggests remedial measures to handle language disability so that the learners of English in India, both in urban and rural areas, can embrace the language with dignity and confidence. She suggests that for this, English teaching will have to undergo tremendous modifications in order to match the conservative fabric.

Arvind Agarwal has tracked news reports about English learning in print media from 2006 to 2014. He brings to the fore the scattered concerns in media and analyzes why English could not reach the masses. Based on a combination of opinions, facts, and indicators from these articles and essays, coupled with reflective questions, keeping in the background the conceptual framework, this paper explores the possibility of developing a new, pragmatic methodology suitable for a mass approach for learning and teaching English.

Tannistha Dasgupta's paper analyses the impact of globalization on the political, social, economic, and cultural front, which has compelled most of the Asian countries to re-examine their language policies and promote English education, revolutionizing English language teaching and learning in turn, so that they can be prepared to meet the challenges of the globalized world.

Chittranjan Bhoi asserts the importance of the mother tongue in teaching/learning English as a foreign language because children start learning, understanding, remembering, reacting, and reflecting in their mother tongue first. In the process they foster linguistic, cultural, and intellectual dynamism, which lays the foundation for their future learning. He further attempts to examine students' perceptions of the use of mother tongue and the educators' role in teaching English using the mother tongue.

Charul Jain and **Anjali Thakur** advocate the use of Task-Based Language Teaching (T.B.L.T.) to develop writing skills of engineering students, rejecting the traditional approaches/methods to language teaching. They insist on focusing on communication rather than on form, and advocate making the teaching more learner-centric.

Shaila Mahan argues that due to the dominance of the market economy, globalization trends, and the internet, the necessity for acquiring English language skills has increased all the more. This has led to a range of fresh avenues opening up in the job market, for which proficiency in English is an essential qualification. So she suggests the practicability of Task-Based Language Teaching (T.B.L.T.) even while teaching literature in her local teaching context in Rajasthan and suggests diagnostic measures and solutions that would be necessary to adapt this approach to enhance the communicative competence of learners.

Geeta Goyal is of the view that absence of stress is an important factor for successful learning, which is missing in undergraduates in Haryana. She feels that this can be done through simple language games and activities. In her paper she analyses the outcome of a one-week interactive workshop organized for students of the College of Education who also prove the point through their active participation. The paper provides a variety of starting points for speaking and numerous writing frameworks that can be used by the teachers.

Priyanka Dey emphasizes the importance of teaching of English from primary level from a stylistic viewpoint, promoting application-based study of rhetoric in her paper. Through examples from various poems, she analyses the figures of speech and talks about the technique that is conducive to this teaching, and promotes happy learning of effective communication skills.

Kaushalya Raju opines that the teacher has an important role to play in the development and well-being of the student. She says that as a result of their inability to involve counseling and guidance in their teaching, many teachers have not been successful in becoming better teachers. The paper emphasizes the approach that involves development of human relations that are necessary for teaching and learning and imparting knowledge. The paper attempts to bring forth the challenges involved in the evolution of a teacher to a counselor.

Sujata Priyadarshini Patnaik explores how de-motivation can be defeated and endeavors can be made to promote the use of language of emotion for E.L.T. Emotional language adaptability could be a boon in English teaching/learning, creating a conducive atmosphere for teaching and retaining attention and effectiveness. The function of emotionality therefore enables English language teachers to make the learning experience interesting and motivating by creating enjoyable activities, and promoting learners' autonomy and co-operation.

Preeti Kumari argues that use of technology must be encouraged to implement English language learning strategies for developing all four skills (L.S.R.W.) so that students can become effective independent learners by taking advantage of the vast resources available online and on multimedia platforms. The paper tells us what we need to know in terms of technology to make English language teaching more effective by designing our own teaching methodology.

Shalini Bhargava in her paper examines the role of the mother tongue in the teaching of English and the methodology that can be adopted in imparting instruction by integration of technology, because recently the importance of the mother tongue in teaching English has been recognized, and bilingual teaching methodology has opened new avenues in imparting knowledge of the foreign language.

Nupur Tandon stresses teaching English for communication to engineering students creatively, so as to enable them to use it to their best advantage. Her paper offers some out of the box thinking strategies to make language use creative, dynamic, and rewarding as they fail to respond to highly structured courses.

Namrataa Srivastav outlines the use of audio lessons introduced through mobile apps and other audio technology to enhance the teaching and learning of English language and to help students/learners develop efficient communication skills in the English language in order to encourage the use of the language and discourage its misuse in terms of code mixing.

D.Vijaya Kumar documents one of the projects (English Language Acquisition Project) that he took up with class XI students of C.B.S.E. Science stream studying at Sainik School, Bijapur. He talks about integration of multiple technology innovations and learning resources like digital voice recorders, sound amplifiers, L.C.D. projectors, computers, radio, and video cameras for enhancing English language acquisition. He further talks about the positive feedback received in favor of using modern technology in the classroom.

Targeted Readers of the Book

The book is a source book for E.L.T. professionals, giving a complete insight into the innovations and experimentations being done by teachers in the classroom while teaching both literature and language.

The book is a collection of articles received from both students and teachers from various parts of India and also one from China. It gives a

reflection of the changes that have come in the teaching environment in the last two decades, ever since schools switched over to Communicative Language Teaching. So it will be of immense help for policy framers and educators in Asian countries, as regional problems are more or less the same.

For researchers working in the field of E.L.T., the book can offer valuable information which can be used for reviewing literature and finding out the direction in which the new teaching methods and approaches are taking the teaching of English to.

Apart from all of this, it offers a treat for general readers, teachers, and students interested in the field of language studies.

Thanksgiving

As editor, I would like to thank the contributors to this volume for their papers, through which they have shared their innovative teaching practices. I hope that these inputs will offer insight into E.L.T. teaching and encourage teachers in the field to adopt and adapt as per their specific needs.

Here I would like to especially thank my students Ablilasha, Kirti, Aman, and Kaushik, and my technical assistant, Nitesh, for their timely help in finetuning the volume and carrying out the corrections.

Last but not least, I am thankful to Cambridge Scholars Publishing, which has agreed to publish the volume under its banner. I would not hesitate to acknowledge that in my publishing career of more than a decade, this experience of working with the publishing house has been one of immense learning in terms of discipline, order, and standardization.

FOREWORD

English Language Studies form a significant area of academic research in the world. Those countries, which have their strong linguistic traditions, also feel the need to train the younger population in the use of English. Post-1990s, the new world order has made it imperative that English be learnt everywhere. Interestingly, this language has grown more effectively after the fall of the British Empire. Although the erstwhile colonies made great efforts to overthrow the yoke of political subjugation, they did not discard the language they had inherited from the colonial powers. The fall of the erstwhile Soviet Union and the emergence of the United States proved a boon to the expansion of this language. The market economy, which has a full sway over most countries of the world, has proved to be another big factor responsible for the swift pace at which English is expanding.

The need to learn the English language has given rise to widespread research in the field of English Language Teaching. There are numerous organizations devoted to research in the field of developing methods and material required to teach English not only in countries where English is the native language, but also in countries where English is treated as a second language and in other countries where it is treated as a foreign language. There are scholarly journals devoted to research in the field of E.S.L. and E.F.L. The teaching-learning situation varies from country to country and within a country from region to region.

In language teaching, grammaticality is often the core area of the teaching/learning process. But more important is the appropriateness of an expression in a given context. Thus, among several methods prevalent in the world for teaching English, contextual teaching methods are more popular. The teaching of language involves teaching the lexicon, structure, syntax, parts and figures of speech, sentence formation and transformation, composition, and written as well as oral communication. The approaches vary from a structural approach to bilingual approach, from grammar-translation to a communicative approach. What matters most is the imparting of four basic language skills of listening, speaking, reading, and writing, also popularly known as L.S.R.W.

With the advancement of technology in the field of pedagogy, English Language Teaching (E.L.T.) has also become technology-mediated. Computers and the internet are central to the language learning scenario across the world today. From traditional teacher-centered methodologies we have shifted to learner-centered methods with the concept of leisure time teaching and any time learning (A.T.L.) gaining currency. The atmosphere in the classrooms has also changed from a teacher-centered, unilateral, one-way traffic model to more interactive media-dominated methods. Virtual Teaching is also in vogue, where the teacher is almost fully replaced by machines, and the machine becomes the communicator. This method is very suitable in distance learning institutions where one teacher can teach learners located in different places at long distances. Though there are questions as to whether the teacher can be substituted by a machine, still this method can be useful for at least those learners who cannot access institutions where face to face instruction is provided.

Research in English Language Teaching is going on continuously. Short-term E.S.P. courses are also available for the learners who require the English language in different streams of life for their specific professional needs. The expansion of English is so rapid that it is being defined as a “Killer Language”, responsible for the death of many regional languages. Yet the fact is that the English language is becoming popular both as an academic language of research and creative writing, as well as being the language of the market.

The book titled *Teaching English from Classes to Masses* edited by Dr. Sanjay Arora, Associate Professor, Department of English, Central University of Rajasthan, Kishangarh fulfills a need. It is a collection of some eighteen research articles that are based on experimental and theoretical research. The lead article is about the English language learning situation in the People’s Republic of China. China in the 21st century is much different from the China of the times of the Cultural Revolution led by Chairman Mao-Tse-Tung. It has converted itself into a socialist market economy and is not willing to miss any opportunity for development. Therefore, concerted efforts are being made in China to impart English language to its younger generation.

The book is divided into three parts, namely “Global and Local Scenario of English,” “Approaches and Methods to Make English Reach the Masses” and “Technology as a Tool to Teach the Masses.” They sum up the scenario completely and throw new light on the issue. Many of the scholars who have contributed to the book are practicing teachers. Therefore what they have written is an outcome of their personal

experience besides the theoretical research they have undertaken based on secondary material.

I am sure both students and scholars will find this book amply useful and that it will help in motivating them for further research.

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INTRODUCTION

This volume is an outcome of the papers presented at the IX International & 45th Annual ELT@I Conference, organized by ELT@I Rajasthan: Jaipur Chapter, in collaboration with Vivekananda Global University, Jaipur from 21 to 23 August 2014 on the theme “English: From Classes to Masses.”

Many scholars cited the origin of the English language as being divided into three periods, namely Old English, Middle English, and Modern English. Ever since it evolved from these stages and the English started setting up their colonies around the world, it became a major instrument of colonization, as the colonial rulers were not willing to learn the local language; rather, they wanted to train the locals to speak their language so that they could assist them as clerks in their official works. After the end of the colonial rule, because English became the language of commerce and trade and also a link language, the world got divided into two broad circles, the inner circle countries like the United Kingdom, the United States of America, or Canada, and the outer ones like India, Pakistan, Africa, Bangladesh, Nepal, Sri Lanka etc. In this regard, David Crystal says: “English is the world's first truly global language. There is hardly any country in the world where English is not being learnt as the ‘second language.’” It is true to a great extent because even countries like China, Japan, and France have now started realizing its importance and are very vigorously trying to cover up this deficit and catching up with the rest of the world. By the beginning of the twenty first century, English evolved as the only world language. It is today the language of science and technology, trade and commerce, information and education.

Realizing the importance of its widespread use, the present volume has incorporated papers from three major areas in the learning and teaching of English today, primarily, the use of technology in the classroom, the global-local issues, and methods and approaches in the learning and teaching of English. The volume explores several aspects of learning and teaching the English language. The book offers illuminating insights into various aspects of learning and teaching English language and literature.

The methodology of teaching English has undergone a rapid change with the advent of technology. The advantages of using technology in the

classroom are far too many. Effective technology-integrated lessons foster creativity and innovation and they enhance collaboration and communication among learners. Integration of multiple technological innovation and learning resources like digital voice-recorders, sound amplifiers, L.C.D. projectors, computers, radio and video-cameras, mobile apps etc. are abundantly used to promote language acquisition by teachers these days because the younger generation has easy access to all such resources, even in rural areas.

In the first section on global-local issues the papers discuss how the English language has ably discharged the function of connecting people and their thoughts, irrespective of geographical and social boundaries. These papers discuss the impact of globalization on teaching English in South-Asian countries, students' perceptions of the use of their mother tongue in various linguistic situations and the importance of writing skills for engineering students. Teachers of English believe that language and literature become meaningful and fulfilling when they are linked to the lives of learners and to the wider context of culture and society. Today, the mushrooming of Spoken English classes throughout the length and breadth of small as well as big cities only proves that understanding and speaking English has become indispensable in today's global world.

Communicative Language Teaching (C.L.T.) is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. David Nunan (1991) has enlisted various features of C.L.T., that are, an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, an enhancement of the learner's own experiences as important contributing elements to classroom learning, etc. Thus, in the classroom, C.L.T. often takes the form of pair and group work requiring negotiation, communication, and co-operation between learners to develop their confidence, using role-plays where learners can practice and develop language functions, as well as proper use of grammar and pronunciation focused activities. It would not be erroneous to state that C.L.T. and T.B.L.T. (Task-Based Language Teaching) have now become the need of the hour. Several papers examine the use of a Task-Based Approach in teaching literature to learners. Papers also reflect upon the use of games in facilitating English language acquisition.

English with all its variants and vagaries remains the single most important and influential language in today's world. It has proved itself to be the most flexible and resilient of languages, remarkable for its ability to adopt and integrate vocabulary from other cultures. Its continued vitality

can be seen from the fact that it is now the most used language in the world. Hence, English, which was once a language of the classes, has become the language of the masses. To conclude with Derek Walcott: “The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself.”

Dr. Bandana Chakrabarty
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LIST OF ABBREVIATIONS

A.S.E.A.N.	Association of Southeast Asian Nations
A.T.L.	Any Time Learning
B.Ed.	Bachelor of Education
D.M.	Direct Method
E.I.	Emotional Intelligence
E.S.L.	English as Second Language
L.S.E.	Local Standard English
N.N.S.	Non-Native Speakers
N.S.	Native Speakers
L1	First Language
L2	Second Language
M.N.C.s	Multi-National Companies
M.o.I.	Medium of Instruction
M.T.	Mother Tongue
S.G.E.M.	Speak Good English Movement
T.B.L.T.	Task-Based Language Teaching
T.P.T.	Total Participation Techniques
U.N.T.A.C.	United Nations Transitional Authority in Cambodia
U.P.S.C.	Union Public Service Commission
W.C.S.	Written Communication Skills
W.I.M.D.	The Welsh Index of Multiple Deprivation

PART I:

**LOCAL AND GLOBAL SCENARIO
OF ENGLISH**

CHAPTER ONE

BRIDGING THE DIVIDE: INVESTIGATING CHINESE UNDERGRADUATE ENGLISH MAJORS' EMPLOYMENT GOALS, L2 MOTIVATION AND COURSE PREFERENCES

GARETH RICHARD MORRIS

Introduction

The employment market that graduates enter into today is an increasingly competitive one. In order to best prepare students for this market place reality it is important that students perform well academically whilst at university and are able to show employers that they possess skills that are professionally desirable. To realize either of these outcomes however necessitates a lot of hard work. It also requires long-term motivation on the part of the students, in order to effectively channel their efforts and have clear goals (Locke and Latham 1994). This is especially important in cases where learners' academic courses may not be preparing them directly for the employment market. The problem is that many learners often enter university without having considered what they would like to do after graduation (Ding 2004; Keng and Partridge 2008). One major underlying reason for this is the role that parents play in managing their child's education (Chao 1994). In light of this, many students are also often not used to assuming personal responsibility (Mills 2011). This can lead to some losing their motivation to study after gaining entry to university when other activities come to the fore. If it then transpires that students' courses do not directly seek to prepare them for likely future employment, then securing work in the long run can become challenging.

Literature Review

According to Dörnyei (2001) and Gardner (2001), L2 motivation is defined as the driving force behind learning a language and investing time and effort in doing so. Pioneered by Gardner and Lambert (1959, 1972) through their work in bilingual, but politically divided, Canada, one of the first tenets of L2 motivation to emerge was the notion of integrated and instrumental motivation. These forces were brought to the fore as key components of the Socio-educational Model, a proposition that highlighted just how important the socio-cultural environment is as a language learning motivational force. Further advanced by Deci and Ryan's (1985) Self Determination Theory, which put forward the notion of intrinsic and extrinsic motivation, L2 motivation research also advanced through the work of Dörnyei and Ottó's (1998) awareness raising of the temporal dynamics of motives.

In China however it was not until the seminal work of Gao et al. (2004), (considering Chinese undergraduates' English language learning motivation) that context specific developments took place. Indeed, they identified that seven motivational forces appeared to motivate the learners in question with their language learning endeavors. These motives were: an intrinsic interest in the language, a feeling of social responsibility, immediate achievement, the learning situation (or environment), the fact that the language could be used as an information medium, going abroad, and a desire for individual development, of which the first two (intrinsic interest and social responsibility) were the two most prominent forces for action. In the light of societal and cultural developments in the intervening years, alongside educational advancements (such as more graduates being proficient in their use of the English language) and an increasingly competitive employment market, it is probably unlikely that these two motives are as prominent today as they were found to be a decade ago.

Research Design

This research seeks to answer four pertinent questions in the Chinese context:

1. Do Chinese undergraduate English majors know what they want to do after completing university education?
2. How prominent are employment goals as an L2 motivational drive for the students in question?

3. To what extent do the institutional environment and subject sub-discipline impact upon the prominence of employment goals as an L2 motivational drive?
4. In the light of their employment goals, what do Chinese undergraduate English majors think should be done to improve their courses?

The study participants were 637 English major students who attended a university and affiliated college in Suzhou. There was a response rate of 85 percent. These institutions were selected because the researcher had ready access to the sites, and more importantly, given the recruitment processes at both sites, it was felt that the university and college in question would potentially provide representative samples of a wider target population. To collect the data, a questionnaire was employed. This was a modified version of the one Gao et al., (2004) had devised. Reliability testing was conducted with reference to the Cronbach Alpha coefficient, and a respectable figure of 0.77 was returned for the modified tool. Questionnaire administration was either by the researcher or the class teacher. Variation here occurred due to practical time constraints. That said, the purpose, scope, and ethical commitments of the research were highlighted to all respondents. Finally, with the Kolmogorov-Smirnov and Shapiro-Wilks normality tests indicating a normal distribution of the data, both descriptive and inferential statistics were used to analyze the data via SPSS 19.0.

Results and Analysis

4.1 Research Question 1: Do Chinese undergraduate English majors know what they want to do after completing university education?

It would appear based on the responses to this open-ended question, which were coded following an iterative open axial process, that Chinese undergraduate English majors do know what they would like to do after graduation. Indeed, the findings in Table 1-1 suggest that this is the case for 72 percent of the participants. In this respect, it is the English and Education majors who have the clearest vision regarding what they would like to do, and this is true both for the nature and specificity of their responses. But, in contrast, they were more divided in terms of their responses. However, their responses do highlight that many would like to go into a profession that is naturally aligned to their major. Worryingly though, and as with the general English majors, about a third of the participants were either unsure or had no idea about what they would like

to do post-university. The final point to note here is that it is interesting, irrespective of the location and context, that the general English majors at both the university and college gave fairly uniform responses. The reason for this clarity could be partially because of the parents' awareness and partially due to motivation from their teachers. It is easy to teach such an aware and motivated lot of learners and mold them as per their needs.

Specific Employment Goal	University EE	University ET	University GE	College GE	ALL
Teacher	105 72%	6 7%	21 12%	58 25%	190 30%
Translator	2 1%	23 28%	31 18%	30 13%	86 13%
International Company Employee	3 2%	15 19%	22 12%	24 13%	64 10%
(Any) Company Employee	4 3%	3 4%	17 10%	18 8%	42 7%
Unsure (between possibilities)	19 13%	14 17%	39 22%	33 14%	105 16%
No Idea	6 4%	12 14%	16 9%	43 19%	77 12%
Number of Respondents (in Total)	139 / 145 96%	73 / 83 88%	146 / 177 82%	206 / 232 89%	564 / 637 89%

Note: Selected Results

Abbreviations:

EE (English and Education) ET (English and Translation) GE (General English)

Table 1-1 Do Chinese undergraduate English majors know what they want to do after university?

4.2 Research Question 2: How prominent are employment goals as an L2 motivational drive for the students in question?

With it seeming that many Chinese undergraduate English majors do appear for the most part to know what they would like to do after university, albeit without a great deal of clarity concerning the details of these aims, it now becomes important to evaluate the relative prominence of generic employment goals as a language learning motive. To do this, the mean average and standard deviation were calculated for each motivational construct, and the results appear in Table 1-2. Considering these, it appears that employment goals are a prominent motive for the students in question as they rank second. This is the case regardless of the subject sub-discipline or institution. The fact that relatively low standard

deviations are also in evidence suggests that for the responses being offered there exists a reasonably high level of agreement. This would thus enhance the likelihood that the statistics are a genuine reflection of the response of the majority.

A series of A.N.N.O.V.A.s were also conducted to assess if the apparent rank order of the motives was reflective of reality, and for the motivation scores of the four groups there was a statistically significant difference at the $p < 0.5$ level. The findings were from English and Education: $F(7, 4632) = 154, p = .000$; English and Translation: $F(7, 2648) = 79, p = .000$; General English (university): $F(7, 5656) = 189, p = .000$; and, General English (college): $F(7, 7416) = 142, p = .000$. Multiple Comparison Post Hoc Tests also confirmed the majority of the rankings. Although according to Cohen (1988) the effect sizes were small, at .19, .17, .19, and .12 respectively (and listed in the same order as previously), it is worth noting that in educational contexts this may be of little bearing on the value of the findings (Coe 2002). Further credence to this was also derived from the findings from planned comparisons. These were between the employment goals drive and the alternative motives. This is because having set the alpha level at .007 following a Bonferroni adjustment, statistically significant results were found for all four groups: English and Education: $F(1, 4632) = 103, p = .000$; English and Translation: $F(1, 2648) = 130.33, p = .000$; General English (university): $F(1, 5656) = 206.21, p = .000$; and, General English (college) $F(1, 7416) = 96.26, p = .000$.