

**Acculturation and English  
learning motivation:**  
Focusing on Chinese international  
PGT students in the UK

Xuande Wu  
PhD Student  
The University of Edinburgh  
Xuande.Wu@ed.ac.uk

# Background

An essential part of student population

the number of PGT students mainly grows.

# Background

English, a significant daily and  
academic instrument

International PGT students' well-being  
Language & Adaptation  
A potential relationship?

# Theoretical basis

## Ward's bi-dimensional acculturation model

(Ward, 2000)

Keep the culture of origin

Integrate the host culture

# Theoretical basis

## Berry's four pattern/outcomes of acculturation

(Berry, 1980)

Assimilation: weak culture of origin; strong host culture

Separation: strong culture of origin, weak host culture

Integration: strong culture of origin, strong host culture

Marginalization: weak culture of origin, weak host culture

## Gardner's L2 learning motivation

(Gardner, 1985)

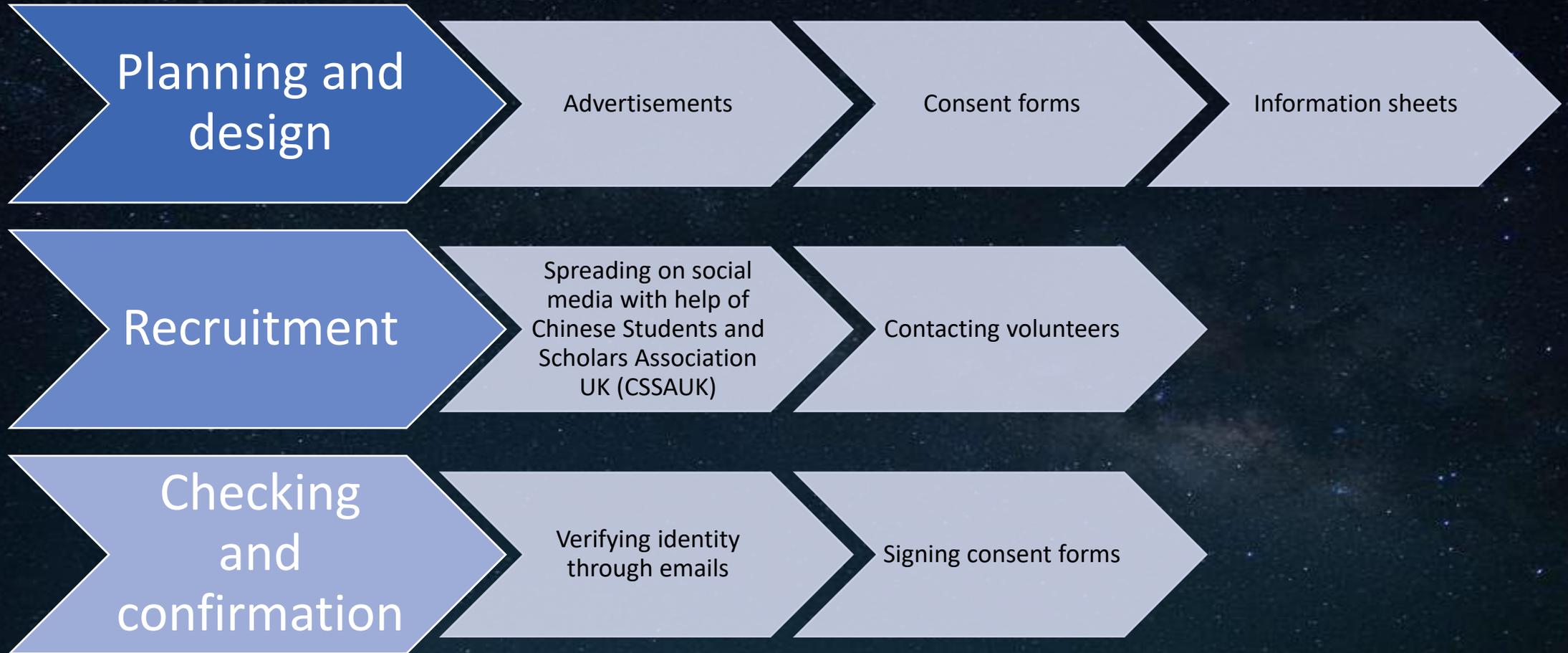
Integrative: "For being a member of the community "

Instrumental: "For getting a better job"

# Research questions

- What second language learning motivation types do Chinese PGT students exhibit?
- To what extent do Chinese PGT students experience acculturation and what are their acculturation types?
- What is the relationship between acculturation and Chinese international students' second language learning motivation at different stages in their Masters?

# Participant recruitment



# Participant profile

- 156 Chinese international PGT students from 12 UK universities
- 104 females, 52 males
- Pursuing one-year Master's degree
- All from mainland China with no other overseas studying experience
- All have stayed in the UK: 6 months

# Motivation Scale for Chinese International Students (MSCIS)

- Six-level Likert scale, 21 items, two section design
- Based on Gardner's Attitude/Motivation Test Battery
- Piloted with 16 Chinese university students
- 0.86 Cronbach Alpha

	<b>Strong</b>	<b>Moderate</b>	<b>No significant</b>
Motivation	$\geq 111$	$\geq 76$	$< 76$
IntM	$\geq 53$	$\geq 40$	$< 40$
InsM	$\geq 48$	$\geq 36$	$< 36$

# Acculturation Scale for Chinese International Students (ASICS)

- 5 Level Likert scale, 30 items, Bidirectional
- Odd items measuring Culture of Origin Orientation
- Even items measuring Host Culture Orientation
- 0.79 Cronbach Alpha
- Piloted with 16 Chinese university students
- Based on:
  - Acculturation Rating Scale for Mexican American-II (ARMSA-II) (Cuellar, 1995)
  - Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA) (Suinn et al., 1987)
  - Asian American Multidimensional Acculturation Scale (AAMAS) (Gim et al., 2004)

# Procedure

## Data collection

Sending two  
scales to  
participants



Participant  
return scales

## Data analysis

Statistical  
analysis



Correlative  
analysis  
(Pearson's)

# Strongly motivated Chinese PGT students

Motivation types	Mean	Standard deviation	Median	Mode	Range
Motivation (both motivations)	107	7.76	106	105	88-124
Integrative motivation	54.28	4.95	55	55	40-65
Instrumental motivation	52.5	4.03	53	56	40-60

Most strong motivation (>111);  
Strong integrative (>53) and instrumental (>48)

# The blended/mixed motivation

<b>Motivation type</b>	<b>Number</b>	<b>Percentage</b>	<b>Criterion</b>
Integrative motivation only	0	0%	A total score is more than 40 (including 40) in IntM but less than 36 in InsM
Instrumental motivation only	0	0%	A total score is more than 36 (including 36) in InsM but less than 40 in IntM
Both	156	100%	A total score is more than 40 (including 40) in IntM and more than 36 (including 36) in InsM
None	0	0%	A total score is less than 40 in IntM and less than 36 in InsM

# Most integrated, some separated.

<b>Acculturation types</b>	<b>Number</b>	<b>Percentage</b>	<b>Criterion</b>
Assimilation	0	0.64%	A total score is more than 45 (including 45) in Host but less than 45 in CO
Separation	58	37.17%	A total score is more than 45 (including 45) in CO but less than 45 in Host
Integration	98	62.82%	A total score is more than 45 (including 40) in Host and more than 36 (including 36) in CO
Marginalization	0	0%	A total score is less than 45 in Host and less than 45 in CO

# A positive relationship between Mot and Acc

	InsM	Mot	CO	Host	Acc
IntM	.399**	.871**	.148	.274**	<b>.351**</b>
InsM	1	.798**	.056	.294**	.290**
Mot		1	.127	<b>.337**</b>	<b>.386**</b>
CO			1	-.279**	.610**
Host				1	.587**
Acc					1

# Conclusion

- Chinese PGT students mainly exhibit “blended motivation”.
- The two main acculturation types are integration and separation
- A positive relationship between English learning motivation and acculturation
  - Integrative motivation is positively correlated with acculturation
  - Instrumental motivation has limited impact on acculturation

# Implications

- Language skills plus Culture needs
- They learn English with two motivations together
  
- A comprehensive system to help
- More cultural activities
- Native friend network/ the buddy system

# Implications

- From motivation to acculturation
- From acculturation to motivation

# More

- Do other international students exhibit blended motivation?
- Different aspects of acculturation?
- Emotional, behavioral. Identity
- Acculturation and motivation changing over time
- Their relationship? Dynamic?
- Longitudinal design needed

# Zoltán Dörnyei

- He is a pioneer in second language motivation field.
- He will be memorized by all researchers in this field.
- “Carry on, young man.”
- Rest In Peace

# References

- Berry, J. W. (1980). Acculturation as varieties of adaptation. In A. Padilla (Ed.), *Acculturation: Theory, models and new findings* (pp. 9-25). Boulder, CO: Westview Press.
- Cuellar, I., Arnold, B., & Maldonado, R. (1995). Acculturation rating scale for Mexican Americans-II: A revision of the original ARSMA scale. *Hispanic journal of behavioral sciences*, 17(3), 275-304.
- Gardner, R. C. (1985). *Social psychology and second language learning*. Edward Arnold. London.
- Gim Chung, R. H., Kim, B. S., & Abreu, J. M. (2004). Asian American multidimensional acculturation scale: development, factor analysis, reliability, and validity. *Cultural diversity and ethnic minority psychology*, 10(1), 66.
- Suinn, R. M., Rickard-Figueroa, K., Lew, S., & Vigil, P. (1987). The Suinn-Lew Asian self-identity acculturation scale: An initial report. *Educational and psychological measurement*, 47(2), 401-407.
- Ward, C., & Rana-Deuba, A. (2000). Home and host culture influences on sojourner adjustment. *International journal of intercultural relations*, 24(3), 291-306.