

International Posture, Attitudes and Motivation among Mainland Chinese EFL Learners in Singapore

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ABSTRACT

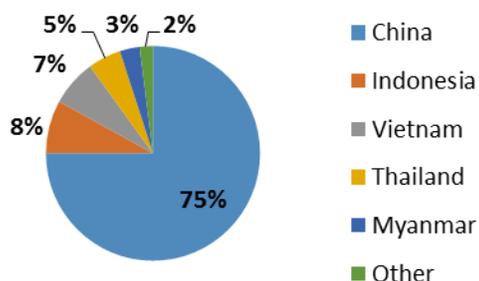
This study investigated the reasons behind the perceived poor motivation of mainland Chinese EFL learners in Singapore, analysing students' International Posture (Yashima, 2002, 2009), and also their attitudes to the local Chinese (L1) community. The study investigated the hypothesis that students who are less successful language learners will have weak International Posture and also a more positive attitude towards the local Chinese community. To test this hypothesis a mixed methods approach was used, with learners completing a questionnaire with both quantitative and qualitative questions. In order to follow up on trends identified through the questionnaire, a semi-structured interview was then carried out with selected participants. Analysis of the results from the questionnaire shows all students displayed strong International Posture, but also that attitudes towards the local Chinese Singaporean community are a factor in determining language learning success. On the basis of these findings, a new draft motivational framework is proposed for EFL language learners studying overseas. This framework utilises the International Posture concept, but also adds attitudes to the L1 community. Through application of this framework, educators will be able to greater understand the motivation of EFL learners in their specific contexts.

KEYWORDS: EFL, Language learner motivation, Chinese learners, Singapore

Introduction

In Singapore, the majority of international students are from mainland China, and in the private education sector Chinese students make up a very large proportion of the student body. The high percentage of mainland Chinese students brings a series of challenges to those involved in the teaching of English language preparation programmes. First, there are the problems faced by having a class where nearly all the students speak Mandarin. This means that it is difficult to control the use of Mandarin in the classroom, and yet the teacher is not able to make use of the benefits of a mono-lingual class as each class will have some non-Mandarin speakers. Second, although the literature on Chinese Learners portrays Chinese Learners as being successful and highly motivated (Jin & Cortazzi, 2011; Watkins & Biggs, 1996), anecdotal evidence gathered by the author from experience in two private higher education institutions in Singapore, suggests that Chinese Learners in Singapore are less motivated and successful than learners from other backgrounds. On the programme on which the author currently works, the latest exam results saw a 73% pass rate from mainland Chinese students compared to an 86% pass rate from students from other countries (James Cook University, 2013). Although it is very difficult to link success directly to motivation, as there are many other factors to take into consideration, the majority of scholars agree that this link does exist and is strong (Dörnyei & Ushioda, 2011).

Figure 1. Origins of students on an English language preparation programme (James Cook University, 2013)



There is currently no research explaining why mainland Chinese students in Singapore have such poor motivation and success; however, recent developments in language learner motivation theory have provided some concepts which could help explain the phenomenon, one of the most interesting being Tomoko Yashima's concept of International Posture. Yashima (2002) states that a student's motivation is dependent on their attitude towards the international community as a whole. Normally, by choosing to study abroad, a student has shown a positive attitude to the international community. However, a key feature of Singapore is the fact that 74% of the Singaporean population is ethnically Chinese (Department of Statistics, 2012), and these ethnically Chinese Singaporeans are able, with few exceptions, to speak Mandarin. Therefore, if a student wishes to only communicate in Mandarin outside class, this is possible. This option to speak only Mandarin outside class is not available in other study abroad locations, and

based upon this, it can be seen that many students may select Singapore for the linguistic safety net and perceived cultural similarities to the local community, rather than due to a positive view of the international community as a whole. Therefore, using Yashima's argument, these Chinese students in Singapore may have a lower motivation to study English than Chinese students who study in different overseas locations. This study explored Yashima's concept of International Posture, investigating the cause of the perceived low motivation of Chinese students in Singapore. As the results of the study do not completely support the International Posture concept, a new draft motivational construct is proposed which uses Yashima's concept but adapts it to fit the Singaporean English as a Foreign Language (EFL) context.

Motivation theory and International Posture

The International Posture concept is based on mainstream language learner motivational theory. Although, there is presently no one dominant theory of language learner motivation, much current work is based on the writings of Robert Gardner who led the field for much of the late twentieth century (Gardner, 1985; Gardner & Lambert, 1959, 1972). In regards to motivation, a key idea was the identification of two factors which make up motivation: Integrative and Instrumental orientation (Gardner & Lambert, 1959). Instrumental orientation refers to material goals such as obtaining a better job, whereas Integrative orientation refers to less concrete goals, such as becoming part of a different language community. This idea is core to the separation of language learning motivation from motivation to learn other subjects.

Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills or behaviour patterns which are characteristic of another cultural community. As a consequence, the relative degree of success will be influenced to some extent by the individual's attitudes towards the other community (Gardner, 1985, p. 146).

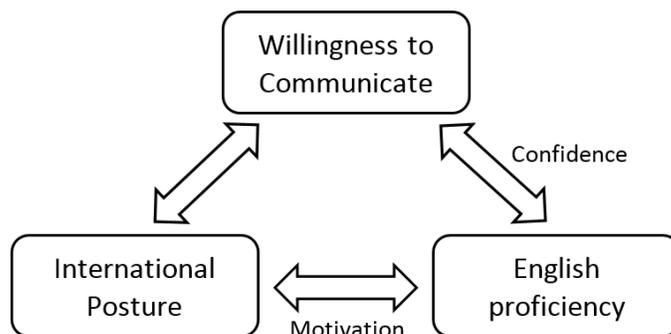
Although Gardner's theory of motivation for language learning, known as the Socio-Educational Model, dominated the field in the 1970s and 80s, in the early 1990s there was increasing criticism of this theory and a call for more application of motivational theory from mainstream education (Crookes & Schmidt, 1991). One criticism is that using the Socio-Educational Model, Gardner produced the Attitude/Motivation Test Battery, but the results of research undertaken using the AMTB are inconclusive (Crookes & Schmidt, 1991). The lack of clarity around the definitions of attitudes and motivation has also led to criticisms that the cause and effect of motivational issues in a classroom setting are difficult to identify (McDonough, 1981). More recently, Gardner's work has been criticised as being reductionist, putting too much emphasis on integrative motivation. As Dörnyei points out, 'linear models such as Gardner's models only provide a selective partial account of motivation and do not do justice to its complex reality' (Dörnyei & Ushioda, 2011, p. 76).

Although critiqued, Gardner's ideas are very influential and there are a number of areas of motivational research that are of interest to this study which are based on Gardner and

the critiques made of his work. Of particular interest is research on the link between identity and motivation. Gardner's concept of integrative motivation could be seen as learners wanting to form a new identity as part of the target language community, but recently the validity of the integrative concept in this form has been called into question (Deci & Ryan, 1985; Dörnyei & Ushioda, 2011; Yashima, 2009). Gardner's concept of *integrativeness* was based on research in Canada with second language (L2) learners where the learners' desire to integrate with a particular, clearly defined, language community could be measured. However, in contemporary contexts a large proportion of language learners are learning English as a Foreign Language (EFL) within their own country, and have little or no contact with native speakers of English. For most, the concept of integrating with a native speaker community has little relevance as they have no intention of, or opportunity to, live in such a community. In addition, with the rise of World Englishes, there are many potential target language communities, some native speaker, some not.

A promising alternative to the classic idea of integrative orientation is the concept of International Posture offered by Tomoko Yashima, which 'tries to capture a tendency to relate oneself to the international community rather than any specific L2 group' (Yashima, 2009, p. 145). As shown in Figure 2 below, Yashima sees this International Posture as one of the major factors that leads to English proficiency along with Willingness to Communicate (MacIntyre, Dörnyei, Clément, & Noels, 1998).

Figure 2. The interrelations between International Posture, Willingness to Communicate and English Proficiency (Yashima, 2009)



In Yashima's view, International Posture incorporates both integrative and instrumental orientations; however, the link to instrumentality is not overly clear, with very few items in her research instrument being linked to this construct (Yashima, 2002). Regardless of this, taken as a reformulation of the classic integrative orientation, the concept of International Posture is certainly appealing in the globalised world where English is being used as a lingua franca, and it is for this reason that it was adopted for this study. International Posture also links well with other research on how learners form their identities in context (Murray, Gao, & Lamb, 2011). Ushioda argues that the 'processes of engaging, constructing and negotiating identities are central to the analysis of motivation' (Ushioda, 2011). What is clear, is that for language learner motivation theory, context

has become increasingly important; research needs to consider context, and in particular the applicability of theories to different language learning situations. The International Posture concept was selected to provide the framework for this study as it offers insights into the integrative motivation of EFL students, and is therefore appropriate for the study of mainland Chinese learners in Singapore.

Methods

The investigation into the concept of International Posture formed part of a larger study which included a section on student destination choice. The research methodology therefore drew on previous work carried out in both the areas of motivation and destination choice, while trying to keep in mind recent research trends such as the need for a contextualized approach. The following hypothesis guided the study:

That students who place a high value on a cultural safety net, and have a less positive attitude to the international community as well as a low instrumental motivation will be less successful in their study.

The following research objectives were set to help test this hypothesis:

- 1) To identify those students who fit the pattern of high value on cultural safety net, less positive attitude to the international community, and low instrumental motivation.
- 2) To ascertain whether the students following this pattern are less successful than their peers.

The participants for the study were drawn from the student body of the English preparation programme which the author administers at a Private Higher Education Institution in Singapore. All students from mainland China who were attending the programme and had completed one study period were invited to join the study. In total there were 145 participants 78 male and 67 female who possessed qualifications ranging from Year 11 of high school to Bachelor degrees. Ethics Approval for this project was sought and obtained by the author prior to the commencement of the research (Ref: mt240-35fa), and all participants completed Informed Consent forms.

In order to obtain data and test the research hypothesis a mixed methods approach was used. Language learning motivation studies have traditionally employed large scale quantitative questionnaires (Dörnyei & Csizér, 1998; Gardner, 1985); however, following the general trend in the social sciences, recently more researchers have added qualitative aspects to their research. While quantitative questions gather a large quantity of data, they do not allow students to introduce factors of importance in their context, and as such, qualitative questions were also included to illicit these factors. In addition a semi-structured interview was used to allow for more in-depth analysis of the issues and trends raised in the questionnaire.

The questionnaire in this study follows very much in the tradition of this area of study by asking participants to rate a number of factors in regards to their importance (see

Appendix 1). This approach has been used successfully by researchers working with Chinese students both in Australia and Hong Kong (Bodycott, 2009; Mazzarol & Soutar, 2001). The factors selected have been drawn from those used in the research cited above, with the addition of two factors – *familiar cultural environment*, *can speak Chinese outside class* – which are the specific to the Singaporean context.

Following the approach used by Mazzarol and Soutar (2001) participants were asked to rate the importance of the various factors using a 7-point Likert scale ranging from *extremely important*, to *not at all important*. In order to enable better analysis, the factors were grouped into the following multi-scale items:

- Section B) Instrumental factors – education and job related
- Section C) ‘Neutral’ factors – factors identified by the literature, but not expected to impact student success
- Section D) Attitudes to the local Chinese community
- Section E) Attitudes to the international community (International Posture)

This practice of grouping questions into multi-scale items helps in the testing of the hypothesis. It was expected that certain patterns in the answers would be predictive of success, and conversely, some patterns would be predictive of failure as shown below in Figure 3. As students were assessed and placed in a class according to their level when they entered the programme, those students who received a passing grade in their first period of study, and thus demonstrated significant improvement in their language proficiency, were judged as being successful. Using a short time frame, such as one study period, to measure success is important so as to minimise the effect of environmental factors (Dörnyei & Ushioda, 2011).

Figure 3. Patterns expected to predict success or failure

$$\begin{aligned} \text{Success} &= \text{Low B} + \text{High D} + \text{Low E} \\ \text{Failure} &= \text{High B} + \text{Low D} + \text{High E} \end{aligned}$$

In order to test the validity of the questionnaire, a pilot study was carried out with 20 mainland Chinese participants who were studying a parallel programme at the same institution. All questions received a broad range of responses and results, which indicated that the main sample would produce a number of students showing the ‘Success’ and ‘Failure’ patterns, and would allow for testing of the hypothesis.

Although the major part of the questionnaire followed the traditional quantitative method, three qualitative questions were added. These questions were added to help alleviate one of the major limitations of the quantitative method, which is that by basing the factors for rating on previous research, a researcher is at risk of omitting a particular factor which is of importance in their context, but not in others. The three qualitative questions asked participants to name the two most important factors for them in regards to: studying abroad; choosing Singapore; and choosing their particular institution. The responses were then coded, with the factors highlighted being categorized, and these categories were defined and amended as necessary as the data was entered and analysed.

In order to check the predictive nature of the ‘Success’ and ‘Failure’ patterns shown in Figure 3 above, the link between these patterns and the actual success/failure was investigated. In addition, to investigate in more detail the relationship between students’ performance and their score in the different sections, the grades of students were regressed linearly on the 4 section variables after adjustment for gender. The relationship between the attitudes to the local Chinese community and grades was then checked using the data from the qualitative questions and a similar model. The score for the participants’ attitudes to the local Chinese community was put in place of the four sections’ variables. Whether or not a student had a positive relation to the local Chinese community was identified by whether they had mentioned the community as one of the two main factors for their choosing Singapore.

Even though the questionnaire has some qualitative elements, it still suffers from the limitations of most questionnaires in that the participants are led very much by the researcher’s choice of questions, and the questions do not allow participants to answer in any depth. Consequently a semi-structured interview was also carried out in Mandarin for five participants randomly selected from the graduating class of the programme in order to allow the participants to express their opinion in regards to International Posture as well as following up on trends identified from the questionnaire.

Analysis and results

The following section will discuss the research findings in respect to the hypothesis: that students who place a high value on a cultural safety net, and have a less positive attitude to the international community, as well as a low instrumental motivation, will be less successful in their study.

Findings from the questionnaire

Previously, two structures were introduced which were expected to correlate to success or failure:

$$\text{Success} = \text{Low B} + \text{High D} + \text{Low E}$$

$$\text{Failure} = \text{High B} + \text{Low D} + \text{High E}$$

These structures were based on the grouping of factors from the questionnaire into four sections:

Section B – Instrumental factors

Section C – General factors (not expected to impact success)

Section D – Attitudes to the local Chinese community

Section E – Attitudes to the international community (International Posture)

It was found that the 30 students who fall into the ‘Success’ pattern have a slightly greater pass rate (86.7%) than the 115 who do not fit into this pattern (79.1%), but such a difference could easily happen by chance ($p\text{-value}=0.50$). The same goes for the failure pattern, as the 23 students who fall into the ‘Failure’ pattern have a slightly lower pass

rate (73.9%) than the 122 who do not fit into the pattern (82.0%), but the p-value is high at 0.54 (see Table 1 below).

Table 1. Association between the Success/Failure patterns and the actual success failure of students

	Having the "success" pattern		Having the "failure" pattern	
	Yes	No	Yes	No
Pass	26 (86.7%)	91 (79.1%)	17 (73.9%)	100 (82.0%)
Fail	4 (13.3%)	24 (20.9%)	6 (26.1%)	22 (18.0%)
Total	30 (100%)	115 (100%)	23 (100%)	122 (100%)
	$\chi^2=0.45$, p-value=0.50		$\chi^2=0.37$, p-value=0.54	

With both of these patterns, the low number of students following the patterns (n=30 and 23 respectively) is a likely cause of this low significance.

Multiple regression analysis was then carried out to see whether a different relationship than hypothesised would be present. Sections, B, C, and E, were not found to be significantly related to grades (p=0.956, p=0.677 and p=0.601 respectively), but section D was (p=0.031): This shows that those students who place a higher value on the existence of the Chinese community in Singapore (i.e. students who have a low score on Section D) are more likely to fail than those that don't (see Table 2).

Table 2. Multiple linear regression of grades on sections B, C, D and E (adjusted for gender)

	Standardized estimate	p-value
Section B	-0.1	0.956
Section C	-0.4	0.677
Section D	2.2	0.031 *
Section E	0.5	0.601

As we can see in Table 3, the second regression analysis performed received a p value of 0.987 and this does not provide evidence for a linear relationship between grades and having a positive attitude to the Chinese community (determined through answers to the qualitative question: 'What were the two biggest reasons for you choosing Singapore?'). As there is no significance shown, the analysis of the qualitative data does not add support to the link shown in the quantitative data analysis between grades and a positive attitude to the local Chinese community.

Table 3. Linear regression of grades on the attitudes to the Chinese community score (adjusted for gender)

	Standardized estimate	p-value
Positive attitudes to the local Chinese community	-0.02	0.987

Findings from the semi-structured interview

The use of a semi-structured interview provided the opportunity to further investigate some of the points raised by the questionnaire. In particular, the interview looked at the importance of the Singaporean Chinese community to students. Out of the participants in the interview, four of them (Students 1-4) passed their first study period, and one (Student 5) failed.

All students agreed that the safety of Singapore, its climate, and general living environment were big draws. All except Student 2 also expressed that proximity to China was a reason that they had chosen Singapore. Interestingly, none of the students mentioned that they had come to Singapore for high quality education, or because of its multicultural environment, and four of the five students (excluding St 1) expressed the view that they had selected Singapore due its similarities with Chinese culture and the ability to use Chinese outside class. Student 3 expressed this very clearly: “But my English was so poor, if I chose a country like America or the UK, I don’t think I would have lasted the first month.” Student 3 later in the interview goes on to elaborate further on use of Chinese and the value of the Chinese community. He separates other Chinese students on the programme into two groups, those who just want to live overseas, and are not bothered about study; and the other group which consists of students who want to learn, but want the safety net of being able to speak Chinese if they are struggling. The views expressed in the interview link in very well with the responses given in the qualitative sections of the questionnaire, with proximity, safety, and the Chinese safety net being highly valued.

Following the presentation of the results from both the questionnaire and the interview, it is clear that although the findings raise important issues, not all the data supports the hypothesis. The implications of the results are discussed below.

Implications

The analysis of the ‘Failure’ and ‘Success’ patterns was specifically designed to test the hypothesis and the fact that neither pattern produced significant results means that the hypothesis cannot be supported in its entirety. The patterns did show some difference in pass rates, but the high mean ratings for instrumental factors and the international community by all students whether they passed or failed, together with the low number of students who fulfilled either pattern, led to the patterns having low significance.

Although the hypothesis cannot be supported in terms of attitudes to the international community and instrumental orientation, there is evidence to support the link between high importance placed on the local Chinese community and a low pass rate. The students who failed placed significantly higher importance on the Chinese community than did those who passed. Although the analysis of the qualitative questions did not provide any additional support to the argument, the fact that a positive attitude to the Chinese community can have a major impact on success, regardless of views of the international community or instrumental orientation, has significant implications for language learner motivation theory.

Yashima (2009) links attitudes to the international community and instrumental factors to motivation; however in this study, students who display strong International Posture as Yashima presents it, are no more successful than those who display weaker International Posture. This lack of a link between International Posture and success means that the concept needs to be reconsidered, especially in light of the connection shown between a positive attitude to one's own culture and language and lower success rates.

Just as Gardner's work on integrative motivation (Gardner, 1985; Gardner & Lambert, 1959, 1972), has been criticised for being too closely based on the experience of ESL learners in Canada; Yashima's work may also not be able to be transferred to other contexts without adaption. Yashima's work on International Posture is based on research into Japanese EFL learners based in Japan, who may have a large range of attitudes to the international community. In contrast, by deciding to study overseas, students in Singapore (with the exception of students like St 5 who were sent abroad by their parents) have shown at least a minimally positive attitude to the international community. For these students in Singapore, the difference in motivation may not be how they regard the international community, but how they regard and interact with the Chinese community in Singapore. The results from the questionnaire show a link between the attitude towards the Chinese community and success, and students in the interview also noted that there were different attitudes among students. In the interview, a division was drawn between those students who wish to experience study overseas, but not really learn English or interact with the international community, and those students who value the Chinese community as a safety net, but who really wish to progress and become less reliant on this safety net. This point of a student's attitude towards communities of people from their own country/culture in the host nation being a major aspect of motivation, is important in many contexts, not just in Singapore, but in any location where students have access to a significant community from their own home country/culture; and in the case of Chinese students, this would include most major universities in the UK and Australia.

While Yashima's International Posture model may be appropriate for EFL contexts where learners are in their home country, it is more appropriate to add another element to the construct when looking at EFL learners studying abroad; a learner's attitude to people from the same L1 community in the host nation. Figure 4 below shows in diagrammatic form International Posture and how it links to motivation as conceptualised by Yashima, and Figure 5 offers an alternative concept using the International Posture construct, but

adding *Attitudes to the L1 community*. This concept is more suitable for contexts where EFL learners are studying overseas. Instrumental orientation is also placed separately from International Posture, as it is given very little weight in Yashima’s construct for such an important element of motivation. However, this is not a finished motivational construct, note that the elements that make up *Attitudes to the L1 community* are left blank. The diagram is based on the findings of this study, and for this purpose, does give an indication of possible areas of research as well as being in line with the trend of looking at motivation in context as opposed to applying general theories to all situations. The complexity of *Attitudes towards the L1 community* means that any attempt to populate the subdivisions that make up this factor would, without further research, be counterproductive.

Figure 4. International Posture as conceptualised by Yashima (Yashima, 2002, p. 61)

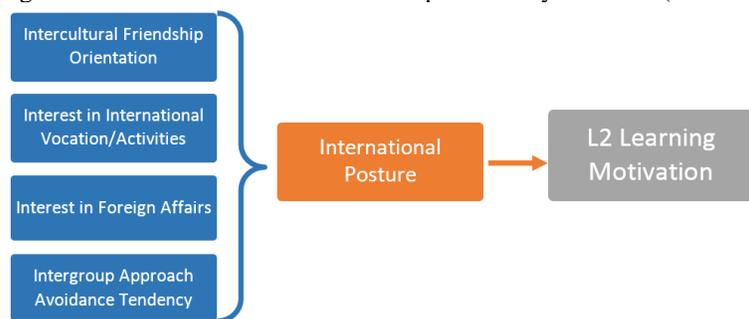
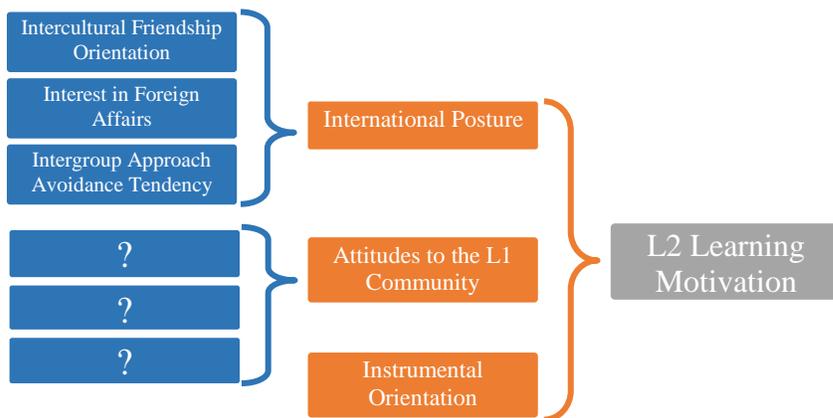


Figure 5. A draft motivational framework incorporating International Posture and Attitudes to the L1 Community



This study started off with the very practical aim of understanding the reasons for perceived low levels of motivation, and the very real low level of success achieved by mainland Chinese students on English language preparation programmes in Singaporean private education institutions. In fact, the findings have shown that students do not seem to have low instrumental motivation, and also show positive attitudes to the international community, but *Attitudes to the L1 Community* do seem to have an effect on motivation and success. It may be that the poor success of Chinese learners in Singapore is partly

caused by the fact that there is such a large L1 community. The effect that the existence of the Chinese speaking community has on learners needs to be investigated further so as to greater understand and interpret the effects of the L1 community on EFL language learners studying overseas in this and other contexts.

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Appendix 1

Questionnaire - Factors influencing destination choice

Instructions: Please consider all questions carefully. The whole questionnaire will take only 20-30 minutes to complete. Surname: _____ Given Name: _____

Section A –

- 1) What were the two biggest reasons for you deciding to study overseas?
 - I. _____
 - II. _____
- 2) What were the two biggest reasons for you choosing Singapore?
 - I. _____
 - II. _____
- 3) What were the two most important reasons for you choosing this institution?
 - I. _____
 - II. _____

Section B –

Rate the importance of the following factors in deciding to study abroad

1) To obtain high quality education

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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2) To get a job a better job

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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3) To get a job in an international company

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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Rate the importance of the following factors in deciding where to study abroad

4) Quality of education

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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5) Institutional reputation

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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6) Quiet and studious environment

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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Section C –**Rate the importance of the following factors in deciding where to study abroad****1) Level of racial discrimination**

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

2) Safe environment

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

3) Low cost of living

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

4) Low fees

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

5) Proximity to your home country

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

Section D –**Rate the importance of the following factors in deciding where to study abroad****1) Friends or relatives are there**

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

2) Established population of overseas students

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

3) Familiar cultural environment

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

4) Can speak Chinese outside class

Extremely important	Very important	Moderately important	Neutral	Slightly important	Low importance	Not at all important
1	2	3	4	5	6	7

Section E –**Rate the importance of the following factors in deciding to study abroad****1) To experience international education**

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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2) To gain more understanding of other cultures

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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Rate the importance of the following factors in deciding where to study abroad**3) English speaking environment**

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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4) An international cultural environment where you can interact with foreigners

Extremely important 1	Very important 2	Moderately important 3	Neutral 4	Slightly important 5	Low importance 6	Not at all important 7
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