

MOTIVATION OF HIGHER EDUCATION STUDENTS TO LEARN BILINGUAL COURSES

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Abstract

A key objective of higher education institutions is to facilitate effective learning, but motivation to learn plays an important role in promoting effective learning. This study aims at revealing higher education students motivation to learn bilingual courses. Applying interviews as a research method, this study develops a questionnaire based on literature of motivation to learn. Four motivational factors "attention", "relevance", "satisfaction", and "confidence" are adapted to examine higher education students' motivation to learn bilingual courses. This study also suggests corresponding skills in teaching and education to arouse and promote higher education students' motivation to learn bilingual courses. As China is developing an integrated and high quality higher education system with the biggest number of higher education students in the world, this study takes China higher education students as an example, unfolding their motivation to learn bilingual courses.

Keywords: higher education, teaching in foreign languages, motivation to learn, bilingual courses

1. INTRODUCTION

In order to meet challenges of the 21st century, China Ministry of Education launched a document "Opinions on Strengthening Undergraduate Teaching and Improving Teaching Quality in Colleges and Universities" in August of 2001. One of the measures of the document emphasized the importance of actively promoting the use of English and other foreign languages for teaching. At that time one of the greatest social background of China society was China joining WTO in the beginning of the 21st century. To meet the challenges of economic globalization and scientific and technological revolution, it was called that undergraduate education should create conditions to use English and other foreign languages for public and professional courses. It was even more necessary to take the lead in the fields of biotechnology and information technology in the high-tech field, as well as in the fields of finance and law to meet the needs of China's accession to WTO, and strive to achieve 5% - 10% of the foreign languages teaching courses within three years. The document even mentioned that colleges, universities and majors that did not have the conditions to teach directly in foreign languages for the time being may first implement foreign languages teaching materials and Chinese teaching for some courses and put them in place step by step, which reflecting the situation that colleges and universities of China did not possess rich resources and talents to teach in English language or other languages for non-linguistic courses at that time. Two decades flid away, and the globalized background as well as the social background of China had changed tremendously, and the world is undergoing profound changes unseen in a century. According to statistical data, by the end of 2020, there were 890 Sino-foreign cooperation projects in undergraduate education in China, covering 28 provinces, involving 440 universities and 35 countries and regions of the world. A total number of 88,289 bilingual or pure foreign languages courses had been carried out in almost all colleges and universities of China. Therefore, under such background of the great times, research topics related to bilingual courses, teaching and education revolution in the time of teaching in foreign languages, and students as well as teachers related fields had attracted researchers' eyes (Fu et al., 2021, Yin, 2021, Zhang et al., 2019).

During the past decades, higher education of China made profound progress. On May 17, 2022, it was learned from the press conference of China Ministry of education that China has built the world's largest higher education system with more than 44.3 million students in colleges and universities. The gross enrollment rate of higher education had increased from 30% in 2012 to 57.8% in 2021, and higher education has entered the world recognized stage of popularization. The number of people receiving

higher education in China had reached 240 million, and the average length of education of the new labor force had reached 13.8 years. The quality structure of the labor force has undergone major changes, and the quality of the whole nation has been steadily improved. In China, higher education is referred as General Higher Education, which refers to the undergraduate education that mainly enrolls high school graduates for full-time study or the postgraduate education that enrolls full-time or part-time general graduate students through the national unified enrollment examination for master's graduate students. Ordinary Colleges and Universities refer to the public undergraduate universities, independent colleges, private colleges, vocational and technical colleges, and colleges and universities that have been approved and established in accordance with the setting standards and examination and approval procedures stipulated by the state, and have enrolled ordinary high school graduates as the main training objects through the national unified enrollment examination of ordinary colleges and universities (college entrance examination) at the junior college stage, and implemented higher education. According to the different admission batches of the college entrance examination, the undergraduate course is also divided into one, two and three, but they belong to the same level and level (i.e. undergraduate education level). At the same time, the university is divided into "key undergraduate universities" ("world-class universities and first-class disciplines") and "ordinary undergraduate universities". "Key undergraduate universities" and "ordinary undergraduate universities" only focus on different aspects, and there is no essential difference. The former focuses on theoretical research, while the latter focuses on theoretical and practical application. General higher education is one of the measures of "China's Higher Education Talent Storage and Training Plan" and also the main measure of "China's higher education high-level talent training program". Therefore, with growth of both number of higher education students and the quality of China higher education, it is necessary to look into how students are experiencing high quality education, and courses in a bilingual environment from the motivational perspective.

2. LITERATURE REVIEW

2.1. Higher education and teaching in foreign languages

Higher education refers to professional education and vocational education based on the completion of secondary education (Kong et al., 2019). It is the main social activity to train senior professionals and professionals. Higher education is one of the important parts of the education system. It usually includes various educational institutions whose main tasks and activities are high-level learning and training, teaching, research and social services. The second half of the 20th century was an unusual stage of expansion and qualitative change in the history of higher education development. The rapid growth of social demand for high-level professionals and the urgent need of individuals for access to higher education make higher education develop at an unprecedented speed, from elite education to popular education.

The globalization of higher education is a new requirement of the development of the times for education. It is also a strategic task to deepen education reform and promote a new round of economic growth (Kong et al., 2019). Over the past decades, colleges and universities have vigorously promoted the bilingual teaching of the pilot subjects has achieved good results through continuous practice and has absorbed a lot of experience. At the same time, many problems and obstacles had been found in the process of practice. It was an effective way to promote its development to seriously analyze, think about and solve these problems and break through obstacles as soon as possible. This topic starts from one of the existing problems of bilingual teaching -- the bilingual teaching mode. Based on the existing experience and achievements, through various research means, it strives to explore new ideas of the bilingual teaching mode in colleges and universities, so as to improve the quality of bilingual teaching service in colleges and universities, and further promote the reform of education.

Therefore, globalization requires higher education students not only to master professional knowledge, but also to master a foreign language. Improving higher education students' practical application ability of foreign language is an inevitable way for higher education to be globalized. Bilingual teaching plays an important guiding role in cultivating international talents. It is necessary to take the improvement of

teaching quality as the important direction of the higher education reform, strengthen the practical teaching in the teaching process, and take the adaptation to social needs as the fundamental standard to measure the level of talent cultivation in colleges and universities. In the new era, higher education students with professional knowledge and skills need to have a corresponding foreign language in the field.

2.2. Motivation to learn and motivation to learn with foreign languages

Motivation to learn refers to the psychological process that causes students' learning activities, maintains learning activities, and makes learning activities tend to the goals set by teachers. Various theories have been developed to understand motivations (Deci & Ryan, 2002; Eccles et al., 1983; Maslow, 1970; Weiner, 1986). In recent years, motivation theory has been continuously used by scholars in the field of educational psychology to explore students' learning motivation, explain the reasons for students' interest in learning, and promote students' learning process (Jonassen & Easter, 2012, Smit et al., 2014). For students, learning motivation has a great influence on their learning direction, learning progress and learning effect. Learners' motivation is the key inducement of their learning behavior, which has a direct impact on learning engagement. Motivation theory has been continuously used by scholars in the field of educational psychology to explore students' learning motivation, explaining the reasons for students' interest in learning, and promoting students' learning process. For students, learning motivation has a great influence on their learning direction, learning progress and learning effect. In this study, the theory is applied to examine higher education students' motivations to learn bilingual courses.

Keller (2010) & Keller (1987) presented that students' motivations to learn are related to four factors, which are "attention", "relevance", "satisfaction", and "confidence". These four factors are composed of variables, such as, "perceptual arousal, inquiry arousal, and variability", "goal orientation, motive matching, and familiarity", "intrinsic reinforcement, extrinsic, rewards, and equity", and "learning requirements, success opportunities, and personal control". Furthermore, these four groups of variables are functioning in "capturing the interest of learners and stimulating curiosity to learn", "meeting the personal needs and goals of the learner to have a positive attitude", "reinforcement accomplishments with internal and external rewards", and "helping learners believe or feel that they can succeed and control their success". Therefore, students in non-language majors learn their courses in a foreign language should be motivated in those four aspects. These four factors are also the procedures of arousing students' motivations to learn with foreign languages.

Broad researches in learning motivation revealed higher education students' learning motivations. Jonassen & Easter (2012) emphasized students constructing knowledge by themselves with teachers arousing the motivation by procedures. Among different motivations to learn with foreign languages, global context might be one of the issues taken into consideration by students. Beck & Sznaider (2006) found that students in higher education institutions regard the studies of foreign languages, cultures and traditions essential for forging international relationships. Oldland et al. (2022) revealed five themes of motivations for postgraduate nurse major students to learn: knowledge development; skill development, personal outcomes, personal professional behaviours, and interpersonal professional behaviours. Bosch et al. (2021) stated that higher education students manage learning on their own, so when students seize opportunities to engage in learning activities, it should contribute to their achievement beyond their individual learning prerequisites, such as knowledge and motivation, and their prior achievements. Natriello (1984) and Skinner & Belmont (1991) claimed that factors affecting students' learning motivation could be classified into three categories: students' personal factors, external environmental factors and cognitive factors. Students' personal factors are mainly students' personal characteristics variables, including students' personal quality, personality, intelligence level and other personal characteristics, which have a certain impact on the formation of learning motivation. The external environmental factors are mainly divided into four aspects: family, teachers, students' self and society. Among them, teachers' guidance to students is mainly reflected in teaching forms, teaching contents and other variables. Research shows that vivid and interesting teaching contents and innovative and changeable teaching forms could effectively stimulate students' learning motivation. Cognitive factors mainly emphasize students' cognition of educational purposes, understanding of learning process, mastery of learning methods and other interactive variables.

2.3. Bilingual courses and selecting bilingual courses

Bilingual literally means “two languages”. Zhang et al. (2019) stated that the direct meaning of bilingual English “bilingual” is “two languages”, which refers to the situation where two (or more) nationalities coexist in a country or a region, and under two or more cultural and historical backgrounds, two languages can be used for interactive communication. Among these two languages, one is the mother tongue or native language, and the other is often acquired or foreign language, generally referring to English. In China higher education bilingual teaching refers to refers the teaching mode in which teachers use two languages (mainly Chinese and English) as the medium in the teaching process, especially the second language or foreign language. Moreover, bilingual teaching includes a teaching method in which foreign language textbooks (usually English Textbooks) are used in the teaching of public courses or professional courses, Chinese language and foreign (mainly English) languages are used in the teaching context, while foreign language (mainly English) is used for homework, experiments and examinations. The research explains how bilingual context is created in higher education classrooms of China. Hou (2018) urged that bilingual teaching is an effective way to cultivate bilingual talents, and it is a comprehensive measure and evaluation in colleges and universities to adapt to the new situation of modern talent training and improve the quality and level of bilingual teaching is an urgent task facing colleges and universities.

Bilingual courses are those taught with two languages, and bilingual teaching is the methods applied to promote the study and teach processes of bilingual courses. However, Kong et al. (2019) stated that in China higher education bilingual teaching mainly refers to the use of Chinese and a foreign language (mainly English), or only a foreign language (mainly English) to teach non-verbal subjects. Learners learn foreign languages (mainly English) as a learning medium and means to acquire professional knowledge and foreign language skills at the same time. Its main features are as follows: first, teaching and learning through foreign languages (mainly English) as a medium, and interaction and communication in the classroom. Second, highlight the use in non-foreign language courses. There are basically two kinds of definitions of teaching mode by educational scholars. One is to define teaching mode as a kind of method system about operating procedures; The other is that teaching mode belongs to teaching structure. This study believes that the bilingual teaching mode refers to the teaching organization structure and executable procedures designed to achieve the set bilingual teaching goals under the guidance of relevant theories and based on a large number of practical experience in bilingual teaching. Kong et al. (2019) also suggested students-oriented bilingual teaching. The existing problems of bilingual teaching in colleges and universities and suggestions for improvement pattern. Students oriented means that teachers regard students as the main body in teaching, set up teaching contents, select teaching methods, teaching environment, teaching resources and teaching evaluation methods for students' learning, harvest and development from the perspective of students. Foreign languages (mainly English) are taught to achieve the two goals of mastering professional knowledge and skills and improving foreign language proficiency.

There are also challenges of bilingual teaching. Zhang et al. (2019) stated that bilingual teaching requires bilingual teachers to undertake dual tasks, so the level of teachers is very high. The focus of teaching is first of all the subject contents. Teachers need to ensure the integrity of the teaching system, and to determine the fundamental position of mathematical knowledge. The second is English (foreign) language proficiency. The important premise of implementing bilingual teaching is that teachers should not only understand the subject knowledge, but also reach a certain level of oral English (foreign) language. Meanwhile, promoting English (foreign) language becomes a vital reason of students to select bilingual courses while it becomes challenges also for students.

Course selection is the starting point of higher education students' learning, which is related to their future ability development, course selection and career choice. The achievement-oriented course selection motivation tends to promote orientation, and pays more attention to development, growth and sense of achievement. Babad & Tayeb (2003) found that the consideration factors of course selection can be divided into two types: Academic consideration and personal / situational consideration. Academic consideration focuses on the curriculum and the teachers, including the teaching mode, the teacher's personality, the difficulty of the curriculum, etc.; Personal / situational consideration involves

the students' life background, which is reflected in the students' consideration of personal situation, specific needs and pressure when making choices, such as the need for work and the need to obtain high scores. In the process of course selection, the two considerations are intertwined and jointly affect students' course selection decisions. Therefore, course selection is a continuous decision-making process, that is, a process in which students weigh various types of course selection information. In the process of course selection, students are influenced by individuals, teachers and courses. We believe that higher education students are in a complex education system. Educators, students and educational influence are the three major elements of the education system, which influence and restrict each other. Among them, educational influence refers to the influence on the educated and the forms and methods of using such influence, namely, teaching content and teaching means. As one of the constituent elements of the education system, higher education students are bound to be affected by individuals and various elements of the system when choosing courses, such as their own interests, teachers' attitudes, peer influence, course content and teaching methods. Course selection is a process affected by many factors. Individuals, teachers, others and courses are all factors that may affect students' course selection.

There are both compulsory and selective bilingual courses in colleges and universities of China. For almost all Chinese colleges and universities, the study curriculum normally covers four years, except for some majors in medical or other unique study program. And all the courses of China higher education system are composed of both compulsory and selective courses. Bilingual courses normally are for Grade 2 and Grade 3 students as Grade 1 students are normally taking general courses while Grade 4 students are taking thesis writing and social practice. Therefore, normally, many bilingual courses appear in the curriculum of Grade 2 and Grade 3 students. The unique situation decides that almost all China higher education students select at least one bilingual course and some students select more bilingual courses depending on their own needs and study motivations.

3. CONCEPTUAL FRAMEWORK AND RESEARCH METHOD

3.1 Conceptual framework of this study

Keller (2010) & Keller (1987) stated motivation to learn. Therefore the theoretical framework was concluded based on Keller (1987 & 2010)'s theory by Low et al. (2022), which was adapted by this study. Figure 1 shows the integrated model of students' motivation to learn. Based on Keller's motivation to learn (Keller, 1987 & 2010), the figure emphasized four motivational factors "attention", "relevance", "satisfaction" and "confidence". Moreover, variables of each factor are presented with functions of each factor. These factors with functions and variables could also be understood as procedures from teacher's side to arouse students' motivations to learn while it explains the psychological changes of higher education students' motivations when they select bilingual courses.

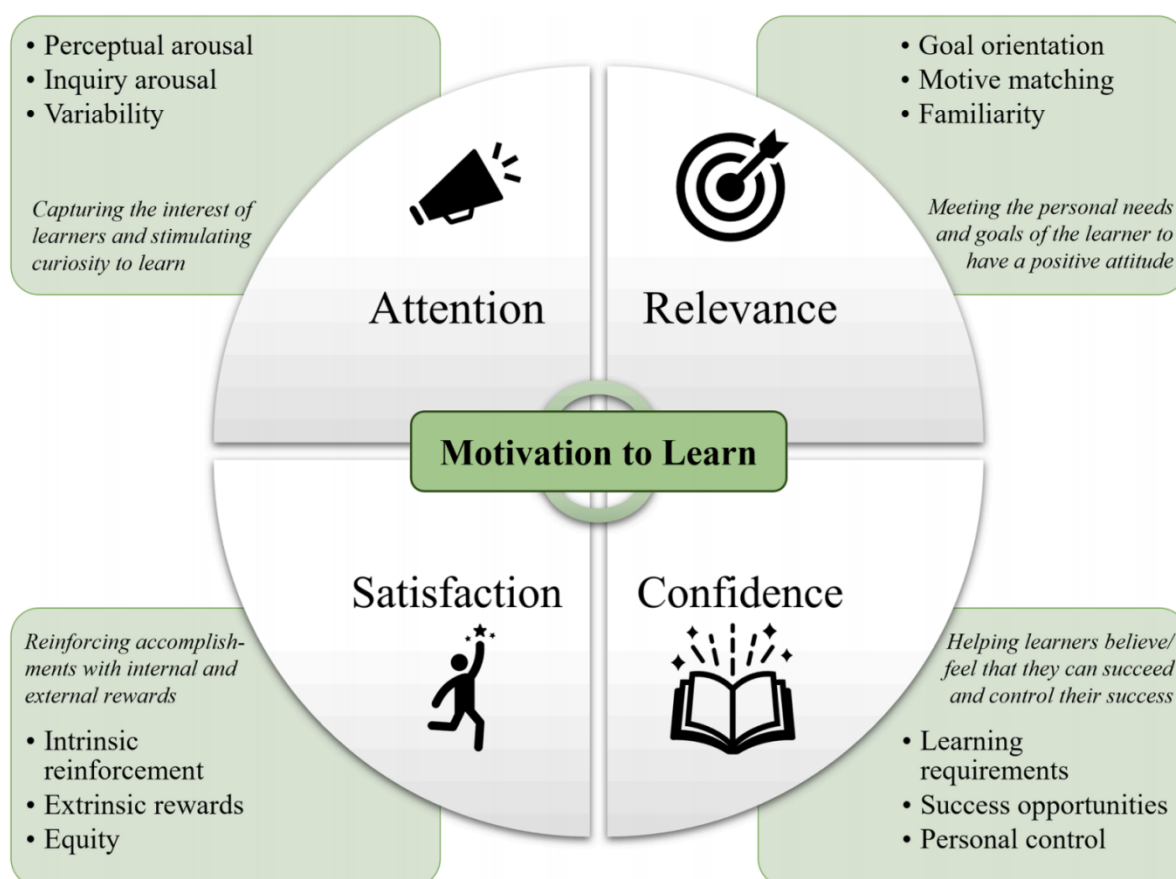


Fig. 1. Motivation to learn

Source: Low, DYS, Poh, PE, Tang, SY 2022, “Assessing the impact of augmented reality application on students’ learning motivation in chemical engineering”, Education for Chemical Engineers, vol. 39, p.34.

3.2 Research method

This study employs interviews as the research method. The aim of the interview was to reveal undergraduate students’ motivation to learn bilingual courses. The main reason to select undergraduate students was that comparing undergraduate level and graduate level, and statistically there are more bilingual course for undergraduate students. This study developed questionnaires for higher education students based on literature review as well as the framework of the Keller’s motivation to learn (Keller 1987 & 2010). 12 questions were developed based on the descriptive factor of respondents and the four factors of Keller (1987 & 2010). Questions are shown in Table 1. The interview was carried out between the research team and 50 undergraduate higher education students of China, while 25 of them are boys and 25 are girls. Students were from grade 2 to grade 3 because most of the higher education students have general courses in grade 1 and tend to write thesis or participate social practice in grade 4. Besides, all the students are about 20 to 23 years old. The interview was carried out in December of 2021. Each interview was about 30 minutes.

Factors	No.	Questions
Descriptive	1	What is your grade
	2	What is your monthly family income
	3	What is your English language proficiency level
	4	What is your average score of all courses
Attention	1	How do you become aware of bilingual courses in your university
	2	What is your information source of bilingual courses
Relevance	1	Why do you think bilingual courses necessary for you
	2	How do you think bilingual courses relevant to your plans
Satisfaction	1	What achievements do you think you will receive for learning a bilingual course
	2	What will satisfy you if you finish a bilingual course
Confidence	1	What do you think as obstacles for you to learn a bilingual course
	2	How confident do you think you are to finish a bilingual course

Table 1. Questions of higher education students' motivation to learn a bilingual course

Source: own source.

4. RESULTS

The results of this study reflected China higher education students motivation to learn bilingual courses. Among these 50 students, 33 of them were grade 2 students while 17 were grade 3 students. Figure 2 shows the distribution of grades of the interviewed students.

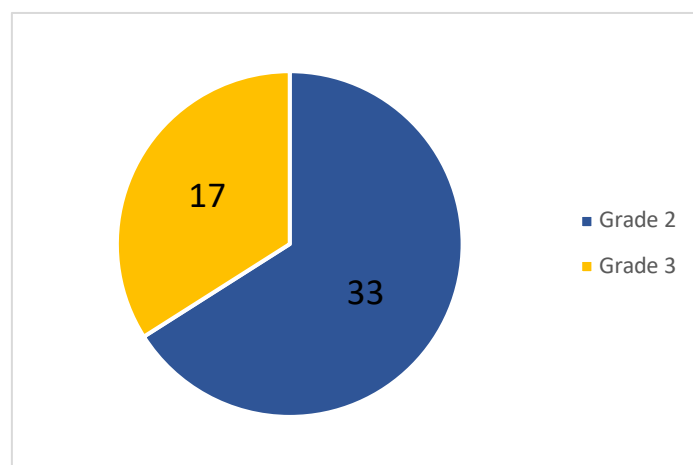


Fig. 2. Grades of the interviewees

Source: own source.

The distribution of their family monthly income was that 11 of the families have monthly family income below 10,000 yuan/month (the currency rate between Euros and Chinese Yuan was about 1:7), and 32 of the families have 10,000 yuan/month to 20,000 yuan month, while 7 families have family monthly

income more than 20,000 yuan/month. The figure below shows the distribution of family monthly income.

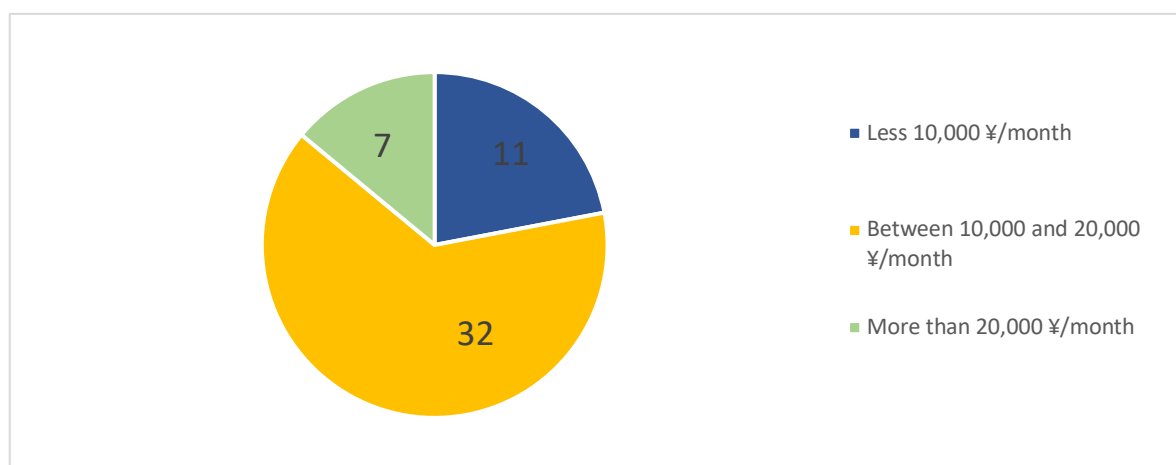


Fig. 3. Monthly family income of the interviewees

Source: own source.

Most of Chinese higher education students are taking CET level 4 and CET level 6 (College English Test, Chinese tests for higher education students' English language proficiency). These tests are even "must have" to apply Bachelor certificates when students finish their college or university. Therefore, the results of the third question shows answers such as "haven't passed the CET level 4 or CET level 6 yet", "have passed CET level 4", "have passed CET level 6" and "have passed IELTS or TOEFL tests". The number of the distribution were 18, 15, 10 and 7, respectively.

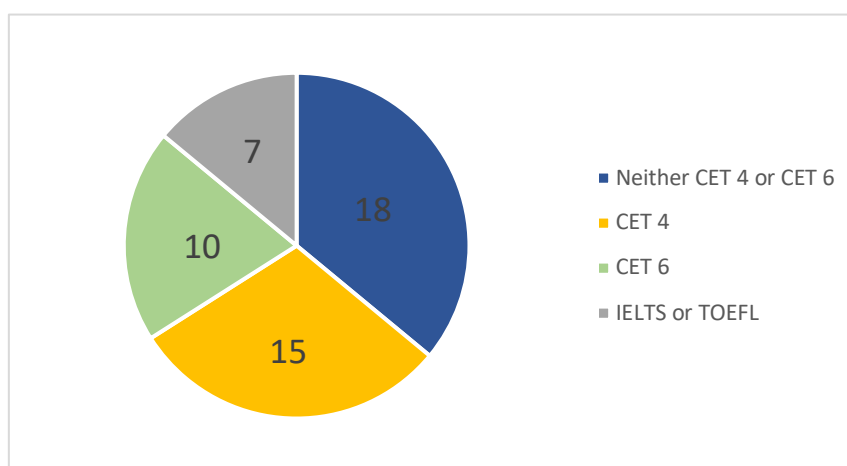


Fig. 4. English language proficiency of the interviewees

Source: own source.

The study also presented the average scores of the students. GPA scores are also important for Chinese higher education students. GPA scores are sometimes standard in evaluating outstanding students and it is a "must" if the student are planning to study abroad. The result of this study showed that 2 students have GPA below 3.0 , 38 students have GPA between 3.0 and 3.99, while 10 students have GPA beyond 4.0. Figure 5 shows the distribution of GPA scores of the interviewees.

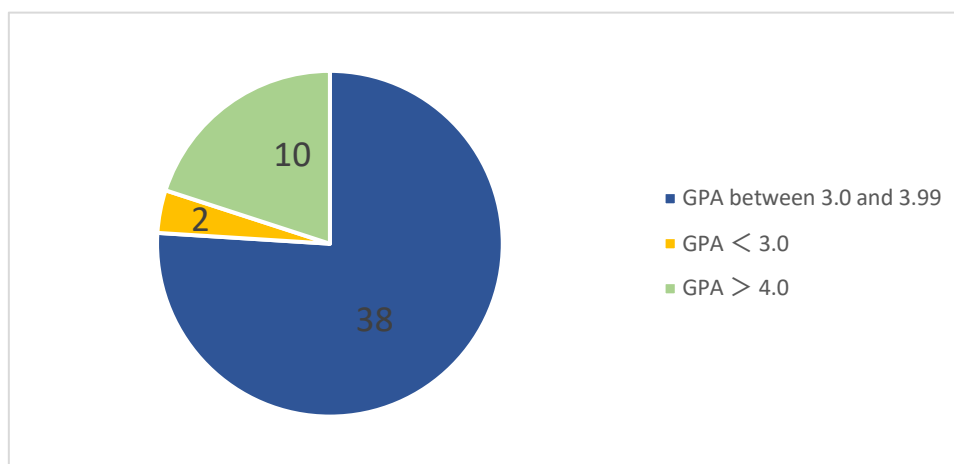


Fig. 5. GPA scores of the interviewees

Source: own source.

For the question “How do you become aware of bilingual courses in your university”, there were four types of answers. “I become aware that I need bilingual courses to train my professional knowledge in other country or region’s context”, “I become aware that I want to experience a different language when I have my professional courses”, “I become aware that I want to practice a foreign language”, and “I want to have the same courses as my peers” are the four types of answers to the question with 11, 8, 17, 14 students for each answer. Figure 6 shows the distribution the answers to the question.

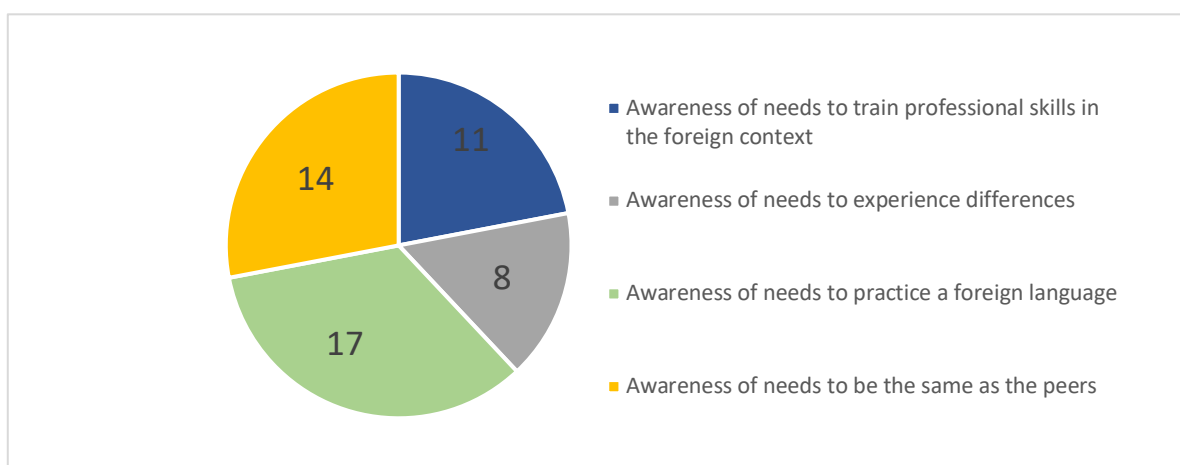


Fig. 6. Awareness of the bilingual courses

Source: own source.

The results of the “attention” factor showed intrinsic and extrinsic reasons of students to learn bilingual courses. For the question “What is your information source of the bilingual courses”, there were generally four types of answers, which were “there are compulsory bilingual courses in my major” with all the 50 students, “I’ve heard of my department promotion of the bilingual courses” with 17 students, “I knew teachers in charge of the bilingual courses” with 23 students, and “I knew the bilingual courses from my peers” with 10 students. The results reflected that almost all Chinese colleges and universities provide compulsory bilingual courses to students, so students naturally know what courses they are learning once they have the timetable of their curriculum. Figure 7 shows the distribution of the

compulsory bilingual courses. Meanwhile Figure 8 shows the rest three sources how students get aware that there are bilingual courses to select.

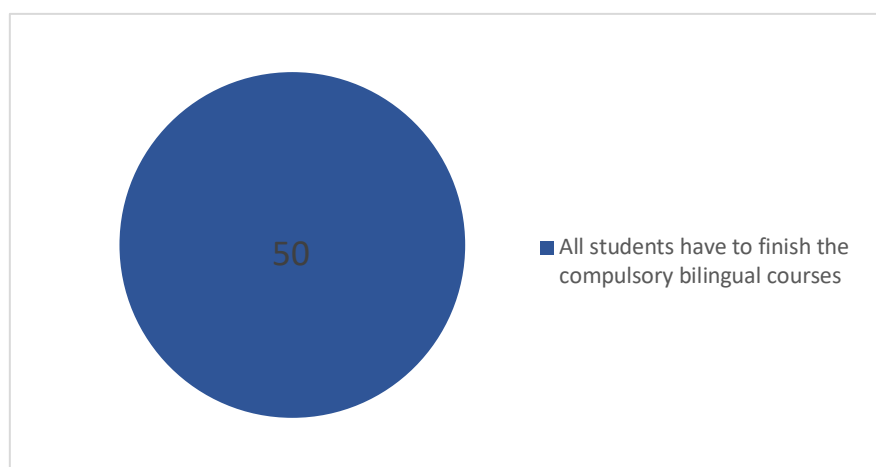


Fig. 7. Compulsory bilingual courses of the interviewees' major

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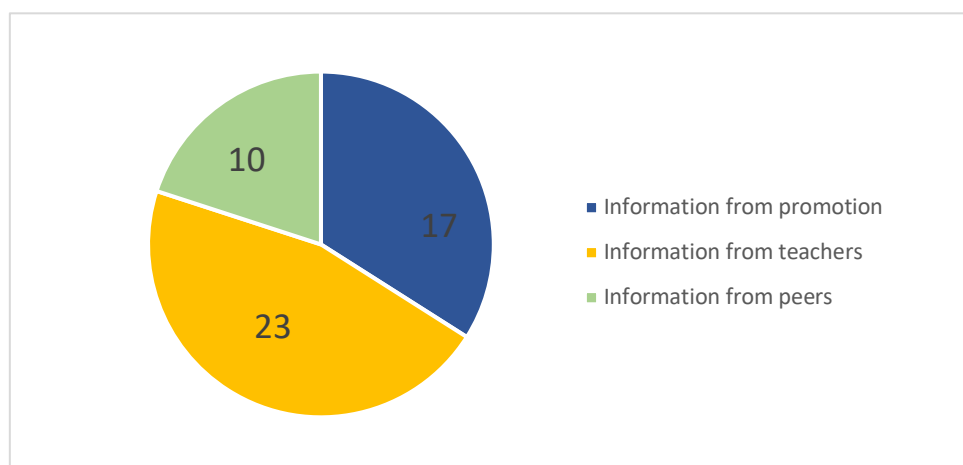


Fig. 8. Information sources of the interviewees of bilingual courses

Source: own source.

Answers to the questions of the factor “relevance” show that how students are feeling about necessity and relevance of learning bilingual courses. The answers to question “why do you think bilingual courses necessary for you” are “to finish the compulsory courses and get the credits” with 17 students, “to achieve professional skills with a foreign language” with 13 students, “to learn a foreign language” with 14 students, and “to get some experiences of a foreign language environment” with 6 students. Meanwhile answers to the question “how do you think bilingual courses relevant to your plans” are “to prepare me satisfied on the job market” with 15 students, “to prepare me for my future studies” with 18 students, “to prepare me professional in my field” with 12 students and “to prepare me study and travel abroad” with 5 students. Figure 9 and Figure 10 show the distributions of the answers to these two questions of the “relevance” factor.

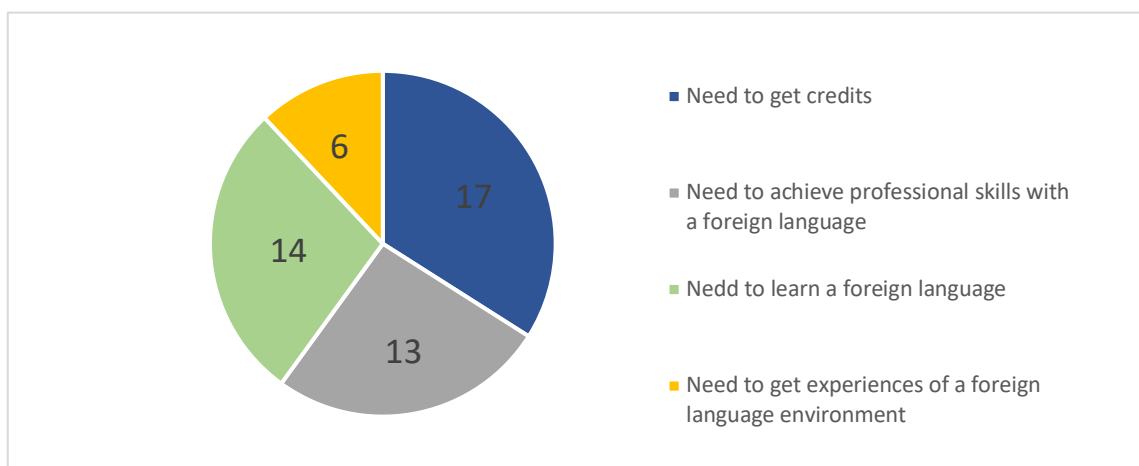


Fig. 9. How necessary it is to learn bilingual courses

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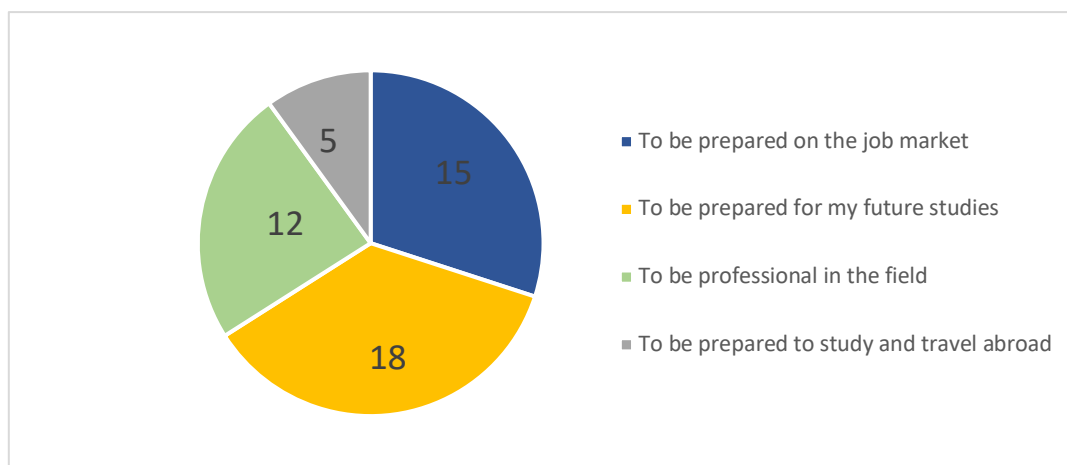


Fig. 10. How relevant to the interviewees it is to learn bilingual courses

Source: own source.

Answers to the questions of the factor “satisfaction” show achievements and satisfactions students believe of learning bilingual courses. The answers of question “what achievements do you think you will receive for learning a bilingual course” are “I will get professional skills through practice with a foreign language” with 18 students, “I could talk and practice with professors and my peers with what has been learned with a foreign language” with 13 students, “I will get skills of learning with a foreign language” with 7 students, and “I will get credits and scores of the bilingual courses” with 12 students. Answers to the question “what will satisfy you if you finish a bilingual course” are “I could share professional knowledge with a foreign language” with 15 students, “I could know how professors and researchers are working in the same professional field in a foreign country” with 13 students, “I could be competent on a job market” with 17 students, and “I could be prepared to study and travel abroad” with 5 students. Distributions of the answers are shown in Figure 11 and Figure 12.

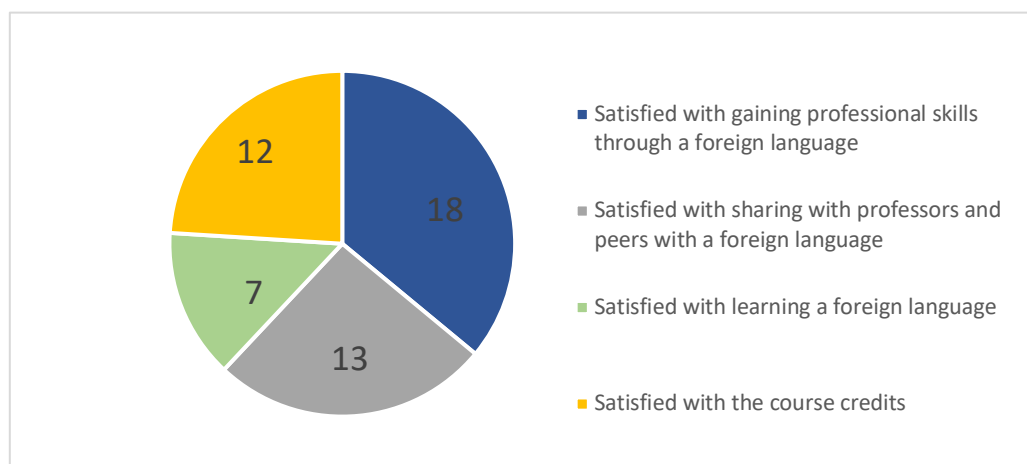


Fig. 11. What will be achieved to learn bilingual courses

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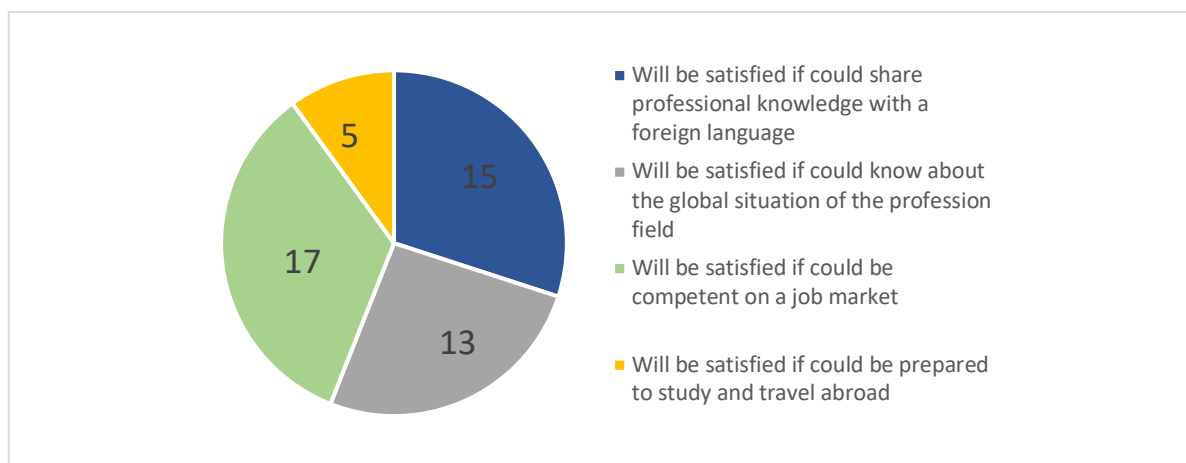


Fig. 12. What are the satisfactions of the interviewees to learn bilingual courses

Source: own source.

Answers to the questions of the factor “confidence” show perceived obstacles and how skilled are the interviewees for finishing a bilingual course. The answers to the question “what do you think as obstacles for you to learn a bilingual course” are “not prepared enough to understand the professional skills because of a unskilled enough foreign language” with 8 students, “could not fully understand what professors are talking about if the professors are teaching in a foreign language” with 12 students, “could not thoroughly understand the study materials and homework” with 20 students, and “being afraid of getting unsatisfied test results” with 10 students. Meanwhile the answers to the question “how confident do you think you are to finish a bilingual course” are “I am sure that I will be able to finish a bilingual course and I couldn’t wait to learn” with 8 students, “I need to preview and get prepared to make myself feel safe before starting a bilingual course” with 28 students, “I am feeling reluctant to learn a bilingual course” with 8 students, and “I will try to avoid a bilingual course if I could” with 6 students. Figure 13 and Figure 14 show the distributions of the answers.

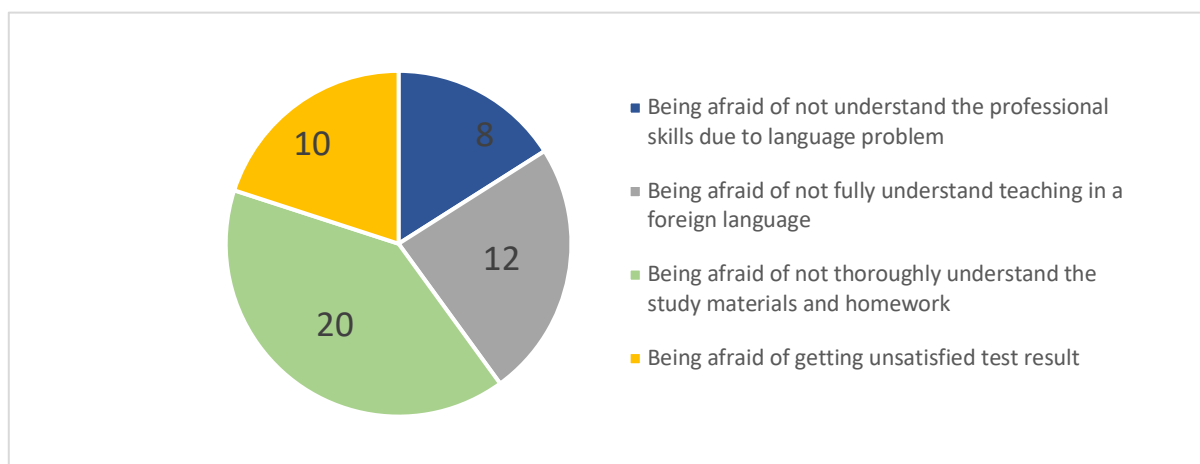


Fig. 13. Perceived obstacles of the interviewees to learn bilingual courses

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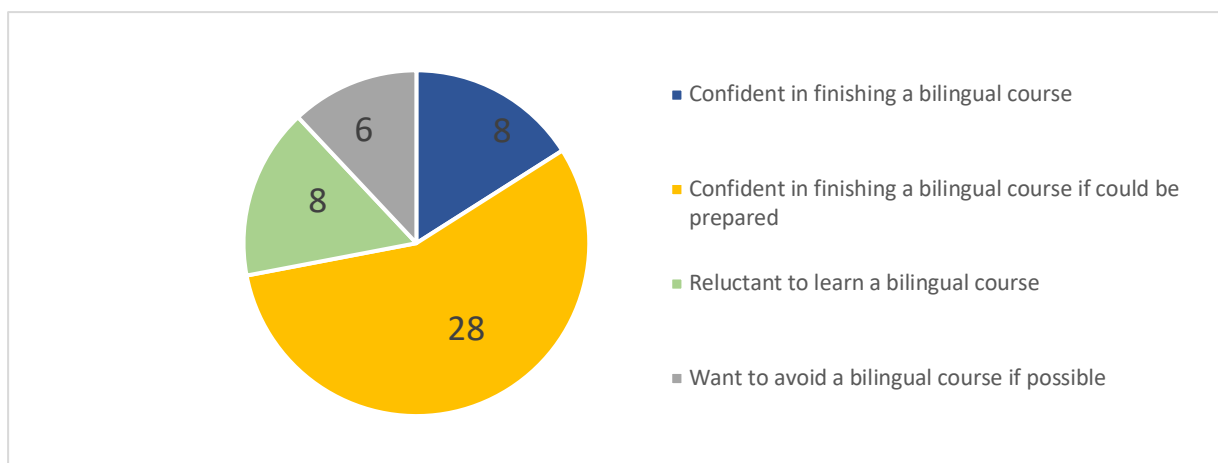


Fig. 14. How confident are the interviewees feel to learn bilingual courses

Source: own source.

5. DISCUSSION

To exam the motivations of the China higher education students, this study developed a questionnaire with 12 questions in 4 factor and 1 bundle of descriptive questions of an interview, and randomly interviewed 50 volunteering Grade 2 and Grade 3 higher education students in China. The research results present demographic features of China higher education students who select bilingual courses. In this interview, about two thirds students are in Grade 3. As most Grade 1 and Grade 4 students are having either general courses or thesis and practice design, Grade 2 and Grade 3 tend to have more courses in bilingual. The result shows that Grade 3 students tend to be more active in taking the interview sharing their experiences, feeling, and thoughts, which is helpful for the motivational research. Moreover, about two thirds families have monthly income between 10,000 Chinese Yuan and 20,000 Chinese Yuan, which means a yearly income between 120,000 and 240,000 Chinese Yuan, an average number, because 70% of Chinese families has yearly family income between 100,000 and 500,000 Chinese Yuan. Meanwhile, concerning students abilities and competencies, a big amount of the interviewed students have passed English tests while most of them have GPA between 3.0 and 3.99. The interviewed students tend to be outstanding and active in sharing motivations.

Secondly, the questions were adapted and developed according the Keller (1987 & 2010) and the literature. Four factors were the main courses of the questions, and they are “attention”, “relevance”, “satisfaction”, and “confidence”. Moreover, these four factors were further developed into tow questions for each of them. Questions about the factor “attention” tend to be from two sides, while one side is about “awareness” and the other is about “information source”. These two questions reflect what arouse students’ motivation to learn a bilingual course. The results show students’ intrinsic needs to get bilingual courses and extrinsic information arouse students’ attention that there are bilingual courses. One thing needs to be mentioned that most China universities have compulsory bilingual courses which shows to be a good policy of arousing students’ attentions.

Thirdly, the factor “relevance” was represented by “why” and “how”, meaning why students think bilingual courses relevant to themselves and how relevant the bilingual courses are to them. Being respondent to the policy of compulsory bilingual courses, all students know that they need to finish the bilingual courses, and the credits are attractive to them. Except for credits, professional skills and foreign languages seem to be students’ intrinsic motives considering relevant to their development. And these intrinsic elements are reflected by the extrinsic elements of “how” because students mentioned “job market”, future studies and career development.

Meanwhile the factor “satisfaction” was represented by questions reflecting students’ perceived satisfactions. Answers to these questions again reflected students’ desires of profession development, proficiency and improvement of a foreign language, as well as their development, either career development or future studies. The results show interrelation between the factor “relevance” and “satisfaction”, reflecting the mechanism of the motivational factors.

Last but not least, the factor “confidence” was reflected by two sides, which are “perceived obstacles” and “perceived competencies” for achieving the set goals in learning a bilingual course. Either obstacles or competencies are related to language skills and professional skills, or the combination of them both. Most students are clear that there are courses, homework and tests in a course, and all these parts are not independent, and they will influence the final results or scores of the course. Some students with competencies not only in a foreign language but also in the profession knowledge and skills behave more confident while some of the students seem to be cautious when they are selecting a bilingual course, while some even try to avoid bilingual courses.

One more reflection from the study results was that bilingual courses are not a simple combination of language and professional fields. Bilingual teaching is a teaching method that uses foreign languages and foreign language textbooks to teach. However, in bilingual teaching foreign languages is only a teaching tool, and bilingual teaching could not be understood as language-based teaching. Bilingual teaching is mainly to impart professional knowledge, not language teaching. The foreign languages used should be easy to understand and universal. Bilingual teaching is different from traditional foreign language teaching, which is the teaching of applied foreign language. Bilingual teaching is not a teaching based on explaining grammar and word meaning, but the use of foreign language as a means to achieve the purpose of learning knowledge, with the emphasis on the application of language. The basic requirements of bilingual teaching in the general sense of the world are: in the teaching process, two languages are used as teaching languages in a planned and systematic way, so that students can achieve smooth and natural development in their overall knowledge, two language abilities and the cultural learning and growth represented by these two languages.

6. CONCLUSIONS

Motivation to learn is the desire to learn, that is, a good attitude willing to pay for learning. Learning motivation directly affects the learning effect of learners. Learning motivation is the key influencing factor of students' professional skills and knowledge learning, which determines students' time and perseverance in learning. This study analyzes the current situation of students' bilingual learning motivation and the factors affecting students' learning motivation, so as to formulate targeted strategies to stimulate students' learning motivation, so as to effectively improve the bilingual learning effect of higher education students. Self-improvement is the learning demand driven by students' internal driving

force, which requires them to be competent in learning and work through learning. The improvement motivation belongs to the external motivation, which directly points to the learning task, and regards the learning results as the source of self-esteem and the key to winning status. According to the survey data, higher education students have the motivation to improve in the process of learning bilingual courses, pay attention to the communicative role of foreign languages in their future career, and also pay attention to the maintenance of self-esteem. However, some students feel anxious when learning a foreign language and are not confident in their foreign language ability. Because they have a small vocabulary, a weak grasp of knowledge points, and poor listening ability, they cannot keep up with the teacher's progress. They feel hard to learn and gradually lose confidence in bilingual courses.

As the leading factor of students' course selection, interest can stimulate students' enthusiasm for learning. However, because some students' cognitive development level is not too mature, it is inevitable that selecting courses based on interest will be arbitrary. In order to enable students to choose courses reasonably on the premise of interest, guidance is the key. While China has made bilingual courses a compulsory course, many Chinese universities have established a tutorial system for undergraduates, that is, tutors provide guidance for undergraduates in learning, research and development through individual exchanges or group activities. However, in the existing undergraduate tutor system, the role of tutors only focuses on the guidance of students' learning methods and scientific research training, and rarely involves in life, curriculum arrangement and even career planning. In addition to the dialogue and exchange of academic ideas with students, the tutor's work is more important to meet the needs of students' learning and development, and give them timely feedback according to their performance.

According to the self-efficacy theory put forward by Bandura (1982), self-efficacy is the ability judgment, belief or subject grasp and feeling of an individual on whether he can complete a certain activity to a certain extent. The students with high self-efficacy have stronger confidence and efficiency in learning, are more able to face difficulties and persist, and have higher self-monitoring ability. The correct and positive attribution training is beneficial to students' self-efficacy and better learning performance. Teachers can fully understand the individual situation and differences of students and their English learning attitudes and methods in various ways before the formal launch of the course, so as to carry out correct attribution training and guidance. Students should correctly analyze the causes of English learning effects and carry out attribution training. Carry out correct and scientific attribution from internal, controllable and stable dimensions to improve learning enthusiasm. Ability attribution should be carried out to enhance learning confidence when successful; When they fail, they should make more efforts to attribute and enhance their sense of self-efficacy. Many students tend to blame their poor foundation when their performance or performance is not ideal, which has a negative impact on their learning enthusiasm, which has a negative impact. Under such circumstances, students should not abandon themselves or be eager for quick success and instant benefits. They should believe that progress and promotion can be achieved through active efforts and make correct and positive attribution. Teachers should correctly guide students to attribute according to the actual situation and specific situation of different courses, pay attention to and evaluate students' performance in a timely manner, encourage students with positive attribution, guide students to attribute unsatisfactory results to their own efforts and learning methods need to be improved, urge students to actively correct, form the habit of positive attribution, and enhance their internal learning motivation.

Fully integrate mixed teaching to make learning forms and teacher-student interaction flexible and diversified, make full use of information technology to enrich the classroom, improve students' participation in the classroom, and maximize students' learning motivation and enthusiasm for continuous participation. The curriculum design should reflect the main status of students, give play to the initiative of students through grouping, diversified tasks and the integration of information means and platforms, so that students can have an immersive experience, and teachers can play the role of supporters, coordinators or coaches. At the same time, it provides more opportunities to show students' abilities. The flexibility of the hybrid teaching platform is convenient for students to show their language ability and organizational ability in a convenient way. Through the adaptation of different learning, practice and display environments, students' learning ability can be improved, and the motivation and ability of autonomous learning can be better enhanced under the guidance of teachers. Students should get feedback from teachers in time when they display their achievements. Teachers should make

corrections and evaluations on the platform, and timely encourage and correct students' completion. Teachers can choose some successful cases to share in the class, and make positive comments to play an exemplary role, so that other students can reflect and learn, and improve their enthusiasm for participation. The combination of autonomous learning, cooperative learning and inquiry learning in the form of classroom teaching organization can fully stimulate students' enthusiasm for learning and enrich the contents of the classroom.

Fully and timely integrate relevant contents such as qualification examination introduction and question type description that can fully stimulate students' learning motivation, enhance students' learning motivation and effect through the authenticity and practicality of learning contents and tasks, and make students recognize the significance of learning. Continue to stimulate students' motivation from employment, promotion and other applicable dimensions, and correspondingly reverse design teaching contents and tests that meet students' needs. Design diversified learning tasks to make students feel challenging. At the same time, we can use the advantage of online platform to reduce anxiety to arrange some difficult tasks and give timely feedback to improve students' learning motivation. In addition, more opportunities are provided for students to reflect and revise their understanding of the course and learning performance. Students can compare with their learning objectives, find their own progress and gaps, and check their learning results and conduct self-examination in a timely manner through the hybrid teaching platform.

It is very important to evaluate students' performance and output in time, which can have a positive impact on students' learning motivation and effect. In the context of mixed teaching, different innovative evaluation methods such as online platform evaluation, teacher evaluation, student self-evaluation, mutual evaluation and teacher-student cooperation evaluation can complement each other and give play to students' subjective initiative. In the mixed teaching environment, learning data can be collected, analyzed and fed back in time through the mixed teaching platform, real-time evaluation results can be collected, and online comments can be given to make the evaluation results clear at a glance and reduce the teaching burden of teachers. At the same time, students' self-evaluation and mutual evaluation are actively integrated in class and after class, which improves students' participation and enthusiasm in learning to a certain extent. It is essential for teachers to integrate into the professional evaluation of each classroom link. Teachers can give immediate evaluation, and can also collect the results of the platform for comments and case display, and guide students to evaluate each other. Flexibly integrate the above different evaluation methods and implement diversified evaluation methods, so that students can fully participate in all aspects of the classroom and improve the internal driving force; Obtain objective evaluation of their own learning in different ways, improve in time and correctly attribute. Through diversified evaluation methods, teachers can strengthen the supervision and management of the students' learning process, follow up and understand the students' learning situation, constantly help and encourage students to learn, and enhance their confidence, enthusiasm and motivation. At the same time, teachers can adjust the teaching contents, methods and progress in time to meet the needs of students, better improve students' learning motivation and enhance the teaching effect.

The values of this study lie on three aspects. First of all, the study reflected higher education students' motivation to learn bilingual courses in the world's most complex and biggest higher education system. As China has built the world's largest higher education system with the biggest number in higher education students, this study becomes representative in showing students' motivations. Secondly, this study is an extension of Keller (1987 & 2010) theories of motivation to learn and apply to higher education, specifically in learning bilingual courses. This study could be an example in the field mentioned above about higher education and bilingual courses. Last but not least, the study results and suggestion of this study has practical values for higher education teachers to understand and promote students' motivations to learn and select bilingual courses, and therefore teachers could promote the reform of bilingual teaching and education, and meet needs of the new era.

7. RESEARCH LIMITATIONS AND FUTURE STUDIES

There are some limitations of this study. First of all, the study shows motivation to learn bilingual courses only based on China higher education and students. Although China higher education and students have values in studying motivational researches, there are still many other cases in many other countries or regions being representative in this study field showing different or similar research results. Therefore, future researches could apply the same research method or motivational model of Keller (1987 & 2010) to other higher education contexts. It will be an extension of Keller's theories of motivation to learn if future studies could be extended to other higher education contexts. Secondly, this study shows a small number of interviews. This study shows only 50 interviews but tends to represent the whole system of China higher education bilingual courses and students' motivations. There needs to be more interviews based on some further interviews from teachers. Future study could be developed from more students as well as from teachers' side for more insights on this issue. Last but not least, questions of this study are limited in both numbers and literature resources. Although a large number of questions in a questionnaire might impact the effects of interviews, and the questions of this study seem to be very board. The questions and the questionnaire could be designed more precise and effective based on more literature with some before-interviews to dig deeper of the motivational factors and variables. More skills and knowledge could have been applied to the design of the questions. Future researches could be carried out based on factor analysis, regression, co-relation or structural equation modelling. There are still many more details with more research methods to be applied in the research of higher education students' motivation to lean bilingual courses. Mature research methods with profound research theories and models could be applied to a boarder range of higher education research creating meaningful results both in theories and practice, and therefore to promote the development of higher education for human being in the globe.

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