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**Thesis Report:**

***MOTIVATION IN THE CLASSROOM: HOW  
STUDENTS' MOTIVATION AFFECTS THEIR  
LEARNING***

***MOTIVACIÓN EN EL AULA: COMO LA  
MOTIVACIÓN EN LOS ESTUDIANTES  
AFECTA SU APRENDIZAJE***

Prior to the academic degree in:

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## **Dedication**

I thank God, for letting me have this special moment in my life, for my accomplishments as well as the difficult times that have taught me to value every day. I thank to my mother, who is the person that has accompanied me throughout my life. I thank my teachers for their time and support, and for the wisdom that they have given to me in developing my professional training.

This work is especially dedicated to my uncle, HÉCTOR OLMEDO MERA NAPA, who has watched over me during this arduous journey.

# CONTENTS

GRADUATION TRIBUNAL	II
AUTHORSHIP	III
DEDICATION	IV
CONTENTS	V
LISTS OF TABLES AND FIGURES	VII
TABLES	VII
FIGURES	VIII
ABSTRACT	IX
RESUMEN	X
1. INTRODUCTION	1
2. THEORETICAL BACKGROUND	2
2.1 MOTIVATION THEORIES AND APPROACHES	2
2.2 THEORIES AND APPROACHES ON LANGUAGE LEARNING MOTIVATION	4
2.2.1 MECHANISTIC APPROACHES	4
2.2.2 PSYCHOLOGICAL APPROACHES	5
2.2.3 IMPORTANCE OF MOTIVATION ON L2 LEARNING	8
2.2.4 SOCIO-CULTURAL AND CONTEXTUAL APPROACHES	9
2.3 INSTRUMENTAL AND INTEGRATIVE MOTIVATION	21
2.4 GENERAL ENGLISH AT PUCESE	23
3. OBJECTIVES	25
3.1 GENERAL OBJECTIVE:	25

3.2 SPECIFIC OBJECTIVES	25
4. METHODOLOGY	25
4.1 CONCEPTUAL FRAMEWORK	25
4.2 DESIGN OF RESEARCH METHODS	26
4.3 SAMPLING AND QUESTIONNAIRE	27
4.4 PROCEDURES AND DATA ANALYSIS	27
4.5 ETHICAL ISSUES	27
5. RESULTS AND DISCUSSION	28
6. CONCLUSIONS AND RECOMMENDATIONS	36
REFERENCES	39
APPENDIXES	47

## **LISTS OF TABLES AND FIGURES**

### **TABLES**

TABLE # 1: DIMENSIONS OF MOTIVATIONAL SOURCES	23
TABLE # 2: PERCENTAGE OF THE ANSWERS ABOUT LANGUAGE LEVEL INCLUDING AN INSTRUMENTAL AND AN INTEGRATIVE ITEM	29
TABLE # 3: PERCENTAGE OF ANSWERS ABOUT LEARNER'S LEVEL INCLUDING NEED FOR ACHIEVEMENT AND SELF-CONFIDENCE	30
TABLE # 4: PERCENTAGE OF ANSWERS OF LEARNING SITUATIONAL LEVEL, SPECIFICALLY COURSE IMPORTANCE	31
TABLE # 4: PERCENTAGE OF ANSWERS FOR LEARNING SITUATIONAL LEVEL SPECIFICALLY TEACHER COMPONENT	32
TABLE # 5: PERCENTAGE OF ANSWERS ABOUT LEARNING SITUATIONAL LEVEL ESPECIALLY GROUP MOTIVATIONAL COMPONENT	33
TABLE # 6: PERCENTAGE OF ANSWER ABOUT LEARNING SITUATIONAL LEVEL SPECIFICALLY PARENT SUPPORT	34

## **FIGURES**

FIGURE # 1: TREMBLAY AND GARDNER'S EXTENDED L2 MOTIVATION  
MODEL

11

# Motivation in the Classroom: How Students' Motivation Affects Their Learning

## **Abstract**

This study adopted a quantitative method to discover PUCESE students' opinion about their own motivation to learn English. Dörnyei's motivational framework was used to investigate PUCESE students' motivation to learn English, but an additional component was included: parent-specific motivation. The items to form the questionnaire were chosen from the Wong (2007) Questionnaire, and it was taken by 70 PUCESE General English students.

Statistically speaking, this study found that the professor is the most significant factor affecting PUCESE students' motivation to learn English in General English Classes. On the other hand, parents are not statistically important, but they play a central role in supporting PUCESE students', economically or affectively. Finally, PUCESE students affirmed that they have an instrumental value to learn English, which is a key for accelerating academic and career success.

# Motivación en el aula: Cómo la motivación de los estudiantes afecta su aprendizaje

## Resumen

Esta investigación adoptó un método cuantitativo para descubrir la opinión de los estudiantes de la PUCESE acerca de su propia motivación para aprender el idioma inglés. El marco teórico motivacional de Dörnyei fue utilizado para investigar la motivación de los estudiantes de la PUCESE para aprender el idioma inglés, pero éste estudio añadió un componente adicional al marco motivacional de Dörnyei el cual es el factor motivacional de los padres de familia. Los ítems que forman el cuestionario fueron elegidos del cuestionario de Wong (2007) y éste fue dado respuesta por 70 estudiantes de Inglés General de la PUCESE.

Estadísticamente hablando, este estudio encontró que el docente es el componente más significativo que afecta la motivación de los estudiantes de la PUCESE para aprender una segunda lengua, en clases de inglés general. Por otro lado, los padres juegan un rol central en el pago de pensiones y a la hora de encaminar afectivamente a sus hijos. Finalmente, los estudiantes de la PUCESE afirmaron que ellos tienen razones externas, por ejemplo económicas, para aprender inglés, la cual es la clave para mejorar su éxito académico.

## 1. Introduction

What makes a person want to learn? An appropriate answer could be responsible parents, but if you ask that to a teacher, the first word that appears is MOTIVATION. But what does motivation mean? Well, motivation could be defined as a learners' reason to learn. For teachers, motivation could help students make the decision of taking responsibility for their learning and to move in order to learn; in other words, motivation affects students' behavior, while for students, motivation is this special activity during a lesson that makes them participate and take advantages from the activity. So it turns the classroom into an ideal place where everyone (teacher and students) is involved in the learning process.

On the other hand, as Good and Brophy (1994) say, "you can lead a horse to water, but you cannot make him drink". The word motivation is used by teachers and students to try to explain any success or failure into the teaching-learning process. In other words, motivation is the interest, curiosity or desire to do something in order to achieve a specific goal. That is, motivation is the feeling (enthusiasm) that students need in order to do something.

One important aspect this research needs to emphasize is that learning a second language (L2) or a foreign language is different for other subjects. Learning a L2 involves more than simply learning skills or grammar points; learning an L2 is to be part of another social nature, it means to adopt new social and cultural behavior and ways of being or thinking. As Crookall and Oxford (1990) aptly claim, "learning a second language is ultimately learning to be another person." Because when someone learns a second language he learns a new costume or culture and in some cases changes his personality.

There are many ways to classify motivation. Here, in this research motivation is going to be divided into "integrative" and "instrumental". Integrative motivation involves the learner's positive attitude on the way to learn a L2 and the desire to be part

of the L2 community. As Dörnyei (1994) states, instrumental motivation is the useful aim for language learning or the goal in order to increase economic reward through L2 success.

Indeed, motivation is an important word around the teaching-learning process and it involves a complete community, but there are different aspects that affect it depending on the learner. This research aims at investigating what type of motivation influences English Second Language learners at PUCESE.

## **2. Theoretical background**

### **2.1 Motivation Theories and Approaches**

The term motivation is derived from the Latin “movere” (to move). In simple words, motivation is the act that gives people reasons to move in order to do something, but motivation is a complicated word concept, because there are a lot of definitions and disagreement too. This is why some scholars only give an orientation. For example, Littlewood (1996), expressed the complexity of motivation saying that motivation includes many components such as the individual’s drive, need for achievement and success, curiosity, desire for stimulation and new experience. Many rather simple definitions about motivation arose in the late 80s. Murray (1983) defined motivation as “press,” in other words; this is the force to make somebody does something. Petri (1996) indicated that motivation is the concept used when describing the forces acting on or within an organism to initiate and direct behavior. Williams and Burden (1997) proposed that motivation may be constructed as “a state of cognitive and emotional arousal, which leads to a conscious decision, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal.” Gardner (1985) described second language acquisition as a cyclical process, in which motivation interacts with a number of social and personal factors, such as anxiety, teacher, parents and culture.

In addition to many different motivation definitions, Dörnyei and Schmidt (2001) gave a comprehensible one, which joins the functions and roles of motivation in affecting the learning process. They described what motivation means in the following words, motivation “concerns the direction and magnitude of human behavior, that is: the choice of a particular action, the persistence with it, the effort expended on it.” hence motivation is the students’ enthusiasm to do something. Dörnyei and Schmidt also defined motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out.” So, motivation is more than an act, it is a process that involves internal sources like needs, cognitions, and emotions and external factors that direct the human behavior in order to energize the learning process.

In the field of instrumental and integrative motivation, researchers believe that both (instrumental and integrative motivation) can be closely linked and not far apart in their extreme ends. However, they consider that students are commonly found with dominant instrumental motivation, because they have less direct contact with native English speakers. For example, Liu (2005) found out in her study of 202 Chinese students in a southern university in China, that instrumental motivation is more important than an integrative motivation among them. Schunk (1990) confirmed his similar findings of Bangladeshi undergraduate students who were more instrumentally than integratively motivated towards English language learning. Opposing the above-mentioned researchers’ concept, Moss and Laurent (2001) discovered in their study of 255 Iranian university students studying general English that they were highly motivated, both instrumentally and integratively. Therefore, that investigation is contradictory to the foreign context beliefs, that instrumental is the dominant motivation.

So, motivation refers to a socio-psychological construct (involving internal needs and desires: thoughts, feelings, and actions) which is directed by external stimuli ranging from schools to cultural influences.

## **2.2 Theories and Approaches on Language Learning Motivation**

Motivation as part of education has few years of investigation, that is, motivation is a new topic around education. Nevertheless, a variety of motivational approaches and perspectives have been progressively approved and established. Each approach focuses on different components trying to explain the role of motivation in educational psychology. Educational researchers and psychologists have expended considerable effort in identifying the socio-psychological variables that influence students' motivation to learn (Schunk, 1990; Pintrich and Schunk, 1996; Wigfield, Eccles & Rodriguez, 1998).

Dörnyei's framework includes the most important theories and approaches about motivation. And it has been adopted as the theoretical framework of this study, Dörnyei and Schmidt (2001) claimed that there are two distinct motivational approaches: psychological and socio-cultural approaches. Motivational psychologists search for internal motives for human behavior; they focus in the individual (person). For example: energy arousal and cognitive self-appraisal. Therefore, social psychologists tend to study action or aptitude as the purpose of the social context and the interpersonal/intergroup relational patterns. So, when motivation means behavior, it derives from the interrelationship between the inner of each person and the outer world.

### **2.2.1 Mechanistic approaches**

Mechanistic approaches were established as the base of motivational studies. The most important theories are Freud (1926) psychoanalytic theory and Hull's drive theory (1943). Freud thought human behavior is driven by instinctual desires (cited in Weiner, 1992). Hull's drive theory stated motivation is determined by energy, habit and incentive and it is affected by frustration, anxiety, conflict and despair.

However, both Freud and Hull's theories have little relation and relevance to the actual classroom setting as they both only focus on biological needs and have separated the close relationship between motivation and learning. Students are the most important

part in the classroom, so there is the need to look for their goals, interests, values and how they are affected by teachers and other classmates, but mechanistic motivation approaches reduce the important of personal cognition and environment factors that are academically significant. Since the traditional motivational theories were no longer sufficient to study motivation within complicated teaching and learning contexts, further concepts and frameworks were developed broadly in the next decades. Psychological approaches and socio-cultural and contextual approaches are the major streams of motivational studies.

### **2.2.2 Psychological Approaches**

Decades ago, studies about motivation started and since then, different approaches had appeared. Specifically, four decades ago, many scholars adopted the framework of expectancy-value approach as a good method to study learning motivation. The most typical one is Atkinson and Feather's achievement motivation theory (1966). It was the most important theory about motivation during the last two decades. Atkinson assumed human's motivational behaviors were determined by their goals and by their subjective value. He said individuals usually emphasize their personal pursuits by choosing those activities which are probable to meet their high-valued goals. This theory is concentrated on two central features: expectancy of success and value; in other words, higher degree on motivation produces learners great likelihood of goal-attainment and value of a specific task and vice versa. So, achievement behavior is the outcome of emotional conflict between hopes for success and fears of failure. Atkinson also proposed that students' motivation moves across unlike contexts, which arises from two personality orientations: the achievement-oriented personality and the failure threatened personality.

This theory has great importance on achievement, which is very significant in motivation studies, but it turns into a disadvantage, because it does not pay attention to the environment. Environmental variables are related to motivation. Wong (2007) said that environment variables include peer, course, teachers, family, and culture, and as we know are great influences on students' motivation to learn.

Appley (1990) indicated cognition and motivation are strictly related and there is a constant interaction among them. Therefore, thoughts, goals, expectations, perceptions, values and feelings become the center of motivation researchers in the hands of cognitive theorists like Brown, Hammond & Onikama (1997), Gardner (1985), Locke and Lathan (1990), goal-orientation theory Ames (1992) and Weiner (1979, 1984).

Goal theory developed by Ames (1992) is a fascinated motivational theory, because it contains the significance of both psychological influence on external learning behavior, and the social importance derived from psychological processes. Ames explained the two main achievement goal orientations which affect learners' learning behavior, like mastery orientation (task-involvement or learner goals) and performance orientation (ego-involvement goals) in goal-orientation theory. Students, who center their learning in mastering their skills and knowledge and define success in those expressions, have mastery orientation. On the other hand, students who focus on performing competently often in comparison to others, and define success, are students with performance orientation, because their purpose of achieving is to demonstrate their ability.

Studies of students' goal orientations usually find that the adoption of task goals is connected with the adoption of ability goals, including the use of more effective cognitive strategies, a willingness to seek help when it is needed, a greater tendency to engage in challenging tasks, and more positive feelings about school and oneself as a learner (Anderman and Maehr, 1994; Ryan, Hicks & Midgley, 1997). Ames (1992) was sure that mastery goals are greater than performance goals in that they are linked with a preference for inspiring work, an intrinsic interest in learning activities and positive attitudes towards learning. In addition, these kind of theories about learners' goals are more adopted to be applied in groups of low-achievers.

Another psychologist, Weiner (1992), assumed emotions as the motivator, because he considered understanding as the basic spirit of action, in other words, he linked behavior to expectation. However, he saw motivation as demonstrating the

interaction between expectations and the value attached to those results. It is summarized in Attribution approach where he said that humans are motivated to attain a causal understanding of the reasons why an event has happened. So students' perception of their educational experiences influences their motivation more than the actual, objective reality of those experiences.

Weiner (1984) thought that students' belief about reasons for their achievement will determine if their assumption is true, but students' attribution for failure is likewise important influenced by motivation. That is, students with any history of failure in school will have problems, so it will become difficult for them to sustain motivation to keep on trying. These are students who believed that their low performance is produced by factors out of their control, and are unlikely to see any intention to expectation for a progress. While students with any history of failure but they believe that their poor performance is attributed to a lack of important skills or to poor study habits, they are more probable to change the situation in the future. The role of the teacher in this theory revolves around the meaning of understanding what students accept as true about their academic performance.

Apart from Weiner's theory, which assumes learning behavior to be influenced or determined by learners' past successes and failure in learning process, there are several theories related to which have been developed. The first one is self-efficacy theory (Bandura, 1993) which said that learners' sense of efficacy on their own judgment of their abilities and competence will determine their activities attempted, the level of difficulties and amount of effort expended.

The other related theory is self-worth theory (Covington, 1992). It assumes learners may withhold effort in and attempt to maintain their self-esteem and save face. Or simply they may try to hide their effort they expend on achieving one task in order to make others think they have high ability. Therefore, self-confidence and expectancy of success in Dörnyei's framework (1994) include the motivational components of the above theories, the self-efficacy and the self-worth theories. So, it means psychological motivational approaches are considered too small to study such difficult constructs

because classroom setting is more complicated as students do face tasks proactively under different background learning environments and factors.

Another theory is Deci and Ryan's (1985) self-determination, which is related to Dörnyei's framework (1994). This theory uses three categories in order to describe students: need a sense of competence, of relatedness to others, and of autonomy. Competence involves the ability that each student has to achieve good outcome. Relatedness involves the way in which learners establish connections to others in the society, in other words, how they develop in one's social group. Autonomy involves learners' initiating and regulating in their own actions. These three aspects have the same characteristics of Dörnyei's model: "need of achievement", "authority type (autonomy-supporting)" and interestingly, social factor- "group cohesion".

Most of the researchers in self-determination theory focus on the need for autonomy, because in the classroom, autonomy gives students the opportunity to choose the inputs on classroom decision making. That is, students who have autonomy are students with enough criterions and abilities to take responsibility on their own learning process and environment.

### **2.2.3 Importance of Motivation on L2 Learning**

Motivation in L2 learning is an important and dominant concern for all teachers and students, as the evidence has shown through the different studies about it. Motivation works with a number of personal and social factors which affect second language learning.

Motivation is also considered as an influential issue to successfully acquire a second or foreign language. So, keeping and developing students' motivation is vital in language learning and teaching (Gardner, 1992). Gardner and Lambert (1972) emphasized that, even though language aptitude explains learner's achievements to a great range, motivational factors can override the aptitude factors. Motivation plays an important part in L2 learning, because motivation can influence what, when, and how

one learns. That is, motivation regulates the strategies used to reach these aims, the strength put into learning, and one's skill to sustain that strength.

Nyikos (1990) suggested that motivation is the most crucial factor in determining university students' learning strategies. Littlewood (1996) indicated, that "motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres." Motivation is the energy that each learner deposits in a task to complete it in a correct way.

Lastly, motivation can also serve as a pointer for assessment purposes. Because of the developments in motivation research, motivation can be given a dominant role in evaluating the quality of education, particularly when teachers work with students that have different cultural backgrounds, abilities and attainment levels. It is broadly believed that students with learning difficulties are more likely to show motivational problems than educationally more successful pupils (Galloway, Rogers, Armstrong & Leo, 1998). As Richards (1993) indicated, a sense of personal control and grade of fulfillment serve as the main factors, which define high language attainment. Motivation leads learners to take actions, which in turn leads to a better language proficiency or attainment.

#### **2.2.4 Socio-Cultural and Contextual Approaches**

As Wong (2007) said, it is known that motivation is a dominant topic that has undergone several major variations with the development of psychological theories in terms of learning behavior. With the changing in the educational system and the new requirements in order to apply for a job, Ecuadorians, more specifically students from Esmeraldas, play an important role when PUCESE teachers improve their teaching processes. In order to understand students' behavior at PUCESE, the first stage this study has to investigate and understand is the major theories on motivational studies.

As we have seen, the theories and approaches discussed previously have focused on studying more the psychological aspects of motivation and less the social factors.

And an important aspect that needs to be considered is the socio-cultural context of students when examining L2 learning motivation.

Motivation research in education is based on interconnected cognitions of causal aspirations, efficacy and control beliefs, helplessness and thought about goals one strives for. These interrelated cognitions mainly include research concentrations in attribution, intrinsic and extrinsic motivation, self-efficacy, self-determination, interest, subjective task values, goal orientations and self-regulation (Deci and Ryan, 1985; Locke and Lathan, 1990; Ames, 1992; Covington, 1992; Bandura, 1993; Eccles and Wigfield, 1995). All of these aspects are connected with the main topic, motivation, and these are going to be developed during this research.

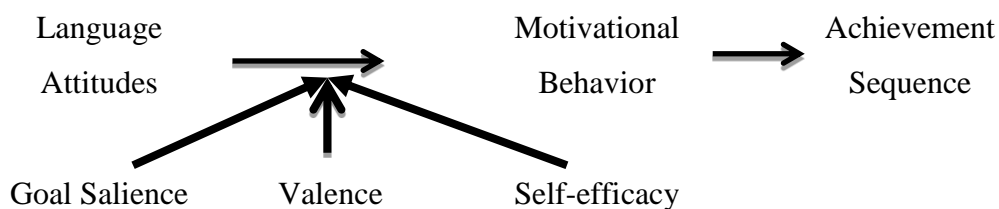
Although researchers in these fields tend to emphasize a particular dimension of motivation over another, motivation, in a general sense, is often conceptualized as intrapsychic states, personal traits or beliefs and attitudes, residing internally within a self-system (Dörnyei, 1994). Research in these fields is effective in identifying generalized principles that guide and predict students' learning motivation (Dörnyei, 1994). It is believed that these general principles are context-free and can apply to varied learning contexts.

Generally speaking, these researchers all focused on what factors indeed affect students' motivation to learn. For example, Ames (1984) studied classroom structures (cooperative, competitive and individualistic) that might affect students' learning patterns and goals. In the 1990s, Ames (1992) and Blumenfeld (1992) individually developed goal orientation theories. They supported the development of mastery learning environment so as to facilitate the development of adaptive and mastery learning goals among students. Self-determination theorists like Deci and Ryan (1985) and Skinner and Belmont (1993) also distinguished environmental variables like support for autonomy, support for competence and support for care and warmth which attribute to the positive learning motivation of a learner and facilitate the development of students' autonomy.

Variables that affect motivation in learning process are not less important. Gardner (1985) proposed an important framework for investigating motivation with sociocultural factors. Clement (1980) inserted an element of linguistic self-confidence. Others, such as Dickinson (1995), Schumann (1978), and Giles and Byrne (1982) all together added additional elements on the development of socio-cultural approaches of motivational studies. These major works that is related to socio-cultural perspective will be inserted and explained in the next section.

- **The beginning of socio-cultural factors**

Integrative motivation refers to a personal affinity for people who speak a particular language. Learners who are integratively motivated want to learn the language because they want to get to know the people who speak that language. So, an integrative orientation refers to learners' interest, desire, effort and attitudes towards learning a foreign language. Gardner and Tremblay (1995) extended Gardner's social-psychological construct by inserting new elements from expectancy-value and goal theories. This extended framework suggests that language attitudes affect motivational behavior which determines attainments.



**Figure # 1:** Gardner and Tremblay's extended L2 motivation model

There are three arbitrating variables between variables and behavior. They are goal salience, valence and self-efficacy.

- Goal salience refers to goal specificity and goal frequency.
- Valence refers to desire and attitude to learn a second language.

- Self-efficacy refers to performance expectancy, second language anxiety and second language class anxiety.

This model may not be primarily socio-cultural based, but it has integrated socio-cultural factors in measuring learners' motivation to learn a foreign language.

- **Self-confidence**

Another socio-psychological model that has received much attention is linguistic self-confidence proposed by Clement (1980) which is a socially defined construct. Clement, Dörnyei & Noel (1994) believe linguistic self-confidence and self-efficacy play a central role in determining language acquisition. Self-confidence refers to the belief a person has about his ability to perform and accomplish a task, while self-efficacy is task-specific. Clement (1980) has tested the interrelationship between social contextual variables, attitudinal motivational factors, self-confidence, and second language acquisition or acculturation process.

However, self-efficacy is more related to accomplishing explicit tasks while linguistic self-confidence deals with a general perception of one's managing potential, relevant to a range of tasks and subject domains. Clement (1980) describes linguistic self-confidence as a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use the language of another speech community.

To live between different communities can be a major motivational factor to learn the other community's language. Therefore, in Clement's opinion, linguistic self-confidence is principally a socially defined construct, although self-confidence has also a cognitive component, the perceived L2 proficiency. Clement et al. (1994) have extended the applicability of the self-confidence construct by showing that it is also a significant motivational subsystem in foreign language learning situations, in which there is little direct contact with members of the L2 community, but considerable indirect contact with the L2 culture through the media, for example, as is the case with world languages such as English.

Schumann (1998) emphasized the importance of affect in L2 learning situations. Stimulus appraisal is the fundamental constituent in his theory. According to his model, the brain evaluates the environment and social stimuli it receives and this leads to an emotional, and consequently, to a behavioral response. Schumann (1998) postulated five dimensions along which stimulus appraisals are made: novelty (degree of unexpectedness/familiarity), pleasantness (attractiveness), goal/need significance, (whether the individual expects to be able to cope with the event), coping potential, and self and social image (whether the event is compatible with social norms and the individual's self-concept). Schumann believed that learners' external behaviors are the reactions of environmental and social stimuli (Wong, 2007). (See Appendix 1).

- **Crookes and Schmidt's theory**

Crookes and Schmidt (1991) remark there are four levels of motivational and motivated learning: micro-level, classroom level, syllabus/curriculum level and extracurricular level.

- The micro-level deals with the motivation/attention interface, that is, with motivational effects on the cognitive processing of L2 stimuli.
- The classroom level deals with techniques and activities in motivational terms, drawing on Kelly, Sachdev, Kottsieper & Ingram (1993).
- At the syllabus/curriculum level content, decisions based on needs analysis come into play.
- Lastly, the extracurricular level concerns informal, out-of-class and long term factors, and 'continuing motivation'.

Crookes and Schimdt's theory (1991) recognizes school, classroom and peer group as the factors affecting motivation to learn the L2. However, this categorization has over-simplified the social and classroom settings, and has not taken certain psychological and cultural factors into account; a more comprehensible approach to investigate students' motivation is needed.

- **Oxford and Shearin's approach**

Oxford and Shearin (1994) highlight the growing gap between L2 motivation theories and the variety of developing conceptions in conventional motivational psychology, and request explicitly for an expansion of the social psychological approach. Hence, these authors surveyed a varied choice of motivation constructs in several branches of psychology (industrial, educational, cognitive developmental and sociocultural) in order to develop a L2 model that would have an increased descriptive power in diverse learning contexts. The new perspective they introduce is very broad indeed; it covers need theories; expectancy-value theories; equity theories; reinforcement theories; social cognition goal theory; achievement goal theory; Piaget's (1964) cognitive developmental theory and Vygotsky's (1978) sociocultural theory. Though, Oxford and Shearin's approach (1994) only combined the main sociocultural motivational theories in a very loose way; they did not explain the relationship among those factors. Thus, the theoretical approach adopted in this study will bridge this gap.

- **Williams and Burden's social constructivist model**

Williams and Burden's (1997) effort is one of the greatest powerful motivational models to explore the learners' motivational pattern. See appendix 1, it is about their framework. They assumed that motivation and learning behaviors are influenced by two types of factors: internal and external.

Under internal factors, they suggested that there are nine aspects affecting learners' motivation:

- 1) Intrinsic interest in the activity, similar to stimulation of curiosity and optimal degree of challenge.
- 2) Perceived value of the activity which contains personal relevance, anticipated value of outcomes and intrinsic value attributed to the activity.

- 3) Sense of agency, such as locus of causality, locus of control with regard to process and outcomes, and ability to set appropriate goals.
- 4) Mastery, for example feelings of competence, awareness of development skills and mastery in chosen area and self-efficacy.
- 5) Self-concept, which involves realistic awareness of personal strengths and weaknesses in skills, required personal definitions and judgments of success and failure, self-worth concern and learned helplessness.
- 6) Attitudes towards language learning in general, target language and target language community.
- 7) Other affective states, like confidence and anxiety.
- 8) Developmental age and stage.
- 9) Gender.

For external factors, Williams and Burden (1997) stated that there are four factors affecting motivation to learn:

- 1) Significant others like parents, teachers and peers.
- 2) The nature of interaction with significant others, such as mediated learning experiences and the nature amount of feedback rewards, the nature and amount of appropriate praise, and punishment and sanctions.
- 3) The learning environment, for example comfort, resources, time of the day, week and year, size of the class and school, and class and school ethos.
- 4) The broader context, like wider family networks, the local educational system, conflicting interests, cultural norms and societal expectations and attitudes.

Williams and Burden's (1997) work is not unexpectedly significant, but it has presented two motivational challenges: context and time. For contextual challenge, motivational theories would assume an individualistic approach with regard to which each individual context affects his behavior. Human action is always embedded in a number of physical and psychological contexts, which affect a person's external behavior and internal

cognition. Contextual impacts restricting from socio-cultural environment can hardly be traced from Williams and Burden's model. This could be a common demanding task of most of the motivational and psychological studies rather than being just their individual demanding task with regard to their model. The whole approach is entrenched in the social constructivist tradition. In Williams and Burden's model, all factors are divided into two key categories external and internal factors. This categorization has prominently categorized motivational constituents into two main factors: external and internal. In Appendix 2, there is the summary of William and Burden's framework of L2 motivation.

However, in many cases, internal factors interweave with external factors. Even, components under internal factors also intertwine with each other. Under Williams and Burden's model, this is an over interpretation of the motivational procedure and highlights the complexity of the motivational procedure.

Time is another challenge for Williams and Burden's model. Very often, motivation changes progressively and it includes processes like planning, goal setting, tasks generating, action controlling, efficacy perceiving and outcome predicting. These processes also relate to an extensive variety of motives. Ignoring "time" can result in inconsistent results, even if two theories are in the same way valid just because they refer to different time phases, the result could be different. When relating Dörnyei's (1994) and Williams and Burden's model (1997), individual can understand that Williams and Burden's model has engaged as much internal and external factors to study learning motivation which definitely is powerful in motivational study. Nevertheless, their model contains factors affecting motivation to learn at different time phases. However, Dörnyei's model (1994) is the appropriate model for this study, because it can be used to investigate learners' motivation to learn at one particular time phase. "Timing" can be a decisive component which affects the validity of this study, as this study investigates first level of General English students' motivation to learn English. They are the new group or the beginner students from any carrier at PUCESE and they only have six semesters of General English in order to learn or improve the knowledge they have of the foreign language.

- **Dörnyei's extended framework**

Based on the overhead texts, one can realize motivation can be observed and studied by using different approaches. Behaviorists, for example, Gagne and Driscoll (1998) claimed that environmental factors and situational variables affect human's motivation and his behavior. Learning can be studied by examining human behavior and its significances in the environment. Students' level of motivation can be covered by the quantity of time, learners use the L2.

The development of motivation research has improved intensely. As Eccles and Wigfield (1995) shortened, motivation research has gone from a biologically based drive perspective to a behavioral-mechanistic perspective, and then to cognitive-mediational/constructivist perspective.

Nevertheless, critics of behaviorists like Galloway et al. (1998) consider that using a behavioral approach to explore learning may overlook how students and teachers interact in the classroom. Dörnyei (1994) may be able to fill in the gap of the previous researches. Consequently, this study will implement Dörnyei's motivational framework (1994) to evaluate this target group of students.

Dörnyei's work (1994) has been considered as one of the most prominent contemporary motivational constructs in L2. This model consists of three levels of motivation: language level, learner level and learning situation level. (See Appendix 3).

- Language level contains two subsystems: integrative motivational system and instrumental motivational system.
- The learner level includes individual characteristics that learners have in their learning process. They include needs for achievement and self-confidence (anxiety, perceived L2 competence, attributions and self-efficacy).

- The learning situation level is connected with:
  - 1) Course-specific motivation, which refers to syllabus, the teaching materials, teaching methods and learning tasks.
  - 2) Teacher-specific motivation which concerns the motivational impact of the teacher's personality (affiliative motive), behavior (direct socialization of motivation like modeling, task presentation, and feedback) and teaching style (controlling vs. autonomy-supporting)
  - 3) Group-specific motivation which includes goal-orientedness, group cohesiveness, classroom goal structure, norm and reward system.
  - 4) Course-specific motivation which is related to learner's interest in the course, relevance of the course to student's needs, expectancy of success and satisfaction student have in the outcome.

According to Dörnyei (1994), course-specific motivational components are linked to the syllabus, the teaching materials, the teaching methods and the learning tasks. Teacher specific motivational components speak of teachers' behavior, personality and teaching style, while group-specific motivational components relate to group's goal orientations, cohesiveness, norm and reward system and classroom goal structure.

Based on the review of the above mentioned motivational theories, one can conclude that there are direct relationships between Dörnyei's motivational framework and each of the motivational components aforementioned. (See Appendix 4)

- **Modification of Dörnyei's motivational framework**

After understanding general aspects about learners' motivation, it is assumed that no motivational theories are so far generalizable and can be applied to all contexts; cultural and contextual elements must be taken into account when one intends to examine students' motivational pattern to learn. So, this thesis proposes to adjust Dörnyei's (1994) model by adding an additional elements to evaluate students' motivation to learn English. This component is parental influence.

- **Addition of parent-specific component onto Dörnyei's framework**

Dörnyei's work is the most applicable framework to study second language learners' motivation, but it also needs the parent-specific component under learning situation level. Epstein, Coates, Salinas, Sanders & Simon (1997) debated how children learn and grow through three overlapping spheres of influence: family, school and community, and these three spheres must form a partnership to best meet the needs of the child.

Researchers have likewise specified that family participation progresses facets of children's education such as motivation (Grolnick and Slowiaczek, 1994; Brooks, Bruno & Bums 1997; Cotton and Wikelund, 2001). Interestingly enough, Dörnyei (1994) also pointed out parental influence plays an important role in students' learning motivation in his own work, though he does not include it as a component in his framework.

According to the research to date (Brophy, 1987, Wlodkoswki and Jaynes, 1990; Gottfried, Fleming & Gottfried 1991; Eccles and Harold, 1993), parental influence is one of the primary impacts on students' learning motivation. Cleary (1996) concludes that "like effective school, effective families have a set of easy-to identify characteristics" These cut across family income, education, and ethnic backgrounds. "Effective families display a number of positive attitudes and behaviors toward their children which help them to succeed in school and in life". (Wlodkoswki and Janynes, 1990). So, parents and teachers have different opportunities to guide children in their learning process in order to help them to clarify and accomplish their goal in the educational field and in their life.

Other researchers also reported the same conclusion; parental involvement has a significant positive impact on student language achievement (Eccles and Harold, 1993; Henderson and Berla, 1994; Gutman and Midgley, 2000; Shumow and Miller, 2001). Henderson and Berla (1994) reviewed sixty six studies, books, reports, and articles and demonstrated the positive connection between parental involvement of families and improved students' achievement.

Bloom cited in Wlodkoswki and Jaynes (1990) remarked that parents perform as the primary influence on the child's motivation to learn. He led a depth interview about how parents' involvement affects learning in talented and very young professionals, and he found that general education and subsequent achievement in these professionals were carried out for enthusiastic parents' involvement.

In general, McLeod (1992) says that the social context given by the school and the home can also affect students' beliefs. Parental impacts on students' attitudes and perception show that parents' stereotypes directly influence the parents' beliefs about the child's abilities. Therefore, parents' beliefs about their child directly influence their child's self-perception. Both, the parents' stereotypes and the child's self-perceptions, influence the child's performance.

The family, as the responsible of students' learning, has a great influence on students' learning success. So, family problems might alter students remaining in University. Problems include lack of sufficient contact among family members, lack of economic resources, or parents having many working hours, either in the city or outside of the city. These kind of problems might lead to relationship problems among family members.

The component of parent-specific motivation added to Dörnyei's (1994) model can be divided into the following constituents:

- Education background-English proficiency level
- Financial support
- Affective encouragement

Education background talks about parents' proficiency in English and abilities in offering guidance to their children.

Financial support refers to technical support, provided by parents to facilitate their children's English learning, such as hiring a tutor, buying reference books or a computer.

Affective encouragement refers to the supportive family climate, like verbal encouragement to their children. Then, why is parental involvement important in learners' process of language acquisition? Many researchers say that when adults involve children in frequent, caring conversation, they demonstrate better cognitive, linguistic, social, and emotional development (Brown et al, 1997, Martinez, 1981; National Institute of Health, 1997). (See Appendix 5)

### **2.3 Instrumental and integrative motivation**

The most important, significant, and prominent model in motivation studies, developing motivation and language learning is Gardner and Lambert's Socio-Educational model (1972). This theory was reaffirmed by Dörnyei (1994) when he said "the most significant milestone in the history of second language motivation research is Gardner and Lambert's discovery that success is a function of the learners' attitude toward the linguistic-cultural community of the target language, thus adding a social dimension to the study of motivation to learn an L2. By combining motivation theory with social psychological theory, the model of L2 motivation that Gardner and Lambert (1972) developed was much more elaborated and advanced than many contemporary mainstream psychological models of motivation in that it was empirically testable and did indeed explain a considerable amount of variance in student motivation and achievement." So, to acquire a second or a foreign language depends on the learner's attitude and his/her instrumental and integrative motivations.

Gardner (1992) mentions two different perspectives about motivation. The first one is that motivation is the result of internal attributes, and the second one is that motivation is the product of external attributes. A crossbreed perception is that motivation can be an internal attribute, but at the same time, the result of an external power or incentive (Gardner, 1992). On the other hand, motivation, in the socio-cultural model, is characterized into two orientations (Gardner, 1985), intrinsic and extrinsic.

Intrinsic orientation mentions the reason for L2 learning, which is resultant from one's innate desire and curiosity in the activity; the activity is assumed because of the natural gratification that is related with it. Extrinsic orientations refer to the motives that result not from the inherent interest in the activity, but from the environment. The possibility that someone is motivated, need previously occur and be a property of the student in order for a specific academic technique to be effective. As Gardner (1985) said "you can't motivate a rock." So, motivation depends more on students than the teachers.

Gardner's theory (1992) gave important encouragement to the progress of motivation theories and approaches. If we talk about the context of PUCESE learners, Gardner's extrinsic and intrinsic motivational constructs (1992) are appropriate in order to evaluate their motivation while they are learning English in PUCESE setting. However, Gardner's motivational frame will not be the most prominent framework to survey them in their learning process, but it will be one of the most important dimensions of this study. Gardner and Lambert's socio-educational model (1972) on value is equivalent to "instrumental motivation subsystem" and "integrative motivational subsystem" in Dörnyei's framework (1994).

Eccles and Wigfield (1995) developed a comprehensible model of task value. They are attainment value; intrinsic value, extrinsic utility value and cost. Intrinsic and extrinsic values refer to the same as Gardner and Lambert's motivational model (1972) or Dörnyei's model's language level (1994): instrumental and integrative motivational orientation. The new part added to Gardner and Lambert's socio-cultural model is attainment value and cost. For Eccles and Wigfield (1995), value refers to the individual learner's importance of accomplishing the task successfully, whereas cost refers to the negative value components, like effort and time, and other emotional costs such as fear of failure and anxiety. According to Eccles and Wigfield's theory (1995), there are four principal sources that affect students' motivation to learn. The dimensions and sources of motivation are summarized in the following table.

	<b>Within the learning context</b>	<b>The result of learning</b>
<b>Outside the individual</b>	Materials Teaching	Constraints Rewards
<b>Inside the individual</b>	Success	Goals

**Table # 1:** Dimensions of motivational sources (cited in Skehan, 1989)

In this chart you can see the four sources of motivation. The upper row covers stimuli upon students' motivation which may be controlled by external reasons. These influences could be the usage of materials and activities with superior inherent interest, or the participation of more inspiring and stimulating teachers. They might likewise include the use of frequent tests and examinations, or the provision of reward for learning. In contrast, the lower row highlights the role of the individual. Within the learning context, this involves the success that is attained and the effects this has on motivational levels. Outside the learning context, the search focuses more on the goals that the learner may have to sustain the energies required for learning. Thus, based on Eccles and Wigfield's theory (1995), it can say that factors outside the individuals are used for examining motivation to learn. The "teacher-specific motivational components" of Dörnyei's framework (1994) are similar to materials and teaching factors developed by Eccles and Wigfield (1995).

Finally, both Gardner and Lambert's (1972) and Eccles and Wigfield's (1995) theories wanted to incorporate traditional motivation theories with social perspectives and elements.

## **2.4 General English at PUCESE**

An investigation about language learning is more than observing input and output; it is to examine language learning in context. In order to achieve the aims of the present study, it is necessary to explore a number of factors which contribute to the way in which PUCESE students learn English in Esmeraldas. Brophy (1987) indicated that learners are frequently stimulated most directly through modeling, communication of

expectations, and direct instruction or socialization by significant others (especially parents and teachers). School-wide goals and policies also alter students' increasingly complex learning motivation.

In Esmeraldas, years ago, young children started to learn English in primary school. Now, they start to learn English, depending of the kind of primary school, in public schools, students will receive two class periods of 40 minutes; but in private schools, they have their own curriculum. When learners are in high school they receive five hours per week, each period of class is 40 or 45 minutes; and finally when students are in university, they receive five hours per week, each period of class is 60 minutes.

PUCESE has been giving students the opportunity to improve their English knowledge and skills for 23 years. In order to carry out this goal, students need to pass six levels of General English to get the university Degree, except for International Trade and Hotel and Tourism Careers where students receive eight levels of General English.

Most of the PUCESE students know that English is widely used in various business sectors, government, and International trade. However there are students who do not care about learning or having a good level of English in order to get better jobs. What aspects or factors influence PUCESE students in order to learn English as a second language? This is the question that the present study will try to answer in order to give PUCESE teachers an orientation about students' language learning process.

First of all, this study will provide future education researches to investigate how different levels of motivational dimensions and socio-cultural factors affect motivation to learn English in a specific context, because it is going to adopt Dörnyei's motivational framework (1994) to get the factors that influence PUCESE students.

Secondly, pedagogical implications can be given from this study to the PUCESE's professors, because it will try to summarize the most important socio-cultural factors and they may understand the fundamental learning needs of PUCESE students. Therefore, professors could adjust their teaching methodologies and materials

in order to create a good classroom setting, giving students the opportunity to learn English with more motivation.

Finally, this study also draws significance to English curriculum planning. Curriculum planners could be able to revisit whether learner needs and differences are addressed in the current curriculum. Appropriate learning objectives can be designed, structured and graded according to the learning needs and learner diversity in English classrooms. In other words, curriculum planning will be the same for all PUCESE General English Teachers, in order to accomplish the same goal at the last level, that is, students will be able to communicate in the foreign language (English).

### **3. Objectives**

#### **3.1 General Objective:**

- To make a description of how motivation affects the learning process of ESL learners

#### **3.2 Specific Objectives:**

- To get information about the level of motivation of first level of General English students at the beginning of the semester.
- To get information about the level of motivation of first level of General English students at the middle of the semester.

### **4. Methodology**

#### **4.1 Conceptual Framework**

Educational researchers have put a strong emphasis on motivation, because of its complexity. Dörnyei (1994) says that motivation is a multi-factorial construction. Factors like socio-psychology, cognitive development, and socio-cultural psychology, all have impact on motivation in language learning. So teachers and students need to improve their knowledge about it.

## 4.2 Design of Research Methods

In educational research, there are various styles to collect data, such as questionnaires, interviews, observation, tests and personal constructs are all useful.

Among many motivational studies Clement et al. (1994); Kraemer (1993), the Attitude/Motivation Test Battery of Gardner (1985) has been widely adopted in researching motivational studies. This study has adopted Dörnyei's motivational framework (1994) and a questionnaire from Wong's (2007) research based on Gardner's Test Battery, which is a multi-component motivation test made up of over 130 items to examine L2 learning motivation, including learner level, language level and learning situation level. Here, the researcher has chosen 32 items to examine PUCESE students' motivation to learn English and see how that result can bring implication to English teaching and learning.

As stated by Cohen (1991) "There is a simple rule of thumb: the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be." In other words, a good questionnaire to measure motivation needs to have the appropriate number of items and has to be elaborated with a correct organization and precision. A 32 item questionnaire based on a five-point Likert scale was created for students from Esmeraldas to elicit their responses about motivation to learn English at PUCESE. This study used the Likert scale because it is an ordered scale from which respondents choose one option that best aligns with their view. It is often used to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement. A typical scale might be "Strongly disagree, Disagree, Neutral, Agree, Strongly agree."

In the questionnaire, the researcher included items about language level, learner level and learning situational level. The survey respondents also have items about their demographic information such as age, gender, school year, and their parents' background information, such as educational background, income and occupation. Respondents have the right to keep anonymous.

### **4.3 Sampling and Questionnaire**

This study used a total sample of 70 university students from first level of General English at PUCESE in Esmeraldas. Among them, 38 were girls and 32 were boys. They were asked to take part in filling in the above-mentioned questionnaire. Most of the participants were around 17 years old, with a maximum age of 35. The questionnaire given to students was in Spanish, a language students are most familiar with, to avoid language barrier and communication breakdown. (See Appendix 6)

### **4.4 Procedures and data analysis**

This research had two times. The first one was carried out at the beginning of the semester April – September/2013, when PUCESE students from 1<sup>st</sup> level of General English answered to 32-closely items and some demographic information about their parents and themselves. In order to know if students are motivated to learn English during this semester or not, and what factors affect their learning. The second time was carried out at the beginning of the month of July. Here, students had to answer the same questions in order to know if their answers about each question of the questionnaire have changed. After these two times, the researcher had the needed information to establish the factors that infer in PUCESE students when they learn English as a foreign language. So, the researcher had the appropriate information to establish the factors that affect their learning.

### **4.5 Ethical issues**

To accomplish this survey successfully, the search adopted a number of measures in order to better protect the rights of the survey participants.

First, the principle of voluntary participation was adopted to ensure that participants are not being forced into taking part in this research. An informed consent form was filled by every participant of this study before their participation, meaning that prospective research participants were fully informed about the procedures involved

in research and had given their consent to participate. Permission to conduct the study was sought from the University ethics committee.

Ethical standards also require researchers not to put participants in a situation where they might be at risk of harm as a result of their participation. Harm can be defined as both physical and psychological. These are two measures that were applied in order to help protect the privacy of the prospective participants.

The investigator of this study guaranteed the participants confidentiality, they were assured that identifying information would not be made available to anyone who is not directly involved in the study; they would remain anonymous throughout the study, they were not required to fill in their names.

## **5. Results and discussion**

In this study, the researcher asked the respondents to answer a questionnaire of 32 items based on five-point scale (5 for strongly agree, 4 for agree, 3 for do not know, 2 for disagree, 1 for strongly disagree) in order to examine PUCESE students' motivation to learn English. This scale was used because it is a convenient tool to measure the degree of sensitivity and differentiation of response while numbers can still be generated.

In the following sections, PUCESE students' motivation at dimensional and component levels will be looked at, in the hope that a microscopic view of this group of students' motivation to learn English can be magnified. The comparison takes the high scores 4 and 5 (agree and strongly agree) as the reference for each question.

<b>N°</b>	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
18	I learn English because I want to get a good job.	7,14%	8,57%	10%	25,72%	48,57%
32	English is a foreign language I like.	12,86%	15,71%	20%	21,43%	30%

**Table # 1:** Percentage of the answers about language level including an instrumental and an integrative item

As shown in the table 1, 51,43% of participants agreed that their motivation to learn English is integrative, so they like to learn English. On the other hand, 72,29% of people who took the survey, affirmed that they have an instrumental motivation to learn English, they want to learn English because they have external reasons like a good job.

N <sup>o</sup>	Question	1	2	3	4	5
2	If my English teacher assigns difficult English homework, I still try my best to finish it.	4,29%	7,14%	4,29%	34,28%	50%
5	No matter how difficult I think English is, I will never give up learning.	10%	10%	18,57%	28,57%	32,86%
13	I have the ability to pass English test/exam despite how I did in the past tests and exams.	4,29%	8,57%	17,14%	42,86%	27,14%
24	I continue learning English because I can express what I want to say without much difficulty.	10%	5,71%	18,58%	31,44%	34,27%
26	I am not afraid to make mistakes in English homework.	5,71%	12,87%	14,27%	22,87%	44,28%
27	I learn English because English is a necessity for my future.	5,71%	4,29%	4,29%	17,14%	68,57%
31	I am not afraid to speak English in class.	5,71%	8,57%	10%	28,58%	47,14%

**Table # 2:** Percentage of answers about learner level including need for achievement and self-confidence

In the case of table 2, results show that the percentage of answers for agreed and strong agreed are higher and interesting than the others. For example in questions # 1 with a 68,57%, student reaffirmed they have an instrumental motivation because they are learning English for an external reason. Another important point is that General English students from first level are motivated to learn English because they continue learning it even though their tasks and homework are difficult. It is affirmed in question # 2, with a 34,28% for agreed and a 50% for strong agreed. And finally in question # 31 with a 28,58% for agreed and a 47,14% for strong agreed, students can develop their speaking skill because they are motivated to it and they are no afraid to speak English in class.

N <sup>o</sup>	Question	1	2	3	4	5
1	I like what I have learnt in English lessons.	2,86%	12,86%	8,57%	32,23%	43,48%
8	The English I am learning in English lessons can be used in my daily life.	5,71%	5,71%	8,57%	31%	49,01%
14	I am very interested in what my English teacher is teaching me.	4,29%	8,57%	11%	31%	45,14%
19	I believe I can pass my English tests/exams.	2,86%	4,29%	14,29%	35,71%	42,85%
25	I am happy with my English test results.	4,29%	11,43%	25,71%	25,71%	32,86%
29	I believe I can learn English well.	3,71%	7,56%	11,86%	32,23%	44,64%

**Table # 3:** Percentage of answers of learning situational level, specifically course importance

It is important to know that PUCESE students like what they have learnt in General English classes, because all the percentage of answers for agreed and strong agreed are higher. For example, the highest percentage is for question #8, where students with a 31% for agreed and a 49,01% for strong agreed say that they learn an English vocabulary and grammar they can use in their daily life, so they are learning a useful language. On the other hand, the 35,71% for agreed and 42,85% for strong agreed say they are not worried about English tests/exams, because they believe they are able to pass it. And this can be true because if they like what their English professors have taught them, they will study, and it will be easier to get good scores in their test/exams, so they can pass their English levels.

Nº	Question	1	2	3	4	5
6	My English teacher presents clearly when he/she asks us to perform a task.	5,71%	10%	2,86%	22,86%	58,57%
9	I understand my English teacher's instructions.	5,71%	17,14%	10%	32,86%	34,29%
12	I can learn better English if my English teacher controls me less.	14,29%	14,29%	20%	22,85%	28,57%
15	The feedback my English teacher gives me relating to my work and learning progress is useful for my learning.	8,57%	2,86%	10%	32,86%	45,71%
20	Feedback from teachers encourages me to learn English.	7,14%	8,57%	7,14%	31,43%	45,72%
23	If I can master English well, my teacher will have a better impression of me.	4,29%	4,29%	10%	17,14%	64,28%

Table # 4: Percentage of answers for learning situational level specifically teacher component

This table shows that the role of teachers in the classroom is so important. As you can see, the percentage of answers for agreed and strong agreed are higher, except in question #12; where, percentage of 22,85% for agreed and 28,57% for strong agreed are lower than the others. There, students say that they need for their English teacher to control their learning activities, in order to get better results when they are learning English. Another important point is that students like when their teacher has a good impression of them; it means that, what the teacher thinks about their students affects their learning process. It is affirmed with a 17,14% for agreed and a 64,28% for strong agreed. On the other hand, students say the feedback that teacher gives their students about their work and the class topic are so important, because it encourages students to learn English, in this case, as a second language. Finally, teachers have to use an appropriate or clear language in order to guarantee that students do their activities in a good way.

<b>N°</b>	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3	I like English class activities.	7,14%	8,57%	7,14%	27,15%	50%
7	I prefer doing pair/group projects than individual work.	12,86%	7,14%	5,71%	24,29%	50%
11	Learning English with my friends together is better than learning it by myself.	5,71%	5,71%	7,14%	22,86%	58,58%
28	I try my best to learn English because I know the benefits of learning English.	4,29%	4,29%	8,57%	18,57%	64,28%
30	Learning English is a key not to let people look down on me.	8,57%	11,43%	18,57%	31,43%	30%

Table # 5: Percentage of answers about learning situational level specially group motivational component

In question # 28, with an 18,57% for agreed and a 64,28% for strongly agreed, students reaffirm their instrumental motivation to learn English; because they know that learning English has good benefits. On the other hand, PUCESE students believe that their learning process is better when they work in pairs or groups, because they learn from each other. Finally, the question # 30, with a 31,43% for agreed and a 30% for strongly agreed show that to learn English is not an excuse to look down on anyone. So, someone who learns English is an important student like the others, but they know another language.

N°	Question	1	2	3	4	5
4	Financial support and affective encouragement from my parents motivate me learn English in PUCESE.	8,57%	7,14%	17,14%	25,71%	41,44%
10	My parents always encourage me to improve my English.	12,86%	8,57%	15,71%	34,29%	28,57%
16	My parents will teach me English when I need them to.	5,10%	22,19%	24,71%	13,29%	34,71%
17	My parents are willing to pay for the English reference books when I need them.	8,57%	8,57%	18,57%	21,43%	42,86%
21	My parents will point out my English mistakes.	13,44%	8,23%	26,73%	13,44%	38,13%
22	My parents pay for English tutorial class for me to improve my English.	14,29%	7,14%	2,85%	14,29%	61,43

Table # 6: Percentage of answer about learning situational level specifically parent support

The role of parents is important for students in their learning process, but to learn English, students need more financial support and affective encouragement, because parents can discourage them easily. Students say that they like when their parents encourage them to continue learning English, in question # 4, with a 25,71% for agreed and a 41,44% for strong agreed; and in question # 10, with a 34,29% for agreed and a 28,57% for strong agreed. To pay tutorial classes or reference books are needed when PUCESE students acquire this important language, because these help them to look for information, practice or improve what they are learning in the classroom. And this is confirmed in question # 22, with a 14,29% for agreed and a 61,43% for strongly agreed; and in question # 17, with a 21,43% for agreed and a 42,86% for strong agreed.

In this study, PUCESE students' motivation is investigated at the level of motivation dimensions. As Dörnyei (1994) said they can be divided in learner level, language level and learning situation level. According to the results, PUCESE students have a positive motivation to learn English, but there are complicated reasons like culture and points of view, which stop them from being wholly motivated to learn English in Esmeraldas- Ecuador.

Although, the researcher needed to apply the survey in two different times in order to acquire the necessary information, the results were very similar, so that is why the analysis of the results was done only once.

PUCESE students show that their motivation to learn English has an instrumental value and not an integrative one. When they are in first level of General English, the most important is the benefit English will give so they can advance in the future endeavors. So, to acquire a good job means to have a good (high) salary, and it is an excellent point to motivate participants. On the other hand, they have a very complicated psychological state of mind to learn English, because they regard their success to being more related to hard work than ability. Their instrumental values to learn English give them success. In other words, they believe that success is the outcome of applying enough effort even after repeated failures.

Participants' self-confidence and need for achievement are the key elements affecting their motivation to learn English at the dimension of language level. The highest score is for self-efficacy, it means they have a strong self-confidence in their ability and this is why they are able to express in the second language using their English skills. Instrumental values serve the main purpose of English PUCESE students, who believe that self-determination is what they need in order to successfully acquire the target language, though they are not yet confident in their language proficiency.

The most important thing about English courses for this study is that students learn something they can use in their daily life, so the teacher needs to adapt the General English materials according to the students' carrier, goals and interests, since students'

reasons for learning English are to have a better life in the future, for instance, a good job and better career prospect.

Teachers know that they play an important role in the classroom, because the success of the class depends on their ability to manage it. On the other hand, students prefer teachers to control their English activities during the class; it means that students need the guidance of their teacher to complete their activities successfully. Students also need the task presentation and feedback to be clear and precise. Participants assert teachers to be the greatest influence on their motivation to learn English and the most significant factor directly affecting participants' learning behavior.

Participants prefer learning a new language by working in a group, because they can share opinions and ideas, compare their homework answers and study together. Once more, the instrumental value is emphasized, depending on the benefit English may carry up to each student, they will learn or improve it.

To learn a new language is a complex process which involves internal and external aspects. In this case, parents are an external aspect. Although statistically, result shows that Parents do not affect PUCESE students' learning, they think Parents' affective encouragement plays an important and specific role in participants' motivation to learn English. Financial support is also a significant factor when participants learn a second language, because they need to pay for academic materials and tutorial classes. Students learn English as a second language because of their instrumental motivation and goals. Their parents' background and English proficiency do not intervene in PUCESE students' learning process.

## **6. Conclusions and Recommendations**

Motivation is always a complex concept. To investigate what factors affect PUCESE students' motivation to learn English was the main objective of this study.

Statistically speaking, this study found that the teacher is the most significant factor affecting PUCESE students' motivation to learn English in General English classes. So, English teachers should be reminded of their important roles in affecting this social group from Esmeraldas. Teachers' purpose should be to create a helpful environment to improve students' English learning by selecting appropriate learning objectives; choosing relevant authentic materials; designing, structuring and grading learning objectives, and providing constructive feedback; in order to improve their learning diversity in Esmeraldas' classrooms and to motivate students to learn English as a second language.

Even though parents are not statistically important, because they do not bring an impact to improve English in PUCESE students' no matter whether they have high or low incomes, findings show that parents play a central role in supporting PUCESE students', economically or affectively. In other words, PUCESE students' parents fully support their learning, even though they cannot help them with their work in terms of English. Understanding parents' expectation (they learn the second language) may indirectly improve PUCESE students' motivation to learn English.

In this study, PUCESE students affirm they have an instrumental value to learn English, which is a key for accelerating academic and career success. Also, PUCESE students see the role of teachers to be very important, because teachers can help them learn one of the most important languages in the world, English. So, PUCESE students consider teachers' modeling, task presentation and feedback very crucial to their English learning. By acquiring a good level of English, PUCESE students believe that they would have a better life in the future.

As an additional point, factors that are more tangible are more of imminent needs for PUCESE students to settle down in Esmeraldas. Teachers and peers are tangible examples, and they pose immediate effects on PUCESE students' social adjustment and motivation to learn English.

Many of the results found in this study were meaningful and useful. It is hoped that it may be done about all the levels of General English, not only about first levels. In that way, the PUCESE may have specific aspects that affect its students. And it could work in how to maintain students' motivation and to improve the English knowledge of PUCESE students.

PUCESE teachers might adapt the activities from the book to their students' daily life, in order to motivate students to learn English and they will be able to use what they are learning in the classroom in their daily activities.

Teachers and students from PUCESE might improve their knowledge about motivation, because it is more than a simple attitude, it is a complex concept which involve cognitive, social, and pedagogical factors that affect students learning. So, if teachers have the same information, English classes could be better, because they might help to create motivational English classroom and classes.

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## Appendixes

### Appendix 1

Summary of the main motivational theories by Wong, Ruth Ming Har (2007)

<b>Theory / Approach</b>	<b>Proposed by</b>	<b>Main concept</b>
Psychoanalytical theory	Freud (1926)	Human behavior is driven by instinctual desires.
Drive theory	Hull (1943)	Motivation is determined by drive, habit and incentive and it is affected by frustration, anxiety, conflict and despair.
Achievement theory	Atkinson and Feather (1966)	Achievement behavior as the result of emotional conflict between hopes for success and fears of failure.
Socio-educational theory	Gardner and Lambert (1972)	Motivation has most frequently been characterized into intrinsic orientation and extrinsic orientations.
Acculturation theory	Schumann (1978, 1986)	Social and psychological integration of the learner with the target language group.
Linguistics self-confidence theory	Clement (1980)	Self-confidence refers to the belief a person has about his ability to perform and accomplish a task, while self-efficacy is task-specific.
Social learning theory	Rotter (1982)	Behavior potential is determined by the expectancy of goal attainment and the value of goal or reinforcement.
Inter-group model	Giles and Byrne (1982)	The central concept underlying the model is the individual's self-concept, and the major motivating force is one of developing or maintaining a positive self-image. They related the learners' motivation to acquire native-like linguistic competence in the L2 to their sense of identification with the linguistic in-group

		and their perception of the relationships between linguistic in- and out- groups.
Attribution theory	Weiner (1984, 1992)	Humans are motivated to attain a casual understanding of the reasons why an event has occurred.
Self-determination theory	Deci and Ryan (1985)	It has three categories about students: a sense of competence, of relatedness to others, and of autonomy.
Goal-setting theory	Locke and Lathan (1990)	Goal setting theory is similar to expectancy-value theory in the sense that individuals believe they can achieve the goal (expectancy) and the goal is important for them (value).
Self-worth theory	Covington (1992)	Covington's self-worth theory primarily focuses on people's behavior in maintaining personal value and worth, especially in the context of competition or failures, as the highest virtue of a human being is self-acceptance.
Goal-orientation theory	Ames (1992)	Ames argued that mastery goals are superior to performance goals, in that they are associated with a preference for challenging work, an intrinsic interest in learning activities and positive attitudes towards learning.
Situated identity theory	Clement and Noels (1992)	The individual identifies the group with the greatest ethnolinguistic vitality, and this identification may lead to linguistic assimilation into the majority group or integration with the minority group.
Self-efficacy theory	Bandura (1993)	Self-efficacy will determine what kind of tasks or activities an individual decides to attempt; how much efforts an individual will put in achieving the task, as well as how persistent that person will likely demonstrate.

Task value model	Eccles and Wigfield (1995)	Attainment value refers to personal importance of achieving the task successfully, while cost refers to negative value components like effort and time and other emotional costs like fear of failure, and anxiety.
Extended Gardner's socio-educational theory	Gardner and Tremblay (1995)	This extended framework suggests language attitudes, motivational behavior and achievement sequence.
Autonomy in motivation	Dickinson (1995)	Learning success and enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies rather than to factors outside their control
Neurobiological model	Schumann (1998)	The brain evaluates the environmental stimuli it receives and this leads to an emotional and consequently behavioral response.

The above mentioned theories deal with firm factors linked to motivation and human behavior. Crookes and Schmidt (1991), Oxford and Shearin (1994), Williams and Burden (1997) and Dörnyei (1994) are the leaders of the Socio-Psychological Approaches on Second Language Acquisition.

## Appendix 2

*William and Burden's framework of L2 motivation (1997)*

<b>Internal factors</b>	<b>External factors</b>
<p style="text-align: center;">Intrinsic interest of activity:</p> <ul style="list-style-type: none"> <li>• Arousal of curiosity</li> <li>• Optimal degree of challenge</li> </ul>	<p style="text-align: center;">Significant others:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Peers</li> </ul>
<p style="text-align: center;">Perceived value of activity:</p> <ul style="list-style-type: none"> <li>• Personal relevance</li> <li>• Anticipated value of outcomes</li> <li>• Intrinsic value attributed to the activity</li> </ul>	<p style="text-align: center;">The nature of interaction with significant others:</p> <ul style="list-style-type: none"> <li>• Mediated learning experiences</li> <li>• The nature and amount of feedback rewards</li> <li>• The nature and amount of appropriate praise</li> <li>• Punishments, sanctions</li> </ul>
<p style="text-align: center;">Sense of agency:</p> <ul style="list-style-type: none"> <li>• Locus of causality</li> <li>• Locus of control with regard to process and outcomes</li> <li>• Ability to set appropriate goals</li> </ul>	<p style="text-align: center;">The learning environment:</p> <ul style="list-style-type: none"> <li>• Comfort</li> <li>• Resources</li> <li>• Time of day, week, year</li> <li>• Size of class and school</li> <li>• Class and school ethos</li> </ul>
<p style="text-align: center;">Mastery:</p> <ul style="list-style-type: none"> <li>• Feelings of competence</li> <li>• Awareness of developing skills and mastery in chosen area</li> <li>• Self-efficacy</li> </ul>	<p style="text-align: center;">The broader context:</p> <ul style="list-style-type: none"> <li>• Wider family networks</li> <li>• The local educational system</li> <li>• Conflicting interests</li> <li>• Cultural norms</li> <li>• Societal expectations and attitudes</li> </ul>
<p style="text-align: center;">Self-concept:</p> <ul style="list-style-type: none"> <li>• Realistic awareness of personal strengths and weaknesses in required skills</li> </ul>	

<ul style="list-style-type: none"> <li>• Personal definitions and judgments of success and failure</li> <li>• Self-worth concern</li> <li>• Learned helplessness</li> </ul>	
<p style="text-align: center;">Attitudes:</p> <ul style="list-style-type: none"> <li>• To language learning in general</li> <li>• To the target language</li> <li>• To the target language community and culture</li> </ul>	
<p style="text-align: center;">Development age and stage</p>	
<p style="text-align: center;">Gender</p>	

### Appendix 3

Components of Foreign Language Learning Motivation (Dörnyei, 1994)

Language Level	Integrative motivational subsystem
	Instrumental motivation subsystem
Learner Level	Need for achievement
	Self-confidence <ul style="list-style-type: none"> <li>• Language use anxiety</li> <li>• Perceived L2 Competence</li> <li>• Casual attributions</li> <li>• Self-efficacy</li> </ul>
Learning Situational Level	
Course-specific Motivation Components	Interest (in the course)
	Relevance (of the course to one's needs)
	Expectancy (of course)
	Satisfaction (one has in the outcome)
Teacher-Specific Motivational Components	Affiliative motive (to please the teacher)
	Authority type (autonomy-supporting)
	Direct Socialization of Motivation <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Task Presentation</li> <li>• Feedback</li> </ul>

Group-Specific Motivational Components	Goal-orientation
	Norm and Reward System
	Group Cohesion
	Classroom Goal Structure

## Appendix 4

Main motivational theories related to Dornyei's conceptual framework from Wong.

Ruth Ming Har (2007)

Dornyei's Framework		Related motivation theories/approaches
Language Level	<ul style="list-style-type: none"> <li>• Integrative motivational subsystem</li> <li>• Instrumental motivational subsystem</li> </ul>	Gardner and Lambert (1972) Ames (1984) Locke and Lathan (1990) Eccles and Wigfield (1995) Gardner and Tremblay (1995) Schumann (1998)
Learner Level	Need for achievement	Freud (1926) Hull (1943) Deci and Ryan (1985) Crookes and Schmidt (1991)- micro-level
	Self-confidence <ul style="list-style-type: none"> <li>• Language use anxiety</li> <li>• Perceived L2 competence               <ul style="list-style-type: none"> <li>• Casual attributions</li> </ul> </li> <li>• Self-efficacy</li> </ul>	Weiner (1979) Atkinson and Feather (1966) Clement (1980) Rotter (1982) Covington (1992) Bandura (1993) Schumann (1998)

Learning Situation Level		
Course-specific Motivation Components	<p>Interest (in the course)</p> <p>Relevance (of the course to one's needs)</p> <p>Expectancy (of success)</p> <p>Satisfaction (one has in the outcome)</p>	<p>Crookes and Schmidt (1991)- curriculum-level</p> <p>Atkinson and Feather (1966); Rotter (1982)</p> <p>Weiner (1984)</p>
Teacher-Specific Motivational Components	<p>Affiliative motive (to please the teacher)</p> <p>Authority type (autonomy-supporting)</p> <p>Direct Socialization of Motivation</p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Task Presentation</li> <li>• Feed back</li> </ul>	<p>Crookes and Schmidt (1991) – classroom-level</p> <p>Eccles and Wigfield (1995)</p> <p>Deci and Ryan (1985)</p> <p>Dickinson (1995)</p> <p>Schumann (1998)</p>
Group-Specific Motivational Components	Goal-orientations	<p>Ames (1984)</p> <p>Locke and Lathan (1990)</p>
	Norm and Reward System	
	<p>Group Cohesion</p> <p>Classroom Goal Structure</p>	<p>Clement (1980)</p> <p>Giles and Byrne (1982)</p> <p>Deci and Ryan (1985)</p> <p>Deci and Ryan (1985)</p> <p>Dickinson (1995)</p> <p>Crookes and Schmidt (1991) – classroom-level</p>

## Appendix 5

### Motivational components based on Dornyei's extended conceptual framework (1994)

\*New components added in this study

<b>Learning Situational Level</b>			
<b>Course-Specific Motivational Component</b>	<b>Teacher-Specific Motivational Component</b>	<b>Group-Specific Motivational Component</b>	<b>* Parent-Specific Motivational Component</b>
Interest (in the course)	Affiliative motive (to please the teacher)	Norm and Reward	Education background – English Proficiency Level
Relevance (of the course to one's needs)	Authority type (autonomy – supporting)	Classroom Goal	Financial Support
Satisfaction (one has in the outcome)	Direct Socialization of Motivation	Goal orientation	Affective Encouragement
Expectancy (of success)		Group cohesion	

Self-confidence
Need for Achievement
Learner Level

Instrumental Motivational Subsystem
Integrative Motivational Subsystem
Language Level

## Spanish version of the survey

### **Motivos para aprender inglés**

*Nos gustaría descubrir lo que motiva o influencia su aprendizaje del idioma inglés. Por favor revise las siguientes expresiones e indique cuán de acuerdo o cuán en desacuerdo está con las mismas.*

*Por favor exprese si está de acuerdo o no con las siguientes expresiones. Señale con un visto en el espacio apropiado. Utilice la escala que se encuentra debajo para responder las preguntas.*

1= Rotundamente en desacuerdo  
2= Medianamente en desacuerdo  
3= No sé  
4= Medianamente de acuerdo  
5= Rotundamente de acuerdo

1.	Me gusta lo que estoy aprendiendo en las clases de inglés.	1	2	3	4	5
2.	Si mi maestro/a asigna tareas difíciles, aun así intento esforzarme al máximo para terminarlo.	1	2	3	4	5
3.	Me gustan las actividades de las clases de inglés.	1	2	3	4	5
4.	El apoyo económico y ánimo afectivo de parte de mis padres me motiva a aprender inglés.	1	2	3	4	5
5.	No importa cuán duro el idioma inglés sea, no dejare jamás de aprenderlo.	1	2	3	4	5
6.	Mi maestro/a de inglés es claro/a cuando el/la nos pide realizar una tarea.	1	2	3	4	5
7.	Prefiero hacer trabajo de pareja o grupales que trabajos individuales.	1	2	3	4	5
8.	El inglés que estoy aprendiendo en mis clases de Inglés General puede ser	1	2	3	4	5

	utilizado en mi vida diaria.					
9.	Entiendo las instrucciones de mi maestro/a de inglés.	1	2	3	4	5
10.	Mis padres siempre me dan ánimo para mejorar mi inglés.	1	2	3	4	5
11.	Aprender inglés junto a mis amigos/compañeros es mejor que aprenderlo solo.	1	2	3	4	5
12.	Puedo aprender inglés mejor si mi maestro/a de inglés me controla menos.	1	2	3	4	5
13.	Tengo la habilidad para aprobar mis pruebas/exámenes de inglés.	1	2	3	4	5
14.	Estoy muy interesado en lo que mi maestro/a de inglés me está enseñando.	1	2	3	4	5
15.	Los comentarios que mi maestro/a de inglés me da relacionados a mi trabajo y proceso de aprendizaje son útiles para mi aprendizaje.	1	2	3	4	5
16.	Mis padres me enseñarán inglés cuando los necesite.	1	2	3	4	5
17.	Mis padres están dispuestos a pagar por libros de consulta cuando los necesite.	1	2	3	4	5
18.	Aprendo inglés porque quiero conseguir un buen trabajo.	1	2	3	4	5
19.	Creo que puedo aprobar mis pruebas/exámenes de inglés.	1	2	3	4	5
20.	Los comentarios de el/la maestro/a me animan a aprender inglés.	1	2	3	4	5
21.	Mis padres resaltarán mis equivocaciones en inglés.	1	2	3	4	5
22.	Mis padres me pagan clases extra de inglés para mejorar mi nivel del mismo.	1	2	3	4	5
23.	Si puedo dominar mejor el inglés, mi maestro/a tendrá una mejor impresión de mí.	1	2	3	4	5
24.	Sigo aprendiendo inglés porque puedo expresar lo que quiero sin mucha dificultad.	1	2	3	4	5
25.	Creo que puedo aprender bien inglés.	1	2	3	4	5
26.	No tengo miedo de cometer errores en mis tareas de inglés.	1	2	3	4	5

27.	Aprendo inglés porque este idioma es una necesidad para mi futuro.	1	2	3	4	5
28.	Me esfuerzo mucho para aprender inglés porque conozco los beneficios que esto me da.	1	2	3	4	5
29.	Estoy feliz con los resultados de mis pruebas de inglés.	1	2	3	4	5
30.	Aprender inglés es una clave para no dejar que las personas me miren por encima del hombre.	1	2	3	4	5
31.	No tengo miedo de hablar inglés en clase.	1	2	3	4	5

Datos personales:

1. Género: M / F
2. Edad: \_\_\_\_\_
3. Semestre: \_\_\_\_\_
4. Ocupación de su madre: \_\_\_\_\_
5. Ocupación de su padre: \_\_\_\_\_
6. Nivel de educación de su padre:
  - a) Universidad
  - b) Secundaria
  - c) Primaria
  - d) Jardín
  - e) Analfabeto
  - f) Desconocido
7. Nivel de educación de su madre:
  - g) Universidad
  - h) Secundaria
  - i) Primaria
  - j) Jardín
  - k) Analfabeto
  - l) Desconocido

8. Ingresos familiares mensuales:

- a) Bajo los \$ 200
- b) \$ 200,01 - \$ 400
- c) \$ 400,01 - \$ 800
- d) \$ 800,01 - \$ 1000
- e) \$ 1000,01 - \$ 1500
- f) \$ 1500,01 o mas

**Muchas gracias por su ayuda**

**Margarita Estupiñán**

## Appendix 6

Classification of each question into its motivational dimension, component and sub-component

Motivation Dimension	Motivation Component	Sub-component	Item No.	Item (English)	Item (Spanish)	
Language Level		<b>Integrative motivational subsystem</b>	32	English is a foreign language I like.	El inglés es un idioma extranjero que me gusta.	
		<b>Instrumental motivational subsystem</b>	18	I learn English because I want to get a good job.	Aprendo inglés porque quiero conseguir un buen trabajo.	
Learner Level		<b>Need for achievement</b>	27	I learn English because English is a necessity for my future.	Aprendo inglés porque este idioma es una necesidad para mi futuro.	
		<b>Self-confidence</b>				
		<ul style="list-style-type: none"> <li>Language anxiety</li> </ul>	use	31	I am not afraid to speak English in class.	No tengo miedo de hablar en inglés en clase.
				26	I am not afraid to make mistakes in English homework.	No tengo miedo de cometer errores en mis tareas de inglés.
		<ul style="list-style-type: none"> <li>Received competence</li> </ul>	L2	24	I continue learning English because I can express what I want to say without much difficulty.	Sigo aprendiendo inglés porque puedo expresar lo que quiero sin mucha dificultad.
<ul style="list-style-type: none"> <li>Causal attributions</li> </ul>		13	I have the ability to pass English test/exam.	Soy capaz de aprobar mis pruebas/exámenes de inglés.		

		<ul style="list-style-type: none"> <li>Self-efficacy</li> </ul>	5	No matter how difficult I think English is, I will never give up learning.	No importa cuán duro el idioma inglés sea, no dejaré jamás de aprenderlo.	
			2	If English teacher assigns difficult English homework, I still try my best to finish it.	Si profesor/a asigna tareas difíciles, aun así intento hacer lo mejor para terminarlo.	
Learning Situation Level	<b>Course-Specific Motivational Components</b>	<b>Interest (in the course)</b>	1	I like what I have learnt in English lessons.	Me gusta lo que estoy aprendiendo en las clases de inglés.	
			14	I am very interested in what my English teacher is teaching me.	Estoy muy interesado en lo que mi profesor/a de inglés me está enseñando.	
		<b>Relevance (of the course to one's needs)</b>	8	The English I am learning in English lessons can be used in my daily life.	El inglés que estoy aprendiendo en mis clases de Inglés General puede ser utilizado en mi vida diaria.	
		<b>Expectancy (of success)</b>	19	I believe I can pass my English tests/exams.	Creo que puedo aprobar mis pruebas/exámenes de inglés.	
			25	I believe I can learn English well.	Creo que puedo aprender bien inglés.	
		<b>Satisfaction (one has in the outcome)</b>	29	I am happy with my English test results.	Estoy feliz con los resultados de mis pruebas de inglés.	
	<b>Teacher-Specific Motivational Components</b>	<b>Affiliative motive (to please the teacher)</b>	23	If I can master English well, my teacher will have a better impression of me.	Si puedo dominar mejor el inglés, profesor/a tendrá una mejor impresión de mí.	
		<b>Authority type</b>				
			<ul style="list-style-type: none"> <li>Democratic type</li> </ul>	12	I can learn better English if my English teacher controls me less.	Puedo aprender inglés mejor si mi profesor/a de inglés me controla menos.

		<b>Direct Socialization of Motivation</b>			
		<ul style="list-style-type: none"> <li>Task presentation</li> </ul>	6	My English teacher presents clearly when he/she asks us to perform a task.	Mi profesor/a de inglés es claro/a cuando el/la nos pide realizar una tarea.
			9	I understand my English teacher's instructions.	Entiendo las instrucciones de mi maestro/a de inglés.
		<ul style="list-style-type: none"> <li>Feedback</li> </ul>	15	The feedback my English teacher gives me relating to my work and learning progress is useful for my learning.	Los comentarios que mi profesor/a de inglés me da relacionados a mi trabajo y proceso de aprendizaje son útiles para mi aprendizaje.
			20	Feedback from teachers encourages me learning English.	Los comentarios de el/la profesor/a me animan a aprender inglés.
		<b>Group-Specific Motivational Components</b>	<b>Goal-orientations</b>	28	I try my best to learn English because I know the benefits of learning English.
	30			Learning English is a key not to let people look down on me.	Aprender inglés es una clave para no dejar que las personas me miren por encima del hombro.
	<b>Group Cohesion</b>		11	Learning English with my friends together is better than learning it by myself.	Aprender inglés junto a mis amigos/compañeros es mejor que aprenderlo solo.
	<b>Classroom Goal Structure</b>		3	I like English class activities.	Me gustan las actividades de la clase de inglés.

			7	I prefer doing pair/group projects than individual works.	Prefiero hacer trabajos de pareja o grupales que trabajos individuales.
<b>Parent-Specific Motivation Components</b>	<b>Education Background-English proficiency level</b>	16		My parents will teach me English when I need them to.	Mis padres me enseñarán inglés cuando lo necesite.
		21		My parents will point out my English mistakes.	Mis padres me indican mis equivocaciones.
	<b>Financial Support</b>	22		My parents pay for English tutorial class for me to improve my English.	Mis padres me pagan clases extra de inglés para mejorar mi nivel del mismo.
		17		My parents are willing to pay for the English reference books when I need them.	Mis padres están dispuestos a pagar por libros de consulta cuando los necesite.
	<b>Affective encouragement</b>	10		My parents always encourage me to improve my English.	Mis padres siempre me dan ánimo para mejorar mi inglés.
		4		Financial support and affective encouragement from my parents motivate me learn English.	El apoyo económico y ánimo afectivo de parte de mis padres me motiva a aprender inglés.