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***Influence of the experiences that motivated participants
to learn English language (a case study)***

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**“INFLUENCE OF THE EXPERIENCES THAT MOTIVATED PARTICIPANTS TO
LEARN ENGLISH LANGUAGE (A CASE STUDY)”**


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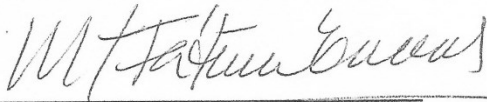
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CHAPTER I: INTRODUCTION

1.1 Introduction

This research focuses on the motivating factors which influenced participants to learn a foreign language. As it is widely believed being motivated to learn is one of the key factors which determine whether or not a learning process will be successful. Rather than blindly follow the textbooks and curriculum and push foreign language upon learners, a teacher should know what the students' interests are and why they decided to learn a foreign language. Of course, knowledge about students' desires and needs should always be important for teachers because learning a second language might be for a student an incomparable, enriching and/or a rewarding experience, but in contrast it can also be an unbelievable stressful experience, the opposite of what is intended. Then, the work of Larsen–Freeman and Long (1991) is important in order for “Teachers to pay particular attention on motivation and use of their knowledge about student's attitudes towards their English learning interests.”

It is essential to know which factors provoked students' desire for learning English language. According to Jossey-Bass, “motivation is a conceptual framework for analyzing the interaction between learning processes and environment, "referring to it as “a concrete thing in which you set into motion the steps in order to obtain language.”

Motivation has been a major area for research into individual differences. This is frequently used to describe why a person does something or what causes people to act, but it involves more than that; for example, students' factors may influence the rate and ease in which a

student acquires new competencies, stress and other unanticipated changes during the learning process.

Different factors can influence students' motivation for doing something; learning English language is not the exception. Motivation during the process of Second Language Acquisition got much more attention since the pioneering works of Gardner and Lambert (1972). Both distinguished the varieties among it, and how you can discriminate different factors.

The type of motivation students developed affected their learning process. However, it would be interesting to discover the advantages and disadvantages of being motivated during the English language acquisition process and how to improve certain students' English Language experiences, to make those practices easier.

1.2 Purpose of the study

The purpose of this study is to find out specific factors that affected students' motivation, so they decided to learn or continue learning English language.

1.3 Sub-questions

1. What is your profession?
2. Gender?
3. Marital Status?
4. How old are you?
5. What kind of English course have you taken?

6. How long has your English learning language process been?

7. What English language level do you belong to?

8. What were your goals when you started learning English as a foreign language?

1.4 Relevant research questions

1. During your English as a foreign language learning process, were there specific factors or experiences that demotivated you in order to continue working on it? If yes, describe.

2. During your English as a foreign language learning process, were there specific factors or experiences that motivated you in order to continue working on it? If yes, describe.

1.5 Definition of terms

Ability: “Natural aptitude or acquired proficiency, the quality or state of being able; *especially* physical, mental, or legal power to perform; one of many different characteristics which can be independent of each other” (Thompson, 2001, p 90)

Affective Filter: a “filter” is what “operates to modify how much information a learner acquires in their second language through affective outcomes”. (Brown 1994: 54)

Apathy: “An absence or suppression of emotion, feeling, concern or passion. It is an indifference to things generally found to be exciting or moving” (Gelder, Michael, Richard Mayou, & Philip Cowen)

Attitude: “It is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols.”(Hogg & Vaughan, 2005, p. 150).

Demotivation: “Make someone less eager to work or study (Oxford” (Oxford University Press, 2014.)

Experience: “The effect upon the judgment or feelings produced by any event, whether witnessed or participated in; personal and direct impressions as contrasted with description or fancies; personal acquaintance; actual enjoyment or suffering”(Antrim, 1991, p. 99)

Extrinsic Motivation: “It is a construct that pertains whenever an activity is done in order to attain some separable outcome" (Deci & Ryan, 1985, p.155).

Intrinsic Motivation: “It remains an important construct, reflecting the natural human propensity to learn and assimilate" (Ryan & Deci, 2000, p. 67).

Instrumental motivation: “Learning a language for a career goal or another practical reason" (Cook 1996: 96).

Integrative motivation: “Learning a language in order to take part in the culture of this people" (Cook 1996: 96).

Learning: “A process that requires grammatical analysis and practice where the focus is on the form of communication. (Brown 1994: 9)

Motivation: From the Latin form “*movere*” which means “to move”. It is the psychological feature that arouses an organism to act towards a desired goal; the reason for the action; that which gives purpose or direction to behavior.” (Ryan& Deci, 2000, p. 67)

Performance: “An individual’s use of a language, i.e. what a speaker actually says, including hesitations, false starts, and errors. (De Gaspé, 2012, p. 117)

1.6 Significance of the study

There is always the possibility that teachers or students cannot become aware of how relevant is to be motivated while learning a language, consequently, teachers face increasing teaching –learning process demands, and students reflect on their own difficulties and their ways to succeed. Thus, this research focuses on becoming aware of how students' motivation favors English learning process to keep them working it out in order to improve their performance to reach a successful knowledge level to move beyond.

1.7 Research content

It is significant to analyse what factors were the ones that provoked students' desire for learning English Language as well as how those factors arouse them to do it making English teachers aware of its importance placing motivation as an objective to achieve regardless of their age or content area going beyond being simply appreciative of students' performance.

CHAPTER II: LITERATURE REVIEW

Researchers have been interested not only on factors which influence people to produce their mother tongue at different stages, but also on how important certain factors, new ones or not, may affect students' desire for learning a foreign language. Then, to find out and differentiate these factors among a variety of data is a hard work. Motivation, everyday living, affection, abilities, teacher's performances, etc. are part of it.

2.1 The student as a whole person

“The whole student is more than a combination of cognitive-emotional dimensions. The whole student is more than the dimensions of student life that are reflected in departments and programs that make up student affairs. The whole student is more than a schema that intertwines these dimensions like DNA. The whole student is much deeper and richer than the sum of his or her parts”. De Gaspé (2012, p.15)

A common perspective in students affairs and services proposes that *“teachers usually forget to educate the whole student”* Brown S. and Attardo S. (2000). The notion of the “whole student” has its history along the field. The importance of developing a student as a whole person, in contrast to training his or her intellect alone, involves different perspectives implying the teachers' and students'.

2.2 Apathy

The modern use of the term "apathy" started during World War I when soldiers returned after experiencing the horrors of warfare. People returning from such factors often find that nothing seemed to matter in comparison to whatever they experienced.

All the people neither respond expressively to positive or negative factors. In severe apathy, the person may lack motivation to take care of his or her basic needs. This sudden shift in attitude can be confusing and difficult to understand by others. This type of situational apathy is normal, but talking about academic issues, it may become difficult to treat in students when teachers do not care about it. Nevertheless, there are various forms to prevent and avoid lack of interest in the field of education and social interaction which may affect a students and / or teachers.

2.3 Motivation

“Motivation is the psychological feature that arouses an organism to act towards a desired goal; the reason for the action; that which gives purpose or direction to behavior.” M. Richard, Deci L. Edward (2000). Drillings and O’Neil Jr. (2000) defined motivation as *“the varieties that play a significant role in performance at all stages. They influence the rate and the ease with which individuals acquire new competencies, the quality of inference that can be made from testing trainee achievement, the likelihood that the individual will actually use trained skills in the target context and the resistance of knowledge and skills to degradation under conditions of stress and other unanticipated changes in any situation.”*

It is seen how different authors’ points of view on reference to motivation stay on a psychological feature that may be affected by factors which address differently to everyone.

To address motivation on students and teachers' contexts as a way of being distinct for each one, promotes the development of certain characteristics, various types of behavior and relations with society and their contexts. Understanding this we can continue with the following important aspect, intrinsic motivation.

2.3.1 Intrinsic Motivation

According to Drillings and O'Neil Jr. (2000) "*motivational variables play a relevant role in performance at all stages.*" Students have individual differences, boundary of conditions and needs; it roots intrinsic motivation into a development or dismay, particularly because of the outcomes achieved. During a foreign language learning process, individual differences are conceived as a result of "*more interest, excitement, confidence, enhanced performance, persistence, creativity, self-esteem and general well-being.*" Ryan & Deci (1996)

"Students who take a personal interest in their own learning improvement motion are able to retain information and show more interest in taking that information to the next step."
McLaughlin, B. (1986)

Ryan and Deci (2000:68), and Pintrich and Schunk (2002:67) maintain that managers who are intrinsically motivated do not need any extrinsic awards and incentives because they are leaded and managed on their own rewarding. Such managers find leading and managing enjoyable, fulfilling and inspiring.

Although people commonly conceptualize intrinsic motivation as feelings, attitude and thoughts, boundaries of conditions come to be another interesting factor; its relevance is, in fact, the truly distinguishing feature of an approach based on a general solution to the

problem of learning and the significant role played. Boundaries of conditions are surely the fragile relationship between need, achievement and performance. Students' needs are a phenomenon through the more realistic part of intrinsic motivation where "*...no external rewards are required to incite the intrinsically motivated person into action. The reward is the behavior itself...*" De Charms (1968). So, there can be no doubt that intrinsic motivation can help determine the path of a student's future and has an extremely encouraging consequence on the achievement of students.

Since each student assumes a specific goal that provides satisfaction independently of the activity itself. Then, actions may sometimes be valued for their sake, and may be sustained by external inducement. Moving to the following question, why do some students chase academic learning for its own, while others are motivated by external factors?

2.3.2 Extrinsic motivation

"Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external or separable outcomes. These rewards provide satisfaction and pleasure that the task itself may not provide" Deci & Ryan (1985). Extrinsic motivation is when people are persuaded by external factors; it drives people to do things for tangible rewards or pressures, rather than for the fun of it. Studying should be intrinsically rewarding. Conversely, it is believed that it is not the case of students, making it one of the most common missing facts of the foreign language learning process.

Studying can be, and often is, extrinsically rewarding; meaning that learning results in getting a better grade, or in not being penalized for not doing it. Dealing with internal and

external motivators might confuse the purpose of learning a second language. In effect, extrinsic motivators can change a pleasure into work.

2.3.3 Integrative motivation

The most influential approach has been due to Robert Gardner, who originally distinguished between two motivational orientations, integrative and instrumental. Learners, who are integrative motivated, want to learn the language because they want to familiarize the people who speak that language. They are also interested in the culture associated to it. Integrative motivated learners may have significant other interests, such as a boyfriend or girlfriend or family members who speak the language.

Language learners typically have a particularly strong integrative motivation. Several studies have found that *“language learners who are integrative motivated are more prosperous than those who are instrumentally motivated. It is likely that integrative motivated language learners are more successful because their motivation is stronger than instrumentally motivated students.”* Gardner & Lambert (1972)

2.3.4 Instrumental motivation

“It regards language as a potential tool which may simply be useful” Gardner & Lambert (1972). Gardner has researched this orientation distinction extensively, and developed complex social-psychological models to account for data, in a wide range of situations, as well as an assessment procedure. He expresses that people have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while other times, people have a special affinity for the particular language and its culture. Language teachers are often very aware of the career advantages that language proficiency

can bring, but to many language learners not. *“Studying the language is only an abstract undertaking required for an academic degree.”* Gardner, R. C. and Lambert, W. E. (1972)

Learners under Instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear active motivation for language learning: *“They want to fulfill a college language requirement! Integrative motivated learners want to learn the language so that they can better understand and get to know the people who speak that language.”* Gardner, R. C. and Lambert, W. E. (1972)

2.4 Theoretical approaches to motivation

Although the following approaches seek to explain the complex phenomenon of motivation from different perspectives, they are neither mutually exclusive nor contradictory. Each concentrates on the specific factors that constitute motivation.

2.4.1 Psychoanalytic approach to motivation

“The basic tenet of the approach is that “a man is a psychic being whose behavior is determined by the contents at the two levels of consciousness; the conscious and the unconscious mind. The conscious mind contains thoughts, feelings, wishes and factors, which can be readily accessed and used.” This approach is represented by, Josef Brauer (1842 -1925), Sigmund Freud (1856 - 1939), Alfred Adler (1870 - 1937), and Erik Erikson (1902 - 1980) among other theorists. It basically represents a small portion of one’s consciousness.

In contrast, “the unconscious mind accounts for the greater portion of one’s motivation and contains the person’s forbidden drives (sex and aggression), and the memories of events

and wishes which cause pain and guilt in the individual and cannot be recalled to the conscious mind with ease because they cause uncomfortable feelings; such negative factors are repressed in the unconscious mind". In this case, the individual may try to recall such an experience, but this would only be accomplished with much effort. Concerning the actual process of motivation as determined in the unconscious mind, the theory maintains that there is an ongoing psychological conflict between the forbidden drives, repressed memories, wishes and factors with the moral codes of the society. In other words, the irrational and forbidden drives which demand immediate satisfaction are always in constant conflict with the norms and expectations of the society, which are imprinted on the superego, that have the power to punish the individual by causing pain and guilt feelings. Since this occurs in the unconscious mind, this suggests that the individual has no control over his or her motivation."

2.4.2 Behavioral approach to motivation

This school of thought, amongst other theorists, includes IP Pavlov (1849 - 1936), BW Watson (1878 - 1958), EL Thorndike (1874 - 1949) and BF Skinner (1904 -1990). According to this perspective, also called the reinforcement approach, human motivation is determined by external factors like incentives and rewards; not the consciousness (thoughts and feelings) as postulated by psychoanalysts. Behaviourists regard man as a passive being who depends on environmental stimuli (incentives and rewards) in order to learn a particular response (behaviour). According to Kreitner and Kinicki (2001:466), an incentive is an attractive object or event that can be used to encourage and motivate particular positive behavior, whereas a reward, while also an attractive object or event, can be used to compensate a particular positive behavior.

2.4.3 Humanistic approach to motivation

This school of thought, amongst other theorists, includes Gordon Allport (1897 - 1967), Douglas M McGregor (1906 - 1964), Abraham H Maslow (1908 - 1970), David McClelland (1917 - 1998) and Frederick Herzberg (1923 - 2000). According to this perspective, motivation is caused by two basic intrinsic factors; the gratification of unsatisfied needs as well as the desire or wish to realize one's potentials and talents. Concerning the latter intrinsic factor, humanist theorists such as Gurt Goldstein (1939), Abraham Maslow (1954) and Carl Rogers (1961) use the concept of 'self-actualization' which, according to Reber and Reber (2001:659), represents the tendency to grow to a higher level of psychological growth and self-fulfillment. In contrast to both the psychoanalytic and behaviouristic approaches which view behavior as largely determined by unconscious processes and environmental stimuli respectively, a humanistic perspective instead suggests that men are naturally endowed with the capacity to make decisions about his or her life and to control of his or her behavior. In fact, men are perceived as an active, unique and responsible being in charge of his or her future through self-actualization process (Boeree, 2006:6; Graham & Messler, 2004:196). In pursuit of self-actualization, men always make use of their abilities, competencies and capabilities to the maximum. This is the main determinant of motivated behavior in term of humanistic approach.

2.4.4 Cognitive approach to motivation

This school of thought includes amongst other theorists, Edwin Locke (1938-), Victor Vroom (1932-), John Stacey Adams, Julian Rotter (1916 -1985) and Albert Bandura (1925-). A cognitive perspective seeks to explain how our thoughts influence our day-to-day motivation. Uncomfortable with the idea that motivation is shaped completely by

environmental consequences (the behaviorist approach) and unconscious forces (the psychoanalytic approach), the cognitive motivation theorists contend that motivation is a function of perceptions, beliefs, attitudes, expectations, values, needs and other mental cognitions. According to this perspective, man is viewed as a rational and thinking being that consciously uses his or her thought processes to evaluate, interpret, understand and make future decisions regarding challenges and events as being posed by their environmental conditions. Motivation is therefore viewed as the result of rational and conscious choices among alternative courses of action, which result with the increased persistence, creativity, determination and resilience.

2.5 Theories of motivation

This theories state that motivation is generated and sustained by cognitions; a class of abstract and unobservable mental activities which include but not limited to the following: values, needs, beliefs, expectancies, perceptions, attitudes and intentions, goals, outcomes and interests (Davis & Wilson, 2000:350; Yamaguchi, 2002:324). Simply put, individuals who embrace and apply these theories develop self-motivated behavior.

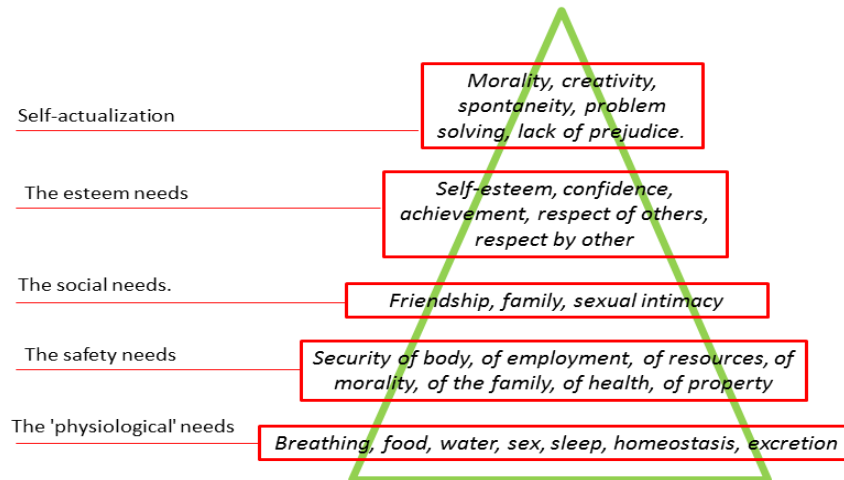
However, cognitions alone are not sufficient to generate and sustain self-motivated behavior, they need to be moderated by other factors such as personal abilities, feedback or organization support in order to keep one motivated. (Locke & Latham, 2002:707; Diefendorff & Lord, 2003:371; Locke & Latham, 2006:709).

2.5.1 Theory of human motivation, Abraham Maslow

It was 1943 when Abraham Maslow first introduced the concept of “pyramid of needs” based on his theory of human motivation. It suggests that people are motivated to fulfill

basic needs before moving to higher needs. The present paper is an attempt to present theory to be considered for forward research.

Maslow's pyramid of needs



2.5.1.1 The 'physiological' needs

The needs that are usually taken as the starting point for motivation theory. They are the so-called physiological drives. (*Breathing, food, water, sex, sleep, homeostasis, excretion*)

2.5.1.2 The safety needs

If the physiological needs are relatively well gratified, there emerges a new set of needs, which we may categorize roughly as the safety needs. All that has been said of the physiological needs is equally true, although in lesser degree of desires and the organism may equally well be wholly dominated by them. (*Security of body, of employment, of resources, of morality, of the family, of health, of property*)

2.5.1.3 The social needs.

In our society the upsetting of these needs is more commonly found as love, affection and belongingness, and their possible expression in sexuality, is generally looked upon with

unsureness customarily hedged about many restrictions and inhibitions. (*Friendship, family, sexual intimacy.*)

2.5.1.4 The esteem needs

All people (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. By firmly based self-esteem, it is meant that which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly, we have what [p. 382] we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. These needs have been relatively stressed by Alfred Adler and his followers, and have been relatively neglected by Freud and the psychoanalysts. (*Self-esteem, confidence, achievement, respect of others, respect by other*)

2.5.1.5 The need for self-actualization

This term, first coined by Kurt Goldstein, is being used in this paper in a much more specific and limited fashion. It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially capable of. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming. These needs will start to take form, and of course would vary greatly from person to person. (*Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts*)

2.5.2 Locke's goal-setting theory

According to the theory developed by Edwin Locke in 1968, motivation (performance of a task) is a process which comprises three steps: goal core, performance and job satisfaction, determined by the way goals have been set in the workplace, goal specificity and goal difficulty (Locke & Latham, 2006:265). Basically, it indicates how goals influence motivation through goal mechanisms such as effort, persistence, direction, etc.

2.5.2.1 Basics of the goal setting theory

According to Locke and Latham (2002:709), it is an object or outcome to aim for and a standard for judging personal satisfaction. In addition, Brown, Jones and Leigh (2005:973) and Kreitner and Kinicki (2001:234) substantiate that the concept of a 'goal' is similar in meaning to the concepts of 'purpose,' 'intent,' 'objective,' a 'performance standard' 'work norm' or a 'task.'

2.5.3 Vroom's expectancy theory

The theory developed by Victor Vroom in 1964, hypothesizes that human motivation (performance of a task) is primarily determined by valence, coupled with the combination of two core factors: expectancy and instrumentality (Locke & Latham, 2002)

2.5.3.1 The basics of the expectancy theory

In this theory, perception (attitudes and beliefs) plays a central role because it emphasizes the cognitive ability to anticipate the likely consequences of behavior (Kreitner & Kinicki, 2001:228). Also, Painter (2000:3) declares that "... individuals are motivated to engage in a particular behavior when they value the outcome of the task and they believe that performing such a task will produce the desired result."

2.5.4 Adam's equity theory

According to John Stacey Adams (1963, as cited by Chindanya, 2002:52; Kreitner & Kinicki, 2001:223; Yamaguchi, 2002:325), motivation is determined by an individual's perception of fairness or unfairness in the awarding of rewards compared to what others have received. This theory is premised on the fact that inequity (perceived unfairness) causes psychological discomfort, which in turn, motivates the taking of the corrective action; whereas equity (perceived fairness) causes the psychological comfort (Kreitner & Kinicki, 2001:223).

2.5.4.1 Basics of the equity theory

As illustrated in the Table below, the perception of fairness (equity) or unfairness (inequity) in relation to others plays a crucial role in influencing the motivated behavior of principals within the education system. In short, the theory suggests that a person's motivation arises out of his or her simple desire to be treated fairly (Yamaguchi, 2002:324). The theory is based on a ratio consisting of inputs to outputs/outcomes compared to those of others.

2.6 Language acquisition theories

Research on how exactly learners acquire a new language spans a number of different areas.

2.6.1 Howard Gardner and his multiple intelligence theory

The theory of multiple intelligence, developed by psychologist Howard Gardner in the late 1970's and early 1980's, suggests that individuals possess eight or more intelligences. Individuals appeal on these intelligences, separately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 1983, 1993, 1999, 2006b,

2006c). The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinaesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1999).

2.6.1.1 Linguistic Intelligence

According to Gardner (1983), linguistic intelligence involves the knowing which comes through language; through reading, writing, and speaking. It involves understanding the order and meaning of words in both speech and writing and how to properly use the language. It involves understanding the sociocultural nuances of a language, including idioms, plays on words, and linguistically-based humor.

2.6.1.2 Logical Mathematical Intelligence

It uses numbers, math, and logic to find and understand the various patterns that occur in our lives: thought patterns, number patterns, visual patterns, color patterns, and so on. It begins with concrete patterns in the real world but gets increasingly abstract as we try to understand relationships of the patterns we have seen.

2.6.1.3 Spatial Intelligence

It represents the knowing that occurs through the shapes, images, patterns, designs, and textures we see with our external eyes, but also includes all of the images we are able to conjure inside our heads.

2.6.1.4 Musical Intelligence

It is the knowing that happens through sound and vibration. In the original research on the theory of multiple intelligences this intelligence was called musical-rhythmic intelligence.

However, it is not limited to music and rhythm so it is also called auditory-vibrational, for it deals with the whole realm of sound, tones, beats, and vibrational patterns as well as music.

2.6.1.5 Bodily-kinaesthetic intelligence

It happens through physical movement and through the knowing of our physical body. The body “knows” many things that are not necessarily known by the conscious, logical mind, such as how to ride a bike, how to parallel park a car, dance the waltz, catch a thrown object, maintain balance while walking, and where the keys are on a computer keyboard.

2.6.1.6 Naturalist intelligence

It involves the full range of knowing that occurs in and through our encounters with the natural world including our recognition, appreciation, and understanding of the natural environment. It involves such capacities as species discernment, communion with the natural world and its phenomena, and the ability to recognize and classify various flora and fauna.

2.6.1.7 Intrapersonal intelligence

The heart of this intelligence is our human self-reflective ability by which we can step outside of ourselves and think about our own lives. This is the introspective intelligence. It involves our uniquely propensity to want to know the meaning, the purpose, and significance of things. It involves our awareness of the inner world of the self, emotions, values, beliefs, and our various quests for genuine spirituality.

2.6.1.8 Interpersonal Intelligence

People who have strong interpersonal intelligence are good understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them and benefit from being able to see things from others point of view.

According to Gardner's analysis, only two intelligences — linguistic and logical mathematical — have been valued and tested for in modern secular schools; it is useful to think of that language-logic combination as “academic” or “scholarly intelligence”.

In conceiving of intelligence as multiple rather than unitary in nature, the theory of multiple intelligences, or (hereafter) MI theory, represents a departure from traditional conceptions of intelligence first formulated in the early twentieth century, measured today by IQ tests, and studied in great detail by Piaget (1950, 1952) and other cognitively oriented psychologists.

Multiple intelligences theory asserts that individuals who demonstrate a particular aptitude in intelligence will not necessarily demonstrate a comparable aptitude in intelligence (Gardner, 2006). For example, an individual may possess a profile of intelligences that is high in spatial intelligence but moderate or low in interpersonal intelligence or vice versa. This conception of intelligence as multiple rather than singular forms the primary distinction between MI theory and the conception of intelligence that dominates Western psychological theory and much of common discourse. A second key distinction concerns the origins of intelligence. While some contemporary scholars have asserted that intelligence is influenced by environmental factors (Diamond & Hopson, 1998; Lucas,

Morley, & Cole, 1998; Neisser et al, 1996 Nisbet 2008), many proponents of the concept of general intelligence conceive of intelligence as an innate trait with which one is born and which one can therefore do little to change (Eysenck, 1994; Herrnstein & Murray, 1994; Jensen, 1980, 1998). In contrast, MI theory conceives of intelligence as a combination of heritable potentials and skills that can be developed in diverse ways through relevant factors (Gardner, 1983). For example, one individual might be born with a high intellectual potential in the bodily-kinaesthetic sphere that allows him or her to master the intricate steps of a ballet performance with relative ease. For another individual, achieving similar expertise in the domain of ballet requires many additional hours of study and practice. Both individuals are capable of becoming strong performers - experts - in a domain that draws on their bodily-kinaesthetic intelligence; however, the pathways along which they travel in order to become strong performers may well differ quantitatively (in terms of speed) and perhaps qualitatively (in terms of process).”

2.6.2 Stephen Krashen's Theory of Second Language Acquisition

According to Krashen's Theory, language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interactions in the target language – natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are

'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful. The principles and practices of this new approach have been published in "The Natural Approach" (Krashen and Terrell, 1983).

2.7 Teacher's role

The student as a whole person should be seen as a mix of factors, thoughts, opinions, feelings, contexts, knowledge, etc. recognizing the decisions and sacrifices that were made or are still being done to achieve knowledge. The "student as a whole person" then, is also more than education. I believe it is necessary to focus on the students' experiences and desires, and how they are impacted by their everyday interaction with setting.

Most researchers worldwide are in consensus that motivating and inspiring learners and educators is critical in ensuring school visions (Chindanya, 2002:124; Davidson, 2007:159; Hoy, 2008:495; Ofoegbu, 2004:3; Van Deventer & Kruger, 2003:251). From the USA, Hoy (2008:495) stresses that motivated and inspired educators are more likely to increase confidence in learners and, guarantee success during a language acquisition process.

Considering Brown's (2011) opinion, it is important that teachers take into account what "a student as a whole" means, considering that people merely mean by learning just being in a classroom. Motivation to learn a second language and to behave well is a largely contingent on interest. If a teacher's teaching can harness the curiosity of students, he or she can also elicit a willingness of students to learn and behave. Interest satisfying teaching motivates

students far more effectively than coercing them into tasks they consider irrelevant and boring.

2.8 Conclusion

In effective and successful second language learning acquisition processes, motivated educators and learners tend to be more committed, hardworking and loyal to their goals and receive greater satisfaction. Based on the above, learners need to be motivated and inspired educators to realize about their vision.

For teachers and students: I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do... Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that, try the matter we carry out as human beings in an imperfect world which we can affect for good or for ill. Howard Gardner (1999, p.180-181)

CHAPTER III: METHODOLOGY

This chapter provides information about the methodology followed during the research development, general information about the subjects and their relation with English language, a description about the instruments used to question participants and a view on data collection procedures in order to have a better understanding of the results obtained.

3.1 Subjects

Data was collected from eight participants; four men and four women. Participants were all drawn from different professions at Puebla, Mexico. The participants learning English process ranged between nine months to three years, being from 23 to 33 years old; the marital status of three of them was married while the other five were single. All of them were an average of A1 to B1 English level. The participants will be referred to by numbered participants to adhere privacy.

3.2 Instruments

The instruments applied to obtain the necessary information were a research about the English learning – teaching area, getting used to definitions and perspectives from different authors, and a semi-structured interview based on knowing participants background and factors that motivated them to learn English as a foreign language. The survey, which original version was written in Spanish language, can be found in Appendix A.

3.3 Data Collection Procedures

The methodology mentioned above, which original version was written in Spanish language to have a complete comprehension and freedom in answering, was based on

interviews made to obtain participants' background information for exploring and analyzing transcendental information that could determine or not success among them. The basic way to gather information was to carry out participants' answers and compare contexts considered influential when learning a foreign language learning process.

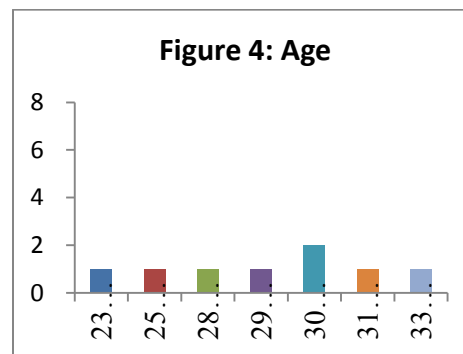
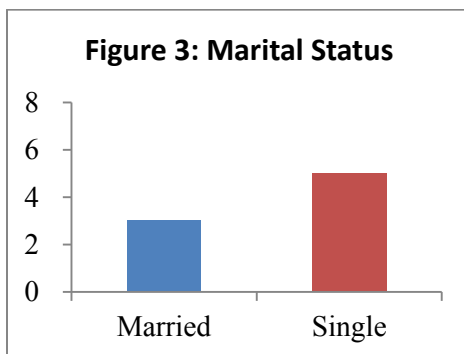
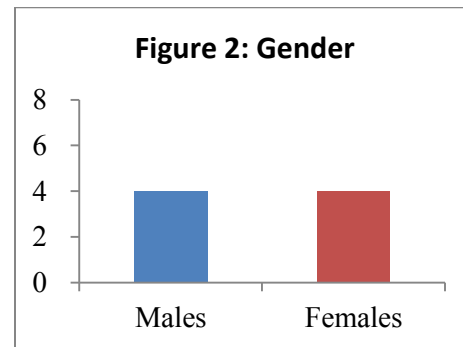
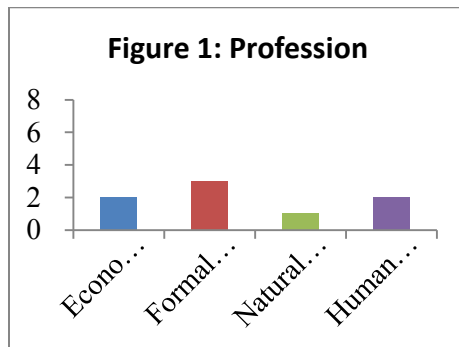
3.4 Conclusion

This chapter included all the aspects followed to develop the research, and how the information was managed to get a clear understanding. It also included general information about the subjects as well as procedures followed to achieve the objective of the research.

CHAPTER IV: DISCUSSION OF THE RESULTS

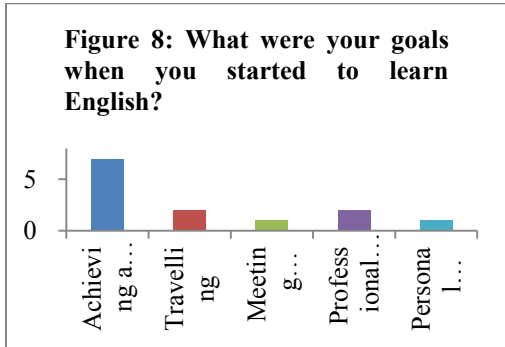
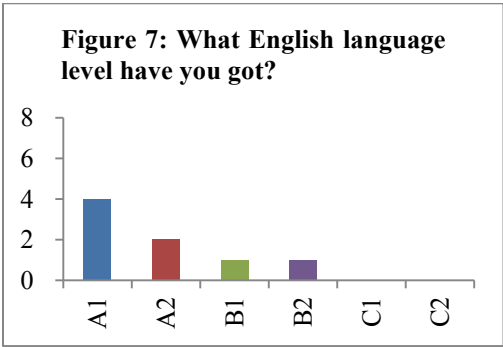
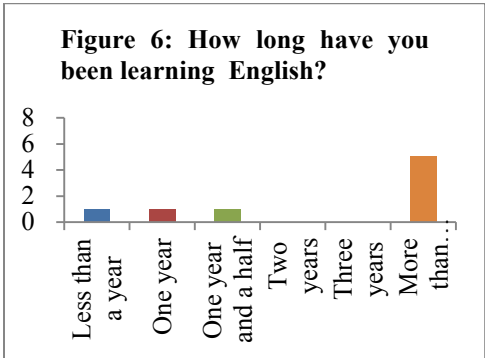
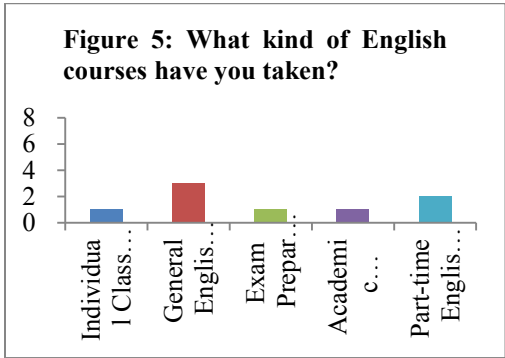
In this chapter, the results obtained will be presented as bar graphs for the sub-questions, as well as a transcription for the key research questions.

4.1 Sub questions.



The statements in figure 1 show participants' professional area. Two of them belong to the economics / administrative field, while three more to the formal studies field. Only one participant is professionalized in natural studies and finally, the last two have their place in the human sciences field. Also, we can see the inherent gender balance in the research; this element was very important to reach equivalent results during the research.

In figure number 3, we can see that three participants are already married despite the fact that the rest of them are still single. Participants' marital status may take responsibility as an important factor, either motivation or demotivating. Finally, the participants' age range states among 23 to 33 years old.



In these statements it is possible to observe that participants have taken a variety of English courses during different periods of time. It reflects that they have tasted different performances and teaching learning methodologies trying to achieve an assortment of goals; even that, in accordance to what is shown in figure 7, those courses have not fulfilled the participants ways of learning so that they have not reach a high English level yet.

4.2 Transcription of the key research questions

Line N° / P.	Transcription	Answers Analysis
001 R. 002 003 004 005 006	During your English as a foreign language learning process, were there specific factors which demotivated you in order to continue learning it? If yes, describe.	Q.1
007 P.1 008 009 010 011	“Lo que más me ha desmotivado en todos aspectos para aprender el idioma ha sido el poco profesionalismo de muchos maestros.”	Participants think that the specific factors which demotivated them in order to continue learning English were teachers’ lack of professionalism, feeling uncomfortable and demotivated for producing English language because of others reaction, teachers didn’t plan classes according to our needs, teachers

012 P. 2	“Cuando estudiaba la secundaria	were not interested on teaching students
013	tenía clases de inglés. Durante el	anything new, a non-well developed
014	curso nos enseñaron frases para	professional evaluation criterion, financial
015	saludar, y decidí comenzarlas a	impossibility to afford an English course,
016	practicar con personas que me	English teachers’ rotation during one scholar
017	parecían extranjeras hasta que un	course, teacher’s behavior during a class.
018	día me acerque a un hombre con	<ul style="list-style-type: none"> • Teachers’ lack of professionalism
019	dichas características, le empecé a	Participant 1 thinks that the specific factor
020	hablar en inglés , él se enojó	which demotivated her in order to continue
021	muchísimo y me contestó sólo	learning English was lack of professionalism
022	groserías. La mala forma en que	from teachers.
023	me trató me hizo sentir muy	P.1: “Lo que más me ha desmotivado en todos
024	incómodo y sin ganas de practicar	aspectos para aprender el idioma ha sido el
025	el idioma otra vez.	poco profesionalismo de muchos maestros.”
026 P. 3	“Los profesores no se	<ul style="list-style-type: none"> • Feeling uncomfortable and demotivated for producing English language because of others reaction.
027	preocuparon porque avanzáramos	Participant 2 thinks that the specific factor
028	de nivel. Sus clases no eran	which demotivated him in order to continue
029	realmente preparadas de acuerdo a	learning English was a sad feeling and
030	nuestras necesidades.”	unwillingness to produce English language
031 P. 4	“Desde la primaria hasta la	because of others reaction.
032	universidad, y en general todos	
033	los maestros me desmotivaron ya	

034	que no tuve uno al que en verdad	P.2: “La mala forma en que me trató me hizo
035	le importara enseñar algo nuevo,	sentir muy incómodo y sin ganas de practicar
036	hasta que me inscribí a cursos	el idioma otra vez.”
037	específicos para aprender el	<ul style="list-style-type: none"> • Teachers didn’t plan classes
038	idioma.”	<ul style="list-style-type: none"> • according to students’ needs.
039 P.5	“The most remarkable factor	Participant 3 thinks that the specific factor
040	which demotivated me was a non-	which demotivated him in order to continue
041	well developed evaluation	learning English was that teachers didn’t plan
042	criterion. It seemed that it was a	classes according to students’ needs.
043	tool used for proving you were	P.3: “Los profesores no se preocuparon
044	not a professional skill worker,	porque avanzáramos de nivel. Sus clases no
045	instead of a tool created to help	eran realmente preparadas de acuerdo a
046	you to improve your English level	nuestras necesidades.”
047	or teaching performance; so, it	<ul style="list-style-type: none"> • Teachers were not interested on
048	pushed me off to do my best when	<ul style="list-style-type: none"> • teaching anything new.
049	I needed skill recognition.”	Participant 4 thinks that the specific factor
050 P. 6	“The main factor which	learning English was that teachers were not
051	demotivated me for not studying	interested on teaching students anything new.
052	English early was a financial	P.4: “Todos los maestros me desmotivaron ya
053	impossibility to afford an English	que no tuve uno al que en verdad le importara
054	course when I was a young family	enseñar algo nuevo.”
	member.”	

055 P. 7	“Lo que me desmotivó muchísimo	<ul style="list-style-type: none"> • Non-well developed professional evaluation criterion.
056	fue la rotación de profesores de	
057	Inglés que hubo cuando estudiaba	P.5 thinks that the specific factor which
058	el bachillerato, tuvimos tres	demotivated him in order to continue learning
059	distintos en un solo ciclo por lo	English was a non-well developed
060	que no avanzamos ni aprendimos	professional evaluation criterion.
061	lo que debíamos. Me estresó	P.5: “The most remarkable factor which
062	mucho el no poder entenderles ni	demotivated me was a non-well developed
063	aprender y eso me fastidió.”	professional evaluation criterion.”
064 P.8	“Cuando estaba en la universidad,	<ul style="list-style-type: none"> • Financial impossibility to afford an English course.
065	durante una clase de inglés una	
066	profesora quiso aplicar una	P.6 thinks that the specific factor which
067	actividad con la que estresó	demotivated her in order to continue learning
068	muchísimo a una compañera al	English was a financial impossibility to afford
069	grado que ella abandonó el curso.	an English course.
070	Yo tampoco comprendía que era	P.6: “The main factor which demotivated me
071	lo que quería que se hiciera y ella	for not studying English early was a financial
072	continuó presionando. La forma	impossibility to afford an English course.”
073	de actuar de la profesora durante	<ul style="list-style-type: none"> • Teachers’ rotation during just one scholar course.
074	la clase me desmotivó a tal grado	
075	que preferí también abandonar el	P.7 thinks that the specific factor that
076	curso por miedo a que se repitiera	demotivated her in order to continue learning
077	esa situación.”	English was an English teachers’ rotation

		<p>during just one scholar course.</p> <p>P.7: “Lo que me desmotivó muchísimo fue la rotación de profesores de Inglés durante solo un ciclo escolar.”</p> <ul style="list-style-type: none"> • Teacher’s behavior during a class. <p>P.8 thinks that the specific factor which demotivated her in order to continue learning English was a teacher’s behavior during a class.”</p> <p>P.8: “La forma de actuar de la profesora durante la clase me desmotivó.”</p>
078 R. 079 080 081 082	<p>“During your English as a foreign language learning process, were there specific factors which motivated you in order to continue learning it? If yes, describe.”</p>	Q.2
083 P.1 084 085 086	<p>“En mi experiencia profesional lo que más me motivó fue el acceso que se obtiene a la información técnica gracias al idioma.”</p>	<p>Participants think that the specific factors which motivated them in order to continue learning English were the access to technical information thanks to the language, desire to</p>

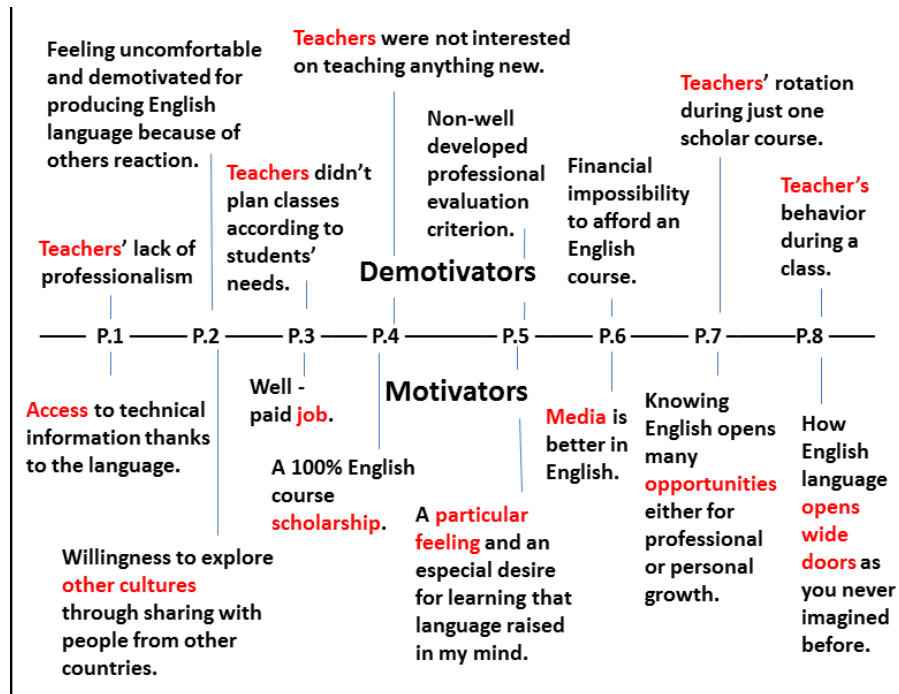
087 P.2	“Las ganas de conocer sobre otras	know about other cultures through sharing
088	culturas a través de la convivencia	with people from other countries, a well-paid
089	con personas de diferentes	job, a 100% English course scholarship, a
090	países.”	particular feeling and a especial desire for
091 P.3	“Al leer los perfiles de ofertas	learning that language raised in my mind,
092	laborales, me pedían 80 % de	media is better in English, realized that
093	conocimiento de inglés. Fue	Knowing English opens many opportunities
094	entonces que la idea de obtener	either for professional or personal growth,
095	un trabajo económicamente bien	realizing how English language opens wide
096	remunerado me motivo a aprender	doors as you never imagined before.
097	el idioma.”	<ul style="list-style-type: none"> • Access to technical information thanks to the language.
098 P.4	“En la empresa que trabajo	P.1 thinks that the specific factor which
099	actualmente hay mucha	motivated her in order to continue learning
100	competencia profesional y para	English was the access obtained to technical
101	aspirar a un mejor puesto ya no es	information thanks to the language.
102	suficiente una carrera, también	P.1: "Lo que más me motivo fue el acceso que
103	piden inglés o alemán. Tiempo	se obtiene a la información técnica gracias al
104	después, mi jefa me dio la noticia	idioma.”
105	de que era acreedor a una beca al	<ul style="list-style-type: none"> • Willingness to explore other cultures through sharing with people from other countries.
106	100% para estudiar inglés, y creo	
107	que no hay mayor motivación que	
108	esta para aprender inglés.”	
109 P.5	“I remember when I was in junior	

110	highschool level. Once, I	P.2 thinks that the specific factor which
111	presented in English. I liked very	motivated him in order to continue learning
112	much the way I did it. Then, I	English was a desire to know about other
113	realized how much a particular	cultures through sharing with people from
114	feeling and an especial desire for	other countries.
115	learning that language raised in	P.2: “Las ganas de conocer sobre otras
116	mind. It was the explosive factor	culturas a través de la convivencia con
117	which motivated me to learn	personas de diferentes países.”
118	English. I kept that feeling in my	
119	mind until I did it.”	<ul style="list-style-type: none"> • Well-paid job.
120 P.6	“The main motivator that led me	P.3 thinks that the specific factor which
121	to study English occurred when I	motivated him in order to continue learning
122	realized that media is better in	English was a well-paid job.
123	English, for people all around the	P.3: “Obtener un trabajo económicamente
124	world, so I decided to learn the	bien remunerado me motivo a aprender el
125	language.”	idioma.”
126 P.7	“The main reason which	<ul style="list-style-type: none"> • A 100% English course scholarship.
127	motivated me to study English	
128	occurred when, surfing in the net	P.4 thinks that the specific factor which
129	searching for specific purposes, I	motivated him in order to continue learning
130	realized that Knowing English	English was a 100% English course
131	offers you many good	scholarship.
132	opportunities either for	

133	professional or personal growth.”	P.4: “Una beca al 100% para estudiar inglés,
134 P.8	“Una ocasión, mientras viajaba	creo que no hay mayor motivación que esta
135	con mi familia, encontramos a	para aprender inglés.”
136	unos extranjeros perdidos,	
137	quisimos ayudarlos pero fue	<ul style="list-style-type: none"> • A particular feeling and a special
138	complicado por la diferencia de	<ul style="list-style-type: none"> desire for learning that language
139	idiomas. Todo resultó bien y	<ul style="list-style-type: none"> raised in my mind.
140	agradecidos por el favor que les	P.5 thinks that the specific factor which
141	hicimos, nos dieron sus tarjetas de	motivated him in order to continue learning
142	presentación. Uno de ellos resultó	English was a particular feeling and a especial
143	ser miembro activo de la ONU.	desire for learning that language.
144	Lo que me motivó fue darme	P.5: “A particular feeling and a special desire
145	cuenta de cómo el idioma Inglés	for learning that language raised in mind. It
146	te abre puertas tan grandes como	was the explosive factor which motivated me
147	nunca las habías imaginado.”	to learn English.”
		<ul style="list-style-type: none"> • Media is better in English.
		P.6 thinks that the specific factor which
		motivated her in order to continue learning
		English was that she realized that media is
		better in English.
		P.6: “I realized that media is better in
		English.”

		<ul style="list-style-type: none"> • Knowing English offers you many good opportunities either for professional or personal growth. <p>P.7 thinks that the specific factor which motivated her in order to continue learning English was that she realized how Knowing English offers you many good opportunities either for professional or personal growth.</p> <p>P.7: I realized that Knowing English opens many opportunities either for professional or personal growth.”</p> <ul style="list-style-type: none"> • How English language opens wide doors as you never imagined before. <p>P.8 thinks that the specific factor which motivated her in order to continue learning English was realizing how English language opens wide doors as you never imagined before.</p> <p>P.8: “Lo que me motivó fue darme cuenta de cómo el idioma Inglés te abre puertas tan grandes como nunca las habías imaginado.”</p>
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4.2.1 Transcription, analysis of the results



The study used the interpretative approach, to collect and analyze participants' subjective, but accurate accounts of their views, feelings, perceptions and experiences regarding the factors they had found motivating or demotivating. The findings about the specific factors which demotivated participants when learning English as a foreign language indicate that their motivation was influenced by teachers who reached a watershed in their learning processes.

In contrast, participants were also asked about what specific factors motivated them in order to continue learning English. The results were varying, from "access to technical information achievement thanks to the language", to "a desire to learn about other cultures

through sharing with people from other countries.” Meanwhile, other participants were motivated because of the possibility to obtain a well-paid job or a 100% English course scholarship. This goes not alone with the idea to keep “a particular feeling and an especial desire for learning that language” in mind. Finally, some others think that media is better in English realizing that it opens many opportunities either for professional or personal growth.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the research. It provides a summary of it, and also highlights recommendations emanating from this study. Lastly, it makes some recommendations for further research together with mentioning some limitations, which the researcher experienced in the course of the investigation. The researcher does not claim that the research product presented in this thesis is the final word, but does believe that something worthwhile was achieved by conducting this research.

5.1 General conclusions

The objective of this study was to find out the specific factors that affected students' motivation, so that they decided to learn or continue learning English. The following conclusions are derived from the study discussed in in chapter IV regarding the major factors constituting research findings which draw a picture of the motivation of participants at a particular point in time, that is, the period during which the study was conducted.

5.2 Limitations of the study

As shown in section 5.1, the purpose of the research has been attained. However, the following limitations and practical challenges were acknowledged:

- The results of the investigation cannot necessarily be generalized to suit other participants either all teachers.
- The participants were all professionals and the findings are limited to this context.
- Some more participants were needed by the fact that some of the sampled participants had difficulties to word specifically what they were asked at first time.

This made it difficult for the researcher to get sufficient data collection, particularly with regard to wide sources of research.

- Research findings only draw an image of the motivation of participants at a particular point in time, but it is not known how their perceptions, or attitudes and might change during the course of some years to come.

5.3 Suggestions for further research

In the course of the literature study a number of further research possibilities emerged. These includes what I consider the most important ones, a longitudinal study to evaluate the practical impact of models of motivation, particularly separated by age stages to be put into practice so that its impact could be established and evaluated. Therefore, the development of this model needs to be understood as the first step towards providing a solution on maximizing teachers' motivation, so that they consciously and unconsciously transmit it to students to achieve success in language learning as well as any other learning processes.

5.4 Recommendations for learners

Learners should develop and focus on the intrinsic outcomes, rather than the extrinsic outcomes. Cognitive theories propose that intrinsic goals lead to an endless level of interest, enthusiasm, passion and greater job satisfaction. Locke's goal setting theory makes use of the term "goal acceptance and commitment" (Diefendorff & Lord, 2003:371; Locke & Latham, 2006:709). In contrast, Rouse (2004:27) points out that reliance on the external environment "give rise to a feeling of inferiority, weakness and helplessness".

5.5 Recommendations for teachers

Teachers should consciously keep abreast of the latest operational information such as policy prescripts, programmes and strategies regulating their work environment, in order to keep up-to-date with the education sector and also to improve their competences, highlighting that it was found the role they play in facilitating knowledge, to be critical as motivational or demotivational factors regarding the effect that on participants committed to succeed.

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Appendix A (Spanish original versions)

Participant 1

R.: ¿Cuál es tu Profesión?

P.: *“Soy Ingeniero mecánico y eléctrico”*

R.: ¿Género?

P.: *“Femenino”*

R.: ¿Cuál es tu estado civil?

P.: *“Casada”*

R.: ¿Cuántos años tienes?

P.: *“Tengo 31 años de edad”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“Cursos de inglés en general”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“Actualmente llevo más de tres años aprendiendo el idioma inglés”*

R.: ¿Qué nivel de inglés tienes?

P.: *“Creo que mi nivel es A2”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“Mi objetivo inicialmente era sólo obtener un mejor trabajo, pero ahora también me interesa aprenderlo para comprender el entorno en el que me encuentra pues planeo viajar al extranjero.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Lo que más me ha desmotivado en todos aspectos para aprender el idioma ha sido el poco profesionalismo de muchos maestros.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“En mi experiencia profesional lo que más me motivo fue el acceso que se obtiene a la información técnica gracias al idioma.”*

Participant 2

R.: ¿Cuál es tu Profesión?

P.: *“Ingeniero eléctrico”*

R.: ¿Género?

P.: *“Masculino”*

R.: ¿Cuál es tu estado civil?

P.: *“Casado”*

R.: ¿Cuántos años tienes?

P.: *“29”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“Hasta ahora sólo he tomado cursos de inglés en general, ninguno específico para mi carrera o trabajo.”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“Llevo un año y medio aprendiendo inglés, y no planeo dejarlo”*

R.: ¿Qué nivel de inglés tienes?

P.2: *“Aún soy nivel básico, creo que A1”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“De forma inicial, mi objetivo era para superarme personalmente, pero después me di cuenta de que podía obtener un mejor puesto, así que mi objetivo se amplió y ahora es ese también.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Cuando estudiaba la secundaria tenía clases de inglés. Durante el curso nos enseñaron frases para saludar, y decidí comenzarlas a practicar con personas que me parecían extranjeras hasta que un día me acerque a un hombre con dichas características, le empecé a hablar en inglés , él se enojó muchísimo y me contestó sólo groserías. La mala forma en que me trató me hizo sentir muy incómodo y sin ganas de practicar el idioma otra vez.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Las ganas de conocer sobre otras culturas a través de la convivencia con personas de diferentes países.”*

Participant 3

R.: ¿Cuál es tu Profesión?

P.: *“Soy licenciado en administración de empresas”*

R.: ¿Género?

P.: *“Masculino”*

R.: ¿Cuál es tu estado civil?

P.: *“Soltero”*

R.: ¿Cuántos años tienes?

P.: *“30”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“Me he inscrito nada más en cursos individuales de inglés”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“Si hago memoria, sin pausar ninguno, llevo como tres años”*

R.: ¿Qué nivel de inglés tienes?

P.: *“No he avanzado mucho, al parecer soy nivel A1”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“Obtener un mejor puesto”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Los profesores no se preocuparon porque avanzáramos de nivel. Sus clases no eran realmente preparadas de acuerdo a nuestras necesidades.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Al leer los perfiles de ofertas laborales, me pedían 80 % de conocimiento de inglés. Fue entonces que la idea de obtener un trabajo económicamente bien remunerado me motivo a aprender el idioma.”*

Participant 4

R.: ¿Cuál es tu Profesión?

P.: *“Licenciado en Administración de Empresas”*

R.: ¿Género?

P.: *“Masculino”*

R.: ¿Cuál es tu estado civil?

P.: *“Casado”*

R.: ¿Cuántos años tienes?

P.: *“Tengo 33”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“Cursos de inglés por horas o fines de semana”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“Un año”*

R.: ¿Qué nivel de inglés tienes?

P.: *“Voy bien, A2”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“Mejorar mi empleo”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Desde la primaria hasta la universidad, y en general todos los maestros me desmotivaron ya que no tuve uno al que en verdad le importara enseñar algo nuevo, hasta que me inscribí a cursos específicos para aprender el idioma.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“En la empresa que trabajo actualmente hay mucha competencia profesional y para aspirar a un mejor puesto ya no es suficiente una carrera, también piden inglés o alemán. Tiempo después, mi jefa me dio la noticia de que era acreedor a una beca al 100% para estudiar inglés, y creo que no hay mayor motivación que esta para aprender inglés.”*

Participant 5

R.: ¿Cuál es tu Profesión?

P.: *“Soy licenciado en lenguas Modernas, inglés”*

R.: ¿Género?

P.: *“Masculino”*

R.: ¿Cuál es tu estado civil?

P.: *“Soltero”*

R.: ¿Cuántos años tienes?

P.: *“Tengo 23”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“He tomado todos los cursos de inglés como lengua meta que nos dan durante la carrera y un curso de preparación para probar mi nivel de inglés”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“Más de tres años, quizás cuatro”*

R.: ¿Qué nivel de inglés tienes?

P.: *“Mi nivel es B1 pero, ya casi paso al B2”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“Viajar mucho y obtener un buen trabajo”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“The most remarkable factor which demotivated me was a non-well developed evaluation criterion. It seemed that it was a tool used for proving you were not a professional skill worker, instead of a tool created to help you to improve your English level or teaching performance; so, it pushed me off to do my best when I needed skill recognition.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“I remember when I was in junior high school level. Once, I presented in English. I liked very much the way I did it. Then, I realized how much a particular feeling and an especial desire for learning that language raised in mind. It was the explosive factor which motivated me to learn English. I kept that feeling in my mind until I did it.”*

Participant 6

R.: ¿Cuál es tu Profesión?

P.: *"I am Licenciada en lenguas Modernas, inglés"*

R.: ¿Género?

P.: *"Female"*

R.: ¿Cuál es tu estado civil?

P.: *"I am still single"*

R.: ¿Cuántos años tienes?

P.: *"I am 25 years old"*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *"Academic English courses"*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *"More than three years"*

R.: ¿Qué nivel de inglés tienes?

P.: *"B2"*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *"Professional growth"*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “si”, describe.

P.: *“The main factor which demotivated me for not studying English early was a financial impossibility to afford an English course when I was a young family member.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “si”, describe.

P.: *“The main motivator that led me to study English occurred when I realized that media is better in English, for people all around the world, so I decided to learn the language.”*

Participant 7

R.: ¿Cuál es tu Profesión?

P.: *“Psicóloga”*

R.: ¿Género?

P.: *“Femenino”*

R.: ¿Cuál es tu estado civil?

P.: *“Soltera”*

R.: ¿Cuántos años tienes?

P.: *“28 años”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“Los cursos que nos dan en la escuela, desde prepa hasta la universidad”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“No estoy segura pero creo que un poco más de tres años”*

R.: ¿Qué nivel de inglés tienes?

P.: *“A1”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“Aplicar para un trabajo bien pagado”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Lo que me desmotivó muchísimo fue la rotación de profesores de Inglés que hubo cuando estudiaba el bachillerato, tuvimos tres distintos en un solo ciclo por lo que no avanzamos ni aprendimos lo que debíamos. Me estresó mucho el no poder entenderles ni aprender y eso me fastidió.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“The main reason which motivated me to study English occurred when, while surfing in the net researching for specific purposes, realized that Knowing English offers you many good opportunities either for professional or personal growth.”*

Participant 8

R.: ¿Cuál es tu Profesión?

P.: *“Lic. en filosofía y ciencias sociales”*

R.: ¿Género?

P.: *“Femenino”*

R.: ¿Cuál es tu estado civil?

P.: *“Soltera”*

R.: ¿Cuántos años tienes?

P.: *“30”*

R.: ¿Qué tipo de cursos de inglés haz tomado?

P.: *“Cursos semanales por horas”*

R.: ¿Qué tiempo llevas aprendiendo inglés?

P.: *“Menos de un año”*

R.: ¿Qué nivel de inglés tienes?

P.: *“Básico, acabo de empezar”*

R.: ¿Cuáles eran tus objetivos cuando decidiste aprender inglés?

P.: *“Básicamente, conocer gente nueva”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te desmotivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Cuando estaba en la universidad, durante una clase de inglés una profesora quiso aplicar una actividad con la que estresó muchísimo a una compañera al grado que ella abandonó el curso. Yo tampoco comprendía que era lo que quería que se hiciera y ella continuó presionando. La forma de actuar de la profesora durante la clase me desmotivó a tal grado que preferí también abandonar el curso por miedo a que se repitiera esa situación.”*

R.: Durante tu proceso de aprendizaje del idioma inglés como lengua extranjera ¿hubo alguna experiencia que te motivara para seguir aprendiendo el idioma? Si la respuesta es “sí”, describe.

P.: *“Una ocasión, mientras viajaba con mi familia, encontramos a unos extranjeros perdidos, quisimos ayudarlos pero fue complicado por la diferencia de idiomas. Todo resultó bien y agradecidos por el favor que les hicimos, nos dieron sus tarjetas de presentación. Uno de ellos resultó ser miembro activo de la ONU. Lo que me motivó fue darme cuenta de cómo el idioma Inglés te abre puertas tan grandes como nunca las habías imaginado.”*

Appendix B

Sub questions

1. What is your profession?
2. Gender?
3. Marital Status?
4. How old are you?
5. What kind of English courses have you taken?
6. How long has your English learning language process been?
7. What English language level have you got?
8. What were your goals when you started learning English as a foreign language?

Key research questions

1. During your English as a foreign language learning process, were there specific experiences or factors that demotivated you in order to continue working on it? If yes, describe.
2. During your English as a foreign language learning process, were there specific experiences or factors that motivated you in order to continue working on it? If yes, describe.