



UNIVERSITAT DE VIC  
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FINAL DISSERTATION

**A COMPARATIVE STUDY OF THE FACTORS  
INFLUENCING STUDENTS' MOTIVATIONAL PROFILE  
IN ENGLISH LEARNING**

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## **Abstract**

Motivation is a very commonly studied area regarding language learning. It has been widely proven that motivated learners achieve better results than those who lack motivation. This study attempts to analyze the motivational profile of Year-6 students of two Catalan schools. To do so, a Likert scale questionnaire was administered, and focus groups were carried out. The factors evaluated in this study are: attitude, opinion of EFL speakers, motivation, current L2 self, ideal future L2 self, family attitude and school English lessons. The results of this study show that regardless of the differences between the students of the two schools (in terms of L1, home language, socioeconomic level and extracurricular English activities), factors such as motivation or attitude appear to be similar in both schools. Analyzing the correlations between the seven factors that may affect motivation, the two schools show slight differences on the influences of these factors on motivation and attitude. However, there appear to be some factors that are important in one school and not in the other (e.g., opinion of EFL speakers and family attitude).

Key words: motivation, attitude, motivational profile, language learning, young learners.

## **Resum**

La motivació és una àrea de l'aprenentatge de la llengua molt estudiada. Ha sigut àmpliament demostrat que els aprenents motivats assoleixen millors resultats que aquells a qui els manca la motivació. Aquest estudi pretén analitzar el perfil motivacional d'estudiants de 6è de primària de dues escoles catalanes. Per fer-ho, es va administrar un qüestionari d'escala Likert, i es van dur a terme grups de discussió. Els factors avaluats en aquest estudi són: actitud, opinió dels parlants d'anglès com a llengua estrangera, motivació, visió del present "jo en L2", visió de l'ideal futur "jo en L2", actitud de la família i classes d'anglès de l'escola. Els resultats d'aquest estudi mostren que malgrat les diferències entre els estudiants de les dues escoles (en termes de L1, llengua de casa, nivell socioeconòmic i classes extraescolars d'anglès), factors com la motivació o l'actitud són similars. Analitzant les correlacions entre els set factors que poden afectar la motivació, les dues escoles mostren petites diferències en les influències d'aquests en la motivació i l'actitud. Malgrat això, hi ha alguns factors que són importants en una escola i no en l'altra (p.ex., opinió dels parlants d'anglès com a llengua estrangera i actitud de la família).

Paraules clau: motivació, actitud, perfil motivacional, aprenentatge d'una llengua, aprenents joves.

## **Resumen**

La motivación es un área del aprendizaje de la lengua muy estudiada. Ha sido ampliamente demostrado que los aprendices motivados consiguen mejores resultados que aquellos a quienes les falta motivación. Este estudio pretende analizar el perfil motivacional de estudiantes de 6º de primaria de dos colegios catalanes. Para hacerlo, se administró un cuestionario de escala Likert, y se llevaron a cabo grupos de discusión. Los factores evaluados en este estudio son: actitud, opinión de los hablantes de inglés como lengua extranjera, motivación, visión del presente "yo en L2", visión del ideal futuro "yo en L2", actitud de la familia y clases de inglés del colegio. Los resultados de este estudio muestran que a pesar de las diferencias entre los estudiantes de los dos colegios (en términos de L1, lengua de casa, nivel socioeconómico y clases extraescolares de inglés), factores como la motivación o la actitud son similares. Analizando las correlaciones entre los siete factores que pueden afectar a la motivación, los dos colegios muestran pequeñas diferencias en las influencias de estos en la motivación y la actitud. Aún así, hay algunos factores que son importantes en un colegio y no en el otro (p.ej., opinión de los hablantes de inglés como lengua extranjera y actitud de la familia).

Palabras clave: motivación, actitud, perfil motivacional, aprendizaje de una lengua, aprendices jóvenes.

# 1. Literature review<sup>1</sup>

## 1.1. Motivation and L2 learning

Motivation is a topic that has been widely researched in language learning. According to Ushioda (2014a), “motivation is widely recognized as a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning” (p. 31). From many knowledge areas, researchers have defined motivation and discussed what factors influence motivation. Even more specifically, if we take a look at L2 motivation, we find that researchers have been focusing on it for the last 15 years and there are a number of theories, which have lately been reviewed by Boo, Dörnyei & Ryan (2015). According to this review, the L2 motivation area that has experienced the biggest growth since 2010 is the L2 motivation self-system (L2MSS). As my aim was to research upon the factors that influence, or might influence, motivation, I have based this study on a research carried out by Mearns, de Graaff & Coyle (2017), complementing it with other theories or studies. Through their initial analysis of the items individually, they organized the items into variables (8 factors): attitude to English, attitude to Foreign Languages, attitude to L2 English-speakers, Instrumental Motivation, Vision of Future Self, Family Attitude to English, English Lessons, and Extramural English. These variables respond to theories about language learning motivation. Taking these variables as a basis, several theories were considered in order to decide which variables were related to my sample and adequate for my study. One of these theories is the model suggested by Gardner (20002), which has been used as the guiding thread for this literature review.

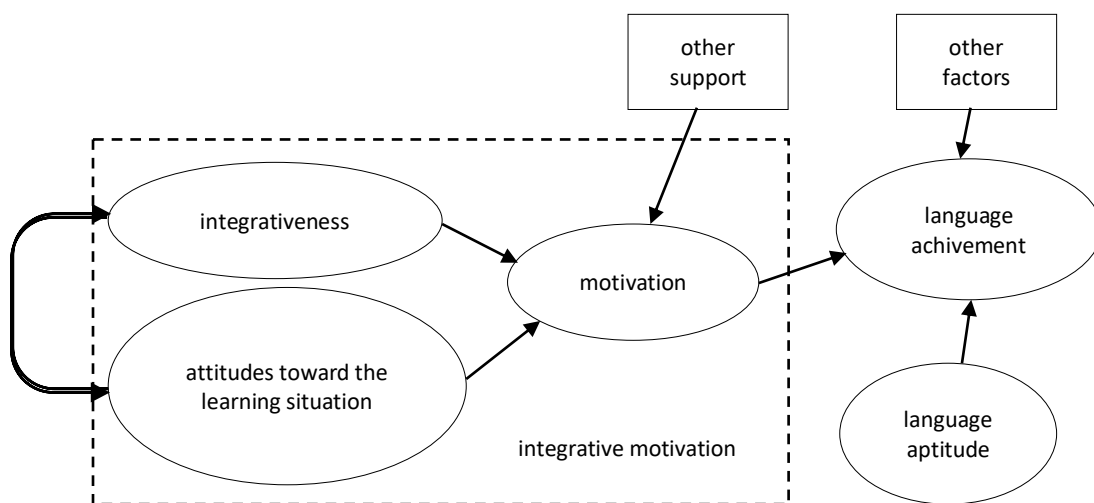


Figure 1. Gardner's (2002) basic model of the role of aptitude and motivation in second language learning

<sup>1</sup> I would like to acknowledge Llorenç Comajoan, the supervisor of the research article, and all the other people who have contributed to its creation.

According to Gardner (2002), integrativeness relates to the willingness of the learner to be part of the community that speaks that language. We could therefore deduce that the opinion that the learner has of the members of that community influence on the willingness of the learner to become closer to that community. However, a new point of view has emerged in the recent years.

A basic question we have begun to ask is whether we can apply the concept of integrative orientation when there is no specific target reference group of speakers. Does it make sense to talk about integrative attitudes when ownership of English does not necessarily rest with a specific community of speakers, whether native speakers of British or American English varieties or speakers of World English varieties? (Ushioda & Dörnyei, 2009, p. 2-3).

According to Gardner (2002), attitudes towards the learning situation involve how the learner perceives and responds to everything related to the environment of the language learning. One of these attitudes could be the concept of one's aptitudes, which is quite close to Bandura's concept of self-efficacy: "self-efficacy refers to an individual's beliefs in his/her ability to perform a designated task or complete an activity" (Mills, 2014, p. 8). Dörnyei (2009) defines self-concept as "the summary of the individual's self-knowledge related to how the person views him/herself at present" (p. 11). The combination of both concepts (self-efficacy and self-concept) would be the vision of the current self, including both the perception of oneself and of one's abilities or aptitudes.

Finally, motivation refers to the reasons that move the individual to pursue the course of an action (Gardner, 2009). Nowadays, researchers have been focusing on one motor of intrinsic motivation, the L2MSS (L2 Motivational Self System) suggested by Dörnyei. One of the key ideas of this system is the vision of the learner of him/herself in the future: "The ideal self refers to the representation of the attributes that one would ideally like to possess. (...) [It] might represent attributes that another person would like the individual to possess in an ideal case (...), [but it] has been usually interpreted in the literature as the individual's own vision for him/herself" (Dörnyei, 2009, p. 13-14).

According to Ushioda (2014b), the factors that shape the learner's motivation can be classified into two main groups: those internal to the self and those external to the self. The first group comprises factors such as vision of the self or attitudes, whilst the social and contextual factors such as others' opinions or sociocultural values would belong to the second group: "it is quite natural that students should be sensitive to opinions of parents and teachers" (McGroarty, 2002, p. 73). However, these factors "have been viewed as representing a distinctly secondary path of influence, (...) less consequential than concepts that relate to the individual learner's self" (McGroarty, 2002, p. 73).

## **1.2. Approaches for teaching a foreign language**

### **1.2.1. CLIL/TIL**

CLIL (Content and Language Integrated Learning) is an educational approach in which “content subjects such as history or physics are taught through the medium of a second or foreign language” (Pérez-Vidal, 2009, p. 3). Another approach emergent in some schools in Catalonia is TIL, “una proposta metodològica basada en l’enfocament comunicatiu de l’ensenyament i l’aprenentatge de les diverses llengües curriculars que s’imparteixen en un centre educatiu (...) i promou un aprenentatge actiu, més profund i significatiu, vehiculat a través de totes les llengües” (Generalitat de Catalunya, 2018).

Thus, it is understood that in TIL languages are learned only during the teaching of the contents of the other subjects, and there are not any regular language lessons. This differs from the CLIL model, in which the foreign language is learned during CLIL lessons, but it is also possible, and probable, that the students also have foreign language lessons. In we take a look at the other languages of the school, these two models also differ. In CLIL, the “language is a target language (TL) other than the main language of the learners, the teachers, or the language used in the rest of the school curriculum” (Pérez-Vidal, 2009, p. 3). This means that in CLIL, only the foreign language is considered. However, TIL considers all the languages of the school, and all of them are learned integrated in the content.

Regarding the learning of the foreign language during CLIL or TIL lessons, the methodology is quite similar and there are no significant differences. Both approaches promote the reflection upon the language and the learning of the foreign language is always strongly connected to the learning of the content.

### **1.2.2. EFL**

English as a Foreign Language is an approach to teaching English. The main idea of this approach is that the learners do not live in a context where English is present. In this case, the number of languages that the learner speaks is not relevant; the only relevant fact is that English is not an environmental language for the learner. According to Broughton, Brumfit, Flavell, Hill & Pincas (1980), English “is taught in schools (...) but it does not play an essential role in national or social life” (p. 6). This approach may be applied using several methodologies. Usually, in Catalan schools, children have English lessons in which they learn English through different activities and/or exercises.

Considering the theories and studies presented, this study attempts to answer the following questions:

Q1: How do students from different schools differ in terms of their motivational profile?

Q2: How do motivational factors relate among each other in each school?

- H1: Based on the fact that integrativeness no longer makes much sense in EFL motivation as English cannot be specifically attributed to a community (Ushioda & Dörnyei, 2009) and that factors related to the opinion of others play a second role in language motivation (McGroarty, 2002), it is hypothesized that factors related to integrativeness and to the opinion of others will have little effect on other factors.
- H2: Boo, Dörnyei & Ryan found that Dörnyei's L2MSS has been the most growing topic of L2 motivation investigations in the last years. Based on this fact, it is hypothesized that factors related to the individual's self will be related to motivation.

Q3: If there are differences in the students' motivational profile, can we attribute them to the school's methodology?

## **2. Methodology**

### **2.1. Participants**

The sample for this study consists of 87 students currently in Year 6 of Primary Education. The sample is divided into 2 schools: 43 participants attend Vila Olímpica school, in Barcelona, whilst the other 44 attend Sant Joan school, in Berga. In order to describe the participants, 4 qualitative variables were considered: L1, home language, socio-economic level (the socio-economic level has been determined by the type of job of the parents) and extracurricular English lessons.

Regarding L1, the percentage of students whose first language is Catalan, Spanish or both is very similar in both schools (76.74% in Vila Olímpica and 79.54% in Sant Joan). Figures 2 and 3 show the results for L1 in Vila Olímpica and Sant Joan. However, the composition of these percentages is quite different. Students who have Catalan as a first language represent 39.53% of the sample of Vila Olímpica and a 56.82% of the sample in Sant Joan. The participants who have both Catalan and Spanish as first language almost double in Sant Joan (11.36%, and 6.98% in Vila Olímpica). The biggest difference is that there's almost 3 times more students who have Spanish as L1 in Vila Olímpica (30.23%) than in Sant Joan (11.36%). Another interesting fact is the presence of students who have Catalan or Spanish and a European language as L1 (9.30%), which probably means that one of their parents is from a European country and the other is Spanish. Finally, it is also worth

mentioning that in Vila Olímpica there are no students with an Arabic dialect as L1, while in Sant Joan, if we add those students who have only an Arabic dialect as L1 and those who have an Arabic dialect and Catalan or Spanish as L1, they represent 13.64% of the participants.

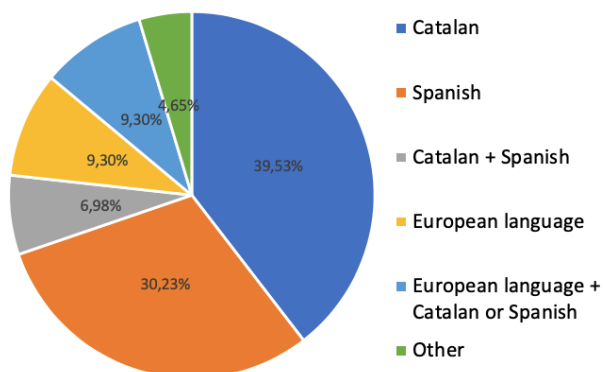


Figure 2. Results for L1 in Vila Olímpica

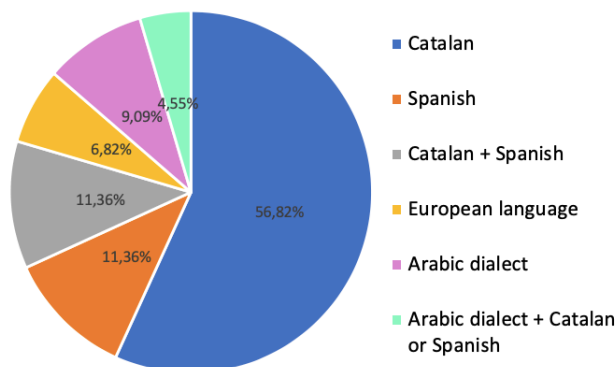


Figure 3. Results for L1 in Sant Joan

Regarding the language they speak at home, the number of students who speak Catalan is the same as the number of students who have Catalan as L1. Figures 4 and 5 show the results for homelanguages in Vila Olímpica and Sant Joan. However, those participants who had only Spanish as L1 have increased and they belong now to the group who speaks both Catalan and Spanish (11.63% in Vila Olímpica and 15.91% in Sant Joan). The same happens with the students who had only a European language (they now speak a European language an Catalan or Spanish, 18.60% in Vila Olímpica and 2.27% in Sant Joan; this group does not exist in L1), and in the case of Sant Joan, those who had only an Arabic dialect (they now speak an Arabic dialect and Catalan or Spanish, 11.36%).

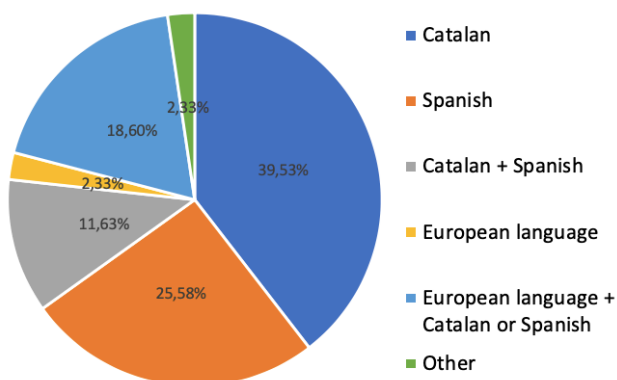


Figure 4. Results for home languages in Vila Olímpica

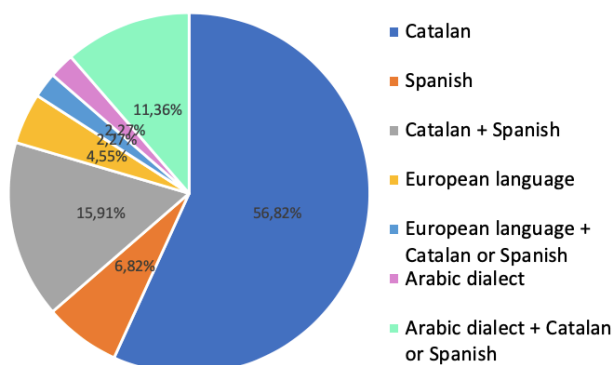


Figure 5. Results for home languages in Sant Joan

The two other qualitative variables are the socioeconomic level and the extracurricular English lessons. For the first one, there is an interesting difference between the students of both schools. This variable was assessed through the jobs of the parents. Then, the students were divided into 3 groups: both parents have jobs that require higher studies, one parent has a job that requires higher studies, none of the parents have jobs that require higher studies. In Vila Olímpica, 58.14% of the students

have 2 parents with jobs that require higher studies, and 41.86% have one parent with a job that requires higher studies. There are no students who have no parent with a job that requires higher studies. In contrast, in Sant Joan, more than half of the students (54.55%) have no parent with a job that requires higher studies. The other 45.45% is divided into students with both parents who have jobs that require higher studies (27.27%) and students who have one parent with a job that requires higher studies (18.18%). Regarding extracurricular English lessons, the results are quite similar in both schools: in Vila Olímpica, 32.56% of the students take extracurricular English lessons, and in Sant Joan, 34.09%.

## **2.2. Data collection tools**

For this study, two data collection tools were used: a questionnaire and focus groups. Therefore, the study follows a mixed methodology, as the questionnaire provides quantitative data and the focus groups provide qualitative data. According to the methodology, the study is correlational as the objective is to see how the different variables relate to each other. Moreover, it is cross-sectional as it is carried out in a specific moment and not in several moments in time.

Both data collection tools have been designed and carried out in Catalan, as the sample was composed by Catalan speakers and the complete understanding of the questionnaire and the easiness of communication in the focus group were considered crucial.

### **2.2.1. Questionnaire**

Considering the several theories presented in the literature review, as well as the questionnaire designed by Mearns, de Graaff & Coyle (2017), I adapted a questionnaire (Table 1) with 45 items grouped into 7 variables related to the different motivational factors, based on the model suggested by Gardner (2002):

- Attitude and School English lessons (variables 1 and 7) refer to the attitudes towards the learning situation.
- Opinion of EFL speakers (variable 2) refers to the integrativeness.
- Motivation (variable 3) measures motivation.
- Family attitude (variable 6) refers to support from others, in this case the family.
- Current L2 self and Ideal future L2 self (variables 4 and 5) refer to the L2MSS by Dörnyei (2009).



The main aim of the questionnaire was to draw a picture of the motivational profile of the students, in order to compare the profiles of the students in each school. To do so, this questionnaire was built based on a Likert scale of agreement, in which the students had to decide their level of agreement with each sentence. In this scale, 1 meant completely disagree; 2, partially disagree; 3, nor agree nor disagree; 4, partially agree; and 5, completely agree. Figure 6 shows an example of how the items were presented in the questionnaire.

<b>1. Crec que l'anglès és una llengua útil.</b>				
(1) Gens d'acord	(2) Bastant en desacord	(3) Ni d'acord ni en desacord	(4) Bastant d'acord	(5) Totalment d'acord

Figure 6. Example of item of the questionnaire and the 5 possible values of the Likert scale.

The questionnaire was administered during school hours, with half of the group each time (approximately 22 students). The students were asked to keep silence and to raise their hand in case they needed any type of clarification. The administrator did not influence the students in any way and only clarified objectively the sentences in case the student did not understand it. The students were given as much time as they needed. Approximately, the questionnaire lasted for 45 minutes (explaining and answering).

### 2.2.2. Focus groups

A focus group is a widely used data collection tool in qualitative studies. Its main benefits, if we compare it with an interview, the most similar tool, are the freedom of the conversation and the interaction between the participants.

A focus group can be defined as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. (...) The discussion is relaxed, comfortable, and often enjoyable for participants as they share their ideas and perceptions. Group members influence each other by responding to ideas and comments in the discussion (Krueger, 1988, p. 18).

The focus groups were designed to contrast and complement the results obtained through the questionnaire. Therefore, the structure of the focus groups is also based on the 7 factors. Following Krueger's (2002) tips for conducting a focus group, I carried out 4 focus groups (2 in each school) with 5 or 6 children each. In order to help the children to connect with the topic and avoid the pressure of questions, I decided to present the participants with 7 situations, one for each factor (Table 2). The focus groups lasted for about 35 to 45 minutes and took place in the school environment (in an empty class with the students sitting in circle. The focus groups were audio recorded and some fragments were transcribed.

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**Table 1. Factors for Likert scale items**

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1. Attitude
  - Crec que l'anglès és una llengua útil
  - Crec que l'anglès és una llengua important
  - Crec que l'anglès és una llengua difícil
  - Crec que l'anglès és una llengua que NO és necessària\*
  - Crec que l'anglès és una llengua que tothom hauria de saber parlar
  - Aprendre anglès és divertit
  - Quan m'equivoco parlant anglès intento corregir-ho la propera vegada
  - Em fa vergonya parlar anglès perquè crec que ho faig malament\*
2. Opinion of EFL speakers
  - La gent que ha après a parlar bé l'anglès té bones feines
  - La gent que ha après a parlar bé l'anglès guanya més diners
  - La gent que ha après a parlar bé l'anglès és intel·ligent
  - La gent que ha après a parlar bé l'anglès és interessant
3. Motivation
  - Crec que aprendre anglès és important perquè vull estudiar a l'estranger
  - Crec que aprendre anglès és important perquè em vull comunicar amb gent d'altres països
  - Crec que aprendre anglès és important pels meus futurs estudis o la meva futura feina
  - Crec que aprendre anglès és important perquè pots accedir a més informació
4. Current L2 self
  - Em considero capaç d'entendre algú quan em parla anglès
  - Em considero capaç de parlar en anglès i m'entenen quan ho faig
  - He de pensar molt una frase per poder-la dir en anglès
  - Puc entendre una pel·lícula en anglès
  - Sóc capaç de llegir un text en anglès i entendre'l amb facilitat
  - Tardo molt més a escriure en anglès que en la meua llengua
  - Em considero capaç d'explicar aspectes matemàtics i científics en anglès
  - Puc tenir una conversa sobre temes diversos en anglès
5. Ideal future L2 self
  - Quan tingui 25 anys, crec que entendre l'anglès molt bé
  - Quan tingui 25 anys, crec que sabré parlar anglès molt bé
  - Quan tingui 25 anys, crec que sabré llegir molt bé en anglès
  - Quan tingui 25 anys, crec que sabré escriure molt bé en anglès
  - Quan tingui 25 anys, crec que necessitaré l'anglès per la meua feina
  - Quan tingui 25 anys, crec que tindré amics amb qui parlaré en anglès
  - Quan tingui 25 anys, crec que NO faré servir l'anglès\*
6. Family attitude
  - La meua família creu que l'anglès és important pel meu futur
  - La meua família es sentiria decebuda si suspengués anglès
  - La meua família creu que l'anglès és més important que altres assignatures
  - La meua família creu que no passa res si no aprenc anglès\*
  - La meua família creu que l'anglès és de les assignatures menys importants\*
7. School English lessons
  - Crec que les classes d'anglès de l'escola són útils
  - Crec que les classes d'anglès de l'escola són divertides
  - A les classes d'anglès de l'escola utilitzem l'anglès per comunicar-nos
  - A les classes d'anglès de l'escola aprenc només anglès
  - A les classes d'anglès de l'escola aprenc anglès i coses d'altres matèries/assignatures
  - Les classes d'anglès de l'escola són repetitives
  - No participo a les classes d'anglès de l'escola per por a equivocar-me\*

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\*Negatively-worded items were recoded prior to analysis.

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**Table 2. Focus group structure**

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**1. Attitude**

El Roger acaba d'arribar a la vostra escola i ve d'un planeta molt llunyà. No sap què és l'anglès ni per què l'estudiem. Com que sou els seus companys, us demana que li doneu la vostra opinió. Què és per vosaltres l'anglès? Quina opinió en teniu?

**2. Motivation**

La Clàudia està cada tarda a casa avorrida i no sap mai què fer. Un dia, decideix buscar alguna cosa a fer amb el seu temps lliure. Comença a pensar... hi ha tantes coses a fer. Finalment, li passa pel cap aprendre anglès. Què creieu que li pot fer tenir ganes d'aprendre anglès, a la Clàudia? Què us fa tenir ganes d'aprendre anglès? Què fa que no tingueu ganes d'aprendre anglès?

**3. School English lessons**

Avui és el primer dia de l'Èric a l'escola. Està molt nerviós perquè no coneix ningú més que vosaltres. El que més li preocupa són les classes d'anglès, perquè creu que no se'n surt gaire bé. Us demana que li expliqueu una mica com funcionen, què en penseu i com us sentiu a les classes d'anglès. Com descriuríeu les classes d'anglès de la vostra escola? Com el podríeu ajudar a no estar tan preocupat? Què us fa sentir bé de les classes d'anglès? Què us fa sentir malament?

**4. Opinion of EFL speakers**

Avui és el dia en què a l'escola es parla dels oficis dels familiars. La Júlia presumeix perquè diu que el seu germà és el millor perquè sap parlar anglès molt i molt bé. Diu que com que sap parlar anglès és més interessant i més intel·ligent, i que segur que trobarà millor feina i guanyarà més diners que la resta de companys que no saben anglès. Què li diríeu a la Júlia?

**5. Ideal future L2 self**

La Carla està estirada al seu llit, just abans d'anar a dormir, i pensa en una cosa que ha dit la mestra d'anglès: "Heu d'estudiar molt perquè quan sigueu grans sapigueu anglès". La Carla tanca els ulls i s'imagina a ella mateixa amb 25 o 30 anys. Com creieu que serà la Carla quan tingui 25 o 30 anys? Penseu que sabrà més anglès que ara? I vosaltres, com creieu que sereu? Què creieu que fareu amb l'anglès?

**6. Current L2 self**

I ara? Com feu servir l'anglès? Tanqueu els ulls i imagineu-vos l'anglès, quina imatge us ve al cap? Ara torneu a tancar els ulls i imagineu-vos a vosaltres mateixos en relació a l'anglès, quina imatge us ve al cap?

**7. Family attitude**

Avui el Marc s'ha llevat preocupat. Fa 3 dies va fer un examen d'anglès a l'escola que no li va anar gaire bé i avui li donen la nota. Arriba a l'escola i està nerviós tota l'estona fins que és hora d'anglès. El mestre reparteix els exàmens. El Marc ha tret un 4... De cop, es posa encara més nerviós, està preocupat per què pensarà la seva família... Vosaltres us sentiríeu com el Marc? Què creieu que us diria la vostra família si estiguéssiu a la situació del Marc? Per què creieu que us dirien això?

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*The order of the factors was altered from the questionnaire to promote a coherent conversation and to connect each factor with the next one.*

**2.3. Data analysis**

To analyze the results provided by the questionnaire, SPSS version 24 for Windows was used and several tests were carried out. Firstly, the values of the items were grouped into variables and the means of the 7 factors for each school were compared through a student T-test for independent samples. After, a Pearson correlation test was used to analyze the correlations between factors in both schools. The results obtained by the focus groups were analyzed in a table that summarizes the main ideas related to each factor given by the participants as well as a quote that exemplifies each idea.

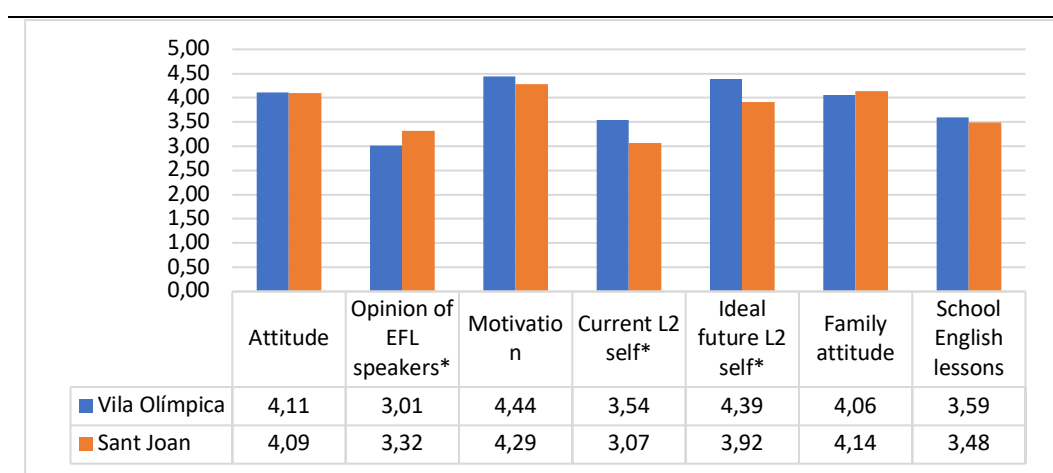
### 3. Results

#### 3.1. Questionnaire

The results of the questionnaire for the two schools do not present important differences (Figure 2). The factor with the highest mean is motivation both in Vila Olímpica (4.44) and in Sant Joan (4.29). However, if we rank the other factors by mean, there are slight differences between the two schools. In Vila Olímpica, the factor with the second highest mean is ideal future L2 self (4.39), followed by attitude (4.11), family attitude (4.06), school English lessons (3.59), current L2 self (3.54) and finally opinion of EFL speakers (3.01). In Sant Joan, after motivation we find family opinion (4.14), attitude (4.09), ideal future L2 self (3.92), school English lessons (3.48) and opinion of EFL speakers (3.32), and the factor with the lowest mean is current L2 self (3.07).

If we compare the means of both schools, we can see that attitude and motivation have similar values, as well as family attitude and school English lessons. From the 7 factors, 3 of them present significant differences: opinion of EFL speakers, related to integrativeness ( $p=.045$ ); and current L2 self ( $p<.001$ ) and ideal future L2 self ( $p=.001$ ), related to Dörnyei's L2MSS. However, the differences are opposite: in the first case, Sant Joan shows the highest value of opinion of EFL speakers, whilst it is Vila Olímpica that presents the highest values in the two L2MSS factors.

**Figure 2. Factors means by school**



*Difference between means is significant(\*) at levels from .000 to .051.*

Another aim of this study was to see how these factors influence each other. To do so, a Pearson correlation test<sup>2</sup> was done. In this study, all the correlations were positive.

<sup>2</sup> Pearson correlation values (r) can go from -1 (perfect negative correlation) to 1 (perfect positive correlation). An r of 0 means a complete lack of correlation between the variables.

Correlations below 0.3 were dismissed and correlations above 0.3 were divided into moderate correlation ( $0.3 < r < 0.5$ ) and strong correlation ( $r > 0.5$ ).

	TIL school	EFL school
Strong correlation	Motivation x Ideal future L2 self (.600)* Attitude x Motivation (.524)*	Motivation x Ideal future L2 self (.682)* Attitude x Ideal future L2 self (.571)*
Moderate correlation	Attitude x Ideal future L2 self (.471)* Attitude x School English lessons (.456)* Current L2 self x Ideal future L2 self (.434)*	Attitude x Family attitude (.484)* Opinion of EFL speakers x Ideal future L2 self (.446)* Attitude x Motivation (.427)* Opinion of EFL speakers x Motivation (.401)* Ideal future L2 self x Family attitude (.377)* Attitude x Current L2 self (.367)* Opinion of EFL speakers x Current L2 self (.352)* Motivation x Family attitude (.307)* Current L2 self x Ideal future L2 self (.301)*

*Correlations are ranked from strongest to weakest. Correlation is significant(\*) at levels from .000 to .051 (bilateral).*

Table 3 shows Pearson correlation values between factors for each school. From the 49 evaluated correlations, 5 of them in Vila Olímpica and 11 of them in Sant Joan are moderate or strong, and all of these correlations are significant. Comparing both schools, we can see that motivation x ideal future L2 self is the only correlation that is strong in both schools ( $r=.600$  in Vila Olímpica and  $r=.682$  in Sant Joan). However, the other correlations that are strong in one school are moderate in the other: attitude x motivation ( $r=.524$  in Vila Olímpica and  $r=.427$  in Sant Joan) and attitude x ideal future L2 self ( $r=.571$  in Sant Joan and  $r=.471$  in Vila Olímpica). Therefore, we can see that in terms of the strongest correlations, the two schools are similar.

The main differences between the schools are as follows: in Vila Olímpica, opinion of EFL speakers and family attitude do not show any important nor significant correlation with other factors. However, in Sant Joan these factors do show moderate correlations with other factors: attitude x family attitude (.484), ideal future L2 self x family attitude (.377), motivation x family attitude (.307), opinion of EFL speakers x ideal future L2 self (.446), opinion of EFL speakers x motivation (.401) and opinion of EFL speakers x current L2 self (.352).

### **3.2. Focus groups**

Tables 4 and 5 show the main ideas given by the participants during the focus groups. Table 4 presents the results of the two focus groups carried out in Vila Olímpica, whilst Table 5 presents the results of the two focus groups carried out in Sant Joan.

**Table 4. Vila Olímpica focus groups main ideas by factor**

Attitude	<p>They identify English as the universal language and they say it is very important to learn it, as it allows you to communicate with people all over the world. They say that it is a little bit difficult to learn at the beginning but when you start using it you see that it is very useful.</p> <ul style="list-style-type: none"> <li>• “Com que sabem anglès podem parlar amb el C o la B” (Estonian and Cameroonian students).</li> </ul>
Motivation	<p>They identify travelling, being able to communicate with people all over the world and having more job opportunities as the things that motivate them the most. The difficulty and the length of the learning process are the factors they identify as demotivators.</p> <p>“L’anglès està pertot arreu, si coneixes la llengua pots entendre moltes més coses”.</p> <ul style="list-style-type: none"> <li>• “És una mica difícil, portem des de P4 i segueix costant, i quan em costa se’m passen una mica les ganes”.</li> </ul>
School English lessons	<p>They do different projects and subjects in English. They also point out the idea that they do diverse activities and they also debate and comment. The support they receive by the teacher makes them feel good, as well as when the activities they do in class help them realize that they are learning, and they are able to express themselves in English. When they know something, but they don’t know how to say it in English they feel bad.</p> <ul style="list-style-type: none"> <li>• “Llegim i parlem molt més del que escrivim”.</li> <li>• “Em fa sentir bé adonar-me que estic aprenent”.</li> <li>• “Em sento malament quan sé una cosa però no sé dir-la en anglès”.</li> </ul>
Opinion of EFL speakers	<p>They all agree that knowing English does not make someone more interesting than knowing science or any other area. They present more difficulties in agreeing about the jobs. They seem to agree that you can access more jobs but not all of them are better than the jobs you can access without knowing English.</p> <ul style="list-style-type: none"> <li>• “Pots treballar a més llocs i pots tenir millor feina perquè hi ha feines que has de parlar amb gent d’altres països”.</li> </ul>
Ideal future L2 self	<p>They all think that they will master English when they are 25. Many of them think that they will need or use it for their job.</p> <ul style="list-style-type: none"> <li>• “Jo m’imagino fent una feina que m’enviaran de viatge a altres països perquè sabré molt anglès, i m’imagino parlant amb accent”.</li> </ul>
Current L2 self	<p>They are quite critical with themselves and they all say they still have a lot to improve. However, some of them say that they are capable to understand and to be understood, but not to have a long conversation. They mostly use English at school and with friends who don’t speak Catalan or Spanish. When they are asked to imagine themselves in relation with English, they imagine themselves travelling, learning or talking.</p> <ul style="list-style-type: none"> <li>• “Hi ha paraules que no sé dir però la gent m’entén, tot i que em costaria mantenir una conversa”.</li> </ul>
Family attitude	<p>They relate the family’s reaction towards a bad grade in English to the effort put by themselves. They all think that the family would support them if they had put a lot of effort but if they hadn’t put much effort, they family would not be so supportive.</p> <ul style="list-style-type: none"> <li>• “Estaria preocupada perquè em sabria greu decebre’ls encara que sé que no em renyarien”.</li> </ul>

**Table 5. Sant Joan focus groups main ideas by factor**

Attitude	<p>They identify English as a very common language. They also use adjectives such as “important” and “interesting”. They see English as a language useful around the world, but they still identify the UK and the USA as the main countries where you need English. They also consider proximity as a reason why we study English.</p> <ul style="list-style-type: none"> <li>• “L’anglès és una llengua que la parlen a molts llocs i per això és interessant”.</li> </ul>
Motivation	<p>They identify travelling, future studies and knowing that English will be useful in the future as the main sources of motivation. They also mention that the teacher plays an important role in motivation.</p> <ul style="list-style-type: none"> <li>• “Em motiva pensar que ara estic estudiant molt però al final em servirà”.</li> </ul>

School English lessons	<p>They follow a text book, but they combine it with other activities such as movies or games. They do Science in English, but they also have English as a subject. For them, teachers are supportive and try to do activities through which children learn but also have fun. What makes them feel bad is that sometimes they are putting a lot of effort and it is still not enough.</p> <ul style="list-style-type: none"> <li>• “Com que els exàmens son només d’anglès, la gent que ja en sap (perquè va a una acadèmia, per exemple) no s’ha d’esforçar i treu molt bones notes”.</li> </ul>
Opinion of EFL speakers	<p>They think that a person who knows languages is more interesting than someone who doesn’t, but they don’t think that English has more “value” than other languages. Regarding the jobs, they think that a person who knows English can look for a job in more countries, but here in Catalonia, they think that knowing English only influences jobs related to English or to public attention.</p> <ul style="list-style-type: none"> <li>• “Lo de trobar feina sí que pot tenir més possibilitats, però només si busques feina a una acadèmia o si tens clients d’altres països”.</li> </ul>
Ideal future L2 self	<p>They imagine themselves with good competence of English, mainly to communicate. They think they will be able to speak with native speakers and some of them think that they will use English for their job. They are not very confident that they will achieve a very good level of English.</p> <ul style="list-style-type: none"> <li>• “Jo crec que seré capaç de parlar anglès amb algú anglès”.</li> </ul>
Current L2 self	<p>They don’t think that they are able to maintain a conversation with a native speaker. They think that in a communicative situation in English (conversation, text, video...) they would be able to understand the main ideas or know what it is about but not understand all of it. When they are asked to imagine themselves in relation to English, only 2 of them imagine themselves speaking, the rest imagine themselves with English symbols such as London or the flag.</p> <ul style="list-style-type: none"> <li>• “Em sé comunicar en anglès amb els de la classe, però no crec que pogués parlar amb algú anglès”.</li> </ul>
Family attitude	<p>All of them but 1 think that their families would be disappointed and that they would scold or punish them. They also agree that the effort put plays a role in the reaction of the family. The first feeling when they received the exam would be sadness, and then worry about what their families would say.</p> <ul style="list-style-type: none"> <li>• “Em dirien que aquesta nota si estudies no la treus”.</li> </ul>

As presented in tables 4 and 5, the students of the two schools present similar results in some factors but differ in others. The most similar factors are attitude, motivation and opinion of EFL speakers. The other factors present some differences. In terms of school English lessons, the explanation of the students shows the contrast between the two models (TIL and EFL). Regarding ideal future L2 self and current L2 self, in both schools the students expect a good progress of their abilities in English, but the students in Sant Joan have lower expectations compared to the students in Vila Olímpica. They also have a poorer self-concept. Family attitude is also very different in the two schools. Students in Sant Joan are more worried about the reaction of their family.

#### 4. Discussion

The aim of this study was to answer three research questions regarding motivation in English learning. To do so, 88 questionnaires were analyzed, and four focus groups were carried out. The results of these tools are here matched with the theories presented in the literature review. Therefore, the structure of the discussion will follow each research question.

Q1: How do students from different schools differ in terms of their motivational profile?

Observing the results obtained in Figure 2, we can see that although attitude and motivation have similar values, current L2 self and ideal future L2 self have significant differences, so children from each school view themselves in the present and in the future very differently. Students in Vila Olímpica have a better concept of themselves as English speakers in the present and have greater expectations of themselves in the future as English speakers. There is also a significant difference between the opinion of EFL speakers in both schools. This factor is related to Garner's (2002) concept of integrativeness. The students in Sant Joan have a "better" concept of the EFL speakers than the students in Vila Olímpica, possibly due to the fact that they have less contact with EFL speakers in their daily life, which leads to an idealization of them. However, in the focus groups (table 5), the students did not show this idealization in terms of English but in terms of languages in general.

The comparison between the results obtained in the different factors (Figure 2) and the results obtained in the focus groups (Table 4 and table 5) allows us to see that some factors may be quantitatively similar but qualitatively different. For example, family attitude is a factor that is quantitatively very similar in both schools, but the results of the focus groups show us that the perception of the students of the attitude of their families is very different in Vila Olímpica and in Sant Joan. While in Vila Olímpica all the students described their families' attitude as supportive and encouraging, in Sant Joan most of them expressed worry about the reaction of their families' in a failure situation (scold or punishment). Regarding the school English lessons, it is similar to what happens with family attitude: the quantitative results are similar, but the qualitative results obtained with the focus groups show the differences between the schools:

- Students in Vila Olímpica consider English clearly as a universal language, and rarely talk about the UK or the USA, while students in Sant Joan see English as a language spoken in the UK and in the USA that can also be useful in the other countries.
- The school English lessons are described very differently, which is coherent to the different methodologies used. The students in Vila Olímpica (integrated languages approach) point out the project, the diverse activities, the help of the teacher and the fact that as they use English a lot it is easy to realize that you are learning. The students in Sant Joan (EFL) point out the support of the teacher and the combination of the textbook with games and other dynamic activities.
- Family attitude is described quite differently by the students of each school. As mentioned previously, the students in Vila Olímpica are worried about deceiving their families and the students in Sant Joan are more worried about their families scolding them.



The most surprising fact is that the factors that show a significant quantitative difference (Figure 2) are the ones that are qualitatively more similar, while the factors that show greater qualitative difference do not show significant quantitative difference.

Q2: How do motivational factors relate among each other in each school?

Table 3 shows the Pearson correlations between factors in each school. In the results we could see that the highest correlations were very similar in both schools. These strong correlations are motivation x ideal future L2 self, attitude x motivation, and attitude x ideal future L2 self. However, the fact that differentiated the two schools the most was that there were factors that appeared in one school but not in the other. Opinion of EFL speakers is related to integrativeness, and family attitude would belong to the category of other support, according to Gardner (2002). These factors do not have moderate or strong correlation with any factor in Vila Olímpica, but they do have moderate correlation with many factors in Sant Joan.

The results of the study allow us to consider whether the hypothesis for this research questions hold or not. Hypothesis 1 stated that the factors related to integrativeness and to the opinion of others will have little effect on other factors. In this study, the factor related to integrativeness is opinion of EFL speakers, and the factor related to the opinion of others is family attitude. These two factors show moderate correlations with many other factors in Sant Joan but do not show any moderate or strong correlation in Vila Olímpica. We could therefore say that the motivational profile in Vila Olímpica appears to be more according to the current theories in L2 motivation (specially EFL) than in Sant Joan. Consequently, the hypothesis is confirmed in Vila Olímpica but not in Sant Joan.

Hypothesis 2 stated that factors related to the individual's self will be related to motivation. Taking a look at table 3 we can see that this hypothesis is confirmed in both schools, and it is the strongest correlation. In both schools, the ideal future L2 self has correlation also with attitude and with current L2 self. However, we have seen that the quantitative and qualitative results of the current L2 self and the ideal future L2 self are significantly different. At this point, it is speculative to say that the differences in the values in the two L2MSS factors might lead to a difference in motivation in the long term.

Q3: If there are differences in the students' motivational profile, can we attribute them to the school's methodology?

Taking into account the major differences in the qualitative data evaluated to determine the personal profile of the students in each school, it is not possible to attribute the differences to the schools' methodologies. The participants have many differences (section 2.1) regarding their first language, the language they speak at home and their socioeconomic level. Therefore, the school methodology

can only be considered as a factor and analyzed as a possible influencer to the other factors (research question 2). In order to determine the role of the methodology in the motivational profile of the students all the other variables should be controlled (experimental study). However, considering the results obtained in this study, it would be speculative to say that the methodology of the school (school English lessons), might influence the self-concept of the students. As shown in tables 4 and 5, the students in Vila Olímpica are much more confident. This could be related to the frequent communicative opportunities they have due to the methodology of the school (TIL), and the support they describe of both the teachers and the classmates. The students in Sant Joan also describe their teachers as supportive, but they mention the frustration of not seeing a connection between effort and results, so some of them feel that although they put a lot of effort, they are not good enough.

## **5. Conclusion**

The influence of motivation on language learning achievement has been widely researched throughout the years. This study attempted to observe the differences between the motivation of the students of two schools, and the results show that factors such as attitude and motivation are similar in the two schools, both quantitatively and qualitatively. However, there are some differences in the composition of the motivational profile and in the relations between the factors of the profile. This means that while students of both schools are similar in terms of motivation, the origins of this motivation and the influences that factors have on each other are slightly different.

There were two main limitations in this study. The first one was a poor knowledge of statistics and SPSS (the program used to analyze the data), which was solved with interest, willingness to learn and a lot of support. The second one, and more difficult to solve, was the fact that some items of the questionnaire were not strictly positive or negative, which made the decision whether to recode them or not very difficult. It could be interesting to reanalyze it and see what items may have disturbed the results of this study, in order to improve it.

Future research could focus on the improvement of these data collection tools in order to apply them in a larger study (involving many more schools and participants), which would allow us to draw more reliable and applicable conclusions. Moreover, it could also be interesting to analyze how the teacher can influence on the different factors of the motivational profile and how these interventions affect this factor and, consequently, the other factors, so that students and teachers would embrace language learning in a more motivational environment.

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