

**Attitudes, motivation and study habits of English language learners of
young students at first level at Cenid in the Technical University of
Babahoyo.**

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ABSTRACT

The research was conducted in several English as a Second Language (ESL) classes at a Midwest American university town. The study participants were 15 international students from various different Secondary Schools who are currently enrolled at this university. Data was collected by using a mixed-methods approach with surveys and follow-up interviews, and was analyzed using descriptive statistics and content analysis. Results have shown that learners' beliefs and their learning background have an influence on their perceptions of learning activities and teaching methods. In terms of enjoyment of such practices, there was an apparent inclination towards interactive and communicative approaches rather than traditional, non-communicative ones, whereas no distinct style was favored in regard to effectiveness.

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RESEARCH PROBLEM

Problem description

There are some students who do not like English language, I think they don't know the importance of English for professionals, they do not have an extrinsic and intrinsic motivation. Currently, parents and teachers are more concerned about the child's motivation to learn English. A lot of students are weary of learning English. Performance cannot improve. In some cases the problem is that students have lost learning motivation. It is the issue we are facing in promoting quality education, improving the quality of teaching.

First, students lack motivation in learning English mainly because no clear learning objectives and plans. During high school and every school year, each semester, students don't know what to learn, how to learn, or seldom think of what requirements should achieve. They wonder whether they need to learn English, or hesitate to learn a certain amount of knowledge is necessary.

No sense of achievement, aspirations and ideals, no intellectual curiosity and self-motivation. The schools also do not develop a variety of incentives and a sense of urgency to learn the language. Lack of appropriate learning methods. Students who lack learning motivation in general have a negative attitude in study. It is impossible for them to work out a set of their own learning method. The above problem lead to the lack of learning motivation for students.

Understanding the background and the underlying causes of the problem will be able to achieve the target and also can solve the problem.

In addition, there are also numerous educators who would love to try out different techniques, but are simply not sure where to start or which ones are effective. It is in every educator's best interest, and usually it is their intention, to help learners be successful in their studies. Therefore, a key duty of teachers is to help and support students in their learning processes by finding strategies and methods that are effective. Additionally, they should facilitate their learning in general, and with regard to language learning, make them feel confident and competent in using the foreign language.

Problem statement

The students at first level at Cenid at the Technical University of Babahoyo who do not feel extrinsic and intrinsically motivated to learn English.

I think the reason is because they have English class only once time a week two hours per week, and 32 hours in all semester. For that reason today, the students are in our classroom without having developed a motivation to learn because they do not know the English importance for professionals

Language learning requires time and effort. Most of the time students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher's

harsh and discouraging attitude and psychologically insecure classroom atmospheres. However, it is not impossible to make students more willing to learn. By making lessons more appealing through different activities, building supportive environments, and reinforcing students positively, teachers can foster students' interest and take sound steps on the path to increasing motivation.

Research Objectives

General Objective

The purpose of this study is to find the teaching strategies and learning activities most beneficial for the language learning processes for young students at first level at first level at Cenid at the Technical University of Babahoyo.

Specific Objectives

To identify the reason(s) for the low participation in the English classes of young students at first level at Cenid at the Technical University of Babahoyo.

To find out overall motivational level of young students.

Research Questions

Thus, the following research questions were used to accomplish this:

General Research Question

1. What are at CENID first level students' attitudes towards learning English?

Specific Research Questions

2. What are the motivation levels of CENID level first young students' attitudes towards learning English?
3. What are the learning behaviors of these students according to their motivation levels?

Definitions of Terms

Attitude:

An individual's attitude is *an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent* (Gardner, 1985: 9).

Motivation:

In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out (Dörnyei and Otto, 1998: 64).

Integrative Orientation:

A positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community

(Dörnyei, 2001b: 49).

Instrumental Orientation: The utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary (Dörnyei, 2001b: 49).

Limitations

For non-native English users, English is very important because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For engineering students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their prospective career.

In order to master the engineering knowledge and skills better, engineering students should own the English language competence. Most of the scientific papers or journals in the world are written in English. Most of the engineering graphs are also marked in English. Moreover, most engineering professors in various universities are also conducting their lectures in English. Hence, engineering students should at least master the basic English ability to deal with the countless English lectures, tutorials, labs, projects and papers. Finally, they have to submit their important theses, still in English.

When engineering students graduate from the college and become real engineers, they will find that English appears even more crucial than it used to be. Engineers usually work in groups since their task can seldom be solved by an individual. The property of their work determines that being an engineer needs to cooperate and communicate with different people from different part of the world. For non-native English speakers, unfortunately, most of the engineers speak English as the first language or the working language. In order to understand and coordinate with their colleagues and accomplish their projects fluently, engineers have to speak good English.

All in all, non-native English engineering students should try hard to improve their English ability, which could help to make both their school life and career more successful and enjoyable.

LITERATURE REVIEW

Development of motivation

The last half-century has been marked by substantial advances in the understanding of second language learning, energized by developments in linguistics and bolstered by the realization that other fields too are critically implicated in the process (Spolsky, 2000: 157).

One of these advances is the addition of the concept of motivation to models of second language learning. This major contribution has been made by social psychologists, especially Wallace Lambert and Robert Gardner (Spolsky, 2000).

Their work dominated the area until 1990s. However, with the realization that the model presented by Gardner's socio psychological theory was not adequate in investigating different aspects of motivation, researchers developed different theories in order to expand foreign language learning motivation.

Theories of motivation

Gardner's Social Psychological Theory

Gardner (1979) asserts that at schools, the learning of a second or foreign language is seen as any other school subject; however, there is a significant distinction between them. In most of the school subjects, students learn their own cultural heritage. However, in the case of learning a second or foreign language, the students learn new information such as grammar, vocabulary, and pronunciation, and more importantly they are "*acquiring* symbolic elements of a *different* ethno-linguistic community". The students are in a way imposed to acquire elements of the target culture. Therefore, the process of second language acquisition is of vital importance since the learners' harmony with their own society and willingness for identification with the target culture is concerned. Williams (1994) also agrees that learning a foreign language is different from other school subjects because "language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity".

Dörnyei (2005) maintains that according to Gardner and Lambert (1972), second languages played a role as "mediating factors between different ethno-

linguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering intercultural communication and affiliation” (p. 67). He also claims that their social psychological approach is based on the principle that attitudes of the students have a great impact on students in whether they will be successful or not in learning the target language.

Dörnyei (2001b) comments that in Gardner’s motivation theory (1985), motivation includes three elements: “motivational intensity, desire to learn the language and attitudes towards learning the language” . Gardner (1985) thinks that a language learner who is truly motivated embodies all of the three. The function of orientations is to increase motivation and lead it to a set of goals. This can be done either *with a strong interpersonal quality (integrative)* or *a strong practical quality (instrumental)* (Dörnyei, 2001b: 49). According to Gardner (2003), integrativeness “implies an openness on the part of the individuals that would facilitate their motivation to learn the material”; whereas instrumental orientation “refers to the economic and practical advantages of learning English” (Gardner, 1985: 52).

According to Dörnyei (2001b: 68), Gardner’s motivation theory has four areas:

1. the construct of the *integrative motive*;
2. a general learning model, labeled the *socio-educational model*, which integrates motivation as a cornerstone;
3. the *Attitude/Motivation Test Battery* (AMTB);
4. a recent *extended L2 motivation construct* developed together with Paul Tremblay (Tremblay and Gardner, 1995).

The first area is *integrative motive* which is explained as a “motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985: 82-3). It has got three main components:

The first one is *integrativeness*, which includes integrative orientation, interest in foreign languages, and attitudes towards the target community, which show the learner’s willingness and interest in interacting with the people of the other communities (Gardner, Tremblay and Masgoret, 1997). The second one is *attitudes towards the learning situation*, which covers attitudes towards the teacher, the course, the course materials, and extra-curricular activities (Gardner, 2003; Dörnyei, 2001b). The third and the last one is *motivation*, which includes effort, desire and attitudes towards learning.

The second area, the *socio-educational model*, has vital importance since it distinguishes the four separate characteristics of the second language acquisition process:

1. antecedent factors (which can be biological or experiential such as gender, age or learning history)
2. individual difference (i.e. learner) variables such as intelligence, language aptitude, motivation, and language anxiety
3. language acquisition contexts
4. learning outcomes Dörnyei, 2001b (p. 52)

The third area of Gardner’s motivation theory is the Attitude Motivation Test Battery (AMTB hereafter). The AMTB is a very useful instrument in that it is

designed to follow psychometric tenets which govern the questionnaire. It is also a scientific tool regarding its presentation and content (Dörnyei, 2005). It functions as the major components of Gardner's theory and includes over 130 items. These items address attitudes towards the French community (10 Likert-scale items, LSI hereafter), interest in foreign language (10 LSI), attitudes towards European French people (10LSI), attitudes towards learning French (10 LSI), integrative orientation (4 LSI), instrumental orientation (4 LSI), French class anxiety (5 LSI), parental encouragement (10 LSI), motivational intensity (10 multiple choice items, MCI hereafter), desire to learn French (10 MCI), orientation index (1 MCI), evaluation of the French teacher (25 semantic differential scale items), evaluation of the French course (25 semantic differential scale items) (Dörnyei, 2001b; Dörnyei, 2005).

The fourth and the last area of Gardner's theory is *Tremblay and Gardner's revised model*. Upon receiving reviews from Crookes and Schmidt (1991), Dörnyei (1994a, 1994b), and Oxford and Shearin (1994) that "a consideration of constructs from other research areas" (Tremblay and Gardner, 1995: 505) would be very useful in researching motivation in L2 acquisition, Tremblay and Gardner revised and extended Gardner's motivation construct. They added three new elements to it namely *goal salience* which pertains to "the specificity of the learner's goals and the frequency of goal-setting strategies used; *valence* which comprises "the traditional scales of 'the desire to learn the L2' and 'attitudes towards learning the L2', thus denoting a L2-learning-related value component", and *self-efficacy* which includes anxiety and expectancy of being able to carry out a wide range of language activities by the end of the course (Dörnyei, 2001b: 53).

Gardner's motivation theory had dominated the area until 1990s. However, as Gardner (1985) himself puts forth, it was "not the true or the final one". He insisted:

I do feel, however, that it contains many elements which must be considered in future developments. A true test of any theoretical formulation is not only its ability to explain and account for phenomena which have been demonstrated, but also its ability to provide suggestions for further investigations, to raise new questions, to promote further developments and open new horizons.

This model has those capabilities and, hopefully as a result of the account given here, they will be realized.

As Gardner himself claimed that the model would promote further investigations due to the fact that the model he developed embodied elements that could be used to shed light on different aspects of motivation, the model did promote developments in the area after 1990s. In 1990s, in many research studies, it was pointed out that the socio-educational model was not sufficient in explaining different aspects of motivation, such as the nature of the task, the person's attribution of success, and the kind of reward involved in successful completion of the task. This shift was more in line with how teachers perceived motivation, more related to classroom applications (Crookes and Schmidt, 1991; Dörnyei, 1994a, 1994b; Dörnyei and Csizér, 1998; Dörnyei and Kormos, 2000; Nikolov, 1999; Oxford and Shearin, 1994; van Lier, 1996).

The Cognitive-Situated Period

Following Gardner's socio-educational theory, the cognitive-situated period started to rise with Crookes and Schmidt's (1991) article on "reopening the motivation research agenda". According to Dörnyei (2005) this theory comprises two trends.

First one puts the focus on many different aspects, namely the students' own perceptions of their own abilities, their limits, to what extent their potential would allow them to achieve learning a foreign language, how they discerned their previous successes or failures, and also the tasks leading to success and their goals to attain.

The second trend emphasizes that the broad view of motivation for all societies accepted by the followers of the social psychological approach should be reduced to the classroom learning environment, which represents the real environment in which foreign language learning takes place.

Self- Determination Theory

Another motivation theory which became very important after the 1990s is self-determination theory. According to Deci and Ryan (1985), when people are motivated, they aim to achieve something and take on goal-oriented action to fulfill it. Their motivated action can be either self-determined or controlled. The extent of the self-determination shows that the action is experienced as it is freely chosen and as it springs from the person's self, not because of external force or an internal need.

In self-determination theory, it is asserted that there are two general types of motivation. The first one is based on “intrinsic interest in the activity per se” and the second one is based on “rewards extrinsic to the activity itself” (Noel , Pelletier, Clément and Vallerand, 2000: 38). The two kinds of motivation do not belong to different categories, but “rather lie along a continuum of self-determination”.

Intrinsically motivated action involves “curiosity, exploration, spontaneity and interest in one’s surroundings” (Brophy, 1998: 7). Brophy (1998) adds that the only prize the intrinsically motivated person needs to get is continuous interest and enjoyment. Self-determination theory clearly describes that social settings increase intrinsic motivation when they meet the three needs: competence, autonomy, and relatedness. Competence refers to improving and rehearsing skills to manipulate and control the environment, however, autonomy means the person’s self-determination in deciding what to do and how to do it. Relatedness is “affiliation with others through prosocial relationships” (Brophy, 1998: 7). When a learner is concerned, if s/he finds pleasure in learning something new, s/he is intrinsically-determined (Noels, Clément and Pelletier, 1999).

Extrinsically motivated actions, on the other hand, are controlled in order to achieve“ an instrumental end” (Noels et al, 1999: 24). Self-determination theory puts forth that there are three kinds of extrinsic motivation, namely external regulation, introjected regulation, identified regulation (Noels et al, 2000; Noels et al, 1999).

External regulation refers to those activities that are means external to the individual; for example, punishment, teacher’s praise or rewards. Introjected regulation pertains to doing an activity because of some reasons that are

internalized; for instance, a student's completing his/her homework because he/she would feel guilty if it were not done. The third one, identified regulation, means that the person does an activity because he/she finds it noteworthy or profitable for personal reasons; such as, if a learner thinks that being sensitive to other cultures is important may think positively about learning another language. The final concept proposed by the self-determination theory is a motivation which means that the individual has no reason to conduct the activity. Shortly, this person lacks any type of motivation and is expected to give up learning soon.

Wu (2003) conducted a study on the effect of kinds of environmental variables on L2 intrinsic motivation. It yielded that there are effective methods to develop learners' perceived competence such as providing moderately challenging tasks, significant amount of instructional support and a predictable learning environment. It also demonstrated that giving students freedom to choose the content and methods enhances autonomy.

Attribution Theory

Another cognitive theory which McDonough (1989) claims to be "the most cognitive and non-mechanistic theory" is attribution theory (p. 147). Attribution theory relates learners' past experiences to their future success endeavors by means of the causal attributions as the mediating link (Dörnyei, 2005). These references of learners could be different causes for example, lack of ability, effort, intention, others' ability, luck.

Therefore, this theory attempts to outline perceptions, motives and opinions of the learners which affect their performance (McDonough, 1989). In the case of a language learner, if he/she fails to learn to a foreign language, he/she can ascribe his/her failure to his/her lack of ear for languages, and he/she can be demotivated and unwilling to take part in activities in class. Dörnyei (2001b) claims that although the importance of attributions has been expressed over and over, it is surprising that there are very few studies conducted on attributions.

There are very interesting results of the studies conducted on attributions. The first research studies were conducted by Ushioda (1996). From his two studies with Irish learners of French, he found that to be able to sustain a positive self-concept and a belief in personal potential against negative experiences, there were two important attributional patterns. There was a tendency to ascribe L2 achievement to personal ability or other internal factors such as effort, perfectionist approach. However, attributing L2 failure or lack of achievement involved temporary deficiencies; for instance, lack of effort, lack of opportunity to spend time in an L2 environment, which could be overcome.

Williams and Burden (1999) also conducted a research on the aspects of the development of learner attributions in L2 studies. The findings of their study revealed that there were obvious distinctions between the age groups. The groups consisted of participants aged between 10 and 12 claimed that they attained success due to listening and concentrating, however, older children demonstrated many more attributions which comprised ability, level of work, circumstances, and the influence of others.

Graham (2004) found that students with higher levels of success were those who attributed their achievement to their effort, high level of ability, and use of productive use of learning strategies. The students willing to carry on learning French after they were 16 also attributed achievement to these factors, however, the students who did not have plans to continue French were less likely to attribute success to ability, effort and strategy use. They were more likely to attribute achievement to luck or chance, and their own assumptions of low ability. For their failure, they put the blame on the difficulty level of the task, lack of effort and inadequate use of strategies.

Expectancy-value theories

In addition to self-determination and attribution theory, expectancy-value theories also became influential after the 1990s. Oxford & Shearin (1994) assert that individuals take part in activities which are seen as instruments to achieve some valued ends. The individual seeks to answer the question "Should I expend the energy or not?" before carrying out the task (18). Dörnyei (2001b) claims that there are two important factors for students to determining whether they will spend energy in fulfilling the task: the individual's *expectancy of success* in a given task, the *value* the individual attaches to success on that task. The greater the chances of attaining the goal, and the greater the value of the goal, the more incentive the students have, which means the higher the degree of motivation. However, if the students sees that however hard they strive, they will not be able to reach the goal or

the task will not lead them to the goal they value, they will not exert energy on completing the task. Oxford & Shearin (1994) explains that the difference between expectancy-value theories and need theories is in need theories there is an element, tension, however, in expectancy-value theories, the individual expects to attain a valued reward. Also, contrary to need theories whose hierarchical nature and the means to meet the needs are specific, expectancy-value theories are uncertain about the nature of the rewards.

Self-efficacy Theory

The last theory in cognitive-situated period is self-efficacy. In self-efficacy theory, it is believed that students' academic performance is strongly influenced by the judgments they have about their own capabilities to organize and fulfill the action (Mills, Pajares and Herron, 2007). Students who have a high level of academic efficacy are willing to take difficult tasks, exert energy, show persistence in spite of drawbacks, have lower anxiety, demonstrate more flexibility in learning strategies, evaluate their academic performance themselves. On the other hand, students with low self-efficacy tend to carry out simple academic tasks, they expend minimum effort and perseverance, and they may even avoid completing the task at all (Mills, Pajares and Herron, 2007). The reasons for this may be since these students perceive challenging tasks as personal threats, the thing on which they concentrate becomes their own inadequate capabilities and the difficulties. They cannot focus on how they can carry out the task (Dörnyei, 2001b). Dörnyei (2001b) also emphasizes the fact that self-efficacy beliefs are not directly related to actual ability and

adequacy of the learner since these are the results of “a complex process of self-persuasion that is based on cognitive processing of diverse sources” such as ideas of other people, feedback, observations on other learners, how much they know about suitable task strategies.

The study carried out by Mills, Pajares and Herron (2007) on the effect of self-efficacy and motivational beliefs on the attainment of French demonstrated that achievement of French language was better predicted by self-efficacy for self regulation than by self-efficacy to obtain grades in French, French anxiety in reading and listening and French learning self-concept. Students who had an inclination to be successful more were aware that they were able to use their abilities to use metacognitive strategies in an effective manner so as to observe their own academic work time productively.

Need Theories

Another theory which was focused on after the 90s was need theory. According to Brophy (1998), behaviors are the individual's responses to his needs. These needs may come from birth or may be universal like hunger, thirst, or self-preservation, or they can even be learnt within the culture and be developed to differing extents from one person to another. Oxford and Shearin (1994) claim that there are two need theories which are founded on needs producing tension until needs are met. The best known one is developed by Maslow (1962), called *hierarchies of need*. Needs, according to this hierarchy, are arranged in an order presented below:

1. Psychological needs (sleep, thirst).

2. Safety needs (freedom from danger, anxiety, or psychological threat).
 3. Love needs (acceptance from parents, teachers, peers).
 4. Esteem needs (mastery experiences, confidence in one's ability).
 5. Needs for self-actualization (creative self-expression, satisfaction of curiosity)
- (Brophy, 1998: 5)

The second need theory is known as *need-achievement* which is as the name suggests based on need for achievement. Need-achievement theory is concerned with fear of failure and fear of success inclinations. Past success in a certain situation may lead the individual to attempt to display similar behaviors in the future in a similar context. However, failure may cause the individual to feel fear and fail to attain success (Oxford and Shearin, 1994). In the context of language learning, the implication is that since some students feel the need to attain success or to avoid failure, they should be provided with activities that make students feel that they can do it, and as a result there will be positive results which are valuable for the students.

Equity theories

Equity theories also became part of the language studies after the realization of the inadequacy of Gardner's socio educational model. Equity theories are concerned with "equity, which is characterized by a mathematical ratio of inputs to outcomes" (Oxford and Shearin, 1994: 19). For the learner, input consists of any element which the learner thinks can contribute to the work such as intellectual competence, personal characteristics, experience. Outcomes, on the other hand, comprise personally valuable goals which can be attained by the

end of the activity or task like exam results, evaluation of performance, praise or reward. If the learner manages to establish a link between input and outcome, they evaluate the value of the task to their own or others' standards. As a result of this evaluation, if the learner realizes that there is a big gap between the two, they become unhappy or demotivated.

Oxford and Shearin (1994) claim that in the context of language learning, if the learner cannot set up this link, if they cannot see valuable outcome of the tedious language learning process, they are likely to give up, which happens very often in many institutions.

Reinforcement Theories

In second language studies, reinforcement theories were also exploited in order to understand motivation from different perspectives. According to reinforcement theories, in order to establish and maintain behavior, reinforcement which can be defined as anything increasing and sustaining the frequency of behavior acts as the first element. Examples of reinforcement may include verbal and written praise, rewards (Brophy, 1998). Spaulding (1992) also emphasizes that when students display desired behaviors, teachers should reward them in order to encourage other students to demonstrate similar behaviors. The students who performing inappropriate behaviors, on the contrary, should be punished so that either the student displaying inappropriate behavior or the other students do not act in the same way in the future. Oxford and Shearin (1994) claim that reinforcement theories are the ones with which teachers are more familiar with. Teachers can reinforce behavior extrinsically by

praise or tangible prizes. Although this can be done in class, intrinsic rewards are more effective; therefore, teachers should also help students to discover intrinsic rewards within themselves or by means of the language tasks.

Dörnyei's Motivational Framework of L2 Motivation

A framework developed by Dörnyei (1994a) has also been a significant novelty in understanding L2 motivation as far as an L2 classroom is concerned. According to Dörnyei (1994a), this framework comprises three levels: the Language Level, the Learner Level, and the Learning Situation Level.

The first level, the language level, concentrates on orientations and motives regarding many perspectives of L2; for example, culture, community, pragmatic benefits. This dimension of the framework is in accordance with Gardner's approach.

There are two general motivational subsystems, *the integrative* and *an instrumental motivational subsystem*. The integrative motivational subsystem centers round "the individual's L2-related affective predispositions" like social, cultural, and ethnolinguistic elements (Dörnyei, 1994a: 279). On the other hand, the instrumental motivational subsystem is placed around the person's future career efforts.

The second level, learner level, consists of the individual's characteristics like need for achievement, and self-confidence which includes language anxiety, L2 competence, attributions and self-efficacy.

The third level, the learning situation level, is composed of intrinsic and extrinsic motives and motivational elements. The course-specific motivational elements refer to the syllabus, the materials and the method used in teaching, and the

learning tasks. Teacher-specific motivational components are made up of affiliative motive to make the teacher happy, authority type, and direct socialization of motivation (modeling, task presentation, feedback). Group specific motivational components include goal orienteers, norm & reward system, group cohesion, and classroom goal structure.

Language Attitudes

In the field of foreign language learning, it is fact that both motivation and attitudes have impact on students' success in learning a foreign language. It is also claimed that attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, they cannot be motivated. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn. There are many studies conducted on motivation and attitudes from a variety of perspectives, some researchers investigated the effect of attitudes on success, some others conducted studies on how students' attitudes changed due to direct contact with the native speakers of the target language, some worked on identifying whether attitudes could change thanks to instruction. This section will deal with studies' findings on attitudes and some models developed by the researchers.

Motivation and Language Learning

The studies of SLA all reveal the fact that motivation is one of the main factors which affects success of the language learner. Motivation, according to Gardner (1985), “refers to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” .

Language teachers, though intuitively, often put forth that students are unsuccessful because they are not motivated. Dörnyei (2001a) claims that motivation can help majority of the learners to learn a language if they are motivated. Oxford and Shearin (1994) also maintain that motivation influences how high the level of the learners’ language will be.

Since the introduction of the concept of motivation, many studies have been done on motivation and have revealed correlations between level of motivation and achievement. Researchers all agree on the effect of motivation on language learning (Dörnyei, 2001a, 2001b, 2005; Ehrman, Leaver and Oxford, 2003; Graham, 2004; Semmar, 2006; Masgoret and Gardner, 2003). However, there is no consensus as to whether integrative orientation or instrumental orientation is more influential on motivation. Gardner and his associate (1972) claimed that integrative orientation was stronger, and integratively motivated students were more successful learners than the students who were instrumentally oriented. The reason for this was that the students, because they wanted to integrate into the culture where the target language was spoken, were more motivated and also more successful than those students with an instrumental orientation. Dörnyei (1990) claims that instrumental drives and need for achievement may be useful until intermediate level; however, “in order

to get beyond this point, that is, to “really learn” the language, one has to be integratively motivated” (p. 9) in spite of the fact that his research results demonstrated that instrumentality was most important factor influencing motivation.

Humphreys and Spratt (2008) investigated Hong Kong tertiary students' motivation towards learning English, Putonghua and an elected language. The results revealed that students regarded Putonghua with more instrumental value; however, English and the chosen language had more relationship with affective and integrative terms. This finding was significant in that although students were aware of the instrumental value of English, the drive to learn English was not instrumental. Therefore, the researchers suggest that although teachers of English in Hong Kong attempt to address students' instrumental motivation, it should be emphasized that integrative motivation is the key for them.

Autonomy and Motivation

Dörnyei (2005) claims that learners who can work and learn independently are able to become more successful and proficient. The relationship between motivation and autonomy was best pointed out by self-determination theory by Deci and Ryan (1985). According to self determination theory, to be able to choose freely and to be given an opportunity to have choices are prerequisites to motivation. This is further supported by Noels et al. (1999) that autonomy is assumed to be an antecedent of intrinsic motivation, which reveals the fact that autonomy can predict L2 intrinsic motivation. Wu (2003) also maintains that

perceived autonomy in L2 learning is dependent on whether the learners are provided with adequate control in their learning in terms of their objectives, processes and outcomes. He puts forth that in the extended self-determination theory (ESDT hereafter) framework, by giving students a chance to study the content that they choose according to their own abilities, interests, and needs, the learners are permitted to form their own sub objectives in line with main objectives. They are also allowed to choose the methods, which enables them to have control over their own learning. Finally, students also have control over their learning outcomes by being encouraged to self-monitor, self-modulate and self-evaluate themselves. In spite of these, the self-regulation is not enough for perceived autonomy; therefore, ESDT provides learners with a chance to get strategy training integrated in activities.

METHODOLOGY

This chapter will give information about the methodology of the research. It also informs about the overall of the study in terms of the setting and the participants, the data collection tools and procedures, and the data analysis.

Methods

In this study, the researcher will attempt to examine students' attitudes towards learning English language, motivation level and orientations as a language learner and also how these students' study habits differed according to their motivation level. In order to investigate attitudes and motivation, the survey

technique was used to gather data. The reason for this is surveys are the most commonly used methods to gather descriptive data for a variety of scopes from small studies to large-scale studies. The advantage of using a survey is that the researcher does not do anything to manipulate the situation, which means the researcher does not do anything to influence the subjects. The subjects are free to give their own perspectives while the researchers just observe them “without trying to alter anything” (Jaeger, 1988:307).

The survey will use for the purpose of collecting data is a partial replication of the survey. It is partial replication in that the attitudes and motivation scales; however, since the researcher also will attempt to investigate study habits, I will question students to write whether they were more or less motivated to learn English when they were in secondary school. The researcher added a statement which will ask students to write down their study habits when studying English. Also, in order to better picture students' study habits, they were also required to answer five questions according a given situation for their vocabulary study habits.

The sampling method will use for the study is convenience sampling. Convenience sampling is best when there are no chances to “select a random or a systematic nonrandom sample” (Fraenkel and Wallen, 2003). It is also useful when investigating a problem in a specific context.

At Technical University of Babahoyo there is a high rate of failure in English courses and a high rate of absenteeism. This is assumed to be due to the fact that students studying at this university do not have positive attitudes towards

learning English and they are not sufficiently motivated. As a result they do not attend classes, study outside school and they fail the courses. Taking into consideration this problem, the researcher administered the survey in second-year classes he taught in order to examine whether the assumption had any scientific value.

Population

The purpose of this study is to acquire a deeper understanding of students' perceptions regarding language learning activities as well as English language learning in general. Thus, the participants are all nonatives students who are currently attending English language courses concurrently to their regular university classes to improve their English skills in certain areas (for example, speaking and academic writing).

The participants of the study will be 30 students Technical University of Babahoyo, who are studying in the first semester, academic year 2017. Seventeen of these participants are female students, and thirteen of them are male students. Their ages ranged between 18 and 21. Their level of English is beginner A2. Three of the students had been studying English since kindergarten. Twelve of them had been studying English since they were primary school students. Ten of them started to learn English when they were at High School, and finally eight students started to learn English at university.

Data collection instruments

The surveys will be distributed to the 30 students during their normal class session during which time they were given clear instructions and explanation for filling out the surveys. The surveys will be then collected upon completion.

With the aid of the questionnaire, I wanted to examine the perceptions of students studying English as a foreign language with respect to the effectiveness of and their preferences in various language learning activities. This included the investigation of their motivation for and attitude towards English language learning in general and also the participants' view on their previous foreign language learning experiences in their native country. The research participants and I met at a designated time and place, which I had individually scheduled with each of them.

Pilot Study

The researcher, after getting confirmation from the supervisor concerning the instrument, asked for the permission of the Coordination of career and for a permission to collaborate with the other two colleagues. Upon receiving permission from the Coordination, the researcher and his two colleagues administered the instrument in the same week towards the end of semester. It took the students 30 minutes to complete it.

With the aid of the questionnaire, I wanted to examine the perceptions of students studying English as a foreign language with respect to the effectiveness of and their preferences in various language learning activities.

This included the investigation of their motivation for and attitude towards English language learning in general and also the participants' view on their previous foreign language learning experiences in their native country. The research participants and I met at a designated time and place, which I had individually scheduled with each of them. Following the analysis of the collected data, five out of those 15 individuals were selected for follow-up interviews. The potential interviewees were those who had previously consented to participate in a follow-up interview.

Data Analysis

The purpose of the data collection was to answer the following research questions: 1. What is the learner's motivation for studying English? 2. What is the learner perception of instructional methods and learning activities in terms of effectiveness and enjoyment? In order to answer the first question, regarding the motivation of students to learn English, several ways of data collection were used. First, the questions 4 to 7 specifically ask for the individual's explanation on his/her motivation to study English (Question 6) and the reasons for studying in an English speaking country (Question 7). Furthermore, by asking whether the respective language is perceived as important in the participant's native country (Question 4) and his/her personal opinion on the importance of its learning (Question 5), the answers indirectly revealed the attitude toward the studied language, and disclosed any possible correlation between the motivation to study it and the value of having sufficient knowledge about it. In

addition, Question 9, in which participants were asked to identify additional activities they had done to improve their language skills (if they had done any), also gave further information on the individual's motivation and reasons for learning English. Data collected and analyzed from Questions 8, and 11-13 were used to answer the question on what kinds of instructional methods and activities were thought to be enjoyable and enhancing to one's learning. The second research question was answered by analyzing the percentage numbers and frequency counts, which were obtained through these survey questions, by looking at the characteristics of salient items and also comparing the activities that were perceived as helpful (or not useful at all) and those which were seen as fun and motivating (or not at all). Moreover, the participants' statements made during the follow-up interviews served as further source of information to get more in-depth insights into their reasoning for their particular selection of choices.

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APPENDIX

Questionnaire

1. What is your native country? _____
2. What is your native language? _____
3. For how many years have you studied English? _____

Perception on English Language Learning

4. How important is learning English in your native country?

- ☐ Very important
- ☐ Important
- ☐ Somewhat important
- ☐ Not so important
- ☐ Not important at all

5. Do you personally think it is important to learn English? ☐ Yes ☐ No

Directions: Please answer Questions 6 to 7 by giving a written explanation.

6. What are your reasons for studying English? _____

7. Why did you decide to study abroad? _____

English Language Learning Experiences

Directions: Please indicate which of the following category applies best for each statement by placing an "X" in the appropriate column.

8. When you were learning English in your High School, what did you experience that benefited your learning?

	Learning activity	Frequently	Sometimes	Rarely	Never
1	We learned grammar through explicit rule teaching and exercises.				
2	We did pronunciation practice exercises				
3	Errors were corrected by the teacher.				
4	We used classroom conversations and Discussions				
5	The teacher gave us vocabulary that we were supposed to study (e.g. vocabulary lists).				
6	We worked and talked in small groups.				
7	7 The teacher used materials from real life (e.g. TV, magazines, newspaper, radio shows, etc.).				
8	The teacher used visual material such as pictures and movies.				
9	9 We used songs and games to learn the language.				
10	We worked and talked in pairs.				

|

Directions: Please check off the answer(s) that apply to you (You can choose more than one

if there are several which apply to your previous English language learning experience).

9. Did you do any additional activities to improve your language skills?

☐ Yes ☐ No

If you checked off “yes”, please indicate which of the following apply to you:

- ☐ I had additional lessons outside of school (e.g. at language schools).
- ☐ I studied abroad in an English-speaking country for a longer period of time.
- ☐ I attended special language programs (e.g. summer programs).
- ☐ I listened to English music.
- ☐ I watched movies and television shows in English.
- ☐ I travelled to English-speaking countries.
- ☐ Other: _____

10. Do you think your previous English studies in your School have been helpful for your study here at the University? ☐ Yes ☐ No

Explain. _____

