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**TEENAGERS' MOTIVATION IN SECOND LANGUAGE ACQUISITION:**

**A Case Study of Two Elementary Schools in the South of Brazil**

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Ao meu esposo Renato, ao meu filho Vinícius, aos meus pais e aos meus amigos, que estiveram presentes em todos os momentos dessa caminhada.

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## ABSTRACT

**TEENAGERS' MOTIVATION IN SECOND LANGUAGE ACQUISITION:****A Case Study of Two Elementary Schools in the South of Brazil**

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Considering that motivation is of great importance in the process of acquiring a second/foreign language, whereas it is responsible for providing the primary interest in initiating L2 learning and also for maintaining it throughout the process (Dornyei, 2005), the aim of the research here proposed was to investigate the teenagers' motivation towards their EFL classes and their teachers' opinions about their motivation and overall behavior in class. The research was carried out with two coordinators, four English teachers and two hundred and thirty-seven students from a public and a private school in Joinville, Santa Catarina, Brazil. The study attempted to provide an overview of some theoretical aspects of motivation that seem to be particularly relevant in the adolescent learners' process of learning a foreign language, discussing the relation between SLA, the adolescence and its impact in the SLA process, considering individual differences and affective factors, especially motivation. The method used in the research consisted of semi-structured interviews with the coordinators and teachers, and questionnaires administered to the students. The results suggest that there is a mismatch between the teachers' thoughts about adolescent students' motivation and the way they really feel in their EFL classes. Although English teachers, in general, usually believe that teenagers seem not to be motivated, the data collected showed that most

of the participants of this study like their English classes and feel motivated towards them. The study also indicates that the socio-economic and cultural milieu of the students may influence their overall motivation, since the students from the private school, so the middle-class ones, showed extrinsic motivation for learning English, while the ones from the public school, the less privileged ones, showed intrinsic motivation. These findings corroborate Dornyei's (2001b) assumption that motivation to learn a language is a complex situation, as language learning is not only an educational activity, but also involves social and cultural issues.

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## RESUMO

**A MOTIVAÇÃO DOS ADOLESCENTES NA AQUISIÇÃO DE UMA SEGUNDA LÍNGUA:  
Um estudo de caso de duas escolas de Ensino Fundamental do Sul do Brasil**

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Considerando que a motivação é um fator de grande importância no processo de aquisição de uma segunda língua/língua estrangeira por gerar interesse em iniciar a aprendizagem da mesma e também por mantê-la durante todo o processo (Dornyei, 2005), o objetivo da pesquisa aqui proposta foi investigar a motivação dos alunos adolescentes em relação às suas aulas de Inglês e verificar a opinião dos seus professores em relação à motivação dos mesmos e seus comportamentos em sala de aula. A pesquisa foi realizada com duas coordenadoras, quatro professoras de Inglês e duzentos e trinta e sete alunos, de uma escola pública e de uma escola particular de Joinville, Santa Catarina, Brasil. O estudo procurou oferecer uma visão geral de alguns aspectos teóricos da motivação que são relevantes no processo de aquisição de uma segunda língua para os adolescentes, buscando discutir a relação existente entre o processo de aquisição de uma segunda língua, a adolescência e o impacto desta relação em tal aprendizado, considerando as diferenças individuais e os fatores afetivos, principalmente a motivação. O método utilizado na pesquisa consistiu de entrevistas semi-estruturadas, feitas com as coordenadoras e professoras, e de questionários, aplicados aos alunos. Os resultados sugerem que há uma dissonância entre o pensamento da maioria dos professores de Inglês, que acreditam que seus alunos normalmente se mostram desmotivados durante as suas aulas, e o que foi relatado pelos alunos. A análise dos dados também indica que o

meio sócio-econômico e cultural dos alunos pode influenciar a motivação dos mesmos, uma vez que os alunos da escola particular, os de classe média, mostraram ter uma motivação extrínseca em relação ao aprendizado da língua inglesa, enquanto os da escola pública, os menos privilegiados, demonstraram ter uma motivação intrínseca. Tais resultados corroboram a hipótese de Dornyei (2001b) de que a motivação para aprender uma segunda língua é uma situação complexa, já que a aprendizagem de uma língua não é somente uma atividade educacional, mas também envolve questões sociais e culturais.

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## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	v
RESUMO .....	vii
LIST OF FIGURES .....	xii
LIST OF TABLES.....	xiii
LIST OF APPENDICES.....	xiii
LIST OF ABBREVIATIONS .....	xiv
<b>INTRODUCTION</b> .....	<b>1</b>
1.1    SIGNIFICANCE OF THE RESEARCH.....	2
1.2    ORGANIZATION OF THE THESIS .....	3
<b>REVIEW OF LITERATURE</b> .....	<b>5</b>
2.1    SECOND LANGUAGE LEARNING.....	5
2.1.1    Second Language Acquisition.....	5
2.1.2    Factors Involved in a SLA Process.....	7
2.1.3    The Age Factor – the learning process in adolescence .....	8
2.1.4    Affective And Cognitive Factors and the Individual Differences .....	9
2.2    MOTIVATIONAL ASPECTS.....	11
2.2.1    Psychological and Cognitive theories of motivation .....	12
2.2.2    Motivation in the Second Language Learning Process: Gardner and Lambert’s Model .....	15
2.2.3    Defining Motivation for Second Language studies .....	18
2.2.4    Demotivation in the Second Language process.....	22
2.2.5    Age and Motivation .....	24
2.3    ADOLESCENT LEARNERS.....	24
2.3.1    Adolescent Age In General .....	24
2.3.2    Adolescent Age in SLA .....	25
2.4    SOCIO-CULTURAL ASPECTS .....	27
2.4.1    A Socio-constructive approach to motivation .....	29
<b>METHOD</b> .....	<b>31</b>
3.1    THE CLASSROOM CONTEXT .....	32
3.2    THE PARTICIPANTS .....	33

3.2.1	The students.....	33
3.2.2	The English teachers.....	34
3.2.3	The coordinators.....	35
3.3	THE INSTRUMENTS.....	35
3.3.1	The students' questionnaires.....	36
3.3.2	The teachers' and the coordinators` semi-structured interviews.....	40
3.4	PROCEDURES.....	43
3.4.1	Procedure – students' questionnaires.....	43
3.4.2	Procedure – teachers' and coordinators` semi-structured interviews.....	43
3.4.3	Procedure – analyses and interpretations of the questionnaires and the interviews.....	43
	<b>RESULTS AND DISCUSSION.....</b>	<b>44</b>
4.1	INTRODUCTION.....	44
4.2	RESEARCH AT SCHOOL 1.....	45
4.2.1	Results from School 1:.....	45
4.2.2	General Analysis of the answers (School 1).....	49
4.3	RESEARCH AT SCHOOL 2:.....	50
4.3.1	Results from School 2:.....	50
4.3.2	General Analysis of the answers (School 2).....	55
4.4	COMPARISON AND DISCUSSION OF THE RESULTS FOUND IN THE TWO SCHOOLS... ..	56
	<b>FINAL REMARKS, PEDAGOGICAL IMPLICATIONS AND LIMITATIONS OF THE STUDY ....</b>	<b>61</b>
5.1	ANSWERING THE RESEARCH QUESTIONS.....	61
5.2	SOME REFLECTIONS ON YOUNG LEARNERS AND MOTIVATION.....	62
5.3	PEDAGOGICAL IMPLICATIONS.....	63
5.4	LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH.....	65
	<b>REFERENCES.....</b>	<b>66</b>
	<b>APPENDICES.....</b>	<b>69</b>
	Appendix 1. The students' questionnaire (School 1).....	69
	Appendix 2. The teachers' semi-structured interview (School 1).....	71
	Appendix 3. The students' questionnaire (School 2).....	72
	Appendix 4. The teachers' semi-structured interview ( <i>School 2</i> ).....	74
	Appendix 5. The coordinators' semi-structured interview (Schools 1 and 2).....	75
	Appendix 6. Transcriptions of <i>School 1</i> .....	76

Appendix 7. Transcriptions of school 2 ..... 87

## LIST OF GRAPHS

Graph 1 – School 1: Number of students per grade

Graph 2 – School 2: Number of students per grade

Graph 3 – School 1, Question 1: “Do you like your English classes?”

Graph 4 – School 1, Question 6: “How do you feel in relation to your English Classes, motivated or not?”

Graph 5 – School 2, Question 1: “Do you like your English classes?”

Graph 6 – School 2, Question 3: “How do you feel in relation to your English Classes, motivated or not?”

## LIST OF FIGURES

Figure 1: The socio-educational model proposed by Gardner and Lambert (MacIntyre, 2002, p.47)

Figure 2: Motivation in Secondary and Elementary School. Adapted from Guthrie and Wigfield (2000)

## LIST OF TABLES

Table 1 – Motivational dichotomies (Brown, 1994, p.156).

Table 2 – Extra activities incidence on School 2 students` answers

## LIST OF APPENDICES

Appendix 1. The students' questionnaire (School 1)

Appendix 2. The teachers' semi-structured interview (School 1)

Appendix 3. The students' questionnaire (School 2)

Appendix 4. The teachers' semi-structured interview (School 2)

Appendix 5. The coordinators' semi-structured interview (Schools 1 and 2)

Appendix 6. Transcriptions of *School 1*

Appendix 7. Transcriptions of *School 2*

## LIST OF ABBREVIATIONS

EFL – English as a Foreign Language

FLA - Foreign Language Acquisition

L2 – Second Language

SLA – Second Language Acquisition

TESOL – Teachers of English to Speakers of Other Languages

## CHAPTER I

### INTRODUCTION

The study here proposed is about the adolescent learners' motivation towards their English classes and it aims at investigating whether and/or how biological, cognitive, social, and motivational aspects can interfere in their process of learning a foreign language.

The reason I have chosen to carry out this study is based on the fact that teaching teenagers and dealing with them in class has never been a problem for me. However, after working with them for more than ten years, I could notice that what seems to be easy and pleasant for me, seems to be hard and completely unpleasant for most of my colleagues. Adolescents are usually described by other English teachers as demotivated, apathetic and unresponsive in their regular school classes. Therefore, my work attempts to find out how those students really feel during their English classes and also, to find out what may influence their behavior and motivation in class.

Moreover, the present study aims at filling a gap in the area of motivation involving adolescents in the foreign language classroom. Some international studies involving motivation were easily found, as the one related to university students of English in Bangladesh (this study discusses motivation and strategy use of university students to learn spoken English) or the one related to Malaysian university students' motivation. Some articles were also found, for example: *The Role of Motivation in the Learning of English as a Foreign Language*, involving secondary students; *Motivation of Adolescent Students toward Success in School*; *The Lack of Motivation: Early Adolescents in the Transition Years*. Yet, none of those studies were specifically related to adolescent students' motivation towards their EFL classes in elementary schools. Some Brazilian studies were also found, but again they were not specifically related to the topic here proposed. For this reason, the peculiarity of the present study lies exactly on the fact that it privileges a perspective that has not been investigated anywhere so far.

## 1.1 SIGNIFICANCE OF THE RESEARCH

Since the 1990s, motivation has attracted more attention from teachers and researchers alike than any other individual difference factor, originating a growing number of theoretical models of Second Language motivation. This is a reflection not just of its importance for understanding language learning but also of the potential for maximizing its success (Ellis, 2005).

Although any learning situation involves numerous factors, such as biological, cognitive, social and affective, in the process of Second Language Acquisition (SLA) the importance of the latter is unquestionable, mainly because it is the main engine of students' motivation, and it is believed that, in the case of foreign language learning, motivation may determine the learners' success or failure. Dornyei (2001b), for example, states that learners who do not have language aptitude can master a foreign language if they are motivated. Moreover, there is evidence that if students are motivated and engaged, learning will improve.

However, when dealing with adolescent students, there is usually a consensus among teachers suggesting that that kind of students lacks motivation, being most of the times noisy, absent-minded, rude, aggressive, tiring and apathetic. As this work intends to discuss, people, such as teachers and parents, who work and/or deal with them on a daily basis hardly ever can answer the reasons how and why adolescents are like this. What is certainly mentioned by those people is that "they look forward to having 'this phase' ended as soon as possible" (Basso, 2008, p. 115, [my translation]).

Adolescence can be described as an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Reed *et al* (2004), for example, list the complexities of adolescents' identity and the changes they are undergoing, mentioning their physical growth, their emotional and intellectual maturation, and the responsibility they face in becoming young adults. This complex moment teenagers go through means a great problem to the school and to the teacher (Tiba, 2005), and it is possible to presume that most foreign language teachers may not know how to deal with such students.



The difficulty teachers have in dealing with teenagers may be a consequence of the teachers' lack of understanding of how individual differences are essential in learning. As a result of this lack of knowledge, learners' differences are usually not taken into consideration by teachers, and the adolescent learners are taught in the same way as the adult learners, having their chronological and psychological differences ignored.

Thus, this research may help us to have a better understanding of adolescent students' motivation and behavior in class and it may also reveal how motivation can influence their overall performance.

The premise outlined above led me to raise the following research questions:

1. What is motivation for the adolescent students investigated?
2. What is motivation for the adolescent students' English teachers investigated?
3. Do the adolescent students investigated feel motivated or not in their EFL classes?
4. How do the investigated teachers perceive their adolescent students in class – motivated or not?
5. What makes the investigated students feel motivated in class and what do their teachers believe motivates them the most?

## 1.2 ORGANIZATION OF THE THESIS

This current research report is divided into five chapters. In the first chapter, I briefly introduce the study, the research questions and the significance of the study. The second chapter presents an overview of the literature related to adolescence and motivation. It is divided into 4 sections that cover the aspects related to the theme, trying to relate the SLA process with motivational aspects and with some adolescents' characteristics. In the first section, the factors involved in a SLA process are considered, but the affective ones receive better attention in order to prepare the discussion about motivation. The second section introduces the central topic of the study: motivation in the second language process of acquisition. Motivation and demotivation concepts are discussed and a relation between age and motivation is provided. The third section analyzes adolescent learners'

characteristics, in general, and how some of these characteristics may influence their learning of a second/foreign language. Finally, the fourth section highlights the importance of considering socio-cultural aspects and the environment in which the learner is inserted, in any kind of research involving learning.

The third chapter provides the reasons for adopting a qualitative kind of research, describing the method used in this investigation, and the characteristics of the schools researched, considering their differences and their students' realities, as 117 (a hundred and seventeen) students come from a medium-class private school and 120 (a hundred and twenty) students come from a low-class public school. The fourth chapter presents and discusses the results of the study, highlighting the differences and the similarities among the age groups and also between schools. Finally, in the last chapter, the final remarks provide some conclusions and pedagogical implications, comparing the results of the research with aspects presented in the literature, recognizing some limitations of the study, and pointing out some suggestions for further research.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 SECOND LANGUAGE LEARNING

##### 2.1.1 Second Language Acquisition

Since its beginnings, the field of SLA has drawn theoretical inspiration from other fields. Before the field of SLA theory and research was established, notions of how people acquired non-primary languages were closely tied to pedagogical concerns. Prior to the 1990`s, the explanation for language acquisition fell into two periods, basically. The first period is marked by the use of *behaviorism* – a theory ‘borrowed’ from psychology – to account for both first and second language acquisition. Subsequently, as empirical research on both first and second language acquisition demonstrated some major problems with the behaviorist account of language learning, the field of SLA entered a *postbehaviorist era* in which multiple theories started to appear. Some of them have been updated; others have faded from prominence. The dominant theory at that time, however, is one that retains considerable influence today: the Monitor Theory of Stephen Krashen (VanPatten & Williams, 2007).

Behaviorism, the first theory that accounted for SLA, is a theory of animal and human behavior, which “attempts to explain behavior without reference to mental events or internal processes” (VanPatten & Williams, 2007, p. 18). Rather, all behavior is explained solely with reference to external factors in the environment. Behaviorists believe that mental processes are not involved in language learning, but it is purely a result of the association of events, a response to environmental stimuli and subsequent reinforcement or punishment; with reinforcement encouraging continuation of the response behavior and punishment discouraging it (VanPatten & Williams, 2007). According to behaviorism, language learning is seen as similar to any other

kind of learning with imitation of models in the input, practice of the new behavior, and the provision of appropriate feedback. In other words, to learn a second language, learners must be exposed to a large number of target examples of language, they should imitate these models repeatedly and receive feedback. This process should be repeated until these behaviors have become a habit. However, “an active participation by the learner was considered a crucial element of the learning process” (VanPatten & Williams, 2007, p. 20).

But, as behaviorism couldn't explain all the observed phenomena, new studies arose. The Monitor Theory was the first theory specifically developed for SLA. According to Krashen, (as cited in VanPatten & Williams, 2007), the Monitor Theory can explain why what is taught is not always learned, why what is learned may not have been taught, and how individual differences among learners and learning contexts is related to the variable outcome of SLA.

The Monitor Theory consists of five interrelated hypotheses (VanPatten & Williams, 2007): the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis. Below, two of the hypotheses, which are relevant for the development of this work, are explained.

The first one, *the acquisition-learning hypothesis*, is considered the central hypothesis in Monitor Theory, because Krashen maintains that the **acquisition** and **learning** constructs within the theory are two separate ways of gaining knowledge. Once gained, these types of knowledge are stored separately. In other words, knowledge that is learned may not be converted into acquired knowledge via some kind of practice and become available for spontaneous use. For this reason, Krashen argues, “the effects of formal instruction on SLA, including feedback on errors, are peripheral, suggesting that such pedagogical approaches should be abandoned in favor of one based on the provision of copious and the opportunity for meaningful interaction” (VanPatten & Williams, 2007, p. 26).

The last of the five interrelated hypotheses is also very important, because according to Krashen, the **affective filter** can help explain the variable outcome of SLA across L2 learners. For Krashen,

learners who are comfortable and have a positive attitude toward language learning have their filters set low, allowing unfettered access to comprehensible input. In contrast, a stressful environment, one in which learners are forced to produce before they feel ready, raises the affective filter, blocking the learners' processing of input. (VanPatten & Williams, 2007, p. 28).

The two theories, briefly sketched above, present aspects related to motivation and to variables associated to learners' individual differences, aspects which are crucial in the process of second language acquisition. The behavioral current, on one side, emphasizes the active participation of the students and their responses to environmental stimuli, and the Monitor Theory, on the other side, stresses the positive attitude of the learners and takes into consideration the environmental influence on the learners' behavior, setting their affective filters low or high, facilitating or blocking their learning process.

Learning a second language is a complex process in which many factors are involved. Gardner and MacIntyre (MacIntyre, 2002) state that "there are probably as many factors that might account for individual differences in achievement in a second language as there are individuals" (p. 47). Given this statement, it seems impossible to take into account all these factors in a single study. Therefore, this paper aims at analyzing the process of learning a second language considering two combined factors: age, because it deals specifically with teenagers, and issues related to motivation for learning.

### 2.1.2 Factors Involved in a SLA Process

Learners vary enormously in how successful they are in learning a language. This is true for both first language (L1) and second language (L2) acquisition, although there is an important difference: "in the case of L2 acquisition (SLA), learners vary not only in the speed of acquisition but also in their ultimate level of achievement, with a few achieving native-like competence and others stopping far short" (Ellis, 2005, p. 525). According to Ellis (2005), those differences could be explained through the analysis of three different sets of factors: social, cognitive and affective. The author emphasizes the ones that "lie inside the learner" (p. 525), the affective and the cognitive factors, considering the role of individual differences. However, the "age factor has been a constantly recurring theme of language acquisition" (Singleton & Ryan, 2004, p. 1).

As far as age is concerned, three aspects are relevant to the learning process: the biological, the affective and the cognitive (Brown, 1994). Firstly, regarding the biological aspects, the critical period hypothesis has still been one of the most discussed topics in the area of second language acquisition. The hypothesis claims that there is an ideal ‘window’ of time to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful. According to many researchers, the ‘window’ occurs around puberty. Regarding the affective aspects, adolescent students are usually insecure and vulnerable due to the physical, social, and affective changes they are undergoing. Considering the cognitive aspects, Brown (1994) states that “human cognition develops rapidly throughout the first sixteen years of life and less rapidly after adulthood” (p. 42). Adolescents’ changes and complexities seem to be very often ignored by teachers who generally consider them “restless, defiant, alienated” (Bean & Harper, 2004, p. 393). As a consequence, teachers may tend to have little involvement with them, adopting a teacher-centered procedure in which knowledge is worked out in a passive way.

### 2.1.3 The Age Factor – the learning process in adolescence

Shumin (2002) agrees with Dornyei in stating that “age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning” (p. 205). Many studies, as the ones by Singleton and Ryan (2004), Castro (2003) and Ellis (1999), argue that children who begin learning a second language in early childhood, through natural exposure, achieve higher proficiency than those beginning as adults. It has also been constantly discussed that many adults fail to reach nativelike proficiency in a second language. However, few studies refer specifically to adolescent learners, involving cognitive and affective variables.

Singleton and Ryan (2004) discuss some of the aspects that involve language acquisition, mentioning the connections between age and language development. According to the authors, even in L1 acquisition there is a so called ‘critical period’ for language development, which is a “limited phase in development of an organism during which a particular activity or competency must be acquired if it is to be incorporated into the behavior of

that organism” (Singleton & Ryan, 2004, p. 32). And those authors add that “the age most frequently posited as the upper limit of the critical period is the early teens” (Singleton & Ryan, 2004, p. 40). A variety of evidence was considered to set this cut off point. Nevertheless, while some evidence in question indicates linguistic advantages associated with early L1 acquisition, “there are no clear grounds for believing that language acquisition absolutely cannot occur beyond puberty” (Singleton & Ryan, 2004, p. 60).

Singleton and Ryan (2004, p. 60) also stress that post-pubertal L2 learners no longer have access to the purportedly innate cognitive subsystem claimed to be dedicated to language acquisition/processing, and that verbal analytical skills may play a greater role in later than in earlier L2 acquisition. That is why “L2 learners whose exposure to the L2 begins in adolescence/early adulthood are considered more efficient and successful than younger learners” (ibid). Adolescents/adult L2 learners are initially more efficient, but in the long run the younger a learner is when the L2 acquisition process begins, the more successful the outcome of that process will be (Singleton & Ryan, 2004, p. 61).

#### 2.1.4 Affective And Cognitive Factors and the Individual Differences

The study of language learner characteristics, or individual differences, “has a long tradition in second language studies and nobody would question that factors such as language aptitude, motivation, or learning styles are important contributors to success in mastering a foreign language” (Dornyei, 2005, p. xi).

Learners’ variables can be broadly classified as *cognitive* and *affective*. Cognitive abilities are intelligence, language learning aptitude, working memory capacity and speed. The affective factors are emotions, self-esteem, empathy, anxiety, attitude, and motivation. The affective side of the learner is probably one of the most important influences on language learning success or failure (Shumin, 2002). However, it is only in establishing and researching the interaction of each of these kinds of learners’ variables with the learning context that “the nature of the optimal ‘fit’ between learning and instruction can be identified” (Robinson, 2002 p. 2).

“Affective factors are inextricably bound up with cognitive development” (Singleton & Ryan, 2004, p. 164), and in relating them to age factors, we can find that the emotional life of adolescents and adults differs in major respects from that of children. Apart from the most obvious physiological distinctions between different age-groups, what separates them is probably as much as matter of *feeling* as of *thinking*.

There has been a reconceptualization of the affective variables thought to contribute to differential instructed L2 learning success. “While aptitude and intelligence are fixed cognitive attributes, motivation and anxiety can often be changed and shaped through teacher intervention in learning” (Robinson, 2002, pp. 7-8).

“When we think of individual differences among language learners, motivation springs quickly to mind as one of the most important of these variables” (MacIntyre, 2002, p. 45). However, motivation is not a “thing” or a “condition”. It is one of the many motives a person might possess. There are a multitude of motives present in every person and these motives fluctuate as time moves along. Given that individual motives rise and fall over time, motivation can be conceptualized as a motive which gives behavior its energy and direction. As a student progresses through the language learning process, changes in attitudes and motivation are to be expected (MacIntyre, 2002).

The affective variables of motivation, empathy, ego-boundaries, and the desire to identify with a cultural group all seem to contribute to the uniform success of children in learning their native language. Whereas child language acquisition seems to be a means toward an end – socialization - lack of such motivation in adults and the absence of a positive attitude toward language learning and toward the target language and its culture, may be responsible for the lack of success in most adult second language learning (Taylor, 1974, as cited in Singleton & Ryan, 2004, p. 165).

It must be acknowledged that given its considerable breadth, studying motivation necessarily means “slicing off a small piece of the theoretical pie” (MacIntyre, 2002, p. 55). It would be impossible to include all potentially relevant variables in a single model. The socio-educational model, the first model this study will discuss next, mapped out a specific domain within the field of language learning motivation, and research proceeded in a programmatic fashion. Testable hypotheses can be generated from the list of variables, but there is a lot of work in understanding the influence of any one of them. Zoltan Dornyei has been the most active of the critics in developing and testing an expanded motivational framework, but there is still the need for empirical



research to test hypotheses, intuitions, and potential applications of any expanded model of language learning motivation (MacIntyre, 2002, pp. 55-56). However, there is no shortage of empirical research in the study of motivation, broadly defined. Studies address what might seem to be simple questions, but generate complex answers (MacIntyre, 2002, p. 58).

## 2.2 MOTIVATIONAL ASPECTS

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. In second language learning it is easy to claim that a learner will be successful with the proper motivation (Brown, 1994). But these claims gloss over a “detailed understanding of exactly what motivation is and what the subcomponents of motivation are” (Brown, 1994, p. 152).

Given the vast relevance of motivation, one would expect it to be of primary concern for researchers interested in human achievement and learning. This is indeed the case: the study of motivation is a prominent area both in the fields of psychology and education. Given the long tradition of motivation research, one would also expect to find some well-established motivation models that have stood the test of time. According to Dornyei (2001b), this, unfortunately, is not the case: contemporary motivational psychology is characterized by a “confusing plethora of competing theories, with little consensus and much disagreement among researchers” (Dornyei, 2001b, p. 2). In fact, we can say without much risk of exaggeration that motivation is one of the most elusive concepts in the whole domain of the educational psychology. This is, of course, no accident. Motivation theories attempt to explain nothing less than why people behave and think as they do, and human nature being as complex as it is, there are simply no cut and dried answers to be offered (Dornyei, 2001b).

Opinions diversify at an alarming rate, researchers disagree strongly on virtually everything concerning the concept, and there are also some serious doubts whether ‘motivation’ is more than a rather obsolete

umbrella term for a wide range of variables that have little to do with each other. Perhaps the only thing about motivation most researchers would agree on is that it, by definition, “concerns the *direction* and *magnitude* of human behavior, that is the *choice* of a particular action, the *persistence* with it, and the *effort* expended on it. In other words, motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it” (Dornyei, 2001a, p. 8).

### 2.2.1 Psychological and Cognitive theories of motivation

In order to have a better understanding of the central objective of this investigation, it is necessary to have a historical overview of the psychological and cognitive theories of motivation, moving from the behaviorist to the socio-constructivist way of understanding it.

The understanding and approach of the motivational phenomenon as a psychological process depends on the understanding of the human nature’s complexity and the conditions which influence it. This process consists in knowing why the individual chooses to act in a certain way, or why he/she decides to move in a certain direction and not another.

Traditionally, motivation was viewed in terms of volition, will, instinct, drive, or need, which represented a rationalist tendency of looking at psychological processes. The advent of behaviorist psychology produced a decline of theories that linked motivation with some inner force and linked motivation to some outer force, instead. For behaviorists, motivation should be studied in behavioral terms. For them, there are always relations between the behavior of an individual at any given time and the events that happened in previous periods, that is, the answer given by an individual is a result of the effects of the answers given by him in the past and the consequences of their acts. Summing up, for behaviorists, motivation was “a continual level of behavioral responses to stimuli” caused by some reinforcement (Pintrich & Schunk, 1996, p. 4, as cited in Arteaga, 2006).

Among the approaches of motivation, some are based on the principle of Hedonism. This principle states that individuals seek pleasure and turn away from suffering. According to this principle, for every situation that people encounter, they select alternative actions that can maximize pleasure and minimize suffering.

The theories of psychology developed in the late 1950s and in the 1960s questioned the limited views of the behaviorist theories to explain both learning and motivation, and proposed the study of motivation from a cognitive perspective. Consequently, motivation was conceived to be a process influenced by people's beliefs and thoughts. Based on an analysis of the cognitive psychology theories developed in the 1970s, 1980s, and 1990s, Pintrich and Schunk (2001) suggest that those theories defined motivation as a process of instigating and maintaining goal-directed activity. This conceptualization was supported by the intensive research conducted by researchers who proposed various hypotheses to sustain the presence of some factors or dimensions within the construct of achievement motivation.

According to cognitive psychologists, individuals have values, opinions, and expectations about the world around them, and therefore have internalized representations of their environment. These forces move the individual to action. As the goals and events are attractive for the individual, she/he will endeavor to meet them. Freud discussed 'motivation' in a dynamic way, assuming internal forces that drive behavior, represented by instincts, which provide continuous power and a fixed stimulation, aiming at the goals themselves, but that can be modified (Aguiar, 1981).

The main difference between the various competing theories in motivational psychology lies in the selection of the principal factors on which to anchor the underlying theory.

Dornyei (2001b) points out theories of motivation in psychology:

1) Expectancy-value theories: according to the main principles of expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task (based on the assumptions that people try to understand the causal determinants of their past successes and failures and the different types of causal attributions affect behavior differently), and the value the individual attaches to success on that task (this value is believed to determine the strength or intensity of the behavior). Within this framework, we can identify a variety of sub-theories that attempt to explain the cognitive processes that shape the individual's expectancy of success: *attribution theory* (Weiner, 1992) places the emphasis on how

one processes past achievement experiences (successes or failures); *self-efficacy theory* (Bandura, 1993) refers to people's judgment of their capabilities to carry out specific tasks; and *self-worth theory* (Covington, 1998) claims that the highest human priority is the need for self-acceptance and to maintain a positive face.

2) Goal theories: in goal theories the cognitive perceptions of goal properties are seen as the basis of motivational processes. Goal-setting theory asserts that human action is caused by purpose, and, for action to take place, goals have to be set and pursued by choice. Goal-orientation theory highlights two contrasting achievement goal constructs, or orientations, that students can adopt towards their academic work: *mastery orientation* (involving the pursuit of learning goals with the focus on learning the content) and *performance orientation* (involving the pursuit of performance goals with the focus on demonstrating ability, getting good grades, or outdoing other students).

3) Self-determination theory (Deci and Ryan, 1985): according to this theory, various types of regulations exist and these can be placed on a continuum between intrinsic and extrinsic forms of motivation, depending on how 'internalized' they are. The underlying principle of a third main direction in current motivation research, *self-determination theory* (Deci and Ryan, 1985; Vallerand, 1997), and the accompanying intrinsic vs. extrinsic motivational paradigm, is that the desire to be self-initiating and self-regulating is prerequisite for any human behavior to be intrinsically rewarding, and, therefore, the essence of motivated action is a sense of autonomy.

4) Social psychological theories: in social psychology a key tenet is the assumption that attitudes exert a directive influence on behavior since someone's attitude towards a target influences the overall pattern of the person's responses to the target.

However, the cognitive theories of motivation were also questioned in the 1980s and 1990s for their exclusive focus on the individual and their minor concern for the role of the social context in the learning and motivational processes. Dornyei (2001b) states that none of the available theories in motivational psychology offers a comprehensive overview of all the critical motivational factors. For the author, explaining the complex interrelationship of the individual organism, the individual's immediate environment, and the broader sociocultural context, are still challenges that motivation theories have failed to address adequately.

In the field of Education, motivation has also been studied. Dornyei and Shekan (2003) showed that during the lengthy process of mastering certain subject matters, motivation does not remain constant, but is associated with a dynamically changing and evolving mental process, characterized by constant (re)appraisal and balancing of the various internal and external influences that the individual is exposed to. Indeed, even within the duration of a single course of instruction, most learners experience a fluctuation of their enthusiasm/commitment, sometimes on a day-to-day basis.

### 2.2.2 Motivation in the Second Language Learning Process: Gardner and Lambert's Model

In the area of second language education, motivational concerns occupy much of teachers' attention, for example, when encouraging lazy students to work harder, making language classes more inspiring, supplementing dull teaching materials, analyzing the effects tests and exams have, and trying to find out how different rewards and incentives work. In short, the concept of motivation is very much part of our everyday personal and professional life and, indeed, few would ignore its importance in human affairs in general. As we have seen, "when we think of individual differences among language learners, motivation springs quickly to mind as one of the most important of these variables" (MacIntyre, 2002, p. 45).

The influence of attitude and motivation on L2 learning has long been investigated within the so-called "social-psychological paradigm" by many authors, including Gardner and Lambert (1959 and 1972), "whose tenets have been studied for over 40 years" (MacIntyre, 2002, p. 45).

Gardner and Lambert's theory has even been considered the most influential motivation theory in the L2 field (Dornyei, 2001b, pp. 46-47). Their approach is that the individual's attitudes towards the L2 and the L2 community exert a directive influence on one's L2 learning behaviour. A key issue in Gardner's theory is the relationship between motivation and orientation, and the two orientations labelled as *integrative* and *instrumental*, have become the most widely known concepts associated with Gardner's work in the L2 field:

Integrative orientation concerns a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. Instrumental orientation is the utilitarian counterpart of integrative orientation, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary (Dornyei, 2001b, p. 49).

The Gardnerian theory of SLA motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985).

According to Gardner and Lambert's conclusions, the cognitive and affective individual differences among the learners were influenced by the socio-cultural milieu. The study also proposes that individual differences act in both formal and informal language learning situations, generating linguistic and non-linguistic situations. Formal situations refer primarily to classroom settings, whereas informal situations refer to language acquisition contexts where learning is incidental. Linguistic outcomes include skill, knowledge, and competence in language itself, and non-linguistic outcomes include changes in attitudes and motivation. It is important to note that those non-linguistic outcomes would reverse into new affective factors, as shown in Figure 1.

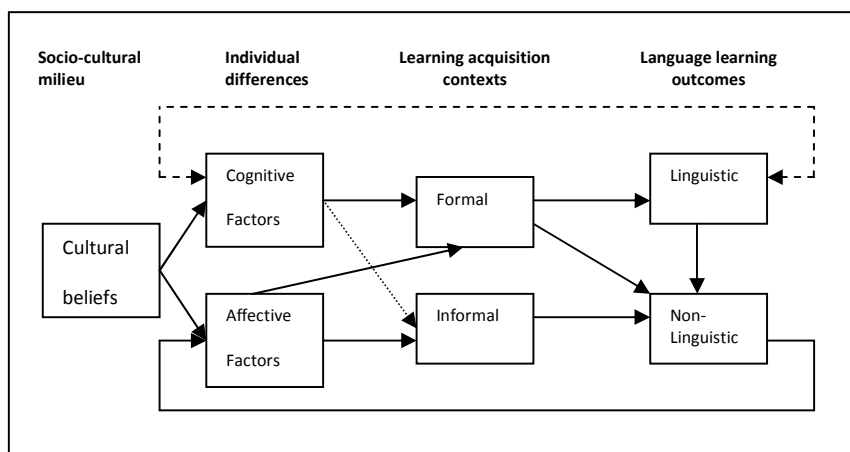


Figure 1: The socio-educational model proposed by Gardner and Lambert (MacIntyre, 2002, p. 47)

In other words, what Gardner and Lambert tried to show with their model is that the students' surroundings influence their language production. In formal situations, as at school, students are expected to produce linguistic outcomes. If students feel comfortable and the classroom environment is positive, they may

even produce some non-linguistic outcomes. On the other hand, out of the classrooms, at home, chatting with friends, being informally exposed to the language, they will produce both linguistic and non-linguistic outcomes. Those non-linguistic outcomes will probably raise their motivation and confidence and, consequently, will help them produce more and more linguistic and non-linguistic outcomes.

Gardner's theory was the dominant motivation model in the L2 field for more than four decades, and the AMTB (The Attitude/Motivation Test Battery) as well as the advanced statistical data processing techniques that Gardner introduced set high research standards in the area. However, in retrospect, we can see that the theory has remained relatively unmodified over time (Singleton & Ryan, 2004).

In the 80's and 90's the concepts of motivation in TESOL were influenced by some traditional concepts coming from psychology. Brown (1994) highlights the importance of the psychology's Self-determination theory's concept of intrinsic and extrinsic motivation in SLA, by affirming that perhaps the most powerful dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in a task.

In the early 1990's, important studies were published criticizing Gardner's socio-educational model (MacIntyre, 2002). Crookes and Schmidt (1991), for example, suggested that motivation to learn a language has both internal and external features. The internal factors refer to the learners' goals (why they need to study the language), to the learners' interest (how interested they are in learning the language), to the learners' attitude (how they view the language and its speakers), and to the learners' expectancy of success (how much they expect to succeed). The external factors, on the other hand, are related to the influence teachers have on students' motivation (through their encouragement, feedback, scaffolding and rewards), to the course content and classroom atmosphere, to the influence peer groups may have on students' motivation, to role models, and also to home support. In 1993, Gardner's and MacIntyre's socio-educational model arose, calling everyone's attention to the various individual difference characteristics of the students in the learning of an L2. "The main learner variables covered by the model are intelligence, language aptitude, language learning strategies, language attitudes, motivation, and anxiety" (Dornyei, 2001b, p. 52). Oxford and Shearin, in 1994, identified factors that impact motivation in language learning: attitudes, beliefs about self (expectancies about one's attitudes to succeed, self-efficacy, and anxiety), goals, involvement, environmental support, the integration of cultural and outside-of-class

support into learning experience, and personal attributes. Dornyei, also in 1994, presented one of the most structured studies of motivation, pointing out its three levels: the Language Level, the Learner Level, and the Learning Situation Level. In 1995, Tremblay and Gardner extended Gardner's social psychological construct of L2 motivation by incorporating into it new elements from expectancy-value and goal theories.

Those studies pointed out that there was a growing conceptual gap between motivational thinking in the second language field and in educational psychology and the time was ripe for a new phase in L2 motivation research. This does not mean, however, that Gardner's theory became marginalized. On the contrary, "the main subsequent models drew on the social psychological construct extensively" (Dornyei, 2005, p. 70). "Existing research on L2 motivation has begun to rediscover the multiple and mutually influential connections between individuals and their many social contexts, contexts that can play a facilitative, neutral, or inhibitory role to L2 learning" (McGroarty, 2001, p. 86, as cited in Dornyei, 2005 p. 75).

There is now a renewed interest in L2 motivation with an increasing number of scholars combining psychological/psycholinguistic and linguistic approaches in order to better understand the complex mental processes involved in SLA (Dornyei & Shekan, 2003).

### 2.2.3 Defining Motivation for Second Language studies

One of the most complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom. Brown (2001) states that it has been seen as an easy catchword that gives teachers a simple answer to the mysteries of language learning, or simply as the difference between success and failure in learning. Brown (*ibid*) presents a roll of possible definitions for motivation:

A Behavioristic Definition: a behavioristic psychologist would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant model, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. Learners pursue goals in order to



receive externally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately, happiness.

Some Cognitive Definitions:

a) Drive theory: Motivation stems from basic innate drives. These innate predispositions act compelling us to probe the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to questions, and to build our own self-esteem.

b) Hierarchy of needs theory: One of the most widely cited theories of motivation comes from Abraham Maslow (1970). Maslow's hierarchy is best viewed metaphorically as a pyramid of needs, progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem, and finally to "self-actualization", a state of reaching your fullest potential. Of key importance here is that a person is not adequately energized to pursue some of the higher needs until the lower foundations of the pyramid have been satisfied.

c) Self-control theory: Certain cognitive psychologists (for instance, Hunt, 1971) focus on the importance of people deciding for themselves what to think, feel or do. Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts. When learners get things shoved down their throats, motivation can wane, according to this branch of theory, because those learners have to yield to others' wishes and commands.

Many other definitions of motivation can be seen in SLA studies. For Leslie (2002), motivation is one of the key factors for success when learning a language and motivated students are the ones who are persistent, enthusiastic and committed, whereas unmotivated students are insufficiently involved and therefore, unable to develop their language skills. Ellis (2005) shows that in the 90's, the sociopsychological perspective on motivation was 'challenged', as some studies indicated that, in some learners, "motivation resulted from success in learning" (Ellis, 2005, p. 537), and, from a pedagogic perspective, motivation was treated as "something that learners brought to the task of learning an L2 that determined their success" (Ellis, 2005, p. 537).

Noels *et al* (2000, as cited in Ellis, 2005) provide a detailed model for the two types of motivation, the extrinsic and the intrinsic motivation. They defined extrinsically motivated behaviors as those actions carried

out to achieve some instrumental end and intrinsic motivation as motivation to engage in an activity because it is enjoyable to do so. Brown (1994) also defines the classification in extrinsic and intrinsic motivation as the “most powerful dimension of the whole motivation construct” (p. 155). According to the author, “intrinsically motivated behaviors are the ones for which there is no apparent reward except the activity itself”, while “extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self” (Brown, 1994, p. 156).

Gardner and Lambert (1985) considered the sociopsychological perspective by defining the distinction between ‘orientation’ and ‘motivation’: “Orientation refers to the long-range goals that learners have for learning a language” and motivation “was defined in terms of motivational intensity” (i.e., the effort learners were prepared to make to learn a language and their persistence in learning)” (Ellis, 2005, p. 537).

The research by Gardner and his associates centered on a dichotomy of orientation, not motivation. In this succession of research studies, as already suggested, a distinction has been made between integrative and instrumental orientations. The former means the desire to learn a language stemming from a positive affect toward a community of its speakers. The latter means the desire to learn a language in order to attain certain career, educational, or financial goals. Therefore, “orientation means a context or purpose for learning; motivation refers to the intensity of one’s impetus to learn” (Brown, 2001, p.72).

Critics also appeared to discuss against those theories. Finochiaro’s (1989) opinion is that motivation is not either extrinsic or intrinsic; or instrumental or integrative; and it does not depend solely on the learner’s aptitude, personality, or learning strategies. Motivation stems rather from positive learners and teacher attitudes which should permeate every stage of the learning process if it is to lead to pleasure and success in language acquisition (Finnochiaro, 1989). According to the author, “motivation for learning means not only understanding the learners, their feelings, their aspirations, and their spiritual and creative needs but also the world that they bring with them into the classroom” (Finnochiaro, 1989, p. 51).

Brown (2001), on the other hand, points out that integrative and instrumental orientations are not to be confused with intrinsic and extrinsic motivation. They are separate concepts. For the author, intrinsically motivated activities are the ones in which there is no apparent reward except the activity itself, aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

The relationship between the two dichotomies is illustrated in the Table 1.

	INTRINSIC	EXTRINSIC
<i>Integrative</i>	L2 learner wishes to integrate with the L2 culture (e.g. for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese-language school)
<i>Instrumental</i>	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

Table 1 – Motivational dichotomies (Brown, 1994, p. 156).

Instead of providing a specific definition of motivation for learning a target language, Dornyei (2001 a, 2001 b) provides a framework of L2 motivation composed of three levels: the language level, the learner level, and the learning situation level. The language level refers to such aspects of L2 culture and community, and their “intellectual and pragmatic values and benefits” for the learner (Dornyei, 2001a, p. 19). The learner level encompasses the personal characteristics brought by the people to the learning process such as self-confidence (as the most relevant one). Finally, there is the learning situation level, which involves course specific motivational components related to the syllabus, the method, the instructional materials, and the learning tasks; teacher-specific motivational components dealing with the teachers’ behavior, personality, and teaching style, and group-specific motivational components, such as goal orientedness, norm and reward system, group cohesiveness, and classroom structure. Dornyei (2001a) refers to his own model as an *educational approach* to L2 motivation because of its emphasis on motivation in the classroom.

Motivation and motivating in the foreign language classroom were also object of study for Veenman (1984), who has found that teachers ranked problems about motivating pupils as the second most serious source of difficulty - the first being maintaining classroom discipline (Veenman, 1984, as cited in Dornyei, 2001b). Therefore, “for classroom practitioners the real area of interest is not so much the nature of motivation itself but the various techniques or strategies that can be employed to motivate students” (Dornyei, 2001b, p. 116).

Although rewards and punishments are too often the only tools present in the motivational arsenal of many teachers, Dornyei (2001b) believes that most students' motivation can be 'worked on' and increased through some motivational strategies. The author suggests that teachers should try to have a good relationship with the students, provide a pleasant and supportive classroom atmosphere and establish some group norms in order to have a cohesive learner group. In doing so, teachers would be setting the scene for the effective use of motivational strategies. Besides, in order to generate initial motivation, it is important to make the curriculum relevant for the learners and increase the group's goal-orientedness. It would also seem beneficial to maintain and protect motivation by setting some subgoals, increasing the learner's self-confidence, encouraging student contributions, peer teaching and project work. Finally, Dornyei (2001b) believes that by providing informational feedback, which comments on progress and competence, teachers enable students to understand where they are in relation to achieving goals and what they need to do to continue or improve their progress.

Taking all this into consideration, it is easy to presume the importance of teachers' motivation. There is no doubt that teacher motivation is an important factor in understanding the affective basis of instructed SLA, since "the teacher's motivation has significant bearings on the students' motivational disposition and, more generally, on their learning achievement" (Dornyei, 2005, p. 115).

#### 2.2.4 Demotivation in the Second Language process

As there seems to be an empirical belief that teachers usually see their adolescent learners as demotivated in class, it is necessary to know what some authors have stated about such concept.

Dornyei (2001b) argues that there are both positive and negative forces exerting their influence on ongoing student behaviours. According to him, demotivation occurs when specific external forces reduce or diminish the motivational basis of a behavioral intention or an ongoing action. The L2 domain is an area of

education that is often characterized by learning failure. Thus, language-learning failure is “a salient phenomenon and the study of its causes is often directly related to demotivation” (Dornyei, 2001 b, p. 146).

The literature on demotivation in the L2 field and in education in general is scarce, but reveals that the phenomenon is “rather salient in learning environments and that teachers have a considerable responsibility in this respect: the majority of demotives identified in past research concern some aspects of classroom existence owned by or under control of the teacher” (Dornyei, 2001b, p. 146).

Demotivation is not at all infrequent in language classes and the number of demotivated L2 learners is relatively high (Dornyei, 2001b, p. 141). Gorham and Christophel (1992, as cited in Dornyei, 2001b, p.145) presented a rank order of the frequency of the various demotives mentioned by learners:

- 1) Dissatisfaction with grading and assignments;
- 2) The teacher being boring, bored, unorganized and unprepared;
- 3) The dislike of the subject area;
- 4) The inferior organization of the teaching material;
- 5) The teacher being unapproachable, self-centered, biased, condescending and insulting.

Dornyei (2001b) cites Gary Chamber’s 1993 study, from which he concluded that in some cases demotivation originated from home rather than from the classroom or from the pupils’ previous experience in learning languages. In some other cases, demotivation stemmed from the L2 class and the perception of the teacher. Demotivated learners in the survey appeared to possess very low self-esteem and needed extra attention and praise. As Chambers concluded, “pupils identified as demotivated do not want to be ignored or given up as a bad job; in spite of their behaviour, they want to be encouraged” (p. 148). Chamber’s study also pointed out the importance of communication and cooperation with the students. According to him, “teachers must listen to their students” (p. 150).

### 2.2.5 Age and Motivation

Pulvermuller and Schumann (1994) argued that full knowledge of a language can only be achieved if two conditions are met – the learner is motivated to learn the language and the learner possesses the ability to acquire grammatical knowledge. They then went on to argue that the second condition is not met in the case of older learners due to the maturation of the brain brought about by the processes of *myelination*<sup>1</sup> and loss of plasticity.

While there is substantial evidence to show that many L2 learners who begin learning an L2 at puberty or beyond fail to acquire native-speaker competence, there is also evidence to show that at least some learners appear to be able to do so, and also that the ability to acquire an L2 declines gradually with age rather than abruptly when a specific age is reached (Ellis, 2008).

As the adolescent learners are the focus of this research, their characteristics are going to be analyzed in the next section.

## 2.3 ADOLESCENT LEARNERS

### 2.3.1 Adolescent Age In General

Adolescence can be described as an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Reed *et al* (2004) have provided a valuable description of what it means to be an

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<sup>1</sup> *Myelination: the change or maturation of certain nerve cells whereby a layer of myelin forms around the axons which allows the nerve impulses to travel faster* (<http://www.yourdictionary.com/myelination>)

adolescent. This description reveals the complexities of their identity and the changes they are undergoing. See what they suggest in the following quotation:

considering the complexities in adolescents' lives, the social and academic contexts that must be traversed, the physical growth, emotional and intellectual maturation, and change in sense of identity that is going on, and the increased responsibility that becoming a young adult requires, it is easy to become paralyzed in awe at the enormity of the task that these young people and their teachers and parents face (p. 273).

Basso (2008) states that during puberty the adolescent goes through a stage in which several factors are intertwined – the biological, the affective, the socio-cultural, the psychological and the cognitive ones, among others. During this period, adolescents undergo strong internal contradictions and present a constant pursuit for self-affirmation, which often arise in the form of defiance and aggression, and indifference to others and to themselves. These crises usually occur in three levels: physical, psycho-cognitive and social, generating instability and imbalance, often seen as psychotic. Their critical thinking become extremely sharp, and they defend their ideas fiercely, sometimes using irony or even mocking others, but at the same time, they can often have phases of deep apathy and indifference, what may appear to be a state of amotivation (Basso, 2008).

The psychologist Luziriaga (as cited in Basso, 2008) explains that adolescents have moments of total disconnection, separation, rejection of the proposed content, generated by the qualitative change in cognition, so intense and profound that forces them to retreat, unconsciously. In not doing so, the adolescents' brains would not be able to bear such qualitative leap (Basso, 2008).

### 2.3.2 Adolescent Age in SLA

The cognitive shift that takes place in puberty appears as a strong predictor of language acquisition, “since the adolescent becomes capable of working only with ideas, without the involvement of concrete references, starting to develop ideas from ideas” (Basso, 2008, p.122, [my translation]).

Adolescents' auditory comprehension appears to us significantly better than children's and adults', and their memory is able to save a greater number of words, which according to Krashen's research (Basso, 2008), confirms that this phase is the turning point in the ability to learn languages. Studies also emphasize the best memory storage capacity and the more fully developed conceptual system of older children and adolescents (Castro, 2003).

The most critical cognitive stage for a consideration of first and second language acquisition appears to occur, in Piaget's outline at puberty as "it is here that a person becomes capable of abstraction, of formal thinking which transcends concrete experience and direct perception." (as cited in Brown, 2000, p. 61) Cognitively, then, a strong argument can be made for a critical period of language acquisition by connecting language acquisition and the concrete/formal stage transition. Yule (2010), in this regard, states that

it has been demonstrated that students in their early teens are quicker and more effective L2 learners. The optimum age may be during the years from ten to sixteen when the 'flexibility' of the language acquisition faculty has not been completely lost, and the maturation of cognitive skills allows a more effective 'working out' of the regular features of the L2 (p. 188).

Another construct that should be considered in examining the cognitive domains, according to Brown (2002), is the Piaget's notion of equilibration. Equilibration is defined as progressive interior organization of knowledge in a stepwise fashion (Brown, 2002). Piaget claimed that conceptual development is a process of progressively moving from states of disequilibrium (states of doubt and uncertainty) to equilibrium (states of resolution and certainty) and that periods of disequilibrium mark virtually all cognitive development up to age fourteen or fifteen, when formal operations finally are firmly organized and equilibrium is reached. Ur (2006) also provides evidence that the older the child more effectively he or she learns. According to her, "probably teenagers are overall the best learners" (p. 286).

Studies in the related literature (Guthrie & Wigfield, 2000; Dornyei, 2001a; Reed *et al.*, 2004) indicate that the changes after puberty also affect the adolescents' motivation. Guthrie and Wigfield (2000) report that beliefs, values and intrinsic motivation for learning generally decrease while extrinsic motivation increases across elementary school. Furthermore, as adolescents change their behavior, the secondary school environment



has greater focus on comparison and competition among children. The environment and these as extrinsic factors (comparison and competition) cooperate to motivational changes.

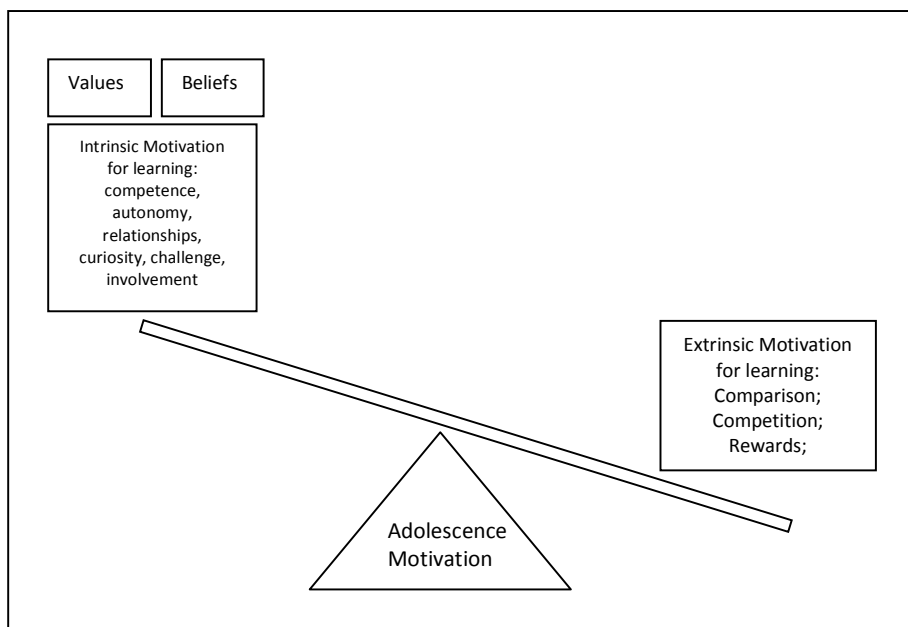


Figure 2: Motivation in Secondary and Elementary School. Adapted from Guthrie and Wigfield (2000)

In other words, the seesaw illustrates that students' values, beliefs and intrinsic motivation usually lose weight across elementary school, while extrinsic motivation, comparisons and competitions among peers gain weight, making the plank ride down.

#### 2.4 SOCIO-CULTURAL ASPECTS

Motivation to learn a language is a complex situation, as language learning is not only an educational activity, but also involves social and cultural issues (Dornyei, 2001b). Many cultural characteristics of a language also affect foreign language learning. Because of the influence or interference of their own cultural norms, it is hard for nonnative speakers to choose the forms to appropriate to certain situations (Shumim, 2002).

Larsen-Freeman (2000) criticizes SLA research for not considering social reality or for being decontextualized. According to Breen (1998, as cited in Larsen-Freeman, 2000, p. 168), “mainstream SLA research, in focusing upon the relationship between the learner and the language data, is conducted and reported on in ways that appear to overlook the social reality in which the research is actually conducted”.

Williams and Burden (1997, as cited in Dornyei, 2001b) discussed the socio-constructivist conception of motivation, stating that “a constructivist view of motivation centres around the premise that each individual is motivated differently” (p. 115). The authors also believe that an individual’s motivation is also subject to social and contextual influences. These will include the whole culture and context and the social situation, as well as “significant other people and the individual’s interaction with these people” (Williams & Burden, 1997, as cited in Dornyei, 2001b, p. 115).

According to Bastidas Arteaga (2006), “socio-constructivism is not just one theory, but a group of theories that refers to human cognitive development and students’ learning in the classroom.” Most of these theories drew strongly on the work of Vygotsky (1978) and his followers. In general, socio-constructivism emphasizes the role of socio-cultural aspects, collaboration, and negotiation in thinking and learning. In addition, socio-constructive theories state that “the cognitive activity is a developmental process influenced by individual differences, socio-cultural factors, and interpersonal relations” (Bastidas Arteaga, 2006, p.153). This means that for socio-constructivists, “the cognitive activity, the cultural knowledge, tools and signs, and assisted learning are three central components in order to understand the processes of human cognitive development, students’ learning, and teachers’ instructional activity” (Sivan, 1986, as cited in Bastidas Arteaga, 2006, p.153). In other words, all knowledge is socially constructed within the framework of human relations, and the individual development is the result of a socio-historical process, emphasizing the role of language and learning in such development.

Dornyei (2001b) discussed social motivation and the microcontext of learning, such as the school and the class groups. The author implies that the study of student motivation is “a particularly fertile ground for analyzing social motivation, because for average school pupils, school represents primarily a social arena and not the scene of academic work. They are there because they have to be there rather than because they want to perform tasks” (Dornyei, 2001b, p. 33).

According to Dornyei (2001), the four most important factors in the learning environment are:

1) Parental influences: educational psychology has long recognized that various family characteristics and practices are linked with school achievement. Parental encouragement is associated with the development of attitudes towards the learning situation and has a considerable impact on the students' linguistic self-confidence.

2) The teacher's motivational influence: the teacher's role in shaping student motivation is just as complex as that of the parents. This is so because teachers also act as key figures, or authorities, who affect the motivational quality of the learning process by providing mentoring, guidance, nurturance, support and limit setting. "Simply speaking, to lead means to direct and energize, that is, to motivate" (p. 35).

3) Group motivation: in many classrooms, a student's lack of motivation can be traced to a real or imagined fear of being isolated or rejected by peers (p. 37). Group cohesiveness substantially contributes to the learners' overall motivation (p. 81).

4) School motivation: Schools vary in their general climate and policies and these variations influence the motivation of both teachers and students (p. 41). By examining school characteristics we could understand, for example, why, in certain language-learning contexts, state schools are rather unsuccessful in developing the students' L2 competence, whereas private institutions achieve considerable success even if neither the teachers nor the teaching materials differ substantially (p. 82).

#### 2.4.1 A Socio-constructive approach to motivation

Taking into account that cognitive development, learning, and social context are closely related to motivation, the socio-constructive approach can be used to enhance the understanding of the nature and the way that motivational processes take place. In this way, a socio-constructive approach can provide a framework for understanding motivation as a social process negotiated by the participants involved in an interaction event. In addition, it is proposed that socio-constructivism will help to reconceptualize motivation, especially in school contexts, (a) allowing for a discussion of context and cultural issues that influence motivation and how motivation

is shown; (b) allowing for a discussion of the intrapsychological function of the individual; and (c), allowing for a discussion of interpersonal relations that influence, shape, and maintain motivation” (Sivan, 1986, p. 216). Consequently, motivation cannot be seen as a process only instigated by the individual, but instead, as a socially negotiated cultural norm that “results in an observable manifestation of interest and cognitive and affective engagement” (Sivan, 1986, p. 210).

Having in mind the social nature of learning and teaching a language in an EFL context, Bastidas Arteaga (2006) thinks that approaching motivation from cognitive and socio-constructive views has more power to explain this construct than pure cognitive theories. For this reason, he proposes a definition of motivation to learn another language that integrates some components of the previous theoretical approaches. For him, motivation can be defined as “a dynamic and an interactive process composed of beliefs, wants, reasons, and goals mediated by socio-cultural and historical conditions to learn a second or a foreign language”. Motivation is a process, rather than a product, because it cannot be observed directly; instead, it can be inferred through some behaviors such as choice of activities, effort and persistence, and the individuals’ verbalizations. In addition, this process is both dynamic and interactive. Its dynamic nature is exemplified through the person’s internal processes stimulated by her/his wants, beliefs, aims, etc., and through her/his external and overt behaviors in order to accomplish her/his aims. However, motivation is not only an internal process, as cognitivist psychologists affirm; it is also an interpersonal and an interactive process because human beings’ activities take place in a social context where individuals interact and influence each other. Therefore, there should always be an interaction between the internal and the external factors which influence each other and affect people’s motivation.

Finally, Bastidas Arteaga (2006) states that these internal cognitive processes are mediated by socio-cultural and historical conditions due to the socio-cultural nature of human activities. However, he does not believe that human beings are completely shaped by the social context, as the behavioral and some social theories promote. On the contrary, human beings have to be considered active, reflective, critical and creative agents of what surrounds them and of the information that they receive from others. The socio-cultural context serves as a mediator and a facilitator to accomplish people’s goals, reasons, and actions. This is supported mainly by socio-cultural, and socio-constructive theories.

## CHAPTER III

### METHOD

The purpose of this chapter is to describe the methodological procedures this research followed. Firstly, it provides information concerning the context in which the research was carried out. Secondly, it introduces the participants of this study. Thirdly, it outlines the instruments used in the data collection process. Finally, it describes the procedures used for data collection.

One of the most general and well-known distinctions in research methodology is that between *qualitative* and *quantitative* research. Whereas quantitative research “employs numerical or directly quantifiable data to determine the relationship between categories, to test the research hypotheses and to enhance the aggregation of knowledge” (Dornyei, 2001b, p. 192), qualitative studies are more holistic, “focusing on the participants’ rather than the researcher’s interpretations and priorities, without setting out to test preconceived hypotheses” (Dornyei, 2001b, p. 193). Quantitative methods are generally less sensitive to uncovering the motivational dynamics involved than qualitative techniques. Moreover, according to Ushioda (1994, 1996, as cited in Dornyei 2001b, p. 239), the quantitative framework is necessarily limiting with regard to the dynamic construct of motivation.

The most stimulating aspect of qualitative research is its open-ended and exploratory character, providing a more appropriate uncover of the complex interaction of social, cultural and psychological factors within the individual learner. Different types of qualitative studies share the common objective to make sense of a set of (cultural) meanings by “trying to identify systematic patterns in the observed phenomena and by grounding any interpretation in a rich and sensitive description of events and participant perspectives” (Dornyei, 2001b, p. 193). Additionally, Nunan (1992) recognizes the importance of the participants’ views in the research process and outcome. For him, “human behavior cannot be understood without incorporating into the research the subjective perceptions and belief systems of those involved in the research, both as researchers and as subjects” (p. 54).

Therefore, the methodology employed on this study is based on qualitative methods.

### 3.1 THE CLASSROOM CONTEXT

The present investigation draws on data collected in one private and one public school located in the city of Joinville in Santa Catarina State, in the Southern region of Brazil. The reason for choosing schools from Joinville is based on the fact that I lived there for twelve years and worked in one of the private schools of the city for five years.

Joinville is Santa Catarina's largest city. In 2010, its population reached approximately 520,000, many of whom descend from German people. Owing to urban development and relatively good infrastructure, Joinville has become a major center for events and business conferences. The city has one of the highest standards of living in Brazil. Joinville's economy is based on industrial activities and commerce. The city is also the center to some of Brazil's largest software companies such as: *Datasul*, *Logocenter*, *Microvix* and *Soft Expert*. Joinville is also home to many very well known large corporations in Brazil such as: *Tupy*, *Tigre*, *Embraco*, *Dohler*, *Consul*, *Wetzel*, *Busscar*, *Ciser*, and *Schulz S/A*.

Data were first collected at School 1, which is a private school, founded in 1990, located in a medium to high-class neighborhood from where the great majority of its students come. The school has kindergarten, primary and secondary levels. English is taught at all levels. The students investigated have fifty-minute English classes twice a week. The school uses different kinds of books from different kinds of publishing companies.

The second school, School 2, is a public school founded in 1983, located in a low-class neighborhood from where the great majority of its students come. The school offers kindergarten, elementary and secondary levels, and English is also taught in all levels. The students investigated also have fifty-minute English classes twice a week. The school does not use any specific course books. The teacher investigated brings extra material to the class, such as texts, grammar exercises, games, and song lyrics.

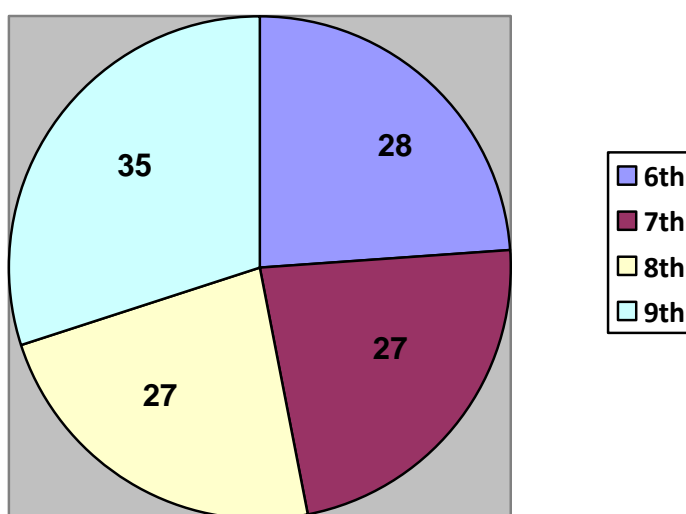
## 3.2 THE PARTICIPANTS

The participants of this study were two coordinators, four English teachers and two hundred and thirty-seven students, that is, a hundred and seventeen adolescent students from a private school and a hundred and twenty adolescent students from a public school.

### 3.2.1 The students

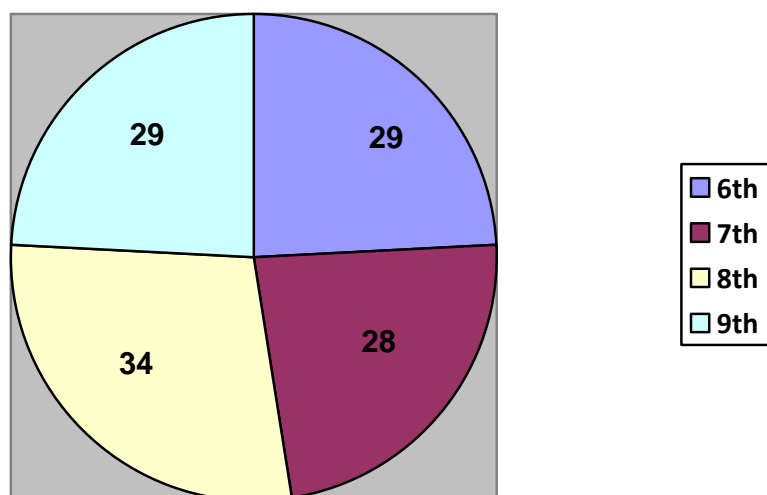
Two hundred and thirty seven students participated in this study.

A hundred and seventeen adolescent students are from School 1. They were twenty-eight 6<sup>th</sup> graders, twenty-seven 7<sup>th</sup> graders, twenty-seven 8<sup>th</sup> graders and thirty-five 9<sup>th</sup> graders, with ages ranging from eleven to fifteen years-old. 53% of them were male and 47% of them were female. Graph 1 illustrates the number of students per grade in School 1.



Graph 1 – School 1: number of students per grade

A hundred and twenty adolescent students from School 2 also participated in this study. They were twenty-nine 6<sup>th</sup> graders, twenty-eight 7<sup>th</sup> graders, thirty-four 8<sup>th</sup> graders and twenty-nine 9<sup>th</sup> graders, with ages ranging from ten to sixteen years-old. 51% of them were male and 49% of them were female. Graph 2 illustrates the number of students per grade in School 2.



Graph 2 – School 2: number of students per grade

### 3.2.2 The English teachers

School 1 had three English teachers dealing with adolescent students at the time of data collection and all of them were invited and accepted to participate in this study. They will be addressed as T1, T2, T3. School 2 had only one English teacher dealing with the adolescent students at the time of data collection. This teacher will be addressed as T4. T1 took an undergraduate course in *Letras Português-Inglês* at *Univille* and holds a



specialization course in *English* from *Instituto Brasileiro de Pós-Graduação e Extensão (IBPEX)*. She has been teaching at School 1 since 2009. T2 is graduated in *Dentistry*, from *UFSC*, and has been teaching at School 1 for six years. T3 is graduated in *Letras Português-Inglês*, from *Univille* and holds a specialization course in *English* from *Univille*. She has been teaching at School 1 for almost two years. Finally, T4 from School 2, is graduated in *Letras Português-Inglês*, from *Univille*, and holds a specialization course in *English* from *Univille*. She has been teaching at School 2 for ten years.

### 3.2.3 The coordinators

By interviewing the coordinators, the research tried to fill in the gap of information about the students' social, economical and cultural realities, as recommended by Larsen-Freeman (2000), who suggests that the social reality of the place in which research is conducted should be considered.

The coordinators will be addressed as C1, from School 1 and C2, from School 2. C1 is graduated in Regency (Magisterium) - Social Sciences, holds a post graduate certificate in Business Anthropology and Postmodernism, and has been a coordinator of School 1 for five years. C2 is graduated in Pedagogy, holds a post graduate certificate in Kindergarten and Early Grades, and has been a coordinator of School 2 for ten years.

## 3.3 THE INSTRUMENTS

In the present investigation, two types of instruments were used: a questionnaire, administered to the students, and semi-structured interviews with the teachers and coordinators. The questionnaires and semi-structured interviews are described below.

### 3.3.1 The students' questionnaires

As recommended by Dornyei (2001b), every questionnaire-based research requires the development of its own assessment tool that is appropriate for the particular environment and sample (Dornyei, 2001b), since there are no universally applicable, standardized L2 motivation tests.

The author's recommendations also mentioned some care when building the questionnaires:

whether we use boxes to be ticked or options to be encircled appears to make little difference in the important psychometric properties of ratings as long as the layout of a questionnaire is clear and orderly and there are sufficient instructions to orientate the respondents. However, one aspect of the layout that should be considered is the space-economy. Respondents are much more willing to fill in a two-page rather than a four-page questionnaire even if these have exactly the same number of items (Dornyei, 2001b, p. 205).

Although appropriate item analysis and a clear effective presentation layout can make self-report questionnaires fairly reliable, the validity of such instruments has been questioned by many. However, "there is no better way of measuring the unobservable constructs of attitudes and motivation. Thus, we have to live with self-report questionnaires and do our best to control the extraneous influences on them (Dornyei, 2001b, p. 207).

The questionnaire applied to the students of School 1 (see appendix 1) was composed of twelve questions - seven of them being classified as closed-ended, three of them being classified as open-ended and two of them combining the two types. Here is the English version of it:

**Questionnaire addressed to the adolescent students of School 1**

The questionnaire below was designed with the objective of gathering some data for my Master's Thesis. I would like to have your attention for only 10 to 15 minutes. Thank you very much for your participation,

Adriana Campbell Santos de Lacerda

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: ( ) Female ( ) Male

1) Do you like your English classes? ( ) Yes ( ) No Why?

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2) Do you have difficulties in learning English? ( ) Yes ( ) No

3) Do you believe that the books or any other kinds of material used in class are interesting and appropriate for your age?

( ) Yes ( ) No

4) From the activities usually done in class, which ones do you like the best?

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5) Which ones do you like the least?

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6) How do you usually feel during your English classes? ( ) motivated ( ) demotivated

7) Do you study English in any English Institute? ( ) Yes ( ) No

8) How do you believe that studying English in an English Institute may influence your motivation in relation to your English classes at school? ( ) In a positive way ( ) In a negative way  
Why? \_\_\_\_\_

9) Do you notice any difference between your knowledge of the language and your classmates' knowledge of the language? ( ) Yes ( ) No

10) In which group would you include yourself? ( ) in the "more capable" one ( ) in the "less capable" one

11) What kinds of activities, related to English, do you usually do at home or during your free time?

12) Do you believe those extra activities help and motivate you in learning English?

( ) Yes ( ) No

The questionnaire administered to the students from School 2 (see appendix 3) was composed of thirteen questions - six of them being classified as closed-ended, two of them being classified as open-ended and five of them combining the two types. Here is the English version of it:

***Questionnaire addressed to the adolescent students of School 2***

*The questionnaire below was designed with the objective of gathering some data for my Master's Thesis. I would like to have your attention for only 10 to 15 minutes. Thank you very much for your participation,*

*Adriana Campbell Santos de Lacerda*

1) *Do you like to study English? ( ) Yes ( ) No Why?*

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2) *Do you like your English classes? ( ) Yes ( ) No Why?*

---



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3) *How do you feel in relation to your English classes?*

( ) *always motivated* ( ) *always demotivated* ( ) *most of the times motivated*

( ) *most of the times demotivated*

( ) *I usually alternate moments of high motivation with moments of low motivation*

*Ground your answer:* \_\_\_\_\_

4) *Do you have difficulties in learning English? ( ) Yes ( ) No*

5) *Do you believe that the books or any other kinds of material used in class are interesting and appropriate for your age?*

( ) *Yes* ( ) *No*

6) *From the activities usually done in class, which ones do you like the best?*

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7) *Which ones do you like the least?*

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8) *Do you study English in any English Institute? ( ) Yes ( ) No*

9) *How do you believe that studying English in an English Institute may influence your motivation in relation to your English classes at school? ( ) In a positive way ( ) In a negative way Why?* \_\_\_\_\_

10) *Do you notice any difference between your knowledge of the language and your classmates' knowledge of the language? ( ) Yes ( ) No*

11) *In which group would you include yourself?*     *in the more capable*     *in the less capable*

12) *How often do you do the activities below?*

a. *play video games in English*  
 *everyday*     *almost everyday*     *only on weekends*     *rarely*     *never*

b. *chat with your friends on the internet*  
 *everyday*     *almost everyday*     *only on weekends*     *rarely*     *never*

c. *watch movies with the audio in English and/or the subtitles in English*  
 *everyday*     *almost everyday*     *only on weekends*     *rarely*     *never*

d. *listen to music in English*  
 *everyday*     *almost everyday*     *only on weekends*     *rarely*     *never*

e. *read books and/or magazines in English*  
 *everyday*     *almost everyday*     *only on weekends*     *rarely*     *never*

f. *Other* \_\_\_\_\_  
 *everyday*     *almost everyday*     *only on weekends*     *rarely*     *never*

13) *Do you believe the activities mentioned in the previous question help and motivate you in learning English?*  
 *Yes*     *No*

The differences found between the two questionnaires are due to the application of the first questionnaire as a pilot project. Both instruments were designed in the participants' mother tongue, which is Portuguese, since the aim was not to test the learners' English ability but to ensure respondents' comprehension. Both questionnaires were developed to assess adolescent learners' motivation towards their EFL classes. The purpose of the questionnaires was to find out how the students felt in relation to their English classes and also to identify some aspects that might be influencing their motivation.

### 3.3.2 The teachers' and the coordinators' semi-structured interviews

John-Steiner (1985) (as cited in Castro, 2003) states that personal testimony has a crucial value while enabling the researcher to examine aspects that cannot be achieved through filmed or recorded on audio observable processes. It means that these tools enable researchers, for example, to capture aspects of the social construction of knowledge from already existing objects, and the possible strategic procedures for language learning, built by individuals over their experience, especially at school.

Teachers from both schools were assessed through semi-structured interviews. T1, T2, and T3, from School 1, answered twelve questions (see appendix 2). Here is the English version of it:

***Semi-structured interview addressed to the English teachers of School 1***

Name: \_\_\_\_\_ Age: \_\_\_\_\_

- 1) *How long have you been working with adolescent students?*
- 2) *How do you feel on dealing with them?*
- 3) *Have you also worked with other age groups?*
- 4) *How do you compare the three different ages in relation to their motivation in class?*
- 5) *How would you define a motivated student?*
- 6) *How do you believe adolescent students feel in their English classes – motivated or demotivated?*
- 7) *What are some of the adolescent students' attitudes in class that make you think like that?*
- 8) *Do you believe that most of the adolescent students like their English classes or not?*
- 9) *What do you think they like the most in their English classes?*
- 10) *What do you believe they like the least or completely dislike doing in their English classes? Why?*
- 11) *Do you believe that the students who have English classes in English Institutes usually appear to have an advantage when compared to the other students who do not have such opportunity? If so, do you believe that studying English in English Institutes may interfere on their motivation in class? How?*
- 12) *Do you believe that by practicing English at home through other activities such as playing video games, or listening to music can help them improve their learning and motivate them positively at school?*

T4, from School 2, answered fourteen questions (see appendix 4). Here is the English version of it:

<i>Semi-structured interview addressed to the English teachers of School 2</i>	
<i>Name:</i> _____	<i>Age:</i> _____
<p>1) <i>How long have you been working with adolescent students?</i></p> <p>2) <i>How do you feel on dealing with them?</i></p> <p>3) <i>How would you define a “motivated” student?</i></p> <p>4) <i>Have you also worked with other age groups?</i></p> <p>5) <i>How do you compare the three different ages in relation to their motivation in class?</i></p> <p>6) <i>How do you believe adolescent students feel in their English classes – motivated or demotivated?</i></p> <p>7) <i>What are some of the adolescent students’ attitudes in class that make you think like that?</i></p> <p>8) <i>Do you believe that most of the adolescent students like their English classes or not?</i></p> <p>9) <i>What do you think they like the most in their English classes?</i></p> <p>10) <i>What do you believe they like the least or completely dislike doing in their English classes? Why?</i></p> <p>11) <i>Do you believe that the students who have English classes in English Institutes usually appear to have an advantage when compared to the other students who do not have such opportunity? If so, do you believe that studying English in English Institutes may interfere on their motivation in class? How?</i></p> <p>12) <i>Do you believe that by practicing English at home through other activities such as playing video games, or listening to music can help them improve their learning and motivate them positively at school?</i></p> <p>13) <i>Do you believe that your motivation (or the lack of it) may influence the students’ motivation? How?</i></p> <p>14) <i>Define “motivation”:</i></p>	

The differences found between the interviews are also due to the application of the first one as a pilot project. The purpose of the interviews was to find out how they felt on dealing with adolescent students, how they perceived the adolescents’ motivation in class, and to identify, through their point of view and experience, what aspects may influence the adolescent students’ motivation in class. The transcriptions of the teachers’ interviews can be found on the Appendices.

The coordinators from both schools were also assessed through a semi-structured interview (see appendix 5). C1 and C2 answered eight questions aimed at finding out information related to the students' economic, social, educational, and cultural backgrounds. Here is the English version of it:

***Semi-structured interview addressed to the coordinators of School 1 and School 2***

*Objective: Gather some information about the socio-economic and cultural backgrounds of the students' families.*

- 1) *What are you graduated in?*
- 2) *How long have you been working as the coordinator of this institution?*
- 3) *Could you please give me some economic background information of the students' families?*
- 4) *Where do most of these families live?*
- 5) *What do the students' parents usually do for a living? Where do they usually work?*
- 6) *Do the students' mothers also have jobs or most of them are housewives?*
- 7) *Could you please let me know whether the students' parents have ever studied a second/foreign language?*
- 8) *Do you personally believe that the socio-economic and cultural backgrounds of the families may influence the students' learning process of a second /foreign language?*

*Thank you very much!*

*Adriana Campbell Santos de Lacerda  
Master's student – UFSC*



### 3.4 PROCEDURES

#### 3.4.1 Procedure – students' questionnaires

The adolescent students were assessed during a regular fifty-minute class period. Each participant was given a questionnaire. Before starting to respond the questionnaire, the participants were informed about the study and about its importance, and were told to express their most sincere opinions about the topic under investigation. Respondents were reminded that their participation was voluntary and that their names were not required in the survey. The whole procedure lasted for about fifteen to twenty minutes and the researcher remained available in the classroom for consultation in the event of students' questions.

#### 3.4.2 Procedure – teachers' and coordinators' semi-structured interviews

The teachers' answers were audio-recorded individually, in a silent place. T1, T2, and T3 were audio-recorded in the school's library and T4 was audio-recorded in the teachers' room. Each interview lasted for about ten minutes. The coordinators' answers were also audio-recorded and the interviews took place at the coordinators' room. Each interview lasted for about five minutes.

#### 3.4.3 Procedure – analyses and interpretations of the questionnaires and the interviews

The results and interpretations of the questionnaires and the interviews are presented in percentages. Apart from the percentage results, some students' extracts and teachers' comments are also included aiming at exemplifying and supporting the findings.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 INTRODUCTION

The purpose of this chapter is to present the results of the analysis of the data collected, which came from students' questionnaires, aimed at investigating the adolescent students' motivation towards their English classes, from the teachers' semi-structured interviews, in order to find out their opinions about the adolescent students' motivation in class, and also from the schools coordinators' semi structured interviews, aimed at investigating the social, economical, educational, and cultural backgrounds of the families involved in this study. In order to organize the discussion, the results are shown as the research questions are answered. The research questions posed in this study are the following:

1. What is motivation for the adolescent students investigated?
2. What is motivation for the adolescent students' English teachers investigated?
3. Do the adolescent students investigated feel motivated or not in their EFL classes?
4. How do the investigated teachers perceive their adolescent students in class – motivated or not?
5. What makes the investigated students feel motivated in class and what do their teachers believe motivates them the most?

## 4.2 RESEARCH AT SCHOOL 1

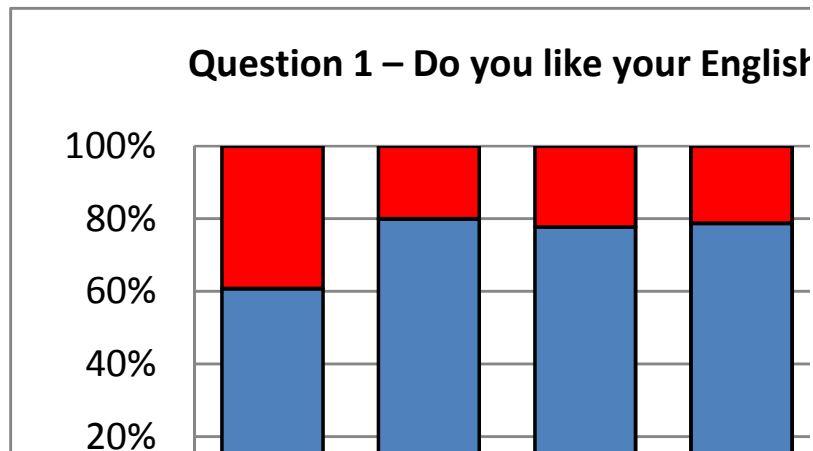
*School 1*, as already stated in the method chapter, is a private school, located in a medium to high-class neighborhood from where the great majority of its students come. A hundred and seventeen adolescent students answered the questionnaire. School 1 had three English teachers (T1, T2 and T3) dealing with adolescent students at the time of data collection and all of them were invited and accepted to participate in this study.

### 4.2.1 Results from School 1:

#### **Research Question 1: *What is motivation for the adolescent students investigated?***

As this question was not directly asked to participants in the questionnaires, due to their probable difficulty in conceptualizing the term ‘motivation’, we may conclude from the analyses of the answers provided for the first question (*Do you like your English classes? Why?*) and for the fourth question (*From the activities done in class, which of them do you like the most?*) of the instrument used, that motivation is a certain kind of stimulus that pushes them towards learning the language.

As can be seen in Graph 3, most of the students from all grades like their English classes. The sixth graders however, are the ones who seem to be more divided and the reasons provided by them as being the responsible for their “dissatisfaction” were various. Some of them stated that they do not like the teacher and some others stated that the lack of students’ discipline and the teachers’ lack of group control disturb the classes.



Graph 3 – School 1, Question 1: “Do you like your English Classes?”

The great majority of the students who seem to be happy with their English classes seem also to be very conscious of the importance of being able to use the English language appropriately in order to achieve success in their future careers and to enable them to travel, study and/or work abroad. Here are some of the students’ extracts from the open-ended question (my translation):

*“Learning English means having extra knowledge that will be essential in the future.” (9<sup>th</sup> grade)*

*“In a globalized world, knowing English is essential.” (8<sup>th</sup> grade)*

*“English is important because I want to live abroad in the future.” (7<sup>th</sup> grade)*

*“Learning English means having a good job and being able to travel and/or work abroad.” (6<sup>th</sup> grade)*

Besides, for the adolescent students, motivation seems to be found in any kind of activity involving visual and/or auditory stimuli as listening to music, watching videos or playing games. They seem to associate moments in which they are away from their ordinary classroom activities (copying exercises from the board or doing grammar exercises, for example) as highly motivational ones. This can be understood by looking at what some of the students wrote (my translation):

*“I like going to the multimedia classroom.” (9<sup>th</sup> grade)*

*“I like the classes which are presented in power point.” (8<sup>th</sup> grade)*

*“I like the games and the informal chats in English.” (7<sup>th</sup> grade)*

*“I like the games and the movies because we laugh and learn at the same time.” (6<sup>th</sup> grade)*

**Research Question 2: *What is motivation for the adolescent students` English teachers investigated?***

According to the answers provided for the fifth question of the teachers` interview (*How could you define a motivated student?*), motivation seems to be an inner drive that makes students participate more in class, do all the activities proposed with enthusiasm, and to innovate and develop their assignments more than the expected average. Here is a piece of the teachers` extracts (my translation):

*T1: “A motivated student is the one who does the activities proposed with enthusiasm and shows a positive result at the end.”*

*T2: “A motivated student is the one who participates in class giving suggestions and the one who goes beyond the expected.”*

*T3: “A motivated student is the one who uses strategies to help their learning process.”*

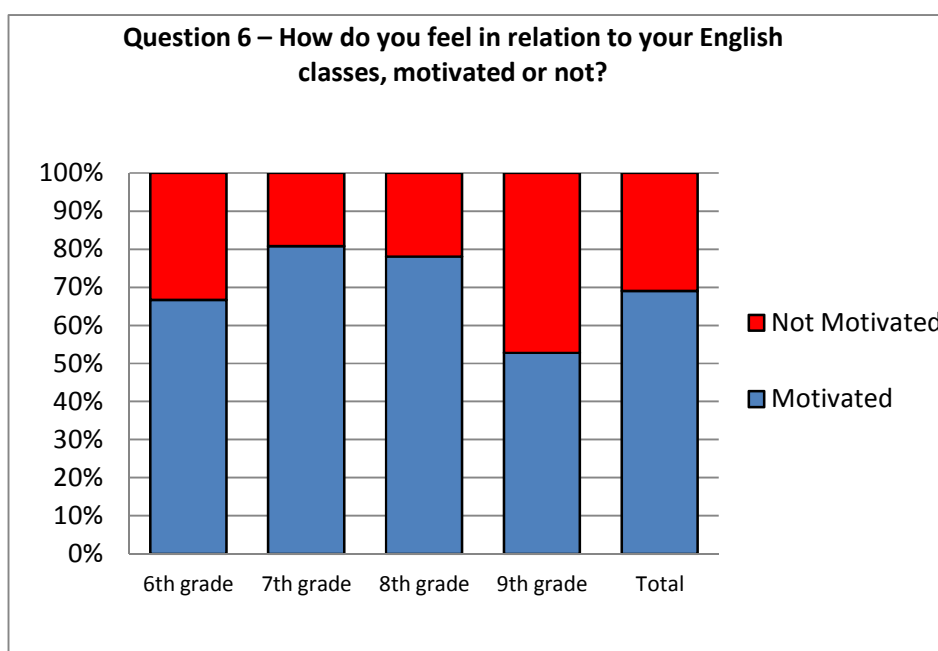
For two of the interviewees, motivation can be clearly noticed through the students` facial expressions and body language in class. In their view, a motivated student has a ‘special gleam’ in the eyes.

**Research Question 3: *Do the adolescent students investigated feel motivated or not in their EFL classes?***

Almost 70% of the students stated feeling motivated during their EFL classes. However, the 9<sup>th</sup> graders seemed to be less motivated than the others. It could be justified by the fact that they are thirty-five

students in class and that indiscipline and repetition of contents were mentioned as the most important demotivational aspects.

As can be seen in Graph 4, the *Total* column shows that most of the students seem to be motivated, however, when looking at the columns per grade, it is possible to observe that the 9<sup>th</sup> graders are really divided, with almost half of the students being demotivated during the English classes.



Graph 4 – School 1, Question 6: “How do you feel in relation to your English Classes, motivated or not?”

**Research Question 4:** *How do the investigated teachers perceive their adolescent students in class – motivated or not?*

By answering the sixth question of the semi-structured interview (*How do you think the adolescent students behave most of the time in class, motivated or not?*), two of the teachers agreed on the idea that students

usually fluctuate from moments of low motivation, usually the ones related to long traditional grammar explanations and exercises, to moments of high motivation, usually related to games and activities.

The other teacher however, stated that in general, they seem not to be motivated, especially because they do not seem to face the discipline with the same seriousness they face all the others.

**Research Question 5: *What makes the investigated students feel motivated in class and what do their teachers believe motivates them the most?***

From the answers of the questionnaire, what seems to motivate the students the most are games, songs, films, pair-work, group work, and any different kinds of classes, as the ones presented through a power point device and the ones held in the multimedia classroom.

The teachers' opinions from the interview converged on stating that playing games is what motivates the students the most. However, one of them made a difference in the students' preferences according to their age. For her, the younger ones, from the 6<sup>th</sup> and 7<sup>th</sup> grades usually get more motivated in playing games, and the older ones, from the 8<sup>th</sup> and 9<sup>th</sup> grades usually prefer songs and films.

#### 4.2.2 General Analysis of the answers (School 1)

Most of the students (almost 70% of them) like their English classes. They state that they do not have difficulties in learning the language and that they feel motivated in doing so. Most students are pleased with the teaching materials used in class. Most of them have English classes in a private English institution and believe that somehow those extra classes affect their motivation in the regular classes at school.

Almost all of them (98%) believe that the activities practiced outside classroom (usually at home), as listening to music, playing video games or watching movies, help them and motivate them in learning the language.

The reasons for their motivation are various, but they highlight the fact that in learning English they will probably have a better future, through more and better job offers. The possibility of travelling abroad and participating in exchange programs were also cited as motivating factors.

The students who do not like their English classes (the minority of them) argued that school classes are very easy if compared to classes of languages courses they attend, and that the content seen in the regular classes at school are a repetition of contents already learned in extra-curricular courses.

Another possible factor cited as demotivating was the group's lack of discipline. Many of them stated that peer talking and out of the context jokes, in general, affect their learning negatively.

#### 4.3 RESEARCH AT SCHOOL 2:

*School 2*, as already stated in the method chapter, is a public school located in a low-class neighborhood from where the great majority of its students come. A hundred and twenty adolescent students from school 2 participated in this study. School 2 had only one English teacher (T4) dealing with the adolescent students at the time of data collection.

##### 4.3.1 Results from School 2:

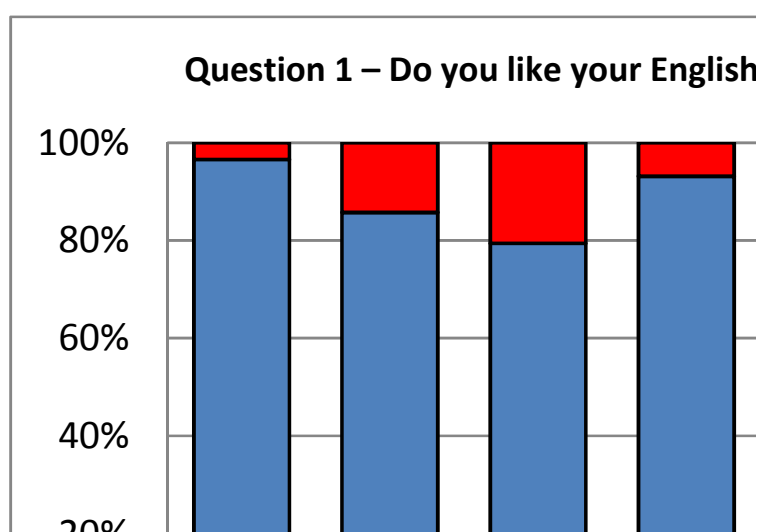
#### **Research Question 1: *What is motivation for the adolescent students investigated?***

As this question was not directly asked to participants in the questionnaire, due to their probable difficulty in conceptualizing the term 'motivation', we may conclude from the analyses of the answers provided for the first question (*Do you like to study English? Why?*), for the second question (*Do you like your English*



classes?) and for the sixth question (*From the activities done in class, which of them do you like the most?*) of the instrument used, that motivation is a certain kind of stimulus that pushes them towards learning the language.

As can be seen in Graph 5, the *Total* column shows that more than 80% (88.33%) of the students from all grades seem to be happy with their English classes.



Graph 5 – School 2, Question 1: “Do you like your English Classes?”

In analyzing the answers to the open-ended questions, it is easy to notice that the students who like their English classes usually mention having good and interesting classes with a very good, dedicated, fun, and dynamic teacher, as reasons for making them feel happy in class.

Another aspect that was observed in the open-ended questions is that they seem to be very conscious about the importance of studying English nowadays. They stated that they are very interested in learning the language because it is the most used language in the world, because through it they have the opportunity of knowing another culture and also because it enables them to understand most of the American songs played on the radio and advertisements shown on TV and billboards. See, for example, some students’ extracts (my translation):

*“I like to study English because when I see some words in English, I understand their meaning.”(6<sup>th</sup> grade)*

*“I like English because it is nice and different.” (7<sup>th</sup> grade)*

*“I like songs in English, and I would like to understand them.” (8<sup>th</sup> grade)*

*“I like English because it is a universal language and I admire it.” (9<sup>th</sup> grade)*

Besides, for the adolescent students, motivation seems to be raised through any kind of activity involving visual, kinaesthetic and/or auditory stimuli as listening to music, watching videos or playing games. They seem to associate moments in which they are away from their ordinary classroom activities (copying exercises from the board or doing grammar exercises, for example) as highly motivational ones. This can be understood by looking at what some of the students wrote (my translation):

*“I like pair and group work.” (6<sup>th</sup> grade)*

*“I like it when we play games in class.” (7<sup>th</sup> grade)*

*“I like to learn songs in English and sing them in class.” (8<sup>th</sup> grade)*

*“I like to translate English texts into Portuguese and also to work with comic strips.” (9<sup>th</sup> grade)*

**Research Question 2: What is motivation for the adolescent students` English teachers investigated?**

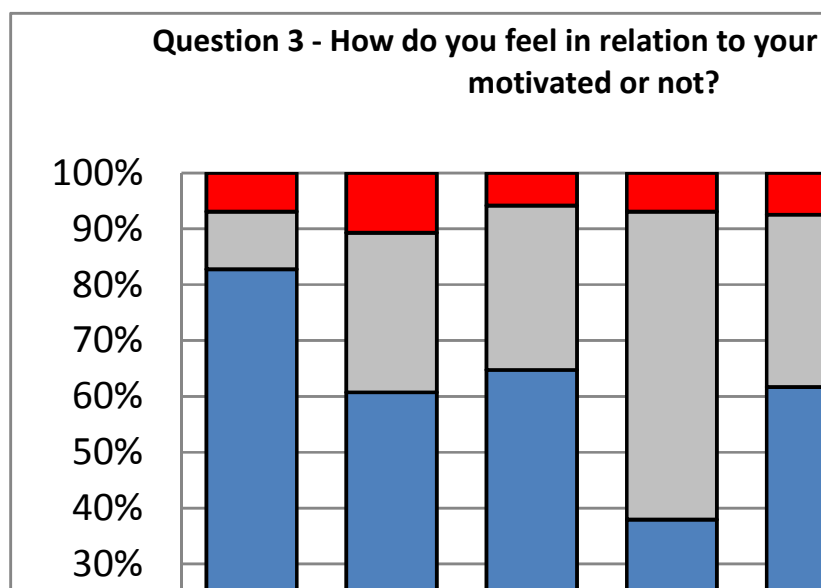
According to the answers provided for the third question (*How could you define a motivated student?*) and the fourteenth question (*What is motivation for you?*) of the teachers` semi-structured interview, motivation seems to be an inner drive that makes students participate more in class, do all the activities proposed with enthusiasm, and develop their assignments more than the expected average. Besides, the teacher believes that the students who like the language, face the learning of it as something easy and pleasant, and that this feeling helps them to become successful students. Here is a short piece of the teacher`s answer:

*T4: “A motivated student is the one who participates a lot in class, who does all the activities proposed, who raises questions and goes beyond the expected. For me, if the student likes English, learning seems to be easier. There is only half way to go.”*

**Research Question 3:** *Do the adolescent students investigated feel motivated or not in their EFL classes?*

More than half of the students (61,06% of them) state that they always or almost always feel motivated during their English classes. Creative, interesting, dynamic and funny classes, together with a very good, talented, interested, creative, dynamic, patient and nice teacher, are the ingredients responsible for the high motivational environment stated by the students. However, a considerable number of students (30,83% of them) state that they alternate moments in which they feel motivated with moments of demotivation. Some of the reasons provided for such lack of motivation are related to the difficulty they have in learning the language and also to some external factors they bring with themselves to the classes, as sadness, tiredness and laziness.

As can be seen in Graph 6, the Total column shows that, in general, the students are most of the times motivated. We can also notice that about 30% of them seem to alternate moments of high motivation with moments of low motivation. Another important aspect to be noticed is that the 9<sup>th</sup> graders are the ones who show more instability in their motivation. They justified their feeling stating that external factors, which are usually brought from home, usually make them feel tired, lazy and even sad during the classes.



Graph 6– School 2, Question 3: “How do you feel in relation to your English Classes, motivated or not?”

**Research Question 4:** *How do the investigated teachers perceive their adolescent students in class?*

By answering the sixth question (*How do you think the adolescent students behave most of the time in class, motivated or not?*) and the seventh question (*What kinds of attitudes do students have during the English classes that make you think like that?*) of the semi-structured interview, the teacher stated that the students` motivation can be noticed through the students` participation and interest in her classes. For the teacher, they seem to be motivated most of the times.

**Research Question 5:** *What makes the investigated students feel motivated in class and what do their teachers believe motivates them the most?*

From the answers of the questionnaire, what seems to motivate the students the most are games, songs, pair-work, group work, challenging activities proposed by the teacher, translation exercises, speaking activities and group projects. In fact, any unusual kinds of classes, different from the traditional ones, are what please the students the most.

The teacher's opinion was that playing games and working with songs are what motivate the students the most.

#### 4.3.2 General Analysis of the answers (School 2)

The vast majority of participating students (88.33%) stated that they like to study English, mainly because they admire the language, finding it "cool", interesting, fun, exciting and "beautiful" and also because it is a universal language. Those same students also mentioned the opportunity of knowing another culture, understanding the American songs and the American TV shows and advertisements, as highly motivational aspects of learning the language. Only a small group of students (18.86% of them) seem to consider the importance of learning English as a tool that might help them in getting better jobs in the future.

The motivated students affirmed that they enjoy their English classes because they are usually fun, dynamic, and interesting, but they also associate those good moments to the teacher's ability in running the classes in a smoothly way, always being happy, devoting great care to her work and helping them in clarifying their doubts with patience and dedication.

A considerable number of students (30.83%), however, stated that they usually alternate moments of low motivation with moments of high motivation. They justified such fluctuation suggesting that the difficulty in learning some of the contents and also some factors they bring in from outside the school (as sadness, tiredness and laziness) would be some of the reasons for their discouragement.

Almost all students (89.16%) stated that they find the material used in classes appropriate and interesting for their age group. However, a considerable part of them (45.83%) is having difficulty in learning the language. The fact that these students have little exposure to English outside the school - only listening to music and sometimes playing video games - and the fact that they do not have formal instruction in English Language Institutes (only 9.1% of them have access to English classes outside the school), probably increase their difficulty in learning the language.

#### 4.4 COMPARISON AND DISCUSSION OF THE RESULTS FOUND IN THE TWO SCHOOLS

The present study suggests that teachers' opinions about students' motivation varied. Two of the teachers from school 1 believed they usually alternate moments of low motivation with moments of high motivation. The other teacher, also from school 1, believed that they seem to be totally demotivated. The teacher from school 2 had a more optimistic point of view and believed that they seem to be motivated most of the times. These findings corroborate Dornyei's (2001b) assumption that motivation is not an easy measurable factor, as it is abstract and not directly observable.

The study here presented suggests that there is a mismatch between the general teachers' empirical perceptions about students' motivation and the way they really feel in their EFL classes. Although teachers usually believe that their adolescent students are not motivated, the research showed that most of them seem to be motivated. Surprisingly, for the students here analyzed, the teachers were seen as key figures who affect their motivation in a positive way, providing mentoring, guidance, nurturance and support. In their position of group leaders, teachers' personality, competence, commitment, warmth, empathy, and level of motivation, are largely responsible for affecting pupils' attitudes. These findings corroborate Dornyei's (2001b) statement that "teachers are powerful motivational socialisers" (p. 35). However, for the students who stated feeling demotivated or for the ones who usually alternate moments of high motivation with moments of low motivation, indiscipline was highlighted by the students from both schools analyzed, as an important demotivational factor. According to Dornyei (2001b), indiscipline certainly diminishes students' motivation, as "a lack of classroom management generates a great deal of stress and undermines student achievement" (Dornyei, 2001b, p. 37). Good and Brophy (1994, as cited in Dornyei, 2001, p. 121) also agree that motivation is unlikely to develop in a chaotic classroom. For them, it is important that learning occurs within a relaxed and supportive atmosphere. Moreover, as 66% of the students from school 1 (the private one) have English classes outside the school (in English Language Institutes), they also highlighted the repetition of contents as another demotivational factor.

The students from School 2 (the public one) also mentioned two other important aspects that may

influence their motivation negatively: the difficulty in learning the language (45% of the students) and some external factors they bring in to class, as sadness, tiredness and laziness. Dornyei (2001b) suggests that people with a low sense of self-efficacy usually face difficult tasks as personal threats. Consequently, “they easily lose faith in their capabilities and are likely to give up” (p. 23). For the study here presented, totally giving up is not a possibility for the students as English classes are part of their curriculum. However, the feeling of not being able enough to cope with the learning of a foreign language, certainly affects their motivation in a negative way. In relating their demotivation to some external factors, students from School 2 call our attention to the motivational influences their social milieu might have in their learning. According to Chambers’ study about demotivation (1993), for some pupils it will appear that nothing works sometimes, but the problem in their cases may not necessarily be with learning languages but rather with learning in general. In some cases, “demotivation originates from home rather than from the classroom” (Chambers, 1993, as cited in Dornyei, 2001b, p. 148). It may be easy to forget that students’ motivation to learn in school contexts is strongly affected by certain people who are not directly involved in the school scene, as the students’ parents, their families and even their neighborhood. Parental influence on L2 motivation was considered a major component by Gardner (1985) in his psychological theory, because parents were seen to “act as the major intermediary between the cultural milieu and the student” (Gardner, 1985, as cited in Dornyei, 2001b, p. 78). Colletta *et al.* (1983) also found that “active parental influence had a considerable impact on the students’ linguistic self-confidence, thus identifying a further L2-specific mediating variable between parental influence and student motivation” (Colletta *et al.* 1983, as cited in Dornyei, 2001b, p. 79).

For the teacher from School 1, who believed that the adolescent learners usually seem to be demotivated, and also for the other two teachers (also from School 1) who believed that their motivation fluctuates, the teenagers’ lack of motivation can be noticed through their inappropriate posture and behavior in class. The problem here seems to be related to the fact that when dealing with adolescent students, teachers should always have in mind that they are going through puberty and that this is a very hard time for them. According to Zagury (1996), “puberty is a particular phase of internal changes, when the adolescents are full of energy and excitement. Their body changes are universal, while the psychological, sociable, intellectual and affective ones differ from culture to culture and even from person to person” [my translation]. Their search for identity influences their

mood, and consequently affects their behavior in class, generating alternate moments of high motivation with moments of low motivation. This fluctuation in students' motivation should be expected, though. As stated by Dornyei (2001b), "most learners experience fluctuation in their enthusiasm/commitment, sometimes on a day-to-day basis" (p. 16). Thus, the students' facial expressions and body language, sometimes mentioned by the teachers as a signal of lack of motivation, could be better understood as typical of their age.

Another important finding of the research here presented was that the students from School 1 (the private one) have extrinsic motivation/instrumental orientation in learning English, while the ones from School 2 (the public one) have intrinsic motivation/integrative orientation. Most of the teenagers from the private school stated that they realize the importance of learning the language in order to achieve success in their future careers and to enable them to travel, study and/or work abroad. On the other hand, most of the teenagers from the public school seemed to be interested in learning English because they admire the language and also because it enables them to understand the American songs and advertisements in general. They also mentioned the opportunity of knowing something about the English culture as a high intrinsic motivational factor. In fact, some researchers as McClelland (2000), Yashima (2000, 2004), Kimura, Nakata and Okumura (2001) and some others, have been suggesting the need to reinterpret Gardner's concept of 'integrativeness'. Lamb (2004), for example, suggests that instrumental and integrative orientation are difficult to distinguish as separate concepts. According to the author, "meeting with westerners, using computers, understanding pop songs, studying and traveling abroad, pursuing a desirable career – all these are associated with each other and with English as an integral part of the globalization processes that are transforming their society and will profoundly affect their own lives" (Lamb, 2004, as cited in Dornyei, 2005, p.96). Therefore, an 'international orientation' seems to be arising.

It is also important to highlight that most students from School 2 usually do not have or have little access to extra activities related to English outside the school, especially because reading English books/magazines, surfing on the internet, watching cable TV and playing video games, seem to be very far from their families' economic reality.

As can be seen on *Table 2*, the students rarely play video games in English, chat with friends on the internet or watch movies in English. Almost 60% of them have never read a book or a magazine in English. Listening to music in English seems to be what is closer to their reality.



How often do you do the activities proposed below?	everyday	almost every day	Only on weekends	rarely	never	Total
a. play video games in English	19%	24%	8%	35%	13%	100%
b. chat with your friends in English	8%	10%	5%	28%	48%	100%
c. watch movies with the audio in English and/or keep the subtitles in English	4%	10%	11%	49%	26%	100%
d. listen to music in English	47%	34%	3%	13%	3%	100%
e. read books and/or magazines in English	3%	8%	2%	28%	59%	100%
f. Other	-	-	-	-	-	

Table 2 – Extra activities incidence on School 2 students` answers`

In spite of not having so much contact with those extra activities mentioned previously, the students realize the importance of doing so. By practicing the language outside the school, they might improve their learning and they seem to be fully aware of that.

The economic differences found between the students from the private school and the students from the public school were also confirmed by the coordinators of both schools. The coordinator of the private school (School 1) confirmed that most of the students' families are from medium to high classes and live around the school, in some privileged districts. The same coordinator also stated that the students' parents are usually businessmen/businesswomen or work in important companies of the city. They also seem to have experience abroad and speak English informally in their vacation trips. The coordinator of the public school (School 2) however, affirmed that most of the students' families are from low or medium classes and live around the school, in a poor district of Joinville called Vila Nova. She also mentioned that most of the students usually go to school on foot or by bicycle. According to her, most of the students' mothers are housemaids or work in the companies' manufacturing area. The students' fathers are usually bricklayers or work for building companies. Some of them also work in the companies' manufacturing area or have their own little stores around the school. The coordinator of the public school (School 2) also believes that none of the students' parents speak English.

Finally, the study here presented believes that motivation should always be studied/analyzed through Williams and Burden's (1997) social constructivist view, as it considers that "each individual is motivated differently, being subject to social and contextual influences, and these include the whole culture and context and the social situation, as well as significant other people and the individual's interaction with these people" (Williams & Burden, as cited in Dornyei, 2001b, p. 115).

## CHAPTER V

### FINAL REMARKS, PEDAGOGICAL IMPLICATIONS AND LIMITATIONS OF THE STUDY

#### 5.1 ANSWERING THE RESEARCH QUESTIONS

In order to provide a more summarized and clear way of visualizing the study's results, the research questions are presented and answered below.

##### **Question 1: What is motivation for the adolescent students investigated?**

For the students from both schools, motivation is a kind of stimulus that pushes them towards learning the language. However, they seem to have different stimuli. While the students from *school 1* (private) show some extrinsic reasons for learning the language, the ones from *school 2* (public) show intrinsic reasons.

##### **Question 2: What is motivation for the adolescent students' English teachers investigated?**

Motivation seems to be an inner drive that makes students participate more in class, do all the activities proposed with enthusiasm and go beyond the expected. For the teachers from *school 1*, motivation can be noticed through the students' facial expressions and body language. For the teacher from *school 2*, motivation can be noticed through students' participation and interest in class.

##### **Question 3: Do the adolescent students investigated feel motivated or not in their EFL classes?**

It is interesting to notice that most of the students investigated like their English classes (almost 80% of the students from *school 1* and almost 90% of the students from *school 2*). However, their motivation is not as high as one would expect. In *school 1*, almost 70% of them stated feeling motivated. On the other hand, in

*school 2*, 61.06% of them stated feeling always or almost always motivated and 30.83% alternate moments of low motivation with moments of high motivation.

**Question 4: How do the investigated teachers perceive their adolescent students in class – motivated or not?**

Teachers' opinions diverged. For two of the teachers from *school 1*, students usually alternate moments of low motivation with moments of high motivation. The other teacher however, stated that, in general, they seem not to be motivated.

For the teacher from *school 2*, students seem to be motivated most of the times.

**Question 5: What makes the investigated students feel motivated in class and what do their teachers believe motivates them the most?**

Students from both schools seem to be highly motivated by any kind of activity different from the traditional ones applied in class, involving visual or auditory stimuli, as playing games, listening to songs or watching movies. The teachers investigated confirmed the students' high interest and enthusiasm in using such instruments as different and useful learning strategies.

## **5.2 SOME REFLECTIONS ON YOUNG LEARNERS AND MOTIVATION**

In addition to the difficulty in measuring motivation, analyzing adolescent students' motivation seems to be even more difficult. Early adolescence is a period of transition between elementary school and high school, which includes a heightened awareness of emerging responsibilities and adulthood. Behavioral characteristics valued by young adolescents change and conform to new relations among peers, family, and

teachers within and outside the school. The ten to fourteen years form a critical period for growth and maturation as children enter pubertal years and their roles in school and society change. That period is a pivotal point where students experience intense growth, as well as new ideas of identity. Many students usually experience confusion and little motivation towards school, which is a result of new physical and mental changes, along with the confusing environment of schools. These students are entering a new period in their lives where achievements in school and society run parallel. New social relations with teachers, peers, and parents can cause tension and discouragement that can have serious long-lasting effects in school. They also tend to be more influenced by the views of their peers. Many students do not effectively make the transition from elementary to middle school, which causes lack of motivation and dissatisfaction with the school system.

Finding an answer to the problems of early adolescents and how they adjust to middle schools is not an easy one. Changes must first be made in the organizational structure so that a more giving environment is established. An effective transitional school should contain a fluid, structural environment, but should be sufficiently elastic to permit students to explore learning and socialization in a manner consistent with their needs. Fulfilling the needs of the students will keep them motivated and interested in learning, as they make their transition from elementary school to high school. Moreover, it is also important to have in mind that motivated teachers, enthusiastic about their performance in teaching, tend to more easily influence their students in an effective learning process. On the other hand, demotivated, not engaged or apathetic teachers will probably have demotivated students, which is intuitively plausible. In this regard it is easy to presume that lack of motivation and interest among teachers and students can contribute to establishing a vicious circle that keeps both in a state of "inertia" (Arruda, 2001) [my translation].

### 5.3 PEDAGOGICAL IMPLICATIONS

From what has been discussed in this study, it is possible to claim that the adolescent students from *School 1* and *School 2* conceive motivation differently, although having the same age and doing very similar things

to learn a foreign language. As already inferred before, it may be explained by their different economic, social and cultural backgrounds. At *School 1*, where the students were extrinsically motivated, the teacher is not the only responsible for students' motivation, as students can get motivated regardless the teachers' effort. At *School 2* however, where the students were intrinsically motivated, students' motivation is strongly influenced by their teachers' motivation. In one way or another, the teacher's role in helping students keep their motivation high seems to be very important. Therefore, it would be essential to have only highly motivated teachers in classes. By creating interesting lessons and using different teaching strategies, teachers would most probably gain the students' attention and encourage them to become more active participants in a lesson. In doing so, it would result in students feeling some sense of accomplishment.

Many teachers believe that by sticking to the language materials and trying to discipline their students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate them. Furthermore, they will not be able to form a cohesive and coherent group, unless they succeed in turning most "curriculum goals" (goals set by outsiders) into "group goals" (goals negotiated by the group members, that is, students). Learning a foreign language is different to learning other subjects. Therefore, language teaching should take into account a variety of factors that are likely to promote, or even militate against, success. It should also consider that "each learner is motivated differently, being subject to social and contextual influences, and these include the whole culture and context and the social situation, as well as significant other people and the individual's interaction with these people" (Williams & Burden, as cited in Dornyei, 2001b, p. 115).

Another important aspect to be considered is that the study indicates that all the investigated teachers conceive motivation intrinsic. As the teachers from *School 1* believe their students are not motivated but in fact, according to the results found, most of them are, there is a mismatch between teachers' and students' conceptions of motivation. The consequence of such mismatch is that it may cause a negative perception/impact on the teacher/teaching and learning a foreign language. On the other hand, when the students' and teachers' conception of motivation match, as in *School 2*, it can cause a positive perception/impact on the teacher/teaching and learning

a foreign language. Therefore, based on that reasoning, by identifying students' conception of motivation teachers can make better didactic choices in order to meet teaching goals and students' needs.

#### 5.4 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

Some of the limitations already expected to be found, as predicted by Dornyei (2001b) were:

1) As motivation is not stable but changes dynamically over time, it is questionable how accurately a cross-sectional survey, as the one here presented, can represent the motivational basis of a behavioural sequence such as L2 learning (p. 199);

2) Although appropriate item analysis and a clear and effective presentation layout can make self-report questionnaires fairly reliable, the validity of such instruments has been questioned by many. Respondents may have had a fairly good guess about what desirable/acceptable/expected answer was, and some of them may have provided the response even if it was not true. In addition, they might have been "reluctant to say anything less than positive about a person or topic that they like in general, or they may have wished to present themselves in an unrealistically good light" (p. 207);

3) The study of L2 motivation is an interdisciplinary field as it requires some degree of expertise in three scholarly domains: language education, (applied) linguistics and psychology. Therefore, anyone wishing to do research on L2 motivation needs to look deeply both inside and outside the field of L2 studies for the relevant literature (p. 248).

Finally, it is difficult to find a theory that explains how different aspects of a learner's L2 proficiency are influenced by the various factors related to individual differences. "Not surprisingly, perhaps, there is no such theory at the moment" (Ellis, 2005, p.547).

In spite of these limitations, this study may serve as a starting point for further research. Another similar study in this area could be valuable in order to shed light on the relation between adolescent learners' motivation and the SLA process in elementary schools in Brazil.

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## APPENDICES

### Appendix 1. The students' questionnaire (School 1)

#### Questionário para alunos adolescentes de Inglês - *Escola 1*

O questionário abaixo foi elaborado com objetivo único e exclusivo de levantar dados que serão analisados posteriormente e servirão de base para a minha dissertação do curso de Mestrado em Inglês da UFSC. Portanto, peço alguns minutos da sua atenção e seriedade ao respondê-lo. Agradeço imensamente a sua colaboração,

Adriana Campbell Santos de Lacerda

Idade: \_\_\_\_\_ Série/Ano: \_\_\_\_\_ Sexo: ( ) Fem. ( ) Masc.

1) Você gosta das suas aulas de Inglês? ( ) Sim ( ) Não Por quê?

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2) Você tem dificuldades em aprender Inglês? ( ) Sim ( ) Não

3) Você acha que o material didático utilizado nas aulas de Inglês é apropriado e interessante para a sua faixa etária?

( ) Sim ( ) Não

4) Das atividades realizadas em sala de aula, qual/quais delas você gosta mais?

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5) E quais são as que você gosta menos?

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6) Como você se sente em relação às suas aulas de Inglês? ( ) motivado ( ) desmotivado  
Porquê?

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7) Você estuda Inglês em algum curso extra-curricular? ( ) Sim ( ) Não

8) Como você acha que isso influencia na sua motivação com relação às aulas de Inglês?  
( ) positivamente ( ) negativamente

9) Você percebe diferenças entre o grau de conhecimento da língua entre você e os seus colegas de classe?  
( ) Sim ( ) Não

10) Em qual grupo você acha que se encaixa? ( ) no dos mais capacitados ( ) no dos menos capacitados

11) Que tipos de atividades relacionadas à Língua Inglesa você desenvolve extra-classe?

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12) Você acha que essas atividades extra-classe os auxilia no aprendizado da Língua Inglesa e os motiva mais a querer aprender tal língua? ( ) Sim ( ) Não

## Appendix 2. The teachers' semi-structured interview (School 1)

**Entrevista semi-estruturada para os professores de Inglês – Escola 1**

Nome: \_\_\_\_\_

Idade: \_\_\_\_\_

- 1) A quanto tempo você vem trabalhando com alunos adolescentes?
- 2) Como você se sente trabalhando com eles?
- 3) Você já trabalhou com outras faixas etárias?
- 4) Como você compara as diferentes faixas etárias com relação à motivação em sala de aula?
- 5) Como você definiria um aluno motivado?
- 6) Você acha que os adolescentes, de um modo geral, se sentem motivados ou desmotivados durante as aulas de Inglês?
- 7) Que tipos de atitudes eles demonstram em sala de aula que te fazem pensar assim?
- 8) Você acredita que a maioria dos alunos adolescentes gosta das aulas de Inglês ou não? Por quê?
- 9) O que você acha que eles mais gostam de fazer durante as aulas? Por quê?
- 10) E o que você acha que eles menos gostam ou não gostam de fazer durante as aulas? Por quê?
- 11) Você acredita que os alunos que estudam Inglês em algum curso extra-curricular apresentam alguma vantagem com relação aos outros? Se sim, você acredita que isso possa influenciar a motivação desse aluno em sala de aula? De que maneira?
- 12) Você acredita que a prática de atividades extra-classe, em Inglês, como por exemplo o uso de “video-games”, ouvir músicas e assistir filmes com áudio em Inglês possam favorecer o aprendizado da língua e os motivar positivamente com relação à mesma?

## Appendix 3. The students' questionnaire (School 2)

**Questionário para alunos adolescentes de Inglês - Escola 2**

O questionário abaixo foi elaborado com objetivo único e exclusivo de levantar dados que serão analisados posteriormente e servirão de base para a minha dissertação do curso de Mestrado em Inglês da UFSC. Portanto, peço alguns minutos da sua atenção e seriedade ao respondê-lo. Agradeço imensamente a sua colaboração,  
Adriana Campbell Santos de Lacerda

Idade: \_\_\_\_\_ Série/Ano: \_\_\_\_\_ Sexo: ( ) Fem. ( ) Masc.

1) Você gosta de estudar Inglês? ( ) Sim ( ) Não Por quê?

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2) Você gosta das suas aulas de Inglês? ( ) Sim ( ) Não Por quê?

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3) Como você se sente durante as aulas de Inglês?

- ( ) sempre motivado ( ) sempre desmotivado ( ) quase sempre motivado ( ) quase sempre desmotivado  
( ) alterno momentos em que estou motivado com momentos em que estou desmotivado

Justifique a sua resposta:

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4) Você tem dificuldades em aprender Inglês? ( ) Sim ( ) Não

5) Você acha que o material didático utilizado nas aulas de Inglês é apropriado e interessante para a sua faixa etária?

- ( ) Sim ( ) Não

6) Das atividades realizadas em sala de aula, qual/quais delas você gosta mais?

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7) E quais são as que você gosta menos?

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8) Você estuda Inglês em algum curso de línguas? ( ) Sim ( ) Não

- 9) Como você acha que isso influencia na sua motivação com relação às aulas de Inglês da escola?  
 positivamente  negativamente Por quê?

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- 10) Você percebe diferenças entre o seu grau de conhecimento da língua inglesa e o dos seus colegas de classe?  
 Sim  Não

- 11) Em qual grupo você acha que se encaixa?  no dos mais capacitados  no dos menos capacitados

- 12) Especifique a frequência com que você realiza as atividades relacionadas à língua inglesa listadas abaixo:

- a. joga vídeo games em Inglês

todos os dias  quase todos os dias  só nos finais de semana  raramente  nunca

- b. frequenta chats em Inglês

todos os dias  quase todos os dias  só nos finais de semana  raramente  nunca

- c. assiste filmes com áudio e/ou legendas em Inglês

todos os dias  quase todos os dias  só nos finais de semana  raramente  nunca

- d. escuta músicas em Inglês

todos os dias  quase todos os dias  só nos finais de semana  raramente  nunca

- e. lê livros e/ou revistas em Inglês

todos os dias  quase todos os dias  só nos finais de semana  raramente  nunca

- f. Outra

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todos os dias  quase todos os dias  só nos finais de semana  raramente  nunca

- 13) Você acha que essas atividades extra-classe os auxilia no aprendizado da Língua Inglesa e os motiva mais a querer aprender tal língua?  Sim  Não

Appendix 4. The teachers' semi-structured interview (*School 2*)**Entrevista semi-estruturada para os professores de Inglês – Escola 2**

Nome: \_\_\_\_\_

Idade: \_\_\_\_\_

- 1) Há quanto tempo você vem trabalhando com alunos adolescentes?
- 2) Como você se sente trabalhando com eles?
- 3) Como você definiria um aluno motivado?
- 4) Você já trabalhou com outras faixas etárias?
- 5) Como você compara as diferentes faixas etárias com relação à motivação em sala de aula?
- 6) Você acha que os adolescentes, de um modo geral, se sentem motivados ou desmotivados durante as aulas de Inglês?
- 7) Que tipos de atitudes eles demonstram em sala de aula que te fazem pensar assim?
- 8) Você acredita que a maioria dos alunos adolescentes gosta das aulas de Inglês ou não? Por quê?
- 9) O que você acha que eles mais gostam de fazer durante as aulas? Por quê?
- 10) E o que você acha que eles menos gostam ou não gostam de fazer durante as aulas? Por quê?
- 11) Você acredita que os alunos que estudam Inglês em algum curso de línguas apresentam alguma vantagem com relação aos outros? Se sim, você acredita que isso possa influenciar a motivação deles em sala da aula? De que maneira?
- 12) Você acredita que a prática de atividades extra-classe, em Inglês, possam favorecer o aprendizado da língua e os motivar positivamente com relação à mesma?
- 13) Você acha que a sua motivação (ou desmotivação) influencia a motivação dos seus alunos? De que maneira?
- 14) O que é motivação para você?



Appendix 5. The coordinators' semi-structured interview (Schools 1 and 2)

### **Entrevista semi-estruturada para as coordenadoras –Escola 1 e Escola 2**

Objetivo: Fazer um levantamento do perfil sócio-econômico das famílias dos alunos matriculados entre o 6º e o 9º ano do Ensino Fundamental

- 1) Qual é a sua formação acadêmica?
- 2) Há quanto tempo trabalha nesta instituição como coordenadora?
- 3) Qual é a classe social da maioria dos alunos matriculados nesta instituição?
- 4) Onde moram suas famílias?
- 5) Qual é a profissão dos pais desses alunos? Onde trabalham na sua maioria?
- 6) As mães desses alunos costumam trabalhar fora ou são donas de casa?
- 7) A senhora saberia me informar se os pais e mães desses alunos falam uma segunda língua?
- 8) A senhora acredita que a condição sócio-econômica dessas famílias influencia no interesse e no aprendizado de uma segunda língua?

## Appendix 6. Transcriptions of *School 1*

### 6.1 Transcription of T1's interview

I: Há quanto tempo você vem trabalhando com alunos adolescentes?

T1: Há seis anos.

I: E como você se sente trabalhando com eles?

T1: Confortável. Eu acho que eu consigo atingir aquilo que eu espero, aquilo que eu planejo, geralmente, sempre dá certo...

I: Uhum... Você já trabalhou com outras faixas etárias também?

T1: Sim. Não com criança pequena, criancinha eu nunca trabalhei, mas meu aluno mais velho tem 62 anos.

I: E como é que você compara essas diferentes faixas etárias, no caso, o adolescente por exemplo, o adulto, ou até mesmo uma pessoa de idade, com relação à motivação que eles têm no estudo da língua, em sala de aula?

T1: Eu acho que é bem mais fácil você motivar uma pessoa mais velha do que o adolescente. O adolescente tá em contato direto com coisas motivantes, como a televisão, como a internet, então ele tem o dia inteiro, a noite toda pra fazer isso, e a pessoa mais velha não, ela tá trabalhando o dia todo, então qualquer jogo, qualquer música, qualquer atividade com filme que você leve pra ela à noite, ou na hora do almoço que faz aula, ou no sábado de manhã, já é motivadora, nesse sentido.

I: E você acha que... ah! Desculpa! Como que você definiria um aluno motivado?

T1: Aquele aluno com um brilho no olhar, aquele aluno que tá fazendo a atividade de uma forma empolgante, hã..., que mostra resultado final, que ele vai atrás, e que... e a linguagem corporal eu acho que fala muito nessa hora.

I: Você acha que os adolescentes, de um modo geral, se sentem motivados ou desmotivados durante as aulas de Inglês?

T1: Eu sempre falo pra eles que você precisa entender as duas partes. Por quê? Quando você cozinha, é gostoso comer, mas você precisa lavar a louça, é a parte chata. Eu sempre dou exemplo pra eles. Eles querem fazer o “game”, eles querem ouvir a música, mas sem a gramática, não tem como você fazer um “game”. Então, eu quero fazer, digamos um bingo, sobre verbos no passado - se eles não entenderem o que é o verbo no passado, quando

you use the verb in the past, that bingo won't make sense. Only that they feel motivated only by doing the bingo. To pay attention and understand what is a verb in the past, grammar, it's difficult for you to motivate the student. I try to bring phrases within their reality, music, little pieces of movies, games, but every English teacher knows that the boring part is explaining grammar, and if they don't pay attention in that part, it gets complicated. For example, body parts, when I was talking: "repeat!" – it was a boring part for them. Then, when I did the game "touch your head, touch your... back", they just wanted that they didn't know what it was "head or back", because at the time of paying attention, they weren't very interested.

I: What attitudes do they demonstrate in the classroom that make you think like this? When they are demotivated, for example, né?

T1: I think that through body language, body language... they get more restless in the chair, they are looking to the side, looking at the window, and when they are motivated, they are looking at you, they are talking in a more... way, they get more excited. I think that body language talks a lot. They want to talk more, all at the same time. And when they are demotivated, no one wants to participate. The teacher calls and no one wants to answer.

I: Do you believe that the majority of adolescent students like or don't like English classes? Why?

T1: I believe they like it, I believe they like it because the result that I have is very satisfactory.

I: And what do you think they like more to do during classes? What are the activities they like more to do?

T1: It depends a lot on the class, sixth and seventh years prefer games, "stop", bingo, standing, dancing, making gestures, games, I already did games with them, for fixing the content, and the older ones prefer movies and music.

I: And what do you think they like less to do, or that they don't like to do during classes?

T1: Paying attention to grammar and grammar exercises for fixing.

I: Do you believe that students who study English in some extra-curricular course have some advantage in relation to others?

T1: The advantage is that they have more contact with the language, but there are some students who don't study outside but listen to music, they have TV, and they can have a good performance, just like students who study outside, sometimes for two years but don't take advantage of the opportunity.

I: E você acredita que a prática de atividades extra-classe, como você acabou de mencionar, como o uso de video-games, músicas, filmes, eles possam favorecer o aprendizado da língua, e os motivar?

T1: Com certeza! Porque quando eles estão jogando, ou no computador ou no video-game, sempre tem as dúvidas, e essas dúvidas eles trazem pra sala de aula. Com certeza, motiva e ensina muito!

I: Muito obrigada!

T1: De nada!

## 6.2 Transcription of T2's interview

I: Há quanto tempo você vem trabalhando com alunos adolescentes?

T2: Com adolescentes... desde... 2000. Desde o ano 2000. Primeiro em escolas de idiomas, não exclusivamente com adolescentes, mas já tinha uma turminha de adolescentes e depois aqui no colégio, com turmas maciças de adolescentes, desde 2005 – 4, 2004.

I: E como é que você se sente trabalhando com os adolescentes?

T2: (T2 respira fundo antes de responder) É bom, eu acho que é bom – eles dão uma energia legal, você se sente até mais jovem por trabalhar com eles, mas ao mesmo tempo é muito difícil. É muito difícil porque é uma idade difícil, em termos de respeito, de conseguir respeito, você não sabe até que ponto você pode ir, pra tentar se encaixar mais no estilo deles, porque às vezes eles se passam, e ter uma compreensão disso que você pode até brincar, mas você é a professora, e eles respeitarem as regras, não conversarem, enfim, é complicado porque eles estão numa fase complicada. Ou você é “soft” demais ou é... hahahaha

I: Você já trabalhou com outras faixas etárias?

T2: Já. Já trabalhei com criança, já trabalhei com adulto, já trabalhei com adolescentes mais velhos.

I: E como é que você compara essas diferentes faixas etárias com relação à motivação em sala de aula?

T2: É mais difícil motivar o adolescente. Criança mais nova, você leva qualquer coisa diferente, qualquer joguinho, qualquer música, assim, uma coisa pequena, eles acham o máximo. Eles cantam até a cantiga de roda maaaaaaais antiga que existe, mas eles cantam com vontade e acham o máximo. Agora, adolescente, quase tudo que você leva, hahahahaha, é chato!

I: Como é que você definiria um aluno motivado? O que é um aluno motivado pra você?

T2: Um aluno motivado... acho que é um aluno que participa, um aluno que dá sua sugestão, que tira sua dúvida, um aluno que é voltado pra ler, pra fazer, quando você passa um trabalho, que nem os que a gente faz, trabalhos trimestrais, que são diferentes, com linguagens diferentes, em vídeo ou podem trazer um cartaz que é de alguém que eles admiram, que eles gostam, que desenvolve isso e vai atrás um pouco mais daquilo que foi dado. Acho que aí mostra o que é um aluno motivado.

I: E você acha que os adolescentes, de um modo geral, se sentem motivados ou desmotivados em relação às aulas de Inglês?

T2: Infelizmente, dependendo da faixa etária também, mas no geral, eu acho que nas aulas de Inglês de escola, os alunos se sentem desmotivados. Às vezes você pode plantar bananeira na aula, mas eles só vão valorizar aquela hora que você plantou a bananeira, depois disso, pronto... Não sei, eu acho que o Inglês em escola normal, escola regular, não de escola de idiomas, ele é visto como uma disciplina menor, e que os alunos relaxam, não no sentido de não ter muita pressão, mas no sentido de “não to nem aí”, e isso vai gerando desmotivação da parte deles e da nossa.

I: E que tipos de atitudes eles demonstram, pra te levar a pensar que eles estão desmotivados?

T2: Primeiro, eu acho que até a posição de um aluno na carteira, você consegue ver quando ele está motivado ou desmotivado. Segundo, fazer as atividades, colaborar com as atividades, participar, isso a gente percebe na... na face do aluno, no semblante do aluno, no... no... na ex.. postura do aluno, a gente percebe.

I: E você acredita que eles gostam ou não das aulas de Inglês?

T2: Dias que sim, dias que não! Hahahahaha! Dias que sim, dias que não! Dias que eles aproveitam, em salas muito grandes o aproveitamento é menor, um menor número de alunos aproveitam, mas... têm dias melhores e têm dias piores, com alguns alunos mais motivados do que outros.

I: E o que é que você acha que eles mais gostam de fazer durante as aulas de Inglês? Quais as atividades que eles mais gostam?

T2: Tudo o que envolver visual, eles gostam mais, ou até mesmo áudio, alguma coisa assim, eles gostam mais.

I: E o que você acha que eles não gostam menos ou gostam menos?

T2: De exercícios, exercícios escritos, tarefas, cópias do quadro, isso eles fazem, lógico, mas não é a atividade favorita deles.

I: E você acredita que os alunos que estudam Inglês em algum curso extra-curricular, apresentam alguma vantagem com relação aos outros?

T2: Em geral, sim. Há exceções.

I: E você acha que isso pode influenciar a motivação desse aluno em sala de aula?

T2: Não sei. Se pode motivar o aluno em sala de aula? Não creio! Porque eles sempre consideram o Inglês fora colégio, o extra-curricular, beeeem mais importante, melhor, mais significativo. É como se fosse assim: lá nós estamos aprendendo Inglês, aqui... ai... (respirou fundo e expirou em seguida)

I: Você acredita que a prática de atividades extra-classe, como por exemplo o uso de video-games, ouvir música, assistir filmes, possam favorecer o aprendizado da língua e os motivar positivamente?

T2: Sim! Eu acho que... coisas extras, tú sair do livro e trazer coisas da realidade deles, do mundo deles, ajuda com certeza. Pena que a gente tenha uma grade, um cronograma pra seguir, e a gente não pode estar sempre colocando isso, mas fazer isso, com certeza motiva.

I: Muito obrigada!

T2: De nada! Hahahahaha!

### 6.3 Transcription of T3's interview

I: Há quanto tempo você vem trabalhando com alunos adolescentes?

T3: Há dezesseis anos.

I: E como é que você se sente trabalhando com eles?

T3: Eu gosto bastante, principalmente dos de 5ª e 6ª séries, porque eles são mais afetivos, mais carinhosos, mais obedientes...

I: E você já trabalhou com outras faixas etárias também?

T3: Trabalho com pequenos de sete a dez anos, já trabalhei com adultos, na faculdade, no Ensino Médio...

I: E como é que você compara essas diferentes faixas etárias com relação à motivação em sala de aula?

T3: Os menores são sempre mais motivados do que os maiores. Quando você trabalha com os maiores, até adultos, mesmo na faculdade, você tem que encontrar algumas estratégias para despertar neles a motivação que tá meio escondida, né? Por conta de uma história, muitas vezes de frustração com o ensino de uma língua estrangeira, às vezes relacionada a um professor, às vezes relacionado ao próprio conteúdo, porque passa muito pelo lado afetivo, o aprendizado de um idioma.

I: E como é que você definiria um aluno motivado?

T3: Um aluno que não faz somente aquilo que é proposto em sala de aula, mas que encontra estratégias de aprendizado fora da sala de aula.

I: E você acha que os adolescentes de um modo geral, se sentem motivados ou desmotivados em relação às aulas de Inglês?

T3: Eu acredito que nem uma coisa nem outra. Eles não têm muita noção do que é aprender idiomas, então dentro da escola, eu acredito que o Inglês é visto como mais uma disciplina e não como uma oportunidade de aprender um idioma.

I: Que atitudes eles demonstram em sala de aula, que você considere um reflexo de desmotivação ou de motivação?



T3: De desmotivação, fazer as atividades mecanicamente sem refletir naquilo que tá fazendo. De motivação, acredito que, por eles já fazerem curso de Inglês fora, num centro de idiomas, eles já vêm com essa motivação, eles já vêm meio prontos pra gente.

I: Você acredita que eles gostam ou não das aulas de Inglês?

T3: Aqui no colégio?

I: É. Você acredita que a maioria dos alunos gosta ou não gosta?

T3: Os alunos que EU tenho, me parecem gostar, pelo menos eles se esforçam pra isso. Mas eu acredito assim... que tenha a ver com o trabalho... com a forma como o professor trabalha na sala de aula... e a forma como o professor consegue cativar os alunos. Muito mais eles gostam, por conta do professor, por ser carismático ou não, pelo professor demonstrar que gosta deles ou não.

I: E o que você acha que eles mais gostam de fazer em sala de aula?

T3: Joguinhos, embora não tenha nenhuma... nenhum objetivo concreto de aprendizagem.

I: E o que você acredita que eles menos gostam de fazer ou não gostam de fazer durante as aulas?

T3: Copiar do quadro, escrever, de quando você diz: “agora então, vamos abrir o caderno, vamos escrever, vamos fazer um exercício”, a não ser que esse exercício seja algo que tem um desafio, que eles tenham uma motivação diferente.

(Pequena pausa do entrevistador)

I: Você acredita que os alunos que estudam Inglês em algum curso extra-curricular apresentam vantagem em relação aos outros?

T3: Com certeza!

I: Se sim, você acredita que isso possa influenciar a motivação desses alunos em sala de aula?

T3: Influencia, até porque eles se desmotivam muitas vezes. Ou ele se desmotiva, achando que aquilo ali é muito pouco pra ele, ou ele se acha melhor do que aqueles que não estudam fora. Então, ele quer sempre responder primeiro, ele sempre quer mostrar que ele sabe mais, e com isso, aqueles que não sabem, que não fazem curso, eu acredito que eles muitas vezes se sentem meio inferiorizados em relação a isso.

I: E você acredita que a prática de atividades extra classe, como por exemplo o uso de video-game, ouvir músicas, assistir filmes, possam favorecer o aprendizado da língua?

T3: Bastante.

I: E isso você acha que possa motivá-los com relação à língua?

T3: Motiva porque eles vão usar umas coisas que eles gostam, para aprender o idioma.

I: É isso. Muito obrigada!

T3: Por nada!

#### 6.4 Transcription of C1's interview

I: Boa tarde!

C1: Boa tarde!

I: Qual é a formação da senhora?

C1: A minha formação é Magistério - Ciências Sociais, com ênfase em Antropologia Empresarial e Pós-Modernismo.

I: A senhora tem alguma especialização?

C1: Eu tenho cadeiras de Mestrado, mas não concluídas.

I: E há quanto tempo a senhora trabalha nesta instituição, como coordenadora?

C1: Eu trabalho há 5 (cinco) anos como coordenadora. Nesta instituição, no primeiro ano, eu trabalhei como professora e orientadora.

I: A senhora poderia me informar qual a classe social da maioria dos alunos matriculados nesta instituição?

C1: A maioria dos alunos, eles se encontram na faixa econômica, sócio-cultural bastante favorecida, mas nós temos alunos de baixa renda e de baixo nível sócio-cultural.

I: Então temos os dois lados.

C1: Sim.

I: E onde moram estas famílias? Aqui nos arredores da escola?

C1: Mais em área central da cidade, em bairros favorecidos.

I: O que fazem os pais destes alunos? Onde eles trabalham, na sua maioria?

C1: Em empresas. Muitos são profissionais liberais. Metade da clientela são famílias de Joinville e uma grande parte da clientela, que são famílias que vieram de outros estados, de outras cidades e inclusive, de outros países. Atualmente, na escola, nós temos muitos estrangeiros.

I: As mães destes alunos costumam trabalhar fora ou são donas de casa?

C1: A maioria das mães são donas de casa. Têm seus afazeres. Trabalham em ONGs, em trabalhos voluntariados, mas eu diria que, talvez 40% das mães sejam profissionais liberais e desenvolvam algum cargo público, enfim, tenham emprego.

I: A senhora saberia me informar se os pais e as mães destes alunos falam uma segunda língua?

C1: Olha, assim precisamente, eu desconheço, mas informalmente, como essa pesquisa nunca foi realizada na escola, de forma institucional, eu poderia dizer que os pais, profissionais liberais e que trabalham em grandes empresas, e que já tiveram experiências fora e que trabalham com negócios internacionais, são a minoria. Muitos viajam e praticam uma segunda língua informalmente, espontaneamente nas suas viagens culturais, de lazer, de férias, mas os que falam mesmo, por necessidade ou opção, são poucos.

I: A senhora acredita que a condição sócio-econômica dessas famílias influencia no interesse e no aprendizado de uma segunda língua?

C1: Sim, porque independente dos pais saberem essa segunda língua, são pais que, em termos de informação e conhecimento, são beneficiados, pela condição sócio-econômica, pela formação. Embora muitos não tenham a formação de uma segunda língua, eles estimulam os filhos a adquirirem aquilo que eles não tiveram por necessidades, do mercado atual, que há uma demanda de mercado mesmo, de formação acadêmica e profissional.

I: Muito obrigada!

C1: De nada.

## Appendix 7. Transcriptions of school 2

### 7.1 Transcription of T4's interview

I: Qual o seu nome, por favor?

T4: Patrícia.

I: Qual a sua idade?

T4: 39 (trinta e nove)

I: Vamos lá então! Há quanto tempo você vem trabalhando com alunos adolescentes?

T4: Por quanto tempo? Olha, desde que eu iniciei no magistério, há 20 (vinte) anos.

I: E como você se sente trabalhando com eles, mais especificamente, com os adolescentes?

T4: No início eu não tinha muita afinidade não, mas depois que eu entrei no município, são 12 (doze) anos, e aí foi mais constante trabalhar com adolescentes, aí eu fui pegando o ritmo, e hoje eu gosto, gosto muito.

I: E como é que você definiria um aluno motivado?

T4: Um aluno motivado? Aquele que sempre tá trazendo coisas pra sala de aula, além do conteúdo que é trabalhado, é... aquele que sempre faz as atividades, que é bastante participativo, que procura mais coisas, que vai atrás...

I: E você já trabalhou com outras faixas etárias?

T4: Já.

I: E como é que você compara essas diferentes faixas etárias com relação à motivação em sala de aula?

T4: Crianças... os pequenos, até os 10 (dez) anos, acho que eles são os mais motivados. Hahahahaha!

I: E os adultos? Já trabalhou com adultos também?

T4: Sim, já trabalhei com adultos. Os adultos, alguns são motivados, mas outros buscam mais por obrigação mesmo, pelo trabalho. Mas eu acho assim, que crianças, na faixa dos 10 (dez) anos, são as mais motivadas.

I: E você acha que os adolescentes, de um modo geral, se sentem motivados ou desmotivados durante as suas aulas de Inglês?

T4: De um modo geral... eu acho que eles se sentem motivados.

I: E que tipo de atitudes eles demonstram, que te fazem pensar assim?

T4: Atitudes... eu acho que a participação deles. A participação em todos os sentidos, questionando, realizando as atividades, buscando mais coisas.

I: E você acredita que a maioria dos seus alunos gosta das suas aulas de Inglês? Como você acha que eles te vêem? Você acha que eles gostam das suas aulas?

T4: Olha, eu tenho muitos alunos que gostam.

I: E por quê? Qual seria assim o motivo? Como que você se avalia, talvez, em sala de aula, pra você achar que eles gostam?

T4: Eu acho que... bom... como eu posso responder...hahahaha

I: É bem difícil... fica bem à vontade, não precisa ser humilde! Hahahahaha!

T4: Hahahaha! Eu acho que eu não sou uma professor perfeita, mas também não é todo dia que eu mesma estou motivada, mas eu acho que eles sentem quando você está assim bem motivada, quando você está bem empenhada, eles sentem isso, é recíproco. Então, eu vejo que quando eu to bem calma, bem tranqüila, eu tenho um rendimento melhor da minha aula. Quando eu fico mais agitada, as coisas ficam mais complicadas. Então, eu acho que a minha motivação, talvez interfira bastante.

I: E o que você acha que eles mais gostam de fazer durante as aulas?

T4: O que eles mais gostam de fazer? (pequena pausa) Eles adoram jogos. Quando faço jogos, é o máximo.

I: E que tipos de jogos você normalmente faz com eles?

T4: Às vezes pode ser uma coisa bem simples, pode ser uma fôrca, pode ser um....., eles gostam muito de “tic-tac-toe”, aí eu faço em equipes. Até eu ando pecando porque eu não ando fazendo muitos jogos, né? Às vezes um jogo de bingo, assim eles vão sempre se lembrando... E outra coisa que eles gostam muito, é de música também. Eles gostam bastante de música! Às vezes até, como já aconteceu comigo quando eu trouxe a música dos Beatles, eles torceram o nariz num primeiro momento, mas depois se você perguntar, eles ainda sabem a música.

I: E o que você acha que eles menos gostam ou não gostam de fazer durante as aulas?

T4: Quando eu passo para as regras gramaticais, eles não gostam muito não! Quando a aula é assim mais maçante, que eles têm que se concentrar mais, que exige mais deles, aí eles não gostam não!

I: E você acredita que os alunos que estudam Inglês em algum curso de línguas apresentam alguma vantagem em relação aos outros?

T4: Com certeza!

I: Se sim você acredita que isso influencia a motivação deles em sala de aula? O fato deles estudarem fora altera a motivação deles?

T4: Eu acho que isso é muito relativo, porque tem alunos que às vezes estão estudando fora, mas é por imposição dos pais, não é por vontade própria, mas muitos, é por vontade própria.

I: E aí você consegue perceber que os que estudam fora, talvez por vontade própria, isso os ajuda no rendimento aqui na escola? Ou você acha que desmotiva?

T4: Ajuda.

I: Você acredita que a prática de atividades extra classe em Inglês, como o acesso à internet, ouvir músicas, ver filmes, possam favorecer o aprendizado da língua e motivar ainda mais e aumentar ainda mais a participação e o interesse deles?

T4: Sim, com certeza.

I: Agora sobre a sua motivação. Você acha que a sua motivação influencia a motivação dos seus alunos?

T4: Eu acho que sim!

I: Você já tinha dito, né? Que quando você está bem, está motivada, isso tem um resultado na sua sala de aula, né? E agora, você consegue definir pra mim o que seria motivação? O que é motivação pra você?

T4: Motivação? Acho que em primeiro lugar é gostar. Eu acho que se eu gosto, já é meio caminho andado. Gostar e... mas, às vezes eu posso não gostar e a outra pessoa, no caso a motivação externa, é... sei lá... (longa pausa)

I: Possa fazer você mudar de opinião.

T4: É, pode fazer mudar. Pode intermediar, influenciar positivamente.

I: Tá bom! Muito obrigada!

T4: De nada! Hahahaha!

## 7.2 Transcription of C2's interview

I: Boa tarde!

C2: Boa tarde!

I: Qual é a formação da senhora?

C2: Eu sou formada em Pedagogia e fiz Pós-Graduação e em Educação Infantil e Séries Iniciais, e a minha habilitação da Pedagogia é em Supervisão Escolar.

I: E há quanto tempo a senhora trabalha nesta instituição, como coordenadora?

C2: Há dez anos.

I: A senhora poderia me informar qual é a classe social de maioria dos alunos matriculados nesta instituição?

C2: A classe social aqui é uma mistura. Tem uns que são considerados pobres, e a classe média. Média que eu te digo, aqueles que têm carro, que o pai vem trazer, vem buscar. A grande maioria mesmo, vem a pé, vem de bicicleta. São pessoas simples. Não é aquele pobre assim, miserável, mas são pessoas que lutam, que ganham um salário, e que têm aquele dinheirinho contado.

I: E onde moram as famílias destes alunos?

C2: Na redondeza da escola, no bairro Vila Nova. Aqui, a gente faz por zoneamento, então a maioria mora nas ruas próximas à escola.

I: E o que fazem os pais destes alunos? Onde eles trabalham?

C2: Eu percebo que a maioria das mães trabalha como domésticas, diaristas, e também nessas empresas que têm trabalho de turno, como operárias, na produção. Os pais também. Muitos pais são pedreiros, trabalham na construção civil e muitos também... como é que a gente chama isso, quando eles trabalham por conta?

I: Autônomos.

C2: Isso, autônomos. Não que eles tenham empresas, mas são autônomos. E alguns também são donos das lojas do bairro, são comerciantes, prestação de serviços em geral.

I: A senhora saberia me informar se as mães e os pais destes alunos falam uma segunda língua?



C2: Acho que não. Eu tenho aqui, eu acho, que umas três ou quatro famílias que vieram de fora, que moraram no Japão, a gente já teve aqui família que veio da Alemanha, que falavam alemão, mas agora no momento, eu não tenho. Mas que há pais de alunos morando fora do país, isso a gente tem. Já tive notícia.

I: A senhora acredita que a condição sócio-econômica dessas famílias influencia no interesse e no aprendizado de uma segunda língua?

C2: Influencia. Primeiro porque o Inglês que é oferecido na escola é muito restrito; ele não te abre muito. Para que a criança tenha um estudo realmente de uma segunda língua, tem que ter um curso à parte e, para isso, precisa dinheiro, tem que pagar. E pra fazer viagens e estudar fora do país, mais ainda. Então, eu acho que a condição sócio-econômica influencia muito.

I: Então, o fato de os pais talvez não falarem uma segunda língua, não os faz motivar seus filhos.

C2: No Brasil, a escola pública valoriza muito pouco o ensino da segunda língua, do Inglês. É muito triste... Eu acho que não só a condição sócio-econômica, mas a cultural, também influencia. E também o governo, que parece que não quer que as pessoas aprendam, que evoluam. Eu acho pobre o Inglês da escola, bem pobre.

I: Muito obrigada pela participação!

C2: Que bom que eu pude contribuir! Estou às ordens, se precisares de mais alguma informação!

I: Obrigada!