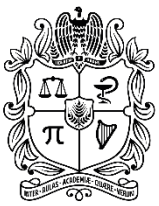

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Motivation in Colombian College Students Learning English as a Foreign Language using Expectancy Value Theory and Socio Educational Model

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Universidad Nacional de Colombia

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Motivation in Colombian College Students Learning English as a Foreign Language Using Expectancy Value Theory and Socio Educational Model

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To Betty and Santy
My forever teachers

Caminante, no hay camino,
se hace camino al andar.
Al andar se hace el camino,
y al volver la vista atrás
se ve la senda que nunca
se ha de volver a pisar.
Caminante no hay camino
sino estelas en la mar…

Antonio Machado

Declaración de obra original

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_____

Lina Beatriz Barrero Molina

13 de Febrero de 2021

Acknowledgments

To my beloved family: My mother Beatriz who has been my inspiration and example on the field of education; her devotion to her students was the first example I ever had. My father Santiago, who filled my life with music, guitar chords and hugs. My brother David, who has always taken care of all my steps. My sister Magdalena, whose knowledge and strength have been essential.

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To the PLE and Intensive English Programs of the university, their teachers, directors and students who let me enter into their classrooms and feelings to complete this study. Thank you! You were my basis and inspiration.

To the path that I have chosen and has made me humble and passionate: Education.

Abstract

Motivation is a tenet of the English as a Foreign Language (EFL) learning process. Undergraduates at the National University must have a fulfill a required English proficiency level in order to graduate. The University has a mandatory EFL Program to fulfill the basic required level. Additionally, there are elective advanced EFL courses for students who have fulfilled the language requirement. This study examines students' motivations and how motivation, perceptions, and experiences affect students' academic success in the EFL programs. This study explores the differences between the two types of EFL programs. This is a multistage mixed-methods study. In the quantitative phase, 403 participants responded to two motivation questionnaires: The S- Attitude/Motivation Test Battery; the Expectancy Value Questionnaire. The qualitative phase included focus group interviews with 24 participants and the teacher-researcher journal. Data were analyzed using inferential statistics and content analysis. Results show that students are mainly motivated by Instrumental Motivations. Prior experiences played a meaningful role and affected students' perceptions of the English class and willingness to study English. Negative experiences were found to be detrimental to students' motivation and perceptions of ability. Teachers and native speakers played an important role in the development of students' perceptions and experiences in the EFL learning process. There were sharp differences between the two EFL programs: socioeconomic differences created inequities and affected students' ability perceptions and academic success and levels of motivation were higher for the Elective Program. Implications of these findings are discussed. Suggestions for program improvement and students' motivations are provided. Future research and intervention studies are also proposed to improve EFL programs at the University and reducing the inequity gap.

Keywords: Motivation, perceptions, English as a Foreign Language, EVT, AMTB, experiences

Resumen

La motivación es parte fundamental del proceso de aprendizaje del inglés como lengua extranjera (ILE). Los estudiantes de pregrado de la Universidad Nacional deben tener determinado un nivel de competencia en inglés para poder graduarse. La Universidad tiene un programa obligatorio ILE (Inglés como lengua extranjera) para alcanzar el nivel básico requerido. Además, hay asignaturas electivas de inglés como lengua extranjera avanzada para estudiantes que cumplen con el requisito de idioma. Este estudio tuvo como objetivo examinar las motivaciones de los estudiantes y la forma en que estas motivaciones, sumado a las percepciones y las experiencias previas afectan el éxito académico de los estudiantes en los programas de ILE. Asimismo, exploró las diferencias entre los dos programas de inglés como lengua extranjera que ofrece la Universidad. Este es un estudio de métodos mixtos de varias etapas. En la fase cuantitativa, 403 participantes respondieron a dos cuestionarios de motivación: el *S- Attitude/Motivation Test Battery*; y el *Expectancy Value Questionnaire*. La fase cualitativa incluyó entrevistas a grupos focales con 24 participantes y el diario de campo de la docente investigadora. Los datos se analizaron mediante estadísticas inferenciales y análisis de contenido. Los resultados revelaron que los estudiantes están motivados principalmente por motivaciones instrumentales y que las experiencias previas juegan un papel significativo y afectan las percepciones de los estudiantes y la voluntad de estudiar inglés. Se descubrió que las experiencias negativas son perjudiciales para la motivación y la percepción de capacidad de los estudiantes. Los profesores y los hablantes nativos desempeñan un papel importante en el desarrollo de las percepciones y experiencias de los estudiantes en el proceso de aprendizaje del inglés como lengua extranjera. Hay grandes diferencias entre los estudiantes de los dos programas de inglés como lengua extranjera; específicamente, las diferencias socioeconómicas generaron desigualdades y afectaron la percepción de las

habilidades de los estudiantes y el éxito académico, también, los niveles de motivación del grupo electivo fueron mayores. Se discuten las implicaciones de estos hallazgos. Se brindan recomendaciones para mejorar el programa y las motivaciones de los estudiantes. Asimismo, se proponen futuras investigaciones y estudios de intervención para mejorar los programas de inglés como lengua extranjera en la Universidad y reducir la brecha de inequidad.

Palabras clave: Motivación, Inglés como Lengua Extranjera, percepciones, experiencias

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List of Symbols and abbreviations

AMTB: Attitude/Motivation Test Battery

S-AMTB: Small Attitude/Motivation Test Battery

EVT: Expectancy Value Theory

EVQ: Expectancy Value Questionnaire

MEN: Ministerio de Educación Nacional

PNB: Programa Nacional de Bilinguismo

1. Introduction: Alice's Adventures in Wonderland

> *"Oh, how I wish I could shut up like a telescope! I think I could, if only I knew how to begin." For, you see, so many out-of-the-way things had happened lately, that Alice had begun to think that very few things indeed were really impossible.*
>
> *Lewis Carrol – Alices' Adventures in Wonderland* (1865)

Going down the Rabbit Hole, Alice thought it was strange, scary, but charming. The path was only starting. Confusions were served on the table disguised as keys, beverages, and snacks. Alice was trying to open the door and discover a whole new world with exciting characters, hard obstacles but amazing adventures. Let the adventure begin.

1.1 Background

English in Colombia is conceived as an asset for competitiveness and financial growth, due to which Colombia has developed policies for teaching and learning English as a Foreign Language (EFL). The Ministry of Education proposed the Bilingual National Program (*Programa Nacional de Bilingüismo* [PNB], 2004-2019) (Ministerio de Educación Nacional de Colombia, n.d.). According to the PNB, English proficiency will allow Colombian citizens to develop high communications skills in daily life, as well as in academic and work settings (Fandiño Parra et al., 2012). The PNB anticipated that by 2019

college students would achieve a B2 proficiency level according to the Common European Framework of Reference for Languages (CEFRL) (PNB, 2004).

Despite the ambitious goals proposed in the PNB, most students fail to meet the required English proficiency. Structural and environmental factors affect students' experiences and success in the EFL classroom (Fandiño Parra et al., 2012). Examples of said factors are the number of students per class, the insufficient hours of English instruction, lack of adequate materials, different socio-economic backgrounds, and the lack of adequate teacher training (Cárdenas, 2006; Sánchez & Obando, 2008). These problems persist through K-11 and college education, and these problems related to low proficiency transfer from schools into universities (Quintero & Pinzón, 2012)

1.2 Problem Statement

What do universities do to develop students' language proficiency? In response to required proficiency standards, Colombian universities have created their own EFL programs to strengthen undergraduate English skills. However, according to a report published by the Ministry of Education, only 12% of University graduates achieve the required national standards (*Ministerio de Educación Nacional de Colombia - MEN*, 2013). In 2020, Colombia was also ranked among the countries with the worst EFL proficiency in Latin America (*EF-EPI English Proficiency Index*, 2020).

Some of the challenges in achieving the PNB's goals are also associated with students' motivation. Why is motivation important for Colombian college students in EFL programs? Motivation to learn EFL can foster or hinder students' academic success

(Gardner, 2005). If language is a requirement, students learn EFL not because they want to but because they have to. Paraphrasing Zuleta (2006):

> "In our educational system, people acquire the disgraceful habit of doing what they don't want to do, competing for grades, studying because of fear of failure...to solve problems they are not interested in" (p. 25).

Students may fail to recognize the value of learning English. For example, there are limited daily opportunities to use English in Colombia: English is not generally used in work and educational settings. Students may not know the impact of EFL on travel goals, the pursuit of further education in English-speaking countries, and social mobility (Nishanthi, 2018).

Gardner (2005) considers that academic success in EFL is the composite of students' attitudes towards the target language and their motivation to learn it. Motivational theorists such as Eccles & Wigfield (2002) posit that students engage in learning when they perceive they can succeed at tasks that are enjoyable, useful, or meaningful for their lives (Wigfield et al., 2016). Therefore, motivation plays an important role in students' academic success (Deci & Ryan, 1985; Eccles & Wigfield, 2002)

1.3 Purpose and Significance of the Study

This study aims at exploring college students' the motivation and achievement in two EFL programs that have different formats, objectives, and expectancys. Program A (Programa de Lengua Extranjera [PLE]) offers mandatory classes to fulfill the proficiency requirement before graduation, while Program B (Intensive English) offers courses based on students' interest and proficiency. Because of the programs' unique characteristics and

the university setting, I use a mixed-methods case study to explore students' motivations and perceptions, and their influence in students' academic success. I use quantitative surveys to identify the types of motivation in colleges students learning EFL. To delve into students' motivation and experiences, I use focus groups to engage participants in deep conversations and generate rich qualitative data.

With motivation as a potential highway to address the issue of underperformance or failure, I address college students' motivation from the Socio-Educational Model of Second Language Acquisition (Gardner, 1985, 2005a) and the Expectancy-Value Theory (EVT) (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000), using these theories to understand their motivation in the EFL context. My study attempts at providing suggestions for effective EFL teaching practice tailored towards student motivation to learn EFL.

1.4 Objectives

1.4.1 Main Objective

To explore college students' perceptions of their motivation, academic success, and experiences in a mandatory and an elective EFL program based on Expectancy Value Theory and the Socio-Cultural Model..

1.4.2 Secondary Objectives

1. To describe the relationship between students' perceptions about their motivation, academic success, and experiences in a mandatory and an elective EFL program;
2. To describe differences and similarities in perceptions on student motivation, academic success, and experiences between a mandatory and an elective EFL program.

3. To provide recommendations for program evaluation and improvement.

1.5 Research Questions

1. How does motivation affect students' academic success?

    1.1 How do student motivation and academic success vary across gender, college, and income level?

2. How do students' prior experiences affect their motivation and academic success?
3. How do students' motivation, experiences and academic success differ between a mandatory and an elective EFL program?
4. What are students' perceptions on their motivation, academic success and experiences in EFL programs?

1.6 Personal Motivation

I had the privilege of being involved for a few years in many tutoring sessions at University, where I studied hard to become an English Teacher. I was in charge of tutoring students of all majors on topics they found difficult in English for their classes. These students were enrolled in the University's Mandatory English Program (Programa de Lengua Extranjera), which is offered to students who must complete this requirement to get their diploma. In these sessions I found deep emotions, perceptions, comments, and feelings around EFL that would make me question every aspect of my future profession.

Certainly, I learned a whole new world of feelings and emotions around learning English. Not only did I teach a simple grammar topic, but I sometimes had to be the motivator behind it. I found students who were hurt because they could not understand a topic considered simple, such as definite articles, or because their perceptions of their own ability were so low that they just did not feel skilled enough to complete the course.

Frustration was always there. Desperate faces and the intention of giving up on the process were present. However, all these experiences motivated many questions that would become the basis of this study. For instance, why are these students so unmotivated to learn a foreign language? Is there a gap in our teaching methodology? What is missing? Unequivocally, languages are different from other subjects. Gardner (1985) stated that "languages are unlike any other subject taught in a classroom... they involve the acquisition of skills or behavioral patterns characteristic of another cultural community" (p. 146). Language carries history behind it, and when learning it you will come across challenges and traits from other cultures that can be very attractive and interesting (Gardner, 1985, 2005).

There was a raising doubt about why those cultural traits did not motivate these students. I know they listen to music or watch series and movies in English; however, I wondered if those cultural activities were not meaningful enough to spark their interest and attention on the English language. Then, in the endless conversations I had with all these students from different backgrounds, they were aware of the many doors that could be opened if they learned English, but future advantages of learning EFL did not seem to be a strong motivator. Many factors came up when I asked them about their feelings in regard to learning English: positive and negative experiences, childhood, high school teachers, difficulty, effort, perceptions of the subject, among many others.

Some of the answers to those questions were very deep. I felt these students speak from their hearts, and that moved me. At that moment, I knew this was going to be my research path: the University students' motivations, specifically to learn English. Were they only motivated because it was a requirement? And if this were the case, how could I

make it more pleasing for them? Researching and enquiring about their emotions, motivations, and perceptions became my main objective.

Several years later, I became a teacher at that same university. I was finally standing in front of these groups of curious but unmotivated people in the EFL learning process, and I wanted to understand their reality better when learning English. This process has been enriching for me, and it has allowed me to grow as a researcher and teacher.

2. Literature Review: The Road

"Keep a little fire burning; however small, however hidden."

Cormac McCarthy – The Road (2006)

Father and son started walking through an apocalyptic landscape, with no other hope than to find and learn what the new world had for them. No boundaries, no limits. Only the hope of finding and learning. Here I am to walk this Road.

This chapter describes the critical components of the theories that help me answer the proposed question and get to the target objectives. First, I describe issues related to motivation in EFL in Colombia. Then, I discuss the main theories that are the fundamental pillars of the present study. I depict how these theories have been developed through the years, as well as their importance and significance in this and other studies. Also, I mention some studies that have used these theories in different contexts.

2.1 Motivation in EFL in Colombia

Concerning EFL in Colombia, there is a lot of research on teachers, curriculum, methods, didactics, policies, achievement, and proficiency. However, few studies have focused on motivation and its effects on EFL learning (Buendía, 2015; Guerrero, 2015; Lopera Medina, 2014; Macías, 2010).

For McDonough (1981, p. 143,) motivation is "a general cover term – a dustbin – to include several possible distinct concepts, each of which may have different origins and

different effects and requires different classroom treatment." Peña (2013), who related motivation and self-regulation in EFL learning and teaching, described how the term "motivation" has suffered from certain changes during the last half of the 20th century and how the definition may be blurry. Peña concluded that "foreign language learning and teaching have generally been assumed to be complex processes in which motivation and autonomy play a major role" (p.80). According to Bastidas (2006), "Researchers are also interested in finding the relationship between the previous internal motivational constructs and the external indicators of motivation, such as choice, effort, and persistence in doing different tasks"(p.149). Bastidas concluded that Motivation should be conceptualized more as a socio-constructive approach in the Colombian context and overall, for TEFL.

Guerrero (2015) posed that the terminology related to motivation might be used but not fully understood by language teachers. The importance of getting to know the theories related to motivation and implications in the learning process should be essential for specific areas. Guerrero (2015) shows how motivation theories may be far from Colombian reality as "there are many social, political, financial, and personal aspects that need to be considered" (p.105).

Some studies have focused their attention on higher education and specific skills in the EFL learning process. Buendía (2015) compared the autonomy of western and eastern approaches in EFL, comparing Chinese and Colombian EFL students. Autonomy is defined in Buendia's study as students' capacity to study the language on their own instead of constantly relying on teachers' instruction. Neither Colombia not China are a full representation of the so-called western or eastern countries. Colombian students showed more comprehension of the teacher's objectives at the beginning of the course,

whereas Chinese students were more reliant on their teachers. The study also explains their progress in writing skills and the differences and similarities between these two populations. (p. 48). Although this study's primary focus is autonomy, it enlightens the path of EFL research and its emotional implications. Lopera Medina (2014) studies the motivation conditions (interaction, anxiety level and humor) in a foreign language reading course offered at the university level in face-to-face and online environments. Lopera (2014) explains how the reading tasks' engagement improves reading techniques and how the lack of humor could be a drawback as the atmosphere is not the best for students. This means that the interactions in the face-to-face environment, the classroom, and the teachers' methodologies influence EFL students' motivation. One major finding of Lopera (2014) was that "most students wanted to pass the courses because their completion was required before registering for the following semester; in other words, most students were purely extrinsically motivated" (p. 101).

Motivation has well-known effects on student achievement, which is why I build on this unexplored area in Colombia. My study bridges motivation and EFL and can offer to boost students' academic achievement and proficiency using motivation theory.

2.2 Learning and Motivation

Educators and researchers have used motivational constructs to explain engagement and achievement (Atkinson, 1964; Csikszentmihalyi, 1988; Deci & Ryan, 1985; Eccles, 2005; Eccles et al., 1998; Eccles & Wigfield, 1995; Feather, 1988; Hidi & Harackiewicz, 2000; Weiner, 1985; Wigfield & Eccles, 2000; 1992). Prominent motivational theories posit that students are more likely to engage in learning tasks that are connected to their interest (Hidi & Renninger, 2006); their perceptions of their abilities (Bandura, 1977,

1997; Bandura et al., 2001) their learning goals (Dweck, 1999); their values (Eccles, 2005); the support they receive from their learning environment (Reeve, 2016); and the satisfaction of their need for skill, belonging, and relatedness (Deci & Ryan, 1985). Therefore, understanding the mechanisms by which students develop healthy motivation is crucial to provide learners with opportunities to succeed in the classroom.

Although motivational theories should explain phenomena assumed to be universal, there is variation in motivational constructs depending on students' individual characteristics, context, and even curriculum subjects. Students' self-efficacy, interest, and perceived task value vary largely from person to person and across contexts (Pintrich & De Groot, 2003). The theories used in this study are: (a) the Socio-Educational Model by Gardner (1985), who claimed that learners' attitudes and beliefs towards the other community are key to determine their success in acquiring a second language and achievement. Gardner stated that learning a second language cannot be solely explained by students' language skills, but that the culture, formal and informal contexts, and individual differences affect the process (Gardner, 2001, 2006, 2008); and (b) Modern Expectancy-Value Theory by Eccles and Wigfield (2002) concerned with how success can be explained by two main factors: expectancys and values.

Motivational theories are prolific in educational psychology. Eccles and Wigfield (2002) divided theories into four sections: (a) success expectancy, (b) task values, (c) theories that integrate expectancy and values, and (d) theories that integrate motivation and cognition. On expectancy, Control Theories explain how the individual expectancy is strongly related to the capacity of feeling in control of their failures; also, control beliefs are key skills needed in children: the belief in controlling their outcomes impacts their

competence (Connell & Wellborn, 1991; Findley & Cooper, 1983; Weisz et al., 1984). Eccles and Wigfield (2002) delved on the "theories focused on the reasons for engagement" (p.112) that bring information about the individual's reasons for developing achievement tasks. The Self-Determination Theory (Deci & Ryan, 1985) was based on a basic human need for competition: individuals look for difficult tasks and find those activities motivating and engaging.

The individual difference theories value the interest in challenging tasks, the importance of curiosity on learning, and competence attempts when talking about intrinsic motivational orientations (Amabile et al., 1995; Matsumoto & Sanders, 1988; Nicholls, 1984). Regarding the interest theories, Alexander, et al., (1994) and Schiefele (1999) claimed that the individual interest is a "relatively stable evaluative orientation towards certain domains" while the "situational activity focuses on the relation of this object or activity to the other objects or events" (Eccles & Wigfield, 2002). In the individual field, authors like Wigfield and Eccles (1992) and Eccles and Harold (1992) said there are interests based on feelings and others on personal significance.

The Socio-cognitive theory integrates motivation and cognition (Schunk, 1990; Zimmerman, 2000). In these theories, the regulation of a person's behavior is influenced by the "self-efficacy beliefs, causal attributions, and goal setting" (Eccles & Wigfield, 2002, p. 124). Winne and Marx (1989) sustained that "motivational thoughts and beliefs are governed by the basic principles of cognitive psychology, differing from other thoughts and beliefs only in their content" (Eccles & Wigfield, 2002, p. 125).

In this study, I focus on the reasons that individuals have to engage in different achievement tasks. According to Eccles and Wigfield (2002) "Even if people are certain

they can do a task, they may have no compelling reason to do it." I will focus now on the differences in the question "Why," and what is behind it, that is the distinction between intrinsic and extrinsic motivation. According to Sansone and Harackiewicz (2000) if individuals are intrinsically motivated, they engage in an activity because they are interested in it and enjoy it; whereas "when individuals are extrinsically motivated, they engage in activities for instrumental or other reasons, such as receiving a reward" (Eccles & Wigfield, 2002).

2.2.1 Intrinsic Motivation

Intrinsic motivation is the enjoyment one gains from performing the task or the individual's subjective interest in the matter (Deci & Ryan, 1985; Eccles & Wigfield, 2002; Harter, 1981; Wigfield et al., 2016). Intrinsic value is significantly related to the construct defined by other authors such as Ryan and Deci (2000) who state that it is the "doing of an activity for its inherent satisfactions rather than for some separable consequence...when intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (p. 56) According to them, "when children intrinsically value an activity, they often become deeply engaged in it and can persist at it for a long time" (Wigfield et al., 2016)

2.2.2 Extrinsic Motivation

Extrinsic motivation is defined as the group of reasons that lead students to perform activities "to attain some separable outcome" (Ryan & Deci, 2000, p. 60). The reasons for performing these activities may vary. Some activities can be done to avoid punishment, others because of their instrumental value: career or study goals. The EVT definition of

utility and its proposed components (explained later in the document) is related to Ryan and Deci's proposal and Harter (1981).

The utility value, also known as the usefulness, refers to "how a task fits into an individual's future plans, for instance, taking a math class to fulfill a requirement for a science degree." (Wigfield, et al., 2016, p. 57). Utility value may connect to personal goals as an activity which is a means to an end rather than an end in itself (Ryan & Deci, 2009). A task can have a positive value because it can facilitate future goals, even if the individual is not interested in the task for its sake (Eccles & Wigfield, 2002).

2.3 Gardner's Socio Educational Model of Second Language Acquisition

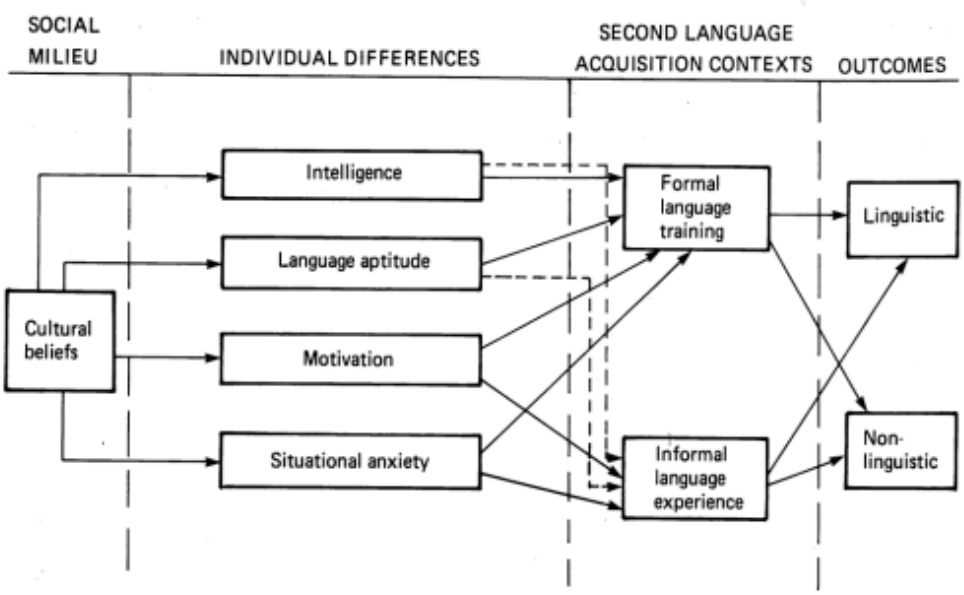
Gardner (1985) proposed the Socio-educational model where each individual's contextual and cultural differences influence the EFL process. The Test ideas for it were developed simultaneously, so many variables have been the core of studies related to their identification and measurement (Gardner, 1985, 2006, 2008).

This model stressed the idea that "languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills or behavior patterns which are characteristics of another cultural community" (Gardner, 1985, p. 146). It emphasized that language learning is a particular case and cannot be compared to any other learning experience. Gardner focused on motivation and was curious to see why some learners achieve a good proficiency in the second language even when their skill or aptitude is not the best. The model presented in Figure 1 shows the individual differences stated by Gardner (1985): Intelligence, language aptitude, motivation, and situational anxiety. It also sets the different learning contexts as the formal context, where direct instruction with

follow up rules and correction occur, and the Informal Context where learners can get immersed into the other culture without present rules or instruction. Two outcomes emerge trough this learning process: a linguistic outcome, related to grammar proficiency and language fluency, and a non-linguistic outcome, related to the attitude changes towards the second language that can arise during the process. Figure 1 shows the model proposed by Gardner (1985).

Figure 1

Schematic Representation of Gardner's Socio-Educational Model (Gardner, 1985)



According to Gardner (1985), individual differences such as intelligence, language aptitude, motivation, and language anxiety affect second language acquisition in linguistic and non-linguistic outcomes. The social milieu points out the different cultural beliefs that set the initial attitudes towards the culture behind the second language and influences the learners' strategies when starting the learning process. According to Gardner (1985),

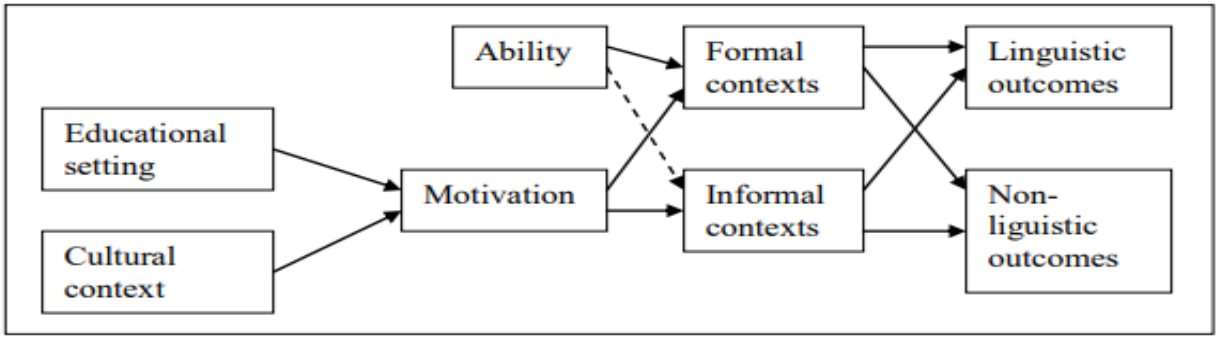
cultural beliefs play a very important role in the attitudes toward learning EFL. If it is culturally expected and believed that most individuals would not learn a second language, the general level of achievement will be low and individual differences in achievement will be related to individual differences in intelligence, aptitude, motivation, and/or anxiety. “On the other hand, if it were expected that most individuals would learn a second language, the general level of achievement would be high and individual differences would be more related to intelligence and aptitude than other variables” (Gardner, 1985, p. 146).

2.3.1 The Attitude/Motivation Test Battery (AMTB)

The AMTB was initially designed by Gardner (Gardner, 1985) and applied to anglophone students learning French as their second language. Gardner and MacIntyre (1993) created a smaller version called S-AMTB, which covers only 54 items. Gardner then published another version of the AMTB in 2004 with some modifications and user guidelines. Gardner (2006) sets the Socio-Educational Model explaining and including other concepts such as Ability. Figure 2 presents the 2006 Gardner’s scheme integrating ability. Ability is more important in formal contexts than in informal contexts.

Figure 2

Basic Scheme of Gardner's (2006) Socio-educational Model of Second Language Acquisition



2.3.2 Constructs of the AMTB

Motivation

The motivation is measured combining three components: Motivation Intensity is related to individuals willingness to study the second language and the effort individuals put into learning the second language (Cocca et al., 2017). Desire to learn the language is concerned with individuals' eagerness towards learning the second language. Individuals who show desire to learn the language also aim at achieving the highest knowledge (Cocca et al., 2017; Gardner, 2006); and Attitude towards learning the target language comprises the disposition individuals show towards learning the second language and their approach towards their learning process. A motivated individual encompasses effort, affection, and desire to learn the language. An unmotivated individual may lack one of these.

Integrativeness

Integrative motivation plays an important role in learners' attitudes towards the language. It reflects a genuine interest in learning the second language with the objective of communicating with members of the target language. In Figure 3, Integrativeness is

composed by (a) Integrative Orientation (IO), related to the importance students give to learning english in order to improve their personal relationships and culture (Cocca et al., 2017). (b) Interest in Foreign languages (IFL) which reflects individuals enjoyment for learning and represent the "intrinsic desire of learning the language, based on enjoyment more than usefulness" (Cocca et al., 2017, p. 150). Interest in Foreign Language is closely related to the intrinsic motivation proposed by Ryan and Deci (2000). (c) Attitudes towards French Canadians (AFC) encompasses the attitudes that students have towards native speakers of the target language considering historic and cultural conceptions.

Attitudes towards the Learning Situation

This refers to the educational context of the second language acquisition. The learning situation encompasses "the teacher, the course in general, one's classmates, the course material, extracurricular activities associated with the course, among others" (Sandoval-Pineda, 2011, p. 56). According to Gardner, it is the quality of experiences students have in these learning situations which define students' attitudes towards the learning process and future willingness to study the language (Gardner, 2010). The model in Figure 3 shows the subscales for Teacher and Class. These subscales are also in the AMTB questionnaire for students to evaluate the teacher and course. From this construct, one can get an idea of how meaningful the educational context is in the process of learning and acquiring a second language.

According to Gardner, Integrativeness and Attitudes towards learning support in measuring Motivation. Motivation is the main construct responsible for measuring achievement.

Language Anxiety

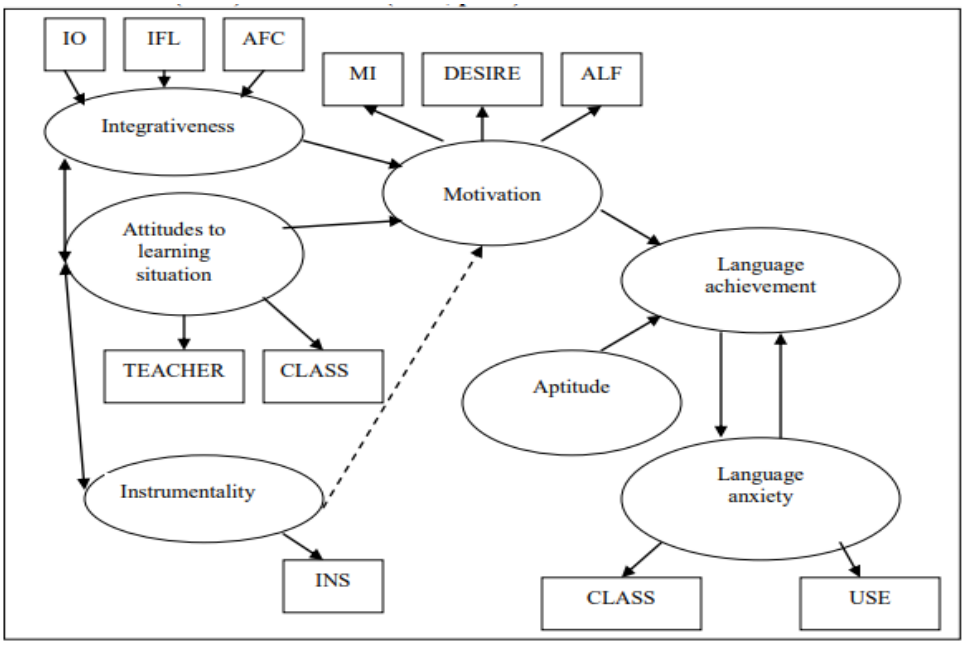
This attempts at measuring how much anxiety students can feel when using the language or when learning the language in a special context. It refers to the emotional factor of learners and their feeling in the use of the language. However, this is not measured in the questionnaire used in this study.

Instrumental Motivation

(INS in Figure 3) This is related to the usefulness students find in learning English for their professional development or financial stability in the future. It is also related to the extrinsic motivation and the improvement it can represent in the individuals' social life. (Cocca et al., 2017; Gardner, 2010; Sandoval-Pineda, 2011).

Figure 3

Structural Equation Representation of the Socio-educational Model from Gardner (2006)



2.3.3 The Small-AMTB

Sandoval-Pineda (2011) adapted the AMTB (Gardner, 2004) to the Mexican context to measure student's motivation for learning English. The researcher excluded the parental section because the test was applied to College students. Cocca, et al., (2017) provided additional evidence of the validity of the AMTB in the Mexican context. The test was given to 252 students, 11 items were removed from the original test. The new Spanish version includes nine dimensions with 43 items and is available for learners of English as a second or foreign language. This version showed high reliability and adequate structural validity. Table 1 shows the psychometric properties of the nine dimensions obtained from the confirmatory factor analysis. Reliability values above .70 are usually considered acceptable, while .80 is regarded as a good value and .90 excellent (George & Mallery, 2003).

Table 1
S-*AMTB, Cocca et al. (2017)*

	α	ω	2	3	4	5	6	7	8	9
1. Interest in foreign language (IFL)	.90	.82	.75*	.63*	.87*	.79*	.91*	.84*	.73*	.81*
2. Motivation Intensity (MI)	.89	.85		.75*	.94*	.77*	.79*	.83*	.90*	.84*
3. Teachers' Evaluation (TE)	.86	.89			.74*	.73*	.65*	.66*	.80*	.65*
4. Attitude towards learning (ATL)	.89	.91				.85*	.91*	.97*	.93*	.89*
5. Attitude towards English people (ATEP)	.91	.86					.89*	.81*	.77*	.82*
6. Integrative Orientation (IGO)	.88	.89						.92*	.74*	.99*
7. Desire of Learning English (DLE)	.88	.90							.82*	.87*
8. English Course Evaluation (ECE)	.89	.90								.73*
9. Instrumental Orientation (IMO)	.91	.85								

Note. α = alpha Cronbach's; ω = McDonald's coefficient. Correlation scores between dimensions, obtained from Confirmatory Factorial Analysis, above the diagonal. *$p < .001$.

There are nine factors in the S-AMTB: (a) Interest in Foreign Language (IFL) (α=.90) it related to the intrinsic desire of learning and how much the individual enjoys it; (b) Motivation Intensity (MI) (α=.89) describes students' willingness for learning the language; (c) Teacher's Evaluation (TE) (α=.86) features the students' perceptions of

english classes and teachers' skills both pedagogical and language mastery; (d) Attitudes Towards English (ATE) (α=.89) related to students' approach to learning english; (e) Attitudes Towards English People (ATEP) (α=.91) this factor describes students' thought about native speakers; (f) Integrative Orientation (IGO) (α=.88) related to the importance student's give to learning english with the objective of improving their social life; (g) Desire of Learning English (DLE) (α=.88) describes individual's eagerness to study english and getting the highest knowledge of it; (h) English Course Evaluation (ECE) (α=.89) related to student's evaluation of the course environment as a factor to continue to study english; (i) Instrumental Orientation (IMO) (α=.91) evaluates extrinsic motivations and practical uses of the language for students.

2.3.4 Studies Using the AMTB

Because of its versatility to assess students' attitudes and motivations towards language learning, the AMTB has been adapted to different languages and populations across the world. For example, Rendón, Salas and Ferreira (2013) adapted the instrument to assess students' attitudes and motivations towards learning the Aymara, a native language in Bolivia. High school students answered an adapted AMTB questionnaire. Researchers concluded that the type of motivation with the lowest percentage was the Integrative motivation, which showed that only 25% of individuals want to learn Aymara to communicate with people in this community. However, students showed positive attitudes towards the native people and high interest towards the Aymara culture. Minera Reyna (2009) explored the level and types of motivation in a group of German adult students learning Spanish as a second language. The researcher used the AMTB to measure attitudes and motivations and concluded that students had high motivation, with

intrinsic motivation being the most dominant. Additionally, students showed positive attitudes towards the native speakers, target culture and the learning settings.

The AMTB has been used in a variety of K-School settings. Kitjaroonchai (2013) used 20 items from Gardner's AMTB test, modified in a survey to measure students' motivations and the differences that could be found between the more successful students and the rest. Kitjaroonchai concluded that students had little difference between the instrumental and the integrative motivations. However, there was a significant difference between students with better academic performance and other students. Al-Sohbani (2015) studied Yemeni secondary students from a rural area and analyzed their attitudes and motivations towards teachers and their motivations. Al-Sohbani concluded that there were positive attitudes towards the teachers, high motivations, and no particular differences in gender. Hernández Méndez (2011) focused on studying teacher's non-verbal communication, expressions, and their analysis of how the students perceive them. Students perceived personal aspects such as age, movements, and attitudes, which had a role in teaching efficacy. Overall, I conclude that high school and primary level students have better outcomes than school students regarding motivation. Also, students in the k-11 setting show the highest intrinsic motivation. Some of the studies carried out in the college setting are mentioned below.

Soza Roldán (2013) used the AMTB test on 305 students of technical degrees in Chile to assess how motivation affected EFL and grades. In this four-year longitudinal study, the researcher concluded that motivation constructs explained 41% of the grade variance. Desire to learn, willingness to study, and parents' encouragement significantly correlate with the grades (Soza Roldán, 2013, p. 161). The author studied the motivations

driven by the student's low performance and the labor effects they will have in the future. This is a crucial aspect to elaborate on given the importance EFL has acquired in modern society. In this specific case, English's importance can reach high school students ready to graduate and start college.

Some studies have found significant differences between Intrinsic and Instrumental motivations. Al-Tamimi (2009) studied the motivations of a group of 81 Yemeni college students majoring in Petroleum Engineering with an adapted survey from the AMTB and an interview following three lines**:** Integrative Motivation, Instrumental Motivation, and Personal Motivation. Instrumental motivation showed to be the highest, followed by personal motivation, and then integrative motivation. In a similar study, Vaezi (2008) applied the AMTB on 79 Iranian college students. The researcher concluded that although the students were very motivated to learn English, these motivations were mostly of instrumental nature. Rehman (2014) collected data from 50 students at a private college in Pakistan and emphasized the importance of learning English for them. In this case, 70% of motivations were instrumental and 24% integrative.

Students from majors related to English, such as literature and language, have also been studied. For example, Tahainen and Daana (2013) examined the motivations and attitudes towards learning English in 184 female college students of English and literature majors in Jordan. The study was based on eight domains from the AMTB test, and findings supported the role of instrumental motivation. Although the students had a good perception of native English speakers and their culture, the integrative motivation was not significant. The quantitative study depicted the students' interest in learning the foreign

language; a student can have both types of motivations: instrumental motivations and integrative ones.

2.3.5 Conclusion

The vast majority of the studies have a quantitative part expressed in the variable's analysis, statistics, and intensities. Mixed methods, reliability and validity as evidence of structure in instruments is different from its counterparts in qualitative research. The results are divided into exact points and presented in percentages according to the domains chosen for each specific study.

I also emphasize the use of the Likert Scale as an instrument for surveys. In a considerable part of the studies read and consulted before, this scale was an important tool. The use and crossing of variables show that it is a great study tool and data analysis and will be considered in this current study to achieve reliability.

The AMTB was implemented or adapted to each context. The original instrument included 19 dimensions; however, the instrument varies depending on the research questions and settings in which the AMTB is used. The common ones are the instrumental orientation, the integrative orientation, anxiety measure, parents' support, usefulness, evaluation, inspiration, motivational intensity, attitudes, and interests.

It was interesting to find that most of the studies using it are recent despite the test's age. The AMTB and Gardner's theory are gaining popularity and have been used to inform motivation in various populations and contexts (Al-Sohbani, 2015; Al-Tamimi et al., 2009; Rehman et al., 2014; Soza Roldán, 2013; Tahaineh & Daana, 2013; Vaezi, 2008) The instrument's psychometric properties provide evidence of reliability and validity, which are essential when using instruments. Having the studies' backgrounds allowed me

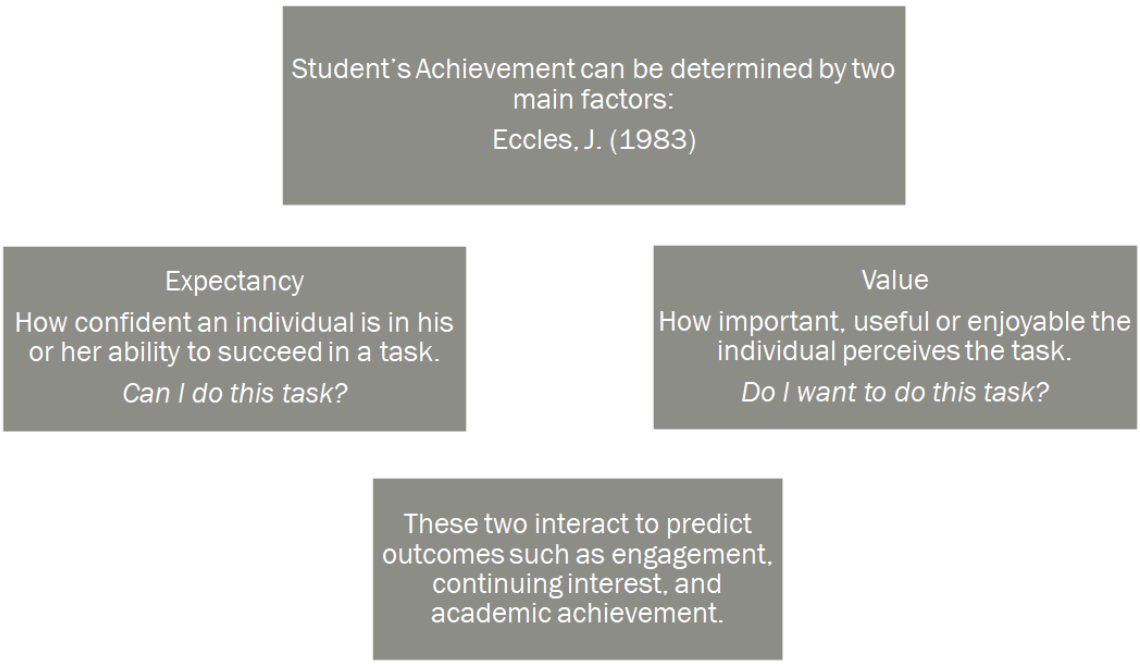
to carry out this study and strengthen my research methodology. This study informs EFL students' motivations in college and broadens the picture for future research studies in this area in Colombia. Recognizing that emotions and feelings have an important role in the teaching and learning processes is important for the change, improvement, and awareness development that the globalized world demands.

2.4 The Expectancy Value Theory - EVT

Expectancy Value Theory researchers argue that learners' beliefs can explain choice, persistence and performance on how well they will do on the activity and the extent to which they value the activity (Atkinson, 1957; Eccles et al., 1983; Wigfield, 1994; Wigifield & Eccles, 1992).

The Expectancy Value Theory, EVT, was first developed and defined by theorists such as Lewin (1938) and Tolman et al., (1932). They shined light on the Motivational Theory, defining Expectancy and Value constructs (Wigfield & Cambria, 2010). Atkinson (1957) defined expectancies as student's predictions of either failure or success in any given task they would face. Professionals in psychology, educators, and many others have tried to figure out why some students are more motivated in learning than others. The EVT has been widely chosen and used to explain and predict students' learning performance, persistence, aspiration, and student's tasks. (Loh, 2019, p. 1). Figure 4 summarizes the EVT underpinnings.

Figure 4
Summary of the EVT (Eccles & Wigfield, 2002) Source: Self-author



Eccles and Wigfield (1995) pointed out that achievement behavior can predict expectancy for success in a given task and the value the individual associates with success in that task. It means that students expect success in that task, and at the same time, this success can be determined by the perceptions they have of the task's difficulty task and their ability to perform it.

Wigfield et al. (2016) discussed Positive the Expectancy-Value Theory, explaining the modern expectancy-value models on Educational Psychology fields. Authors like Eccles (2005), Pekrun (2000), Pekrun et al., (2009) and Wigfield, et al., (2016) have contributed to this theory, connecting aspects like persistence and achievement performance to "individuals' expectancy-related and task value beliefs" (Wigfield et al., 2016, p. 56). Eccles and Wigfield (Eccles & Wigfield, 2002) developed the Expectancy-

Value Model. In this model, self-concepts like the ability, affective memories, and goals of a person impact their values and expectancies. Perceptions and expectations of other people's attitudes play a role, too, given that they influence the individual's goals and affective memories, among other aspects.

In this model, Eccles (1983) differentiates between two categories: the "expectancies for success" and the "individual's beliefs about competence or ability" (Wigfield et al., 2016, p. 57). According to him values are subjective, and subjective task values have components. The first is the intrinsic value, which refers to the gratification a person obtains for making the tasks. The second component is the utility value, which refers to the place the task has on the person's plans. The last component is the cost, the things people can't do, or give up because they have to do the task. Generally, "all choices are assumed to have costs associated with them because one choice often eliminates other options" (Wigfield et al., 2016, p. 58).

To measure the ability beliefs, expectancies, and values, some researchers have used questionnaires like the Motivated Strategies for Learning Questionnaire, the Idiographic Measure, among others. There are also developments on the task values measures; for example, Gaspard, et al., (2015) "expanded the operationalization of task values, proposing that the importance, utility and cost components can be differentiated further both theoretically and empirically" (Wigfield et al., 2016, p. 58). Other researchers like Perez, et al., (2014) proposed three aspects of cost: effort cost, opportunity cost, and psychological cost, all referred to the work that involved in a science major. The first one refers to the hard work involved in majoring and the understanding that the effort is not worth it, the second one refers to the negative impact on friendships because of working

hard on that field, and the third one refers to the high stress related to working hard on this major.

It is also important to look at the "relations of expectancies and values to performance and choice" (Wigfield et al., 2016, p. 59). Some studies conclude that individuals' achievement outcomes can be predicted based on their expectancies for success, among other aspects. Besides, the intentions and actual decisions to continue on related activities can be predicted based on the person's subjective task values. Generally, "if one does not value a task, then expecting to do well on it may not be reason enough to engage in it." (Wigfield et al., 2016, p. 59).

Another important aspect to keep in mind is the relation between expectancy-related beliefs and task values. According to Wigfield (1994) value components are developed in childhood years and transitory specific interests can be interesting with longer duration. There are also changes in expectancy-related beliefs and values. Archambault, et al., (2010) found out on male students in lower socioeconomic status that their literacy skill beliefs declined very strongly.

The relation between expectancy-related beliefs and values is also important in this field. Wigfield, et al., (1997) found that over time, children value the areas or activities in which they perform well: that shows that "children's task values, and expectancy beliefs become increasingly related overtime" (Wigfield et al., 2016, p. 61). On clarifying if children value the activities in which they are competent or if they learn how to be competent on the field they value, author Bandura (1997) supports that children "learn to enjoy those activities at which they are competent." (Wigfield et al., 2016, p. 61). Other

authors like Spinath and Steinmayr (2012) sustain that there are no cause relations between competence beliefs and intrinsic motivation.

Different sources of information influence the formation of expectancies and values. Children's competence beliefs are influenced by two sources when they begin school: systematic and formal evaluation and a systematic social comparison (Ruble, 1983; Wigfield et al., 1998). Children's valuing of activities is influenced by aspects like their own experiences and parent and teacher's feedback, among others. Higgins (2007) proposes sources of value like "biological need satisfaction" and "shared beliefs in what is desirable, relations of one's current state to what one wants to become" among others (Wigfield et al., 2007, p. 62). Teachers can influence children's activity of valuing the learning process by communicating their enthusiasm for learning and expressing to children the importance of school (Brophy, 1999). Even though most theoretical frames here are based on children, some studies later mentioned focus on adults and young adults. The EVT can be used in all areas and populations and shows high reliability (Ball et al., 2016; Fan, 2011; Meyer et al., 2019; Perez et al., 2014).

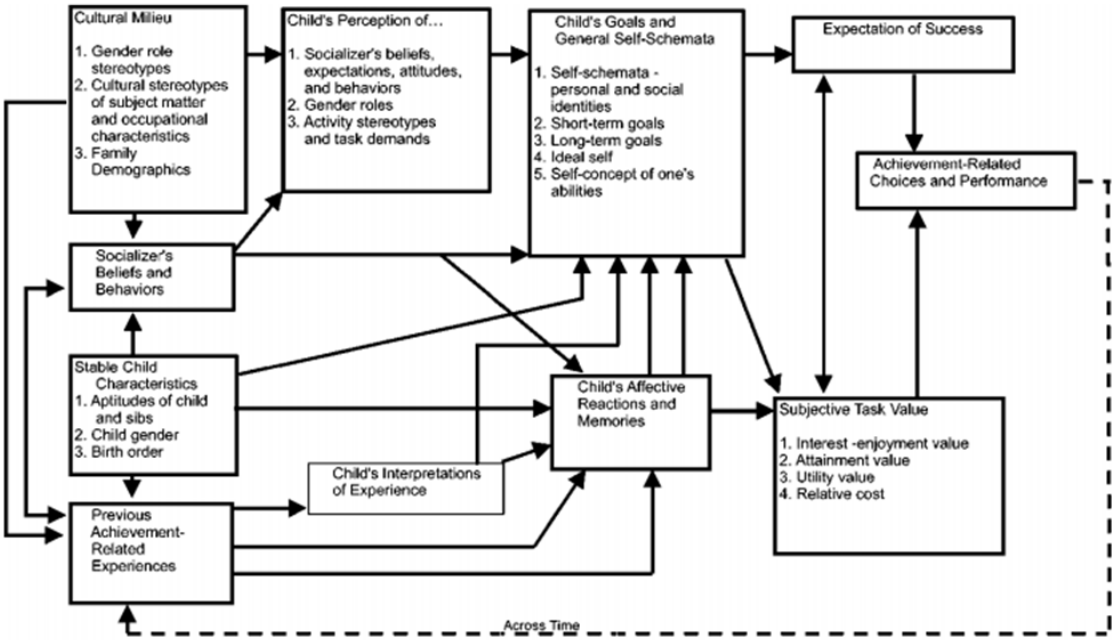
2.4.1 Modern Expectancy Value Theory

As Eccles et al., (1983) continued developing this theory, the model was becoming clear. According to Eccles and Wigfield (2002) the Modern EVT and Atkinson's Model are related in that they link achievement performance, persistence, and choice to individuals' expectancy-related and task value beliefs. However, they differ in several ways. Both the expectancy and value components are more elaborate and are linked to a more prominent display of Psychological and socio/cultural determinants. Secondly, expectancy and values are assumed to be directly related to each other, rather than

inversely related, as Atkinson (1964) proposed. Figure 5 shows the model proposed by Eccles et al. (2002).

Figure 5

The Eccles et al. Expectancy Value Model of Achievement (Eccles & Wigfield, 2002)



2.4.2 Constructs of the Expectancy Value Theory

The EVT holds two constructs: (a) expectancies and (b) Task Values. The latter has four major subcomponents.

First Construct: Expectancies

This includes one's belief about the ability to perform a task currently or in the future as well as the task's perceived difficulty (Matusovich et al., 2008; Wigfield & Cambria, 2010).Within the expectancies' definition, ability beliefs are "broad beliefs about competence in a given domain, in contrast to one's expectancies for success in a specific upcoming task" (Wigfield & Eccles, 2000). Ability beliefs are distinguished from

expectancies for success, and it can be seen clearly in the kind of questions formulated to measure each of them. For example: “Ability Beliefs Items: How good in math are you? (not at all good - very good); Expectancy Items: How well do you expect to do in math this year? (not at all well - very well)” (Wigfield & Eccles, 2000)

> “Ability beliefs are defined as the individual’s perception of his or her current competence at a given activity. Thus, ability beliefs are distinguished conceptually from expectancies for success, with ability beliefs focused on present ability and expectancies focused on the future” (Wigfield & Eccles, 2000)

Even though these constructs can be theoretically distinguished, they are empirically indistinguishable or highly-related in real-world achievement situations. A clear example of these definitions is set by Ball in his study, where he concludes:

> “Students may believe that they are proficient in writing, which may lead them to further believe that they would do well on future writing assignments. This expectancy may result in the student selecting more writing-based classes in college and later entering into a writing-based field” (Ball et al., 2016, p. 622)

Bandura (1977) explained the difference between efficacy expectations and outcome expectations. Even though the theories are very close, the EVT is more related to the definition of efficacy expectation. Wigfield and Eccles (2000) emphasized the differences between the EVT model and Bandura´s expectations. Expectancies are materialized in the following three components: (a) Ability beliefs which are the beliefs about competence in a given domain; (b) Perceived difficulty, which is the level of difficulty an individual assigns to a task by perception, and (c) Perceived effort, the extent

of effort an individual has to put into accomplishing a task. Al these three factors involved predict the expectancies and willingness that an individual has to study English in this case.

According to Wigfield (2016), expectancies for success are conceptually distinguished from the individual's beliefs about competence or ability. In the latter, individuals consider their achievements and how they compare to other students. Even though Eccles and Wigfield's (2002) definition of expectancies is measured similarly to Bandura's (1977) personal efficacy expectation, Bandura focuses on outcome expectations. In contrast, this model focuses on personal or efficacy expectation (Eccles & Wigfield, 2002). There is a conceptual difference between the two constructs. Expectancies involve foresight into future success as well as a comparative element between one's efficacy and the efficacy of others and one's values (Wigfield & Eccles, 2000).

Second Construct: Subjective Task Values.

Subjective task values refer to the 'values' a student places upon a particular activity, which may influence the likelihood to persist or choose a particular task or activity (Wigfield et al., 2016). This construct is termed 'subjective' because it refers to a student's personal beliefs about an activity, which means that these values can vary from student to student. Subjective task values are task-specific, referring to the different qualities of specific tasks that can affect the desirability or motivation to perform said tasks (Wigfield & Cambria, 2010). According to Wigfield (2016), "Student's subjective task values predict both intentions and actual decisions to persist in different activities such as taking mathematics and English courses and engaging in sports activities" (p.59). Previous studies have raised

the idea that subjective task values are stronger predictors of motivation than expectancy and self-efficacy constructs (Xiang et al., 2003).

Attainment Value.

Attainment or achievement value refers to the importance of doing well in a task (Eccles et al., 1983) related to students' personal goals, including mastery and performance goals (Eccles & Wigfield, 2002). Career intentions and academic aspirations can be predicted following performance goals. “It was hypothesized that students' previous academic self-concept and their later attainment value could be positively related, for they are likely to develop personal relevance and value those domains in which they feel competent and successful” (Arens et al., 2019 in Loh, 2019, p. 4). It incorporates Identity Issues. Tasks are important when individuals view them as central to their own sense or as allowing them to express or confirm important aspects of themselves (Wigfield et al., 2016).

Intrinsic Value.

This value refers to how much individuals enjoy the task and how that enjoyment influences the likelihood of developing it. Wigfield and Cambria (2010) say that “Intrinsic value is the interest and enjoyment of a task,” in which individuals will often become deeply engaged for long periods (Wigfield et al., 2016, p. 57).

Utility Value.

The utility value, also known as the usefulness, is concerned with “How well a task relates to current and future goals, such as career goals. A task can have a positive value to a person because it facilitates important future goals, even if she or he is not interested in the task for its own sake” (Eccles & Wigfield, 2002). It is significantly related to other

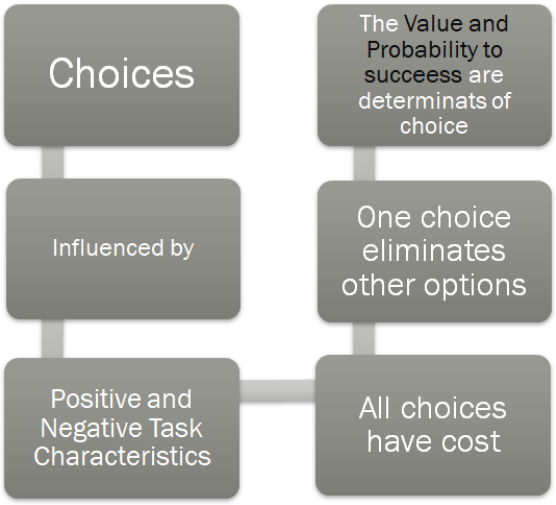
authors' extrinsic constructs (Harter, 1981; Ryan & Deci, 2000). As this definition has been in constant development Gaspard et al., (2015) has proposed five different components of utility: (1) utility for school or education; (2) utility for a job or career goals; (3) utility for different parts of the daily life; (4) social utility: being accepted by others; (5) general utility for the future.

Cost.

It is conceptualized according to Eccles and Wigfield in terms of "the negative aspects of engaging in the task, such as performance anxiety and fear of both failure and success, as well as the amount of effort needed to succeed and the lost opportunities that result from making one choice rather than another" (Eccles & Wigfield, 2002). As mentioned in Wigfield et al., (2016, p. 58) it is important to add that Perez, et al. (2014) adapted Battle and Wigfield (2003) measure of cost, adding and defining three aspects of cost: (a) Effort Cost: how the hard work is not worth it; (b) Opportunity Cost: how working hard would interfere with friendships; and (c) Psychological Cost: the extent to which working hard causes too much stress. Figure 6 summarizes the link between choices and cost.

Figure 6

Summary of Choices (Eccles & Wigfield, 2002)



Expectancy Value Questionnaire complements the AMTB in the instrument to collect information about EFL students in my research.

2.4.3 The Expectancy Value Questionnaire

The EVQ measures achievement in two dimensions (Expectancies and Task Values) with 19 items. The measures of ability beliefs and expectancies are domain-specific. Examinees judge their abilities and rate their individual beliefs, comparing their abilities across different subject areas and to other individuals. Some other authors measuring these constructs have not focused on the comparative questions. They have instead asked how good individuals think they are or how good they think they can perform an activity and how confident they think they are to complete a specific task (Bandura, 1997; Harter, 1990; Marsh, 1989; Pajares, 1996). Table 2 presents the evidence of structural validity and reliability of the EVQ.

Table 2

Factor Loadings for the Six-Factor Model and Relations between Factors, (Eccles & Wigfield, 1995)

TABLE 4: Factor Loadings for the Six-Factor Model and Relations Between Factors

Item Number	*Interest*	*Import*	*Utility*	*Ability*	*Difficulty*	*Effort Required*
Item 1	.73 (.70)					
Item 2	.85 (.88)					
Item 3		.75 (.81)				
Item 4		.67 (.71)				
Item 5		.57 (.66)				
Item 6			.75 (.81)			
Item 7			.59 (.57)			
Item 8				.83 (.85)		
Item 9				.84 (.78)		
Item 10				.80 (.82)		
Item 11				.86 (.86)		
Item 12				.80 (.83)		
Item 13					.74 (.84)	
Item 14					.80 (.80)	
Item 15					.74 (.76)	
Item 16						.57 (.62)
Item 17						.63 (.63)
Item 18						.79 (.80)
Item 19						–.73 (–.78))

Factor	*Interest*	*Import*	*Utility*	*Ability*	*Difficulty*
Interest	1.00				
Importance	.77 (.77)	1.00			
Utility	.56 (.69)	.71 (.79)	1.00		
Ability	.53 (.51)	.53 (.51)	.37 (.40)		
Difficulty	–.44 (–.44)	–.30 (–.35)	–.27 (–.30)	1.00	
Effort Required	–.24 (–.32)	–.14(–.23)	–.13 (–.22)	–.63	

NOTE: Factor loadings and relations between factors are standardized estimates from the confirmatory factor analyses. Year 2 values are in parentheses.

The factors measured in the questionnaire are (a) Perceived Task Value Items, it comprises: (1) Intrinsic Interest Value (α=.76), (2) Attainment Value/Importance (α=.70) and (3) Extrinsic utility Value (α=.62); (b) Ability/Expectancy-Related Items (α=.92); (c)Perceived Task Difficulty items (α=.80), it comprises: (1) Task Difficulty and (2) Perceived Effort (α=.78).

2.4.4 Studies using The Expectancy Value Questionnaire

Many studies around the world have used the EVT to research motivation in different areas of knowledge. Some of them have also focused their attention on language acquisition, and the motivation students may show across different language courses. For example, Mori and Gobel (2006) assessed English as L2 in a Japanese context considering

gender motivation distributions; they tested a motivational scale and gave it to 453 second-year non-English majors. It had two objectives: the first was trying to define the motivation to learn a foreign language in a specific EFL setting. The second objective was related to the motivational sub-constructs, searching for differences in those considering one specific element: gender. As a result, it proved the existence of a "multidimensional construct comprising Integrativeness, Intrinsic value, motivation, and Attainment value" (p. 194). There was a specific difference in Integrativeness in terms of Gender. Both the Expectancy-value theory and Gardner's Socio-educational model were used for this study. The researcher from The Hong Kong University, Elizabeth Loh (2019) proposed different ways to use the expectancy-value theory (EVT) in daily second language learning and teaching, offering a review of studies about first and second language learning and also of the development of the expectancy-value theory (EVT). Loh proposed that the EVT can positively impact student's learning process.

On the other hand, MacIntyre and Blackie (2012) focused on three motivational models in their study about French learning: the Action Control Theory, the Pintrich's Expectancy-Value Model, and Gardner's Socio-educational model. The aim was to study those models' variables and specifically their "relative ability" to anticipate what they classify as "four non-linguistic outcomes of language learning" (p. 533), which are "(1) perceived communication competence, (2) language anxiety, (2) willingness to communicate, and (4) the intention to continue language study." (Ibid). The analyses showed two significant aspects: hesitation has an important impact on predicting language

anxiety and willingness to communicate. Positive attitudes are crucial to the student's intention to continue the path of French studies.

Hulleman, et al., (2017) based their article on a theoretically guided intervention. That intervention aimed to improve the results of the student's learning process and used the expectancy-value theory. The researchers found that those students that were randomly assigned to a utility value intervention (in this case, connections the students made "between the course material and their lives" (p. 387) acquired more confidence in the learning process, and that impacted their performance positively. The authors highlight that students with the lowest performance were especially benefited.

Flake, et al., (2015) offered a literature review on cost, one of the Expectancy-Value Model components. They also conducted qualitative and correlational studies and found that "cost was salient to students, separate from expectancy and value components, contained multiple dimensions, and related to student outcomes." (p. 232). Based on those results, the authors offered a new cost scale that comprised of 19 elements and four dimensions: "task effort cost, outside effort cost, loss of valued alternatives cost, and emotional cost." (Ibid).

Ball, et al., (2016) focused their study on the fields of Science, Technology, Engineering, and Math (STEM) to have a better comprehension of pipeline leaks in those fields, particularly on two events: high school graduation and college entrance. The idea was to identify the contributing elements to the leaks and elements that can help to stop them. Theywanted to know the possible achievements of EVT in explaining changes in student's motivations and intentions using a computing intervention. They found that

"Changes in students' expectancies for success and subjective task values throughout the intervention played an important role in their academic motivation and intention to both finish high school and attend college." (p. 618). Weihu Fan (2011) from the University of Houston, analyzed some elements on both genders like the task values and social influences, among others. The results showed gender differences in "(1) the links from the teacher-student relationship and peers' academic value to student task values, and (2) the relations of student values and educational expectation with student academic engagement." (p. 157).

Meyer, et al., (2019) study used the latent interaction modeling to replicate and extend a previous study by Trautwein, et al., (2012), which found "a detrimental effect of high task value when expectancy beliefs were low." (p. 58). Meyer, et al., (2019) wanted to examine the predictive value of expectancy-value interactions and specifically if it "differs for grades, final examinations, and standardized test scores as measures of achievement in two domains." (Ibid). The findings "suggested measure- and domain-specific differences when using expectancy-value beliefs and their interactions to predict academic achievement." (p. 58).

Perez, et al., (2014) focused on the student's identity development and motivational beliefs and their impact in the prediction of "their chemistry achievement and intentions to leave science, technology, engineering, and math (STEM) majors." (p. 315). The study results suggested "that identity development that involved exploration (e.g., information-seeking, reflection) was positively related to students' beliefs about their competence and value for the STEM major and negatively related to perceptions of effort cost (drawbacks

associated with time and effort) for the major." (Perez et al., 2014, p. 315). The researchers found that identity development played an important role in student's motivation in this field.

2.5 Conclusion of the Literature Review

I choose two theories concerning motivation because they are closely related to EFL and complement each other. Gardner's socio-educational model helps me inform students' social factors that may influence their EFL learning process motivations. In contrast, Eccles and Wigfield EVT (Eccles & Wigfield, 1995, 2002) reports students' expectancies and subjective personal values.

Studying student's motivations and attitudes towards learning English and all the factors that may affect this process is the purpose of this research. The socio-educational theory would measure certain factors like attitudes and would consider teacher's role, classroom settings, and context, in general, to see how they impact student's motivation in the process of learning a Foreign Language. The S-AMTB is already validated and can effectively give a glimpse into this area. In comparison, the Expectancy Value Theory (Eccles et al., 1983) would measure individual factors such as expectancies and task values. That individual perspective would complement the process of understanding a student's motivations to learn a foreign language.

Gardner's S-AMTB (1985, 2006) was explicitly designed for EFL; that is why it has been widely used in many studies. According to Gardner himself, this instrument could be adapted to any specific context to get the best and more accurate results. The

EVQ is subject-specific and can be adapted to English. It also measures the factors in a more general way rather than other authors' measurement tests.

"Many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own" Ryan and Deci (2000) (p. 60). These words remind me of this study's exploratory nature and the day I decided to study this topic in this specific population. Listening to students' voices, concerns, and interests enrich the study and complement the questionnaires' results bring. As a teacher and researcher, I can see the importance of students' emotions and voices for my professional development.

3. Study Methodology: Treasure Island

"We must go on, because we can't turn back."

Louis Stevenson - Treasure Island (1883)

As a researcher in education, my path started when I decided to devote my life to teaching and academy. From a very young age, my voice was always directed to this field thanks to my parents, who were teachers, and I can say how much they loved what they did, no matter the obstacles and hard days. I may say I started questioning myself about education-related issues since that moment. However, it was not until I began my major that I realized how important emotions and feelings are in the learning process.

When I had the opportunity to work as a tutor in the university's EFL Mandatory Program, I faced the reality of many students who wanted to learn but were also desperate because of their frustrations with the language learning process. This situation gave me stronger foundations to keep on questioning myself and my role as a future teacher. It is fair to say that I started drafting and modeling this study since then. Time passed, and now, as a teacher in the EFL Elective program, I could contrast some situations that I lived as a tutor in the past, and I made the decision to study it. I have had close experience with this context. I decided to study motivation and perceptions based on my willingness to help students enjoy this process and make learning a pleasant experience. I thus developed a case study with this population and my teaching and tutoring experiences.

This study is framed as a case study and is analyzed with mixed methods. The instruments I used were a demographic survey, the AMTB-EVQ Colombian version survey (Authors[1]), focus group interviews, web page analysis, and the teacher researcher's journal. These are the research questions that I intend to answer:

1. How does student motivation affect students' academic success?
    1.1. How do student motivation and academic success vary across gender, college, and income level?
2. How do students' prior experiences affect their motivation and academic success?
3. How do students' motivation, experiences, and academic success differ between a mandatory and an elective EFL program?
4. What are students' perceptions about their motivation, academic success, and experiences in EFL programs?

3.1 Study Design

This is a case study, which involves studying a specific case within a real-life contemporary setting or context (Yin, 2009). A case study comprehends a single instance phenomenon and its characteristics and particularities in a defined context (Cohen et al., 2007a). Because of the unique dynamics of their contexts, "case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in the specific instance" (Cohen et al., 2007b, p. 253).

[1] Validation Study Manuscript in process by the researchers Andres Parra-Martinez and Lina Beatriz Barrero-Molina.

Case studies include methods, techniques, strategies, and theories to understand the phenomenon (Johansson, 2003; Kohn, 1997). (Yin, 2009) embraces quantitative and qualitative approaches to case study developments. Mixed methods offer benefits and high value because they draw on rigorous quantitative and qualitative research procedures (Bryman, 2006; Johnson & Onwuegbuzie, 2007; Tashakkori & Teddlie, 2010). The mixed-methods approach reduces quantitative and qualitative research limitations, complementing and enriching the understanding of the phenomenon (Creswell, 2014).

Some of these procedures would include analyzing both forms of data and then merging, embedding, or connecting the data bearing in mind that the two forms of data must be integrated into the design analysis. Some procedures would consider the data collection's timing or the emphasis for each database (Johnson & Onwuegbuzie, 2007). However, for the present study, I analyzed the databases by merging the data collected and depicting it in the Discussion and Conclusion sections. According to Creswell (2014), Mixed Methods offer many benefits for studies since they provide an understanding of experimental results by incorporating individuals' perspectives. They also allow comparing different perspectives drawn from qualitative and quantitative data. Bearing in mind that some of the procedures include analyzing both forms of data at specific times and how the findings confirm or refute each other, I have decided to use the Convergent Parallel Mixed Method.

3.1.1 Convergent Parallel Mixed Method Design

The historical concept poses the idea that "A psychological trait could be best understood by gathering different forms of data" (Creswell & Plano Clark, 2011). In this respect, qualitative and quantitative data provide different types of information, views, and

perceptions. The Convergent Parallel Mixed Methods Design supports the research in collecting quantitative and qualitative data, analyzing it separately, and then comparing the findings to confirm or refute each other (Creswell, 2014, p. 269).

By following Convergent Parallel Mixed Methods Design, I collected both quantitative and qualitative data in a parallel timing. The data were analyzed separately following different procedures for each case. Finally, I compared the results to see if the data confirm or refute each other. Even though the methods for collecting were different, the analysis was carried out over the same variables, constructs, and concepts of both the theories I worked with: Socio-Educational Theory (Gardner, 1985) and Expectancy-Value Theory (Eccles et al., 1983).

The Questionnaires used were then integrated with the students' perspectives, giving them voices and emotions. They were used together to form results. The sample of Qualitative Participants is included in the larger Quantitative sample. Even though the Quantitative Sample is bigger than the Qualitative, it must not be seen as a problem since the intent of each differs as one seeks "to gain an in-depth perspective and the other to generalize to a population" (Creswell, 2014, p. 269).

3.1.2 Side by Side comparison

When it comes to Data Analysis, the most important characteristic is that data are analyzed separately with different methodologies and strategies described later. They are brought together to converge or merge said data. The quantitative results are first described, and the qualitative findings are then presented. The latter can either confirm or refute the statistical results or the other way around (Creswell, 2014). The discussion

section shows the merging of these two different sets of results and the union with the theories' constructs.

3.2 Research Site and Context

This research was carried out at Universidad Nacional de Colombia. The University provided two types of English Language programs for the student population: a) a Mandatory English Program and b) an Elective English Program. It also offered the Explora English Program. However, that Program did not participate in the present study.

The first one is called Language Foreign Program (PLE in its Spanish acronym: Programa de Lengua Extranjera). It is composed of 4 levels, and each level lasts one semester. Upon beginning their studies at this university, they have to take an English proficiency test, based in which they are divided into four different levels. Some students get a high enough score, which means they do not have to take any of these levels and take their regular classes without worrying about the language requirement. The University requires proof of Language proficiency to award the Diploma. Students that enter into level four have to take one semester of English classes, whereas the ones that get into level three would have to take two semesters, and so on. The frequency of the classes is two times per week, two hours per day. Levels three and four can be taken together with a frequency of four days a week and two hours per day. These courses do not interfere with students' partial or final GPA, as they do not have a numeric grade; students get a Pass or Fail at the end of the semester.

On the other hand, there are the Explora and Intensive courses offered to students with the university's highest GPA. If they want to take these courses, they need to take an exam and pass an interview and also need to have a minimum language proficiency (B1 in

CEFR). These courses were created to help students who want to go in academic mobility, need to take an international exam, or want to apply for an educational exchange or graduate school. That is why the spots are limited. These courses have a frequency of twelve or eight hours per week, respectively, and both students and teachers have guidebooks. Unlike in the PLE courses, students have grades that can affect their partial and final GPA.

The courses are very different from one another, starting with the kind of population and their motivations when they get into the different courses. PLE students may come with the idea that they have to accomplish this requisite to get their diploma. Some of them have gotten into these courses with the hope of learning and others only because they have to. Nevertheless, Explora and Intensive courses' students may come to learn English with a specific objective and motivation.

3.3 Participants

I used purposive sampling. As my interest was to research students' motivation and experiences in EFL classes, I invited all students in the two language programs to participate. According to the University's enrollment statistics, 2500 out of the 31000 students registered in EFL classes at the moment of data collection. The demographic survey and the instruments AMTB - EVQ Colombian Version (Authors) were sent to all active students in the English program. This study had a 20% survey return rate; 480 students completed both surveys, from which 60 incomplete data points were removed. Only five participants were enrolled in graduate programs: Specialization, Masters, and Doctoral programs. These students were removed to focus solely on undergraduate student motivation and experiences. The final sample was 403 students.

A summary of my participants' demographic information is presented in Table 3. Participant variables included age, gender, college, income level or strata, prior experience, positive and negative experiences, and participants who attended a bilingual school.

Because of low sample numbers in some variable categories, the following groups were clustered and reclassified. Socioeconomic status is represented by strata numbers, 1-6, new income levels were clustered as follows: Low (1), Medium Low (2), Medium (3), and High (4-6). Only 12 participants attended a bilingual school (3%).

Table 3

Demographic Information of the Participants

Individual - Level Variables	N	Percent	Mean	SD
Age	412		21.71	3.80
Gender				
Male	253	61		
Female	160	39		
Socioeconomic Status				
Low	53	13		
Medium Low	173	42		
Medium	156	38		
High	31	8		
College				
Arts	22	5		
Science	46	11		
Agricultural	14	4		
Economics	59	14		
Human Science	62	15		
Law & Politics	18	5		
Engineering	96	23		
Nursing	26	6		
Medicine	51	12		
Vet Med	12	3		
Dentistry	7	2		
Program				
PLE	361	87		
Intensive	52	13		
Attended Bilingual School				
Yes	11	3		
No	402	97		

3.4 Procedures

This study comprises two stages. Stage 1: The role of Motivation in academic success and how prior experiences affect motivation and academic success, and Stage 2: Role of Students' motivation and experiences in the two Programs and the academic success and Students perceptions about their motivation and experiences. For the first part of the study, I used two surveys: one demographic questionnaire and the motivation instruments to measure student perceptions and experiences. In the second part, I used

both the surveys and the Focus Groups Protocol to conduct focus group interviews to listen to their voices and give emotions to the data collected.

First, I asked for formal permission in the Coordination of the Programs where the study took place (Appendix A). I submitted a permission letter signed by my thesis tutor to the Director of the EFL programs with all the details and steps the study would follow. Once I had the director's approval, I proceeded to revise the students and courses' database. Then, I contacted each course's teachers via email to inform them about the study and the visit I planned to inform students (Appendix H). During some weeks, I visited different courses of the two EFL Programs to let them know about the study objectives and invite them to answer the online questionnaire.

The online Qualtrics questionnaire was designed with the informed consent (Appendix B) as a first thing; that way, students could accept or refuse to participate in the study. Risks, objectives, and confidentiality were thoroughly explained. The Online questionnaire included the Demographic Survey and the AMTB-EVQ Colombian Version (Authors). As soon as the data was collected, I ran the necessary analysis to obtain the Focus Group Participants. Both teachers and students were informed about the Focus Group Interview, and I read and explained every aspect of the study to the selected students. I gave them the Informed consent (Appendix I), and I read all the description of the study.

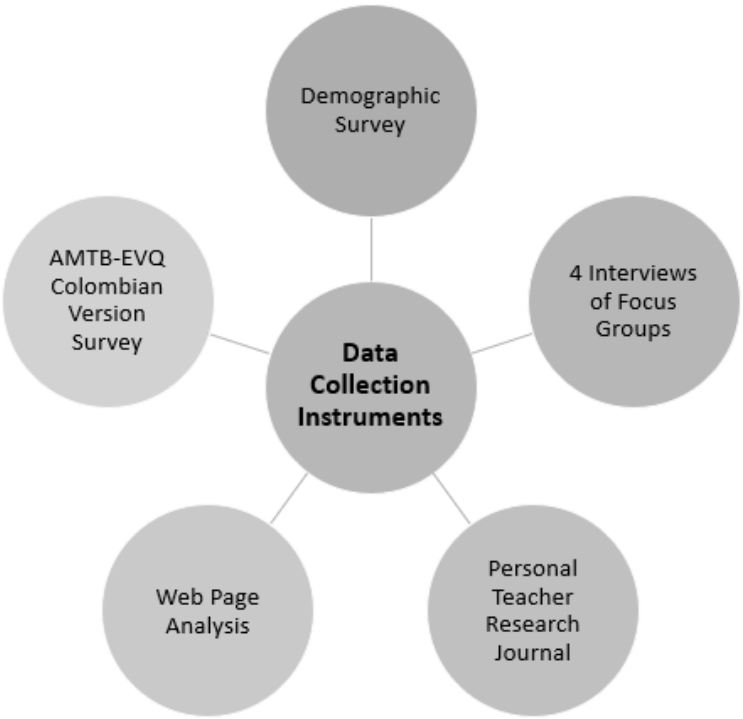
3.5 Data Collection

I obtained approval from the Language Program Director at the University to access the students' and teachers' institutional emails. Teachers were informed via email about the project and the procedures. I visited 79 PLE and 10 Intensive courses to inform

students about the project and invited them to participate. I sent the instrument to all the students registered in EFL classes after they were informed.

The email to students contained the link to the Informed Consent and Surveys. Data were collected through the Qualtrics Survey (Appendixes C, D, E). The survey consisted of a demographic questionnaire on academic and social background, the EVQ-s, and the AMTB-s questionnaire. The estimated duration of the survey was 30 minutes. Respondents were invited to participate in focus groups one week later. Cluster analysis was performed on the EVQ -AMTB results to determine participants' categories in focus groups. The focus groups were divided according to student levels of motivation and the EFL program. Figure 7 shows the different Data Collection Procedures used.

Figure 7
Mixed Data Collection Procedures



3.6 Quantitative Phase

3.6.1 Demographic Questionnaire

The demographic survey asked students for information about their income level, prior English level, college, major, gender, age, and positive and negative prior experiences. The survey was part of the main questionnaire and was applied at its beginning in the Qualtrics platform. (Appendix C). The survey questionnaire was previously designed, discussed, and approved by both study advisors and me. The data selected to be asked is relevant to the theories' different constructs and the research questions.

3.6.2 The AMBT Questionnaire

Because the original AMTB-s was applied to the Mexican context (Salvador-Pineda, 2011), a new instrument version was used, adapted, and validated (Authors) to the Colombian context. This new instrument yielded good evidence of content validity and reliability.

3.6.3 The AMBT Factors - Colombian Version – Adapted and Validated (Authors)

The AMTB was initially designed to assess the non-linguistic goals of a second language program taking into account the perceptions about the target community, the desire to study and continue studying the language, and the interest in learning the language (Gardner, 1985). In 2006, Gardner emphasized how Motivation is a key tenet in SLA -EFL and its role in informal contexts. Cultural beliefs, language history, gender, and other variables could influence students' motivation levels (Gardner, 2006). For that reason, the AMTB has become a widely-used instrument worldwide, being adapted to specific environments, populations, and contexts to measure motivation, attitudes, and

perceptions in EFL. Down below are the final dimensions or factors with the correspondent Alpha reliability and an example of the items pertaining to each factor (Appendix F)

1. Intrinsic Motivation: Cronbach Alpha .91

   Item 5: Siento un fuerte deseo por conocer todos los aspectos de la lengua inglesa

1. Teacher's and English Course Perceptions: Cronbach Alpha .93

   Item 18Mi maestro/a de Inglés tiene un estilo de enseñanza dinámico e interesante

2. Instrumental Motivation: Cronbach Alpha .85

   Item 25: Estudiar Inglés es importante porque me será útil para obtener un buen empleo

3. Extrinsic Motivation: Cronbach Alpha .82

   Item 34: Estudiar Inglés es importante porque la gente me respetará más si domino esta lengua

4. Importance of Native Speakers: Cronbach Alpha .86

   Item 16: Desearía tener a muchos hablantes nativos del Inglés como amigos

5. Self- Regulation: Cronbach Alpha .83

   Item 40: Cuando estoy estudiando Inglés ignoro las distracciones y le pongo atención a la actividad que estoy realizando.

3.6.4 The EVQ Factors - Colombian Version – Adapted and Validated (Authors)

The EVQ was developed to measure students' Expectancies, better explained as the students' perceptions about their ability to perform a task, as well as the perceived task difficulty (Matusovich et al., 2008; Wigfield & Cambria, 2010). It answers the question: Can I do this task? The instrument also measures Subjective Task Values. They report the values students assign to a particular task or activity, which could influence the decision-making process or the desire to continue with it. (Wigfield et al., 2009). Some studies have revealed that subjective values are strong predictors of Motivation. (Xiang et al., 2003).

Grade and Expected-Grade.

Expected Grade was asked to students according to the Expectancy Value Theory to know their perceived ability in the future. Students may evaluate how well they will perform in future activities. In this case, I asked for the grade they expect to obtain at the end of the course they were taking at the moment of data collection. The actual grade reports the grade students had to the moment the survey was applied. It corresponds to the last test they had taken in their English course. The Instrument can be seen in Appendix G. Here are the final dimensions with the Alpha reliability and an example of the Items belonging to it:

1. Value: Cronbach Alpha: .81

   Item 5: ¿Qué tan importante es para usted obtener buenas notas en inglés? (Para nada Importante - Muy importante)

2. Ability: Cronbach Alpha: .90

Item 15: Comparado con las otras materias de su carrera ¿Qué tan difícil es el inglés para usted? (La más difícil- la más fácil)

3.7 Qualitative Phase

According to Creswell (2014) and Marshall and Rossman (2006), a case study "may entail multiple methods- interviews, observations, document analysis, even surveys." (p. 56). In this case, I have chosen Focus groups, analysis of the Programs' Social Media Pages (Facebook, Instagram), and my Personal Journal as the ways to collect data. Focus Groups and Personal Journals are held as the Primary sources, while the Web Pages Revision is a Secondary source. Focus groups and Personal Journal are chosen to give a deeper understanding of the phenomenon, not only from the students' perspective but also from my perspective as a tutor, teacher, and researcher. The close relationship between my participants and me is reflected in the journal entries. On the other hand, the web page analysis is chosen because of its link with some students' quotes during the focus group interview.

3.7.1 Focus Groups by Clusters

To identify groups for qualitative interviewing, I performed Cluster Analysis on SPSS, using the type of English course as a classifying factor and total Motivation and Achievement scores. Four groups were determined. Group 1: Elective - Low Motivation; Group 2: Mandatory - High Motivation; Group 3: Mandatory - Low Motivation; Group 4: Elective - High Motivation. Participants were representative of each group per the quantitative results. Four groups of 6 students each were interviewed to expand vision on their motivations and experiences. Because of their unique characteristics as being low/high motivation in each group, students were classified considering the information

they may contribute to complement the data collected in the quantitative section and to raise students' voices in this study. The data provided here corresponds to the Mandatory and Elective Courses students, who were taking the courses at the moment of the data collection. For the sake of anonymity, I do not provide specific data that could lead to the identification of the participants in the study.

3.7.2 Focus Groups

For Cohen et al. (2007b), “Focus Groups are contrived settings, bringing together a specifically chosen sector of the population to discuss a given theme or topic, where the interaction of the group leads the data and outcomes.” Focus groups are useful for generating and evaluating data from a population; gathering data on attitudes, values, and opinions; empowering participants to speak up in their own words and encouraging groups rather than individuals to voice opinions (Bailey, 1994; Krueger, 1988; Morgan, 1988; Robson, 2002). The most important reason for choosing Focus groups is because they focus on the interaction and the collective creation, that is where the data emerge (Morgan, 1988).

Focus groups should have between 4 and 12 people (Morgan, 1988, p. 43), which is why each focus group had six students. The Focus Groups interview was designed following a protocol and with Standardized Open-ended questions. These kinds of questions were determined in advance. All interviewees are asked the same basic questions in the same order; however, they can elaborate on their answers and create a good environment for expressing ideas (Cohen et al., 2007b). The key factor of these questions is that they prevent bias, mainly when applied in focus groups, and facilitate organization

and data analysis (Patton, 1980, p. 206). The Protocol was revised and outlined by three different researchers and finally approved. The final Protocol can be seen in Appendix J.

Transcribing the Focus Groups Interviews.

Focus groups were transcribed verbatim, but since this study will not consider the participants' linguistic traits, details such as overlapping material and hesitations were omitted. The purpose of using these transcriptions was to allow for a later review of the conversations to catch any information not detected while interviewing. However, contextual references that could not have been clear to the readers of this study were explained at the end of the transcripts.

3.7.3 Program Web Pages

During the Focus Group Process, some participants mentioned the lack of assistance from the programs through a web page, something where they could feel accompanied and updated regarding dates, different professors, events, etc. Following that direction, I decided to check the Social Media Webs of the Programs. This data was also analyzed in Nvivo 12, joining it to students' recommendations and perceptions of the Programs.

3.7.4 Personal Teacher's Journal

"Hoy fue mi primer día frente a este grupo. Vaya sorpresa darme cuenta que todos querían estar ahí. Valoraron cada palabra y consejo que les dí para llevar el curso, anotaron cada paso e instrucción y luego con toda la tranquilidad rieron junto a mi en las actividades propuestas. Digo sorpresa porque no esperaba tal acogida en esta clase. ¡Cómo cambian estos grupos de intensive! Ya no soy tutora,

hoy soy docente y nada me llena más que la idea de aprender con ellos cada día. Solo fue el primer día. Vamos a ver qué nos trae el resto de semestre"

Teacher's journal entry, May 6th, 2019

One of the tools used was the Diary I kept during the semester the data was collected. At that moment, I was a lead teacher of one of the Intensive English Courses. I decided to keep a diary of this course's first perceptions, being the first Intensive English Course I ever had the opportunity to teach. As was mentioned at the beginning of the study, I was also a Tutor for some years while studying my undergraduate. At that moment, I only had the opportunity to work with PLE students. According to Janesik (1999) journal writing can be seen as " a type of connoisseurship by which individuals become connoisseurs of their thinking and reflection patterns and indeed their understanding of their work as qualitative researchers" (p. 3). The experience changed from one Program to the other. That was why I considered it very important to log all the emotions, perceptions, and feelings I was having while teaching and conducting the study.

Using documents in the qualitative design can be very useful because it allows the researcher to obtain participants' language and words. Besides, these documents can be accessed conveniently to the research (Creswell, 2014, p. 174). The day-to-day log of procedures, methodological decisions, and perceptions of the researcher are important to be kept in any type of fieldwork in any of the social sciences. The feelings and perceptions can be seen changing, and it may influence the decision-making process during the research (Lincoln & Guba, 1982, pp. 11–12; Vicary et al., 2016).

3.8 Data Analysis

I used the following procedures in data analysis:

3.8.1 Descriptive Statistics

Descriptive statistics were used to display the characteristics of the demographic and quantitative questionnaire data. Descriptives include distribution (range, frequency: counts and percentages), central tendency (Mean), and dispersion (standard deviation). Descriptive statistics were used to reference students' demographic characteristics, levels of motivation, achievement, and experiences learning EFL.

3.8.2 Group Comparisons

Because of the diversity of participants, group mean comparisons were performed to identify differences in motivation and achievement levels among participants by a) demographic characteristics (e.g., socioeconomic status, gender, college, prior experiences, etc.) and b) type of EFL class they were enrolled in (Mandatory vs. Elective). To test differences based on demographic characteristics with more than two categories (e.g., Socioeconomic status: Low, middle, high), I performed a One-way Analysis of Variance (ANOVA), meeting three assumptions: equal variances between groups, normal distribution for variables, and independence. Because some groups had unequal sample sizes, I performed weighted means comparisons and used the Tukey HSD Post hoc test to identify the groups that were significantly different (a=.05). F-statistics, P-values, and Sum of Squares analysis are provided. To test for differences between variables with two categories and the types of English courses, I used independent sample two-tailed T-tests. All assumptions were met. T-statistics, critical values, and significance coefficients are provided (a=.05).

3.9 Qualitative Data Analysis

Content Analysis was used to thoroughly analyze the upcoming Qualitative Data. Content Analysis begins the process with a sample of texts, defines units of analysis that can be words or sentences and the categories to be used for the analysis; then reviews the texts to code them and place them into categories, and then counts and logs the occurrence of words, codes, and categories (Ezzy, 2002, p. 83). With the help of Content Analysis, I created meaningful categories representative for my study that give light to the questions posed initially. For the Data Analysis, I used NVivo 12. and NVivo Pro regarding each one's advantages. Focus group transcriptions, Personal journal, and Web Page were all analyzed in the programs already mentioned; this way, I could better see the whole panorama of the results and emerging themes.

The process of reading and getting meaning from every word of the students and teacher was extensive and compelling. Using open coding and axial coding, some major themes were identified (Allen, 2017; Charmaz, 2006; Corbin & Strauss, 1990; Scott & Medaugh, 2017). In the Open Coding section, I carefully read the interviews and broke them down into discrete components of data labeling them according to the properties and theories used. Next, for the Axial coding, I found relationships and connections among the labels and codes, so I started describing and thinking about the phenomena that may be happening. Finally, Selective Analysis comprising Inductive and Thematic Analysis was applied. I proposed overarching categories that could capture the essence of the data collected. The data was cleaned, and the Emerging themes were ready for revising. Then, following Merriam's (1998) principles, which promote the peer review importance (p.258), the coding scheme was reviewed and discussed with another researcher. The

quantitative findings are related and concerned with the emerging themes to see if they merge, confirm, or disconfirm each other under the theories' constructs. The Interrater reliability indices are presented in the results section, warranting trustworthiness as both coders agreed.

3.10 Trustworthiness

Along with qualitative research, many different frameworks have been proposed to assess and measure trustworthiness in qualitative studies (Guba, 1981; Pitts, 1994; Silverman, 2001). Guba (1981) proposes four criteria to be followed to achieve a trustworthy study: Credibility, transferability, dependability, and confirmability. I propose looking at this study as the shape of a modular origami cube that needs six parts to be complete and stand to and support. Similarly, I need six parts to demonstrate this study's trustworthiness and have a complete Motivations' Cube.

The first part is concerned with the nature of the idea: Measuring and analyzing students' perceptions of their motivations and how it influences EFL in a specific context of two EFL programs. For such endeavors, I chose instruments related to the theories concerned with this topic: The Socio-educational Model (Gardner, 1985) and Expectancy-Value Theory (1983). The AMTB and the EVQ are designed to measure motivations, perceived abilities, attitudes, and subjective values that can influence EFL learning. These instruments have been used in many different studies worldwide and have been adapted in specific contexts to answer in a better way the proposed objectives. The instruments yield reliability and stability.

The second part is focused on the "prolonged engagement" between research and participants (Lincoln & Guba, 1982). I have been very close to the University, EFL

programs, and participants due to my role as a tutor in the beginning and teacher nowadays. The proximity to the population has allowed me to understand the problematic situation better and come up with ideas and interpretations in the study's development. This proximity also assures that students were allowed to express themselves directly, being frank and that they were aware of their right to withdraw from the study at any time.

The third part is related to Triangulation. In this case, using different instruments helps overcome the shortcomings of a single instrument by compensating their limitations and exploiting each instrument's benefits (Brewer & Hunter, 1989). In this respect, I used a demographic survey, the AMTB-EVQ Colombian Version (Authors), the Teacher Researcher's Journal, web page analysis, and focus group interviews. All this to support a better understanding of the phenomenon. The Researcher's Reflective commentary is also essential. Bearing this in mind, multiple debriefing sessions were held with the study advisors to see my ideas and interpretations in perspective and recognize biases and preferences (Shenton, 2004). This process of constant feedback ensures constant self-reflection, self-evaluation, and peer review with other researchers. For instance, a colleague researcher and I revised the coding scheme and approved a continual reexamination of the interviews, theories, and data collected.

The fourth part supports the transferability. According to Merriam (1998) "external validation is concerned with the extent to which the findings of one study can be applied to other situations." Following this principle, my study is sowing the seeds for future studies that can be carried out in other contexts where EFL is studied in Colombia. The possibilities are endless, which is why the procedures are carefully described.

The fifth part talks about dependability. The aim is for future researchers to follow this study's procedures, taking it as an example and developing a new one. Information such as research design and implementation are given in detail. The data-gathering process and reflective appraisal of the project is openly shown. It is significant to mention the alignment between the theories and instruments constructs and how the Protocol for the Focus groups was developed. The constructs are followed to keep a coherent data collection line.

Finally, the sixth part addresses the importance of triangulation once again, but this time to reduce researcher bias. I continuously remind myself of my roots in the University and programs, admitting my consistency and role as a researcher and being conscious of my predispositions in regard to the population. Self-reflection here is necessary to accomplish a comprehensive view of the problem. The methodological section has been described in depth, which assures a complete roadmap of the processes to achieve the stated objectives.

The cube has been completed. A modular origami cube needs all six parts to remain complete and stable. The same happens with my study's trustworthiness: it needs all the abovementioned parts to ensure and guarantee it.

4. Results: Great Expectations

"Day by day as his hopes grew stronger and his face brighter, he must have thought me a more and more affectionate friend, for I had the greatest difficulty in restraining my tears of triumph when I saw him so happy. At length the thing being done, … I did really cry in good earnest when I went to bed, to think that my expectations had done some good to somebody."

Charles Dickens – Great Expectations (1861)

I find myself in front of a great fortune, as well as Pip. It is such a mystery that it is my only objective to help and give light to this valuable material. Pip learned many valuable lessons and had great hopes for his objectives and learned many valuable lessons from my path as a researcher.

The first section of this Chapter describes the data obtained from the AMTB-EVQ Colombian Version questionnaire. First, I explain how motivation affects academic success and how it varies across gender, income level, and college. In the second part, I describe the data related to prior positive and negative experiences while learning EFL and how this affects students' motivation. After, I explain the differences between the EFL programs (PLE-Mandatory and Intensive-elective) because, as mentioned before, each one of them has different characteristics: (a) Mandatory-PLE and (b) is elective. Lastly, I

present the data obtained from the Focus Groups Interviews. I identify and describe major emerging themes related to students' attitudes, motivations, values, and expectations towards learning EFL. Results are presented for each research question. Even though the data collected is presented separately in quantitative and qualitative sections, it will be unified and discussed altogether in the Discussion (See Chapter 5) to see how the data confirm or disconfirm each other.

To begin with, I describe the data from the AMTB-EVQ Colombian version (Authors). This data has been analyzed to answer the related research questions.

4.1 Research Question 1: How does student motivation relate to students' academic success?

4.1.1 AMTB Descriptive Statistics

Table 4 shows the types of motivation in both Mandatory and Elective courses. Overall, students reported high levels of instrumental motivation (M=6.25, SD=.89) and low levels of extrinsic motivation (M=3.99, SD=1.78). Perceptions of teachers (M=5.25, SD=1.31) and Native speakers (M=5.46, SD=1.41) were moderate.

Table 4

Descriptive Statistics AMTB (Attitude Motivation Test Battery) Colombian Version

	Intrinsic Motivation	TE.Percep	Instrumental Motivation	Extrinsic Motivation	Native	Self-Regulation
Mean	4.67	5.25	6.25	3.99	5.46	4.77
Median	4.86	5.50	6.50	4.00	6.00	4.75
Std. Deviation	1.30	1.31	0.89	1.78	1.41	1.16
Range	6.00	6.00	6.00	6.00	6.00	5.75
Minimum	1.00	1.00	1.00	1.00	1.00	1.25
Maximum	7.00	7.00	7.00	7.00	7.00	7.00

N=403

4.1.2 EVQ Descriptive Statistics

Table 5 describes the Types of Motivation according to the factors of the EVQ Colombian Version questionnaire (Authors). Students reported high levels for the Value Factor (M=5.50, SD=0.94). This is related to how much students enjoy, like, and would continue to study for a specific task. On the other hand, students reported low levels in Ability (M=3.98, SD=1.26). The latter is concerned with the perception of ability students have of themselves.

Table 5

Descriptive Statistics EVQ Colombian Version - Factors

	Value	Ability
Mean	5.5068	3.9846
Median	5.7143	4.125
Std. Deviation	0.94263	1.2603
Range	4.71	5.63
Minimum	2.29	1
Maximum	7	6.63

N=403

4.1.3 Relationships between motivation and achievement

Pearson correlation indicated moderate association between intrinsic motivation (r=.32), self-regulation (r=.32), value (r=.38) and achievement. There was a strong positive correlation between perceptions of ability and achievement (r=.59). There were other noteworthy correlations among motivation factors. For example, a strong positive correlation between self-regulation and intrinsic motivation (r=.68); and value and intrinsic motivation (r=.70).

Table 6

Pearson Correlations among Factors

	Achieve	Intrinsic	Teacher	Instrumental	Extrinsic	Native	Selfreg	Value	Ability
Achieve	1								
Intrinsic	0.32	1							
Teacher	0.19	0.45	1						
Instrumental	0.12	0.53	0.27	1					
Extrinsic	0.10	0.44	0.19	0.31	1				
Native	0.20	0.57	0.18	0.57	0.44	1			
Selfreg	0.32	0.68	0.40	0.44	0.39	0.43	1		
Value	0.38	0.70	0.38	0.51	0.35	0.46	0.65	1	
Ability	0.59	0.41	0.13	0.17	0.10	0.29	0.32	0.38	1

*p<.05; **p<.01

4.2 Research Question 1.1: Overall Differences

In tables 7, 8, 9, 10, 11, 12 and 13, I describe the differences in types of motivation and achievement scores depending on the variables posed at the beginning: Gender, college, and Income level. The t-test for the gender categories showed significant differences in instrumental motivation (t(400)=-2.45, p=.01), Self-regulation (t(400)=-3.16, p=.002), and Value (t(400)=-3.11, p=.002). Overall female students display higher motivation than their male counterparts except for extrinsic motivation and ability.

Table 7

Types of Motivation depending on Gender

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significance
Intrinsic Motivation	Male	245	4.61	1.26	.08113	-1.319	400	.188
	Female	157	4.79	1.31	.10523		400	
Teacher	Male	245	5.24	1.22	.07846	-.038	400	.969
	Female	157	5.24	1.44	.11503		400	
Instrumental Motivation	Male	245	6.17	.915	.05851	-2.450	400	.015*
	Female	157	6.39	.79	.06372		400	
Extrinsic Motivation	Male	245	4.01	1.82	.11660	.336	400	.737
	Female	157	3.94	1.70	.13616		400	
Native S	Male	245	5.37	1.38	.08844	-1.672	400	.095
	Female	157	5.61	1.41	.11307		400	
Self-Regulation	Male	245	4.63	1.14	.07321	-3.163	400	.002*
	Female	157	5.00	1.15	.09178		400	
Value	Male	245	5.41	.94	.06018	-3.117	400	.002*
	Female	157	5.70	.86	.06914		400	
Ability	Male	245	4.05	1.20	.07723	1.306	400	.192
	Female	157	3.89	1.33	.10630		400	

*p<.01

In table 8, there are no noteworthy differences between genders related to achievement scores: actual grade and expected grade.

Table 8

Differences in Achievement scores depending on Gender

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean	t	df	significance
Grade	Male	246	3.6553	.63403	.04042	1.388	401	.166
	Female	157	3.5631	.67532	.05390		401	
Exp-grade	Male	246	4.0992	.51285	.03270	-.290	401	.772
	Female	157	4.1146	.53383	.04260		401	

*p<.01

In table 9, the Analysis of Variance ANOVA revealed significant differences in motivational levels depending on college enrollment. For example, Engineering College shows a high motivational level in the factors related to intrinsic motivation (p=.002), teacher's perception (p=.003), native speakers (p=.042) perception, and value (p=.001). Human Sciences College also shows significant levels of intrinsic motivation, teacher's perception, and value.

In table 9, there are no significant differences in achievement among colleges.

Table 9

Types of Motivation per College

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.	Group Tukey HSD
Intrinsic Motivation	Between Groups	45.127	10	4.513	2.824	.002	Engineering Human.S Economics
	Within Groups	626.363	392	1.598			
	Total	671.490	402				
Teacher	Between Groups	45.408	10	4.541	2.745	.003	Engineering Human.S
	Within Groups	646.704	391	1.654			
	Total	692.111	401				
Instrumental Motivation	Between Groups	14.670	10	1.467	1.951	.037	Law Nursing
	Within Groups	294.821	392	.752			
	Total	309.492	402				
Extrinsic Motivation	Between Groups	53.655	10	5.366	1.733	.072	
	Within Groups	1213.756	392	3.096			
	Total	1267.411	402				
Native S	Between Groups	36.924	10	3.692	1.916	.042	Law Engineering Nursing
	Within Groups	755.304	392	1.927			

	Total	792.228	402				
Self-Regulation	Between Groups	16.914	10	1.691	1.258	.253	
	Within Groups	527.112	392	1.345			
	Total	544.026	402				
Value	Between Groups	25.005	10	2.501	3.053	.001	Human. S Law Engineering
	Within Groups	321.031	392	.819			
	Total	346.036	402				
Ability	Between Groups	30.364	10	3.036	1.945	.038	
	Within Groups	611.843	392	1.561			
	Total	642.207	402				

*p<.01

Note: Groups in the Tukey HSD test scored significantly higher than other groups in that category.

Table 10

Differences in Achievement scores depending on College

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Grade	Between Groups	7.110	10	.711	1.706	.077
	Within Groups	163.339	392	.417		
	Total	170.449	402			
Exp-grade	Between Groups	4.426	10	.443	1.660	.088
	Within Groups	104.493	392	.267		
	Total	108.919	402			

*p<.01

Table 11 shows how the ability factor was significant based on socioeconomic status and income level (p=.006). According to Table 11, overall, students who belong to the Low and medium low-income level show a lower level of perceived ability than the ones belonging to medium and high income (Figure 8).

Table 11

Types of Motivation per Income Level – Socioeconomic strata

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Motivation	Between Groups	4.320	3	1.440	.861	.461
	Within Groups	667.170	399	1.672		
	Total	671.490	402			
Teacher	Between Groups	1.398	3	.466	.269	.848
	Within Groups	690.713	398	1.735		
	Total	692.111	401			
Instrumental Motivation	Between Groups	3.427	3	1.142	1.489	.217
	Within Groups	306.065	399	.767		
	Total	309.492	402			
Extrinsic Motivation	Between Groups	15.528	3	5.176	1.650	.177
	Within Groups	1251.883	399	3.138		
	Total	1267.411	402			
Native S	Between Groups	12.492	3	4.164	2.131	.096
	Within Groups	779.736	399	1.954		
	Total	792.228	402			
Self-Regulation	Between Groups	4.135	3	1.378	1.019	.384
	Within Groups	539.891	399	1.353		
	Total	544.026	402			
Value	Between Groups	2.825	3	.942	1.095	.351
	Within Groups	343.211	399	.860		
	Total	346.036	402			
Ability	Between Groups	19.847	3	6.616	4.241	.006
	Within Groups	622.360	399	1.560		
	Total	642.207	402			

*p<.01

Table 12
Post Hoc Tukey HSD Ability

			Mean Diff	Std Error	Sig	95% CI LOW	95% CI HIGH
Ability	Low	1	-.56105*	.19676	.024	-1.0687	-.0534
		2	-.61033*	.19940	.013	-1.1248	-.0959
		3	-.88116*	.28239	.010	-1.6097	-.1526
	Medium Low	0	.56105*	.19676	.024	.0534	1.0687
		2	-.04928	.14005	.985	-.4106	.3120
		3	-.32011	.24413	.556	-.9499	.3097
	Medium	0	.61033*	.19940	.013	.0959	1.1248
		1	.04928	.14005	.985	-.3120	.4106
		3	-.27083	.24626	.690	-.9062	.3645
	High	0	.88116*	.28239	.010	.1526	1.6097
		1	.32011	.24413	.556	-.3097	.9499
		2	.27083	.24626	.690	-.3645	.9062

Figure 8
Types of Motivation (Ability) depending on Socioeconomic Status

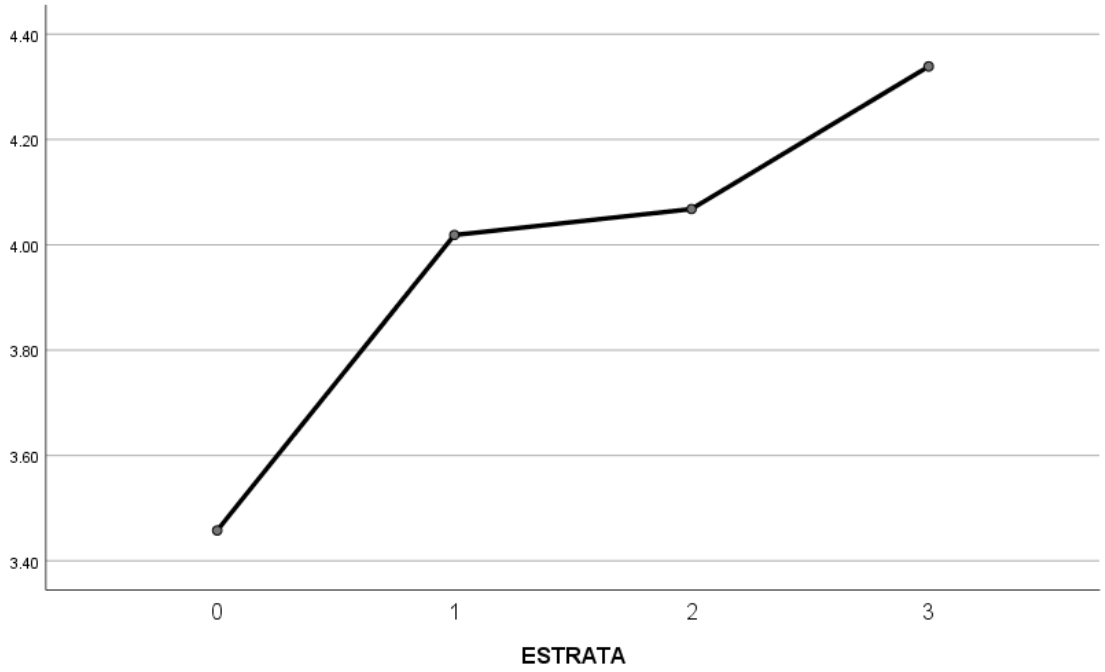


Table 13 presents the summary of Achievement Scores depending on income level. According to it, students in the low and medium low-income levels present lower grades and expected grades compared to those who belong to the medium-high and high levels.

Table 13

Differences in Achievement scores depending on Income Level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Grade	Between Groups	10.930	3	3.643	9.113	.000
	Within Groups	159.519	399	.400		
	Total	170.449	402			
Exp-grade	Between Groups	2.161	3	.720	2.692	.046
	Within Groups	106.758	399	.268		
	Total	108.919	402			

According to Figure 9, overall, students from low socioeconomic status have a notable lower actual grade than those who belong to high socioeconomic status. However, students who belong to medium-low and medium socioeconomic status do not show a significant difference.

Figure 9

Differences in Achievement Scores: Real Grade depending on Socioeconomic Status

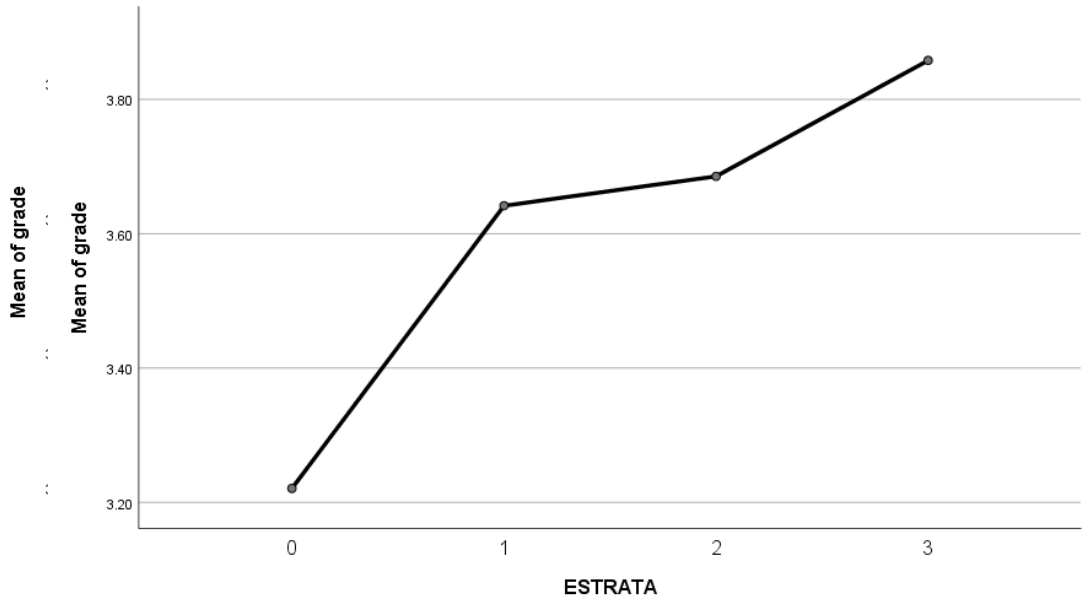
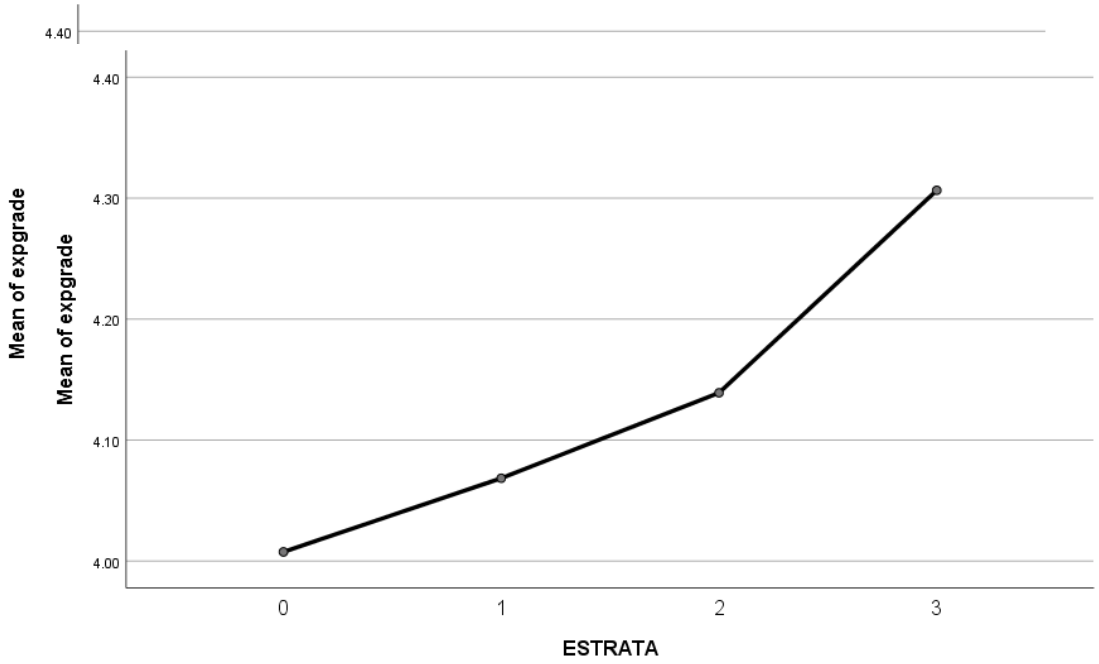


Figure 10 presents the differences in the expected grade, depending on socioeconomic status. Students who belong to the low socioeconomic status show a lower expected grade for the course they were taking at the moment of the data collection. On the other hand, students who belong to the high socioeconomic status group expect a better grade at the end of the course.

Figure 10

Differences in Achievement Scores: Expected Grade depending on Socioeconomic Status



4.3 Research Question 2: How do student prior experiences affect student motivation and academic success?

Table 14 presents students' answers in the demographic survey. The results here presented show the data of both EFL programs.

Table 14

Student's Perceptions-Demographic Survey Questions

Individual - Level Variables	N	Percent
Prior English Experience		
Yes	167	40
No	246	60
Prior English Level		
Basic	237	57
Low Intermediate	107	26
Intermediate	57	14
Advanced Intermediate	12	3
Negative Experience		
Yes	157	38
No	256	62
Positive Experience		
Yes	354	86
No	59	14
Satisfaction with English Level		
Yes	60	15
No	353	85

N=403

Table 15 presents the significance of prior negative experiences in students' motivation. Overall, students with negative experiences tend to have significantly lower motivation than those who did not have negative experiences learning EFL. For example

students with negative experience reported significantly lower perceptions of ability (t(400)= -8.05, p=.00) and Intrinsic Motivation (t(400)= -5.40, p=.00).

Table 15

Types of Motivation depending on Prior Negative experiences with the Language

Group Statistics

	NEG_EXP	N	Mean	Std. Deviation	Std. Error Mean	t	df	sig
Intrinsic Motivation	Yes	150	4.2505	1.27989	.10450	-5.409	400	.000
	No	252	4.9461	1.22722	.07731		400	
Teacher	Yes	150	4.8456	1.51159	.12342	-4.822	400	.000
	No	252	5.4815	1.11783	.07042		400	
Instrumental Motivation	Yes	150	6.2089	.84039	.06862	-.915	400	.361
	No	252	6.2917	.89878	.05662		400	
Extrinsic Motivation	Yes	150	3.6300	1.86403	.15220	-3.135	400	.002
	No	252	4.1984	1.69259	.10662		400	
Native S	Yes	150	5.2467	1.41497	.11553	-2.485	400	.013
	No	252	5.6032	1.37692	.08674		400	
Self-Regulation	Yes	150	4.4617	1.14280	.09331	-4.317	400	.000
	No	252	4.9673	1.13139	.07127		400	
Value	Yes	150	5.2495	.94023	.07677	-4.807	400	.000
	No	252	5.6950	.87291	.05499		400	
Ability	Yes	150	3.3850	1.27825	.10437	-8.055	400	.000
	No	252	4.3566	1.10012	.06930		400	

*p<.05; **p<.01

Table 16 presents the differences in motivation, depending on the prior positive experiences. Students who have had a positive experience show higher levels of value (t(400)= 3.75, p=.00) and higher levels of self-regulation (t(400)= 3.70, p=.00). Prior positive experiences are not as significant as negative experiences.

Table 16

Types of Motivation depending on Prior Positive experiences with the Language.

Group Statistics

	POS_EXP	N	Mean	Std. Deviation	Std. Error Mean	t	df	sig
Intrinsic Motivation	Yes	345	4.7623	1.25562	.06760	2.923	400	.004
	No	57	4.2281	1.40979	.18673		400	
Teacher	0	345	5.3174	1.29592	.06977	2.771	400	.006
	1	57	4.8012	1.34535	.17820		400	
Instrumental Motivation	0	345	6.2845	.88262	.04752	1.337	400	.182
	1	57	6.1170	.83747	.11093		400	
Extrinsic Motivation	0	345	3.9899	1.73809	.09358	.098	400	.922
	1	57	3.9649	2.01747	.26722		400	
Native S	0	345	5.5198	1.36813	.07366	1.754	400	.080
	1	57	5.1696	1.55982	.20660		400	
Self-regulation	0	345	4.8645	1.14450	.06162	3.709	400	.000
	1	57	4.2588	1.12893	.14953		400	
Value	0	345	5.5979	.90101	.04851	3.755	400	.000
	1	57	5.1103	.95183	.12607		400	
Ability	0	345	4.0757	1.22238	.06581	3.235	400	.001
	1	57	3.5000	1.37439	.18204		400.	

*p<.05; **p<.01

Table 17 presents the differences in achievement scores depending on negative experiences. Students who have had a prior negative experience tend to expect a lower grade than those who have not (t(401)= -7.89, p=.00). Also, students who have had negative experiences have a lower actual grade than students who have not had a negative experience (t(401)= -5.68, p=.00).

Table 17

Differences in Achievement scores depending on Prior Negative Experiences

Group Statistics

						Mean Difference	t	df	sig
	NEG_EXP	N	Mean	Std. Deviation	Std. Error Mean				
Grade	Yes	151	3.3901	.68203	.05550	-.36668	-5.681	401	.000
	No	252	3.7567	.59204	.03730				
Exp-grade	0	151	3.8589	.50863	.04139	-.39384	-7.893	401	.000
	1	252	4.2528	.47009	.02961				

*p<.05; **p<.01

Table 18 presents how the achievement scores vary according to the prior positive experiences. There are not significant differences between students who had positive experiences and the ones who did not.

Table 18

Differences in Achievement scores depending on Prior Positive Experiences

Group Statistics

	POS_EXP	N	Mean	Std. Deviation	Std. Error Mean	Mean Diff	t	df	sig
Grade	Yes	346	3.6361	.65709	.03533	.11858	1.275	401	.203
	No	57	3.5175	.60949	.08073				
Exp-grade	0	346	4.1260	.51681	.02778	.14706	1.984	401	.048*
	1	57	3.9789	.52974	.07017				

*p<.05; **p<.01

To conclude, even though prior negative and positive experiences are significant, having a negative experience seems to be stronger than having a positive one. According to the results, the negative experiences significantly influence certain factors such as ability perception, intrinsic motivation, and the expected grade.

4.4 Research Question 3: How do students 'motivation, experiences and academic success differ between a mandatory and an elective EFL program?

4.4.1 Cross Tabulation of PLE and Intensive English vs Other Variables.

In table 19, the data is divided by EFL program according to gender, strata, if they had attended a Bilingual school before they enrolled in the current course they were taking, and participants' perception of their English level before starting University. Data reports that the number of males is higher than females in both Programs, representing 61% of the data. Regarding the Income level or Socioeconomic Status, while 21% of the participants in the Intensive Program belong to a high-income level, only 5 % belong to that level in the PLE Program. The highest percentage of the PLE program participants belongs to medium-low (43%), while the highest percentage of students in the Intensive Program belong to medium income level (40%).

In regard to students who had studied English before enrolling in the current course, 36% of PLE students answered Yes, whereas 73% of Intensive English students studied English before this course. Regarding the participants' perception of their level before starting university, 62% of the PLE students consider their level to have been basic, while 19% of the Intensive-elective program think the same.

Table 20 describes prior negative and positive experiences. Forty percent of PLE students have had a negative experience while learning EFL. In the same line, 35% of Intensive students have had negative experiences. It must be highlighted that the

percentage of people that have not had any negative experience while learning English is higher than the ones that have. Following the positive experiences, almost 90% of the participants have had positive experiences while learning EFL. The table shows that 13% of PLE students are satisfied with their English level, while 23% of Intensive students are satisfied.

Table 19

Summary of the Demographic Variables: PLE and Intensive

Sociodemographic Variables	Mandatory-PLE	Elective-Intensive	Total
GENDER			
Male	217: 61%	29: 55%	246
Female	134: 39%	23: 45%	157
Total	351:	52	403
INCOME LEVEL			
Low	48: 13%	5: 9 %	53
Medium Low	153: 43%	15: 28%	168
Medium	130: 37%	21: 40%	151
High	20: 5%	11: 21%	31
	351	52	403
ENG. BEF. COURSE			
Yes	127: 36%	38:73%	165
No	224: 64%	14: 27 %	238
	351	52	403
PRIOR LEVEL			
Basic	220: 62%	10: 19%	230
Basic Intermediate	85: 24%	21: 40%	106
Intermediate	41: 11%	15: 29%	56
Intermediate-Advanced	5: 3%	6: 12%	11
	351	52	403

*For “Prior English Level”, the Intermediate Advance and Advance categories were clustered together as Intermediate- advanced.

Table 20

Summary of the Experiential Variables: PLE and Intensive

Table 17

NEG. EXPERIENCES	Mandatory-PLE	Elective-Intensive	Total
Yes	138: 39%	13: 25%	151
No	213: 61%	39: 75%	252
	351	52	403
POS. EXPERIENCES			
Yes	300: 85,4%	46: 88,4%	346
No	51: 14,6%	6: 11,6%	57
	351	52	403
SATISF. LEVEL			
Yes	47: 13,3%	12: 23 %	59
No	304: 86,6%	40: 77 %	344
	351	52	403

*NEG: Negative

*POS: Positive

4.4.2 Overall differences between PLE and Intensive Courses regarding Motivation

Table 21 presents the Analysis of Variance of different factors among the EFL Programs: (a) Mandatory-PLE groups and (b) Elective-Intensive Groups. Overall, Students from the Intensive English Courses have higher grades and motivation than students from the PLE course. Overall, PLE students displayed significantly lower intrinsic motivation than students in the elective course ($t(400)=-3.01$, $p<.01$). PLE students show significantly lower perceived ability ($t(400)=-4.01$, $p<.00$). The value factor is also affected; PLE students show lower levels ($t(400)=-3.20$, $p<.01$) than the elective course. Also, PLE students show lower self-regulation ($t(400)=-2.81$, $p<.01$).

Regarding the actual and expected grades, PLE students have a significantly lower actual grade (t(400)=-4.68, p<.00), and PLE students also expect a lower grade (t(400)=-3.06, p<.01).

Table 21

Differences in Motivations between PLE and Intensive English Courses

Group Statistics

	PLE_INTENS	N	Mean	Std. Deviation	Std. Error Mean	Mean diff	T	Df	significance
Intrinsic Motivation	PLE	350	4.61	1.31256	.07016	-.57141	-3.010	400	.003
	Intensive	52	5.18	1.00552	.13944			400	
Teacher	PLE	350	5.18	1.31228	.07014	-.48524	-2.501	400	.013
	Intensive	52	5.66	1.25592	.17417			400	
Instrumental Motivation	PLE	350	6.25	.85064	.04547	-.04652	-.356	400	.722
	Intensive	52	6.30	1.04789	.14532			400	
Extrinsic Motivation	PLE	350	3.95	1.77573	.09492	-.25868	-.979	400	.328
	Intensive	52	4.21	1.79145	.24843			400	
Native S	PLE	350	5.42	1.40444	.07507	-.32143	-1.547	400	.123
	Intensive	52	5.75	1.35099	.18735			400	
Self- Regulation	PLE	350	4.71	1.15341	.06165	-.48069	-2.811	400	.005
	Intensive	52	5.19	1.13039	.15676			400	
Value	PLE	350	5.47	.92755	.04958	-.43394	-3.200	400	.001
	Intensive	52	5.90	.80260	.11130			400	
Ability	PLE	350	3.89	1.27955	.06839	-.73845	-4.019	400	.000
	Intensive	52	4.63	.88467	.12268			400	
Grade	PLE	350	3.56	.62279	.03329	-.44177	-4.684	400	.000
	Intensive	52	4.00	.71026	.09850			400	
Exp. grade	PLE	350	4.07	.51345	.02744	-.23382	-3.068	400	.002
	Intensive	52	4.31	.50900	.07059			400	

According to Table 22, the results indicate that there is no statistically significant relationship between the type of program and whether the student had a positive experience (pr=.563).

Table 22

Positive experiences per Type of EFL Program

	PLE_INTENSIVE		
POS_EXP	PLE-Mandatory	Intensive- Elective	Total
YES	300	46	346
NO	51	6	57
TOTAL	351	52	403
PEARSON	chi2(1) =	0.3338	Pr = 0.563

Table 23 indicates that there is a statistically significant relationship between the type of program and whether the student had a negative experience (pr=.047).

Table 23

Negative experiences per Type of EFL Program

	PLE_INTENSIVE		
NEG_EXP	PLE - Mandatory	Intensive - Elective	Total
YES	138	13	151
NO	213	39	252
TOTAL	351	52	403
PEARSON	chi2(1) =	3.9618	Pr = 0.047

Although the number of students who are not satisfied with their English level is high in both programs. The results in Table 24 indicate that there is no statistically significant relationship between the type of program and whether the student is satisfied with their English level (pr=.065).

Table 24

Satisfaction vs Type of EFL Program

	PLE_INTENSIVE		
SATIS_ENG	PLE-Mandatory	Intensive-Elective	Total
YES	47	12	59
NO	304	40	344
TOTAL	351	52	403
PEARSON	chi2(1) =	3.4005	Pr = 0.065

4.5 Research Question 4: What are students' perceptions about their motivation, academic success, and experiences in EFL programs?

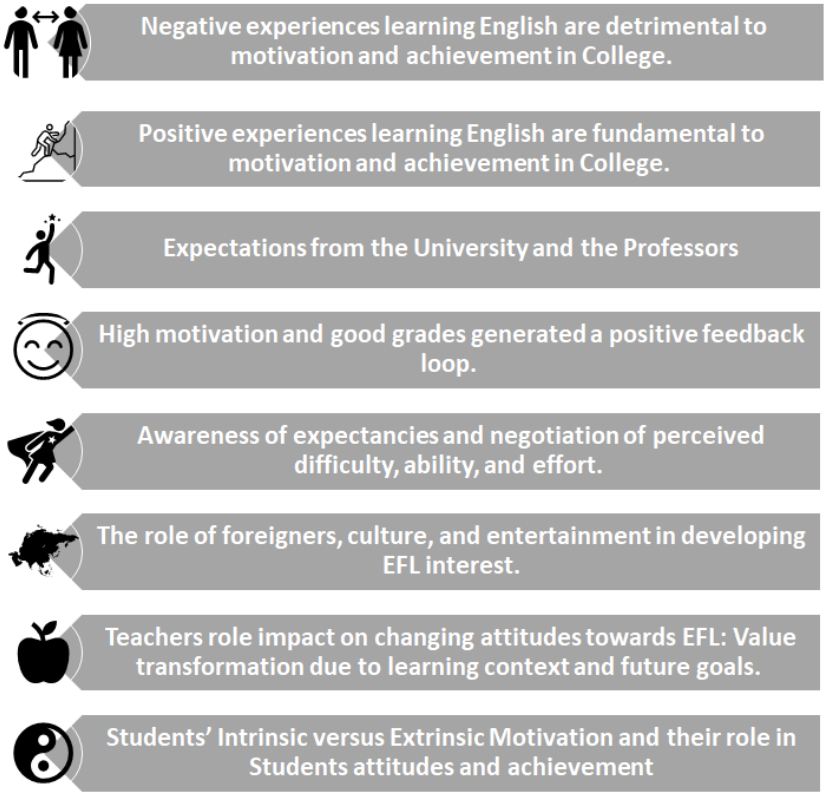
Focus Group Interviews were conducted following the protocol already mentioned in the Research Methodology section. I held four focus group interviews with the groups divided by the Cluster Analysis. I had the opportunity to start analyzing this information since the beginning of the collection. Simultaneously, I started journaling all the processes by registering my perception, feelings, and emotions as a researcher and teacher. I analyze here all focus group interviews, personal journals, and secondary revision of web pages.

4.5.1 Emerging Themes

Eight major themes were identified. I followed a Coding Scheme composed by the Open Coding where I considered the number of entries and important mentions of students regarding both theories. Then, the axial coding where I merged the crucial points regarding the theories, and finally, the Selective Coding where I grouped and identified the eight major themes. Figure 11 shows the emerging themes, which were characterized following

both theories already explained: Socio-Educational Theory by Gardner (1985) and Expectancy-Value Theory by Eccles et al., (1983). Each theme is explained including quotes from participants. Participants themselves assigned their pseudonyms.

Figure 11
Emerging Themes



Negative experiences learning English are detrimental to motivation and achievement in College.

Students reported a variety of negative experiences from elementary to high school. Participants recall having feelings of monotony and dullness during some of their high school years. This led them to be demotivated and forget essential things from the

language they thought they had mastered. A lot of the negative experiences mentioned by students are related to the teachers they had. For instance, Karim said:

> (1) “recuerdo que en séptimo de la secundaria tuve una profesora muy buena que me hizo interesar bastante en el inglés pero pues duramos muy poco con ella. Luego pasamos con una profesora que era muy monótona. Entonces todo lo que aprendimos con la primera profesora, pues la repetidera, la repetidera, la repetidera. La siguiente profesora de manera muy cansona, muy cotidiana, muy monótona, eso hizo que me desinteresara y además que olvidara pues lo poco que había aprendido y que me confundiera, entonces…” Student from Focus Group 2 - Elective -Low Motivation

Also, feelings of authoritarianism where students did not feel recognized or felt as if they could not question the topics that are being explained. Both students agree on the teacher’s role and how they influenced their attitude towards the class and language. Laura added:

> (2) “Pues así mala experiencia que me desmotivó aprender inglés fue también con una profesora y fue como que yo llevaba ya seis meses estudiando inglés y ya le había cogido como gusto a la cosa y nos cambiaron de profesor. Y la profesora nueva era como yo mando y lo que yo diga está bien” Student from Focus Group 2 - Elective -Low Motivation

During the conversation, students showed eagerness for speaking and letting out the bad experiences that they had had so far. I could feel how they did not want to stop talking and even started interrupting each other telling their experiences and what they had felt. In a note from my journal I describe what I felt that day: :

> (3) “Escuchando las experiencias no tan buenas de los chicos, puedo darme cuenta qué me motivó a investigar sus motivaciones. La eterna búsqueda del camino para llegar a ellos y poder hacerlos sonreír en medio del aprendizaje. Quisiera que mis estudiantes sonrieran cuando alguien en el futuro les pregunte por su experiencia en

> mi clase y que no sintieran esa angustia que pude percibir hoy mientras hablaban de las malas experiencias" Teacher Research Journal Entry

Another area to mention is that according to some students, K-11 education can be characterized by EFL teachers with low competence, either pedagogical or language mastery. There is an Under Competence Perception of Professors both in the English use and Pedagogic Competence**s.** According to some students, this low perception of teachers influenced how they felt toward the language and their perceived ability. For example, Julieta said:

> (4) "En el colegio inicialmente no había nada de motivación porque nunca tuve un buen profesor entonces siempre pensé que era pésima, no entendía entonces no me gustaba...porque en el colegio también lo que sucedía es que el profesor pues parecía que no hablara inglés, simplemente que sabía temas y los decía." Student from Focus Group 1 -Elective-Low Motivation

Some students also brought up how the low perception of teachers can influence the low perception of the subject itself, making them not being serious about the subject or taking it with enough rigour. It also influences their motivation and how they perceive their role in the class and settles a feeling of frustration. To what Julieta had said, Camilo added:

> (5) "A lo largo de mi vida, siempre los profesores de inglés que he tenido o no saben mucho del tema o están contratados ahí porque necesitan el trabajo pero no saben mucho y eso me desmotiva a mi porque yo a la hora de querer aprender inglés y luego intentar meterle empeño quiero alguien que me sepa resolver mis dudas y pues hasta el momento en el colegio y uno que otro profesor en la universidad, un profesor de inglés, pareciera más bien como una recocha, no se

> toman el inglés como algo serio.” Student from Focus Group 1 -Elective-Low Motivation

In another Focus group interview, some students complemented the information related to how the teachers’ perceptions influenced students’ attitudes towards the English class. They also added that the subject is not taken as something relevant because they do not see the future utility or the benefit of it. Motivation drops following this way of thinking. Maca mentioned:

> (6) “me parece que desde el colegio uno nota, los estudiantes sienten que ver esa materia es como ver cualquier otra materia sin importancia y no le ponen el empeño necesario. Incluso yo podría decir que antes de llegar a bachillerato para mí también era una materia poco relevante. Es inglés, nosotros no hablamos inglés, no tenemos por qué aprender inglés. Siempre llega el profesor da su clase pero no le muestra más allá todas las ventajas que podría tener aprendiendo inglés.” Student from Focus Group 3 -Mandatory-Low Motivation

Other students talked about the fear they felt when taking the class. The teacher’s role can raise this fear. It seems that it influences students in many contexts, and what they lived there in high school still prevails in the experiences they have in high education. In this point, Xavi said:

> (7) “Principalmente en el colegio, en el transcurso de todo lo que fue la carrera, el estudio, siempre entraba al salón pues con miedo, o sea, siempre era como, me tengo que quedar callado porque si no el profesor te llamaba y te hacía hablar. Después claro, tú le cogías el pánico y el miedo. Hacía eso, me quedaba callado y silenciado hacia un lado. En otro, ya en once, décimo, once, me gané fue el profesor de inglés, entonces pues para mí fue peor. Porque yo no podía hacer nada o si no el man ya me nombraba. Mis compañeros podían sacar el celular y yo no. Entonces era como, pinche cucho. Eso me afectó un poco. Y bueno, una

> exposición. Era ya para graduarse y que tocaba hacerla en inglés. Y yo creo que esa exposición me marcó muchísimo porque o sea, yo normalmente era muy bueno para exponer en español, me iba muy bien. Y esa exposición como que me bloqueó muy feo. Entonces me empezaron a () 20:08 a las malas, y de ahí fue como, odio el inglés. Porque había muchísima presión" Student from Focus Group 3 -Mandatory-Low Motivation

There were some references to the high school system in Colombia and how it affected the EFL learning experience. The amount of students in a classroom and the pace of the course. It seemed that they were always learning the same topic without any advance. Any added:

> (8) "...en el colegio siempre fue muy malo. Muy mediocre por así decirlo, porque éramos un grupo de 40, 50 y un profesor que no lograba controlar a todos y la mayoría estaban gritando, jugando y no ponían atención. Y no dejaban que los demás prestáramos atención. Y a lo largo de los 11 años nos quedamos siempre en los mismos temas, entonces es una experiencia un tanto como frustrante porque nunca avanzamos, nunca mejoramos" Student from Focus Group 3 -Mandatory-Low Motivation

Positive experiences learning English are fundamental to motivation and achievement in College.

Positive Experience questions featured a combination of good grades and experiences outside school. Even though students did not mention many positive experiences, the ones they recalled seemed to have been fundamental and important in the learning process. They were much more into talking about the negative experiences than the positives. Still, there were some. I would like to start with a thought I had during the process of analysis:

(9) “Yo quisiera que los estudiantes no dudaran tanto al hablar de experiencias positivas, al contrario, que hubiese un vínculo directo con algo que los haya hecho felices durante las clases, sin embargo, hoy me encontré con estudiantes que lucharon para encontrar y recordar al menos una experiencia positiva en sus clases de inglés en el colegio y entonces terminaron hablando de cualquier otra experiencia positiva con la lengua no relacionada con sus clases de inglés”

One of the students emphasized on how one positive experience could motivate her to keep on learning and also to believe in herself. To this respect, Catherine mentioned:

(10) “Yo cuando estaba haciendo once, usualmente siempre me iba mal en inglés. Todo bien, pero yo era de las que me iba bien en todas las materias, siempre estaba como en el primer o segundo lugar. Pero en inglés siempre me iba mal. Y la profesora ya lo sabía. Y una vez estaba enferma y había parcial de verbos y yo lo había estudiado, yo lo había estudiado y por estar enferma lo hice rápido pa’ salir, porque no aguantaba el dolor. Entonces después, cuando ya la profesora estaba entregando el examen, iba entregando de mal a bueno, y resulta que no me la entregaba a mí y cuando dijo Catherine se sacó 5,0, eso fue como que wow, fue muy bonito para mí. Y pues me motivó, digamos que fue una experiencia animadora, que te anima a aprender inglés”. Student from Focus Group 3 - Mandatory-Low Motivation

The role of the teachers in the positive experiences is also rich and essential. In another Focus Group Mr. Pink added:

(11) “cuando llegué a bachillerato como que cambiaron de profesor y llegó un profesor que realmente le ponía muchísimo amor y empeño a la materia, que en serio le importaba muchísimo que nosotros aprendiéramos. Se salió de la monotonía del verbo To be, como decía Aaron, nos ponía a hablar, a hacer charlas, a hacer juegos, como que uno se da cuenta que es algo que puede ser útil para su futuro” Student from Focus Group 4 - Elective-High Motivation

On the other hand, as I mentioned above, some students ended up talking about the positive experiences outside school. These experiences seem to have been essential for their understanding of English for life and raising awareness on how it might be helpful and useful. For this, Stifen added:

> (12) "La experiencia buena que tengo en el inglés fue que cuando salí del colegio obtuve un trabajo, fue temporal, pero un día llegaron unos extranjeros ahí a comprar y todo. El único que pudo mantenerles la conversación y atenderlos fui yo y eso me mostró que el inglés no era solo una materia más del colegio, que de verdad tenía un uso práctico para la vida. Y es interesante poder aplicar los conocimientos que tenemos en la vida real" Student from Focus Group 4 - Elective-high Motivation

Expectations from the University and the Professors

Regardless of the entry-level, there are high expectations from the university and the teachers. Some students consider not having the required level of English to meet their expectations. Lucia shared her frustration with the group:

> (13) "La frustración es que ¿Qué motivación voy a tener de ver una película en inglés o de leer algo en inglés si realmente no la voy a entender bien? Entonces, el punto está en que las personas que ya tienen ese tipo de hábitos porque ya tienen un nivel más avanzado eso lo que hace es reforzarlos, pero si no tenemos esas bases principales y cómo lo que el compañero Juan Pablo decía de que hay ciertas cosas claves que por más que el profesor las diga en inglés, es mejor que las diga en español como para captar la idea más fácil en vez de repetir y repetir y repetir lo mismo en inglés" Student from Focus Group 1 -Elective-Low Motivation

Students share how they felt bad when entering the university and fulfilling the expectations they were supposed to. In this moment, Pedro added:

> (14) “Yo igual que cómo todos en el colegio definitivamente no amé el inglés, pero aún así yo en ese entonces no odiaba tanto el idioma pero sí cuando ingresé a la universidad y fui a ver la necesidad en mi carrera del inglés y que necesitas el nivel y el mío era prácticamente cero.” Student from Focus Group 1 -Elective-Low Motivation

High motivation and good grades generated a positive feedback loop.

It was highly perceived that Students with high self-efficacy perception (Expectancies) were more likely to be motivated by their academic achievement. They do care about the final grade, and it may lead them to become more motivated. These students feel competent in the context, which may lead to their intrinsic motivation to be high. These students show a balance between values: intrinsic and utility values. Stifen said:

> (15) “Mi nota final fue 4,7. ¿Cómo afecta mi motivación? Pues es chévere obtener una nota alta porque se siente la retribución porque cada día que le dedicamos tiempo a la clase, por lo menos yo leía las lecciones, trataba de practicar en casa, entonces sí es importante como en esa parte de retribución. Siento que nuestro sistema también es una motivación, siempre la nota como que motiva”. Student from Focus Group 4 - Elective-High Motivation

Maria added:

> (16) “En esta materia lo que principalmente me motivó no fue la nota en un principio, la motivación principal sí era aprender inglés, mejorarlo, no olvidarlo porque sí hay cosas que se olvidan, pero el 4,6 de la nota final sí ayuda un poco a motivarlo a uno a los siguientes niveles. Porque ver una nota alta a uno lo motiva a seguir estudiando y meterle más empeño, de hecho, siento que no le metí el empeño que se hubiera podido”. Student from Focus Group 4 - Elective-High Motivation

If students consider they are competent and have the ability to develop the task, it can influence positively their performance in it. Their performance could be predicted by the way they perceived themselves.

Awareness of expectancies and negotiation of perceived difficulty, ability, and effort.

Students have developed an awareness of their abilities and how time and effort need adjustment to meet tasks with varying levels of difficulty successfully. Students have faced the emerging importance that learning English requires and have seen the effort it may require throughout some experiences.

> (17) "Hace unos semestres estuve en una competencia donde competimos en temas de programación a nivel de Suramérica, desde la Universidad Nacional pues () 24:05. Y pues en ese momento estaba iniciando carrera, eligiendo una muy buena, y resultó que toda la prueba era en inglés, entonces entre los tres que estábamos compitiendo entendimos dos puntos y los desarrollamos. Y eran diez. Entonces nos fue muy mal y quedamos como bueno, hay que aprender inglés porque, para al menos entender lo que hay que hacer"

Students agree that time plays an important role in the learning experience. The time they devote sometimes is not enough. They are aware of that, and I felt during the interview that there is a willingness to change it. However, as some of them mention, English is not one of the most important subjects for them, no matter how important it may be for their future, some do not devote the time as they prefer to invest in their other occupations or subjects. To this respect, Andrés said:

> (18) "en general yo creo que no es difícil, solamente que el hecho de no entender algo puede hacerlo aún más complicado pero muchas personas como que no se dan cuenta de que aprender eso es realmente sencillo. Pero hay que dedicarle tiempo

para entender por qué es un tema de práctica, no es una ciencia o algunas otras cosas en las que uno tiene que aprender un método, o alguna ecuación, o cosas así. No, es una cosa de práctica y de ir adaptando lo que hemos aprendido en la comunicación, hablando.” Group 4 - Elective - High Motivation

Xavi added:

(19) “Por lo menos en mi caso me da muy duro el inglés, demasiado. No lo estudio tanto tampoco, tengo que ser sincera, pero pues es por el tiempo. Uno no disfruta sentarse a estudiar debido a que tiene otras actividades que uno las siente más obligatorias que de tu carrera, entonces cuando la dedicas es como rapidito”.Group 3 - Mandatory- Low motivation

Even though Students are conscious of the effort and time it may require, sometimes they are not willing to do that effort or give that needed time to get to the objective. Sofía said:

(20) “No, yo considero que no requiere de tanto esfuerzo, sino más de dedicación, vuelvo e insisto, es porque no le dedicamos el tiempo suficiente que a veces se torna un poco difícil, pero difícil, no, no es. Más difícil la lengua española…” Group 2- Mandatory - High Motivation

Gabriel added:

(21) “ Creo que depende mucho de la intensidad y la motivación. Porque puedes tener la motivación pero si no tienes el tiempo para dedicarle a esto se te dificulta más. En mi caso yo trabajo y estudio y no me queda tiempo, este ya es mi último semestre, estoy viendo dos materias que es esta y otra y ya paso a mi trabajo de grado pero no me queda tiempo. La otra materia es relajada pero a esto hay que meterle mucho tiempo si tu quieres aprender realmente pero creo que eso es lo que dificulta más” Group 2- Mandatory - High Motivation

Some students seem to be conscious of how the devoted time and effort contributes to their learning process, Aaron said:

(22) “Para mí, al principio, yo me enseñaba prácticamente todo, al principio era bastante esfuerzo que le dedicaba. Días enteros, tardes enteras, por meses. Cuando estaba de vacaciones aprovechaba y todas las tardes aprendía, aprendiendo, aprendiendo. Fue bastante extenso, fue bastante demorado pero en un año ya dominaba la mayoría de las cosas. Pero fue bastante tiempo y bastante dedicación. Y bastante tiempo, algo que uno debe tener mucha paciencia y no frustrarse a la primera que no pueda. Porque es algo que corta de una vez la motivación y que a uno no lo va a dejar seguir avanzando. Es bastante tiempo, dedicación, esfuerzo, paciencia y no decaer, entender que uno debe tener un propósito, una voluntad para querer hacerlo y para hacerlo bien” Group 4 - Elective - High Motivation

Following it, they seem to have an idea on what are the required values they should be working on. Oliver mentioned:

(23) “Creo que aprender inglés requiere muchísimo más esfuerzo que de habilidad, según las definiciones que ya habías leído. Yo creo que requiere esa inversión de tiempo para ver o aprender nuevas cosas, para buscar contenido del que yo pueda abstraer diferentes conocimientos y que me puedan servir para mejorar mi comunicación con las demás personas. No creo que sea algo que requiera de habilidades especiales o sobresalientes, yo creo que puede que para no cualquier persona sea fácil aprender inglés pero sí considero que cualquier persona puede aprender inglés si realmente lo necesita o realmente lo quiere aprender”. Group 4 - Elective - High Motivation

In other Focus group Julieta said:

(24) “De la mano de lo que decía mi compañero Pedro, creo que todo va ligado a la motivación, realmente los estudiantes se pueden tomar la tarea de buscar en internet, de entender, de pedirle material extra a los profesores, realmente como estudio autónomo uno podría avanzar mucho pero entonces todo radica en eso: en la motivación que no se está dando, puede que uno sepa que a largo plazo en el

> mundo laboral lo va a necesitar, pero entonces uno ahora mismo no ha visto tanto la necesidad.” Student from Focus Group 1 -Elective-Low Motivation

Students notice and are aware of the difficulties they have. Some do not need a grade to feel motivated; they display a low interest in the grade but seem to focus their attention on motivation and the values to continue studying. Julieta said:

(25) “Aspiro a sacar un 3. Mi motivación no se va a ver afectada porque la verdad yo sé que esas vainas están hechas muy difíciles yo sé algunas cosas y no me afecta la motivación.” Student from Focus Group 1 -Elective-Low Motivation

Lucía added:

> (26) “Yo aspiro también a sacarme un 3. Varias de las razones también por lo que dice Julieta y por los anteriores parciales, no me fue muy bien y respecto al esfuerzo sí me voy a esforzar mucho por sacar ese tres porque las notas anteriores quedaron muy bajitas y con respecto sí va eso a quitarme motivación: no. Porque igual yo sé que es algo necesario.”Student from Focus Group 1 -Elective-Low Motivation

The role of foreigners, culture and entertainment in developing EFL interest.

Students are cognizant of the effects of culture and native speakers of the language. Getting to know speakers of the target language increases motivation and creates emotional links to EFL. Julieta mentioned:

> (27) “...entonces en el curso y empecé a entender, ya empecé a tener mucho interés, ahí conocí personas extranjeras y eso fue lo que me dio interés de aprender inglés porque me gusta mucho la idea de conocer gente y poder hablar con ellos.” Student from Focus Group 1 -Elective-Low Motivation

Also, students describe how being understood by foreigners motivates them to keep on learning and studying. Pedro said:

(28) “Por ejemplo me ha pasado con mis compañeros que ellos han tenido muchísimo más interés es porque los invité a un conversatorio - a esos grupos - y claro, ellos tratar con extranjeros y darse cuenta de que primero diciendo palabritas si se entiende porque esa es la otra, pues ellos piensan que no les entienden nada y cuando empiezan a decir cosas y se dan a entender, eso por ejemplo es una motivación grande para ellos. Entonces ellos dijeron cómo no, sí vale la pena y se pusieron en la tarea de pegar papelitos en las habitaciones para poner palabras y demás” Student from Focus Group 1 -Elective-Low Motivation

To this respect, Juan Pablo added:

(29) “Yo digo que de verdad no solo a mí, yo conozco muchos compañeros que realmente se han visto motivados a querer aprender inglés es porque ahorita tratan con personas del extranjero que medianamente hablan bien español” Student from Focus Group 1 -Elective-Low Motivation

Students related good experiences with the role that foreigners play in the EFL learning process. For example Sofia said:

(30) “la vez que viajé conocí una chica que era de Suiza y ella hablaba suizo e inglés. Español pero super mal. Entonces por ejemplo con ella fue una muy buena experiencia y fue como un motivante para aprender inglés. Nos hicimos muy buenas amigas. Entonces ella solo me hablaba en inglés. Me tocaba responder así, yo le chapoteaba el inglés para responder” Student from Focus Group 2 - Mandatory-High Motivation

Students also mentioned the importance of having foreigners in their EFL classes: Xavi said:

(31) “Yo creo que es como la cuestión de las clases no son didácticas, digamos, falta como más, que la clase sea de más interacción, que haya de pronto estudiantes de intercambio que hablen inglés, como para familiarizarse un poco más con la lengua.” Student from Focus Group 3 -Mandatory-Low Motivation

Following this idea, Maca added:

> (32) “por lo menos tuvimos aquí la oportunidad de tener una vez a Celine. La clase era chévere pues ella era nativa y nos contó un poco la experiencia, unos términos muy propios de por allá pero pues fue como una clase, literal. “Student from Focus Group 3 -Mandatory-Low Motivation”

Regarding this topic, I felt that students were really excited talking about foreigners and how useful they felt learning english was when they interacted with foreigners. In my Journal, I wrote:

> (33) “Cómo docente y ahora investigadora me he dado cuenta cómo la llegada de un extranjero a clase, así sea una vez cada quince días le da un nuevo aire a las clases. Los chicos parecen muy felices por el acento y cada una de las palabras nuevas que pueden aprender. Se sienten validados en cada clase en la que pueden comunicarse directamente con ellos” Teacher Journal Entry, June 12th, 2019

The impact of Teachers’ roles in changing the attitude towards EFL: Value transformation due to learning context and future goals.

Teachers play an important role in changing the perception students have of the language. Activities, attitudes, and emotions get together to change students’ values regarding the use of English and future goals. On the one hand, some students mentioned the drawbacks of some of their classes and teachers. Julieta said:

> (34) “...yo ya en otra ocasión intenté ver este curso y creo que también radica un poco en el profesor, era completamente relajado osea pero absolutamente. Yo nunca supe qué era una tarea, el profesor casi siempre hablaba en español y de por sí la materia muy fácil, realmente solo tenías que ir. Nunca tenía que hacer nada entonces nunca me di al trabajo de ponerme a estudiar ni nada” Student from Focus Group 1 -Elective-Low Motivation

On the other hand, students mentioned how teachers adapt to their needs and help them. Teachers can adapt teaching methods to meet student learning needs, even if those methods go against pre-established methods. Maria said:

> (35) “Pues no sé, yo con los profesores que he tenido de experiencia, pues como que me dan más ganas de estudiar y de intentar hablarlo, y de una cosa y la otra, es porque son muy creativos con las maneras de enseñar, o sea, no se quedan con el método tradicional de I, You, He, She, sino como que buscan como correlacionar la cotidianidad de la persona con el idioma. Entonces, es como que, tú dices, en mi diario vivir está tal cosa, tal otra en otro idioma, como que tú ya la relacionas, y empiezas a aprender más palabras, más lenguajes, como que tú ya te sientes más con otro idioma, tú ya sientes el deseo de aprender más para entenderlo mejor” Student from Focus Group 4 -Elective- High Motivation

Teachers might not be aware of this as perceived by students. But they really can change students' values towards the language. For example Any mentioned:

> (36) “Digamos, en este nivel personalmente yo al inicio le tenía como temor. Pero digamos, la actitud del docente ha ayudado harto, entonces uno dice, “si me equivoco, él me va a ayudar, a corregir” Student from Focus Group 3 -Mandatory- Low Motivation

Intrinsic versus Extrinsic Motivation and their role in Students attitudes and achievement

Students may find themselves self-determined during the class until they come across with the exam or with the practical exercises and cannot develop them easily with the knowledge they think they have acquired. Milo said:

> (37) “Yo siento que entiendo y luego llego al parcial y preguntan cosas que no entiendo y los audios son británicos y tampoco entiendo. Está completamente desconectado con lo que vemos. En el segundo me fue pésimo. Yo siento que

> entiendo, pero en el parcial me fue pésimo." Student from Focus Group 3 - Mandatory-Low Motivation

There is another situation that may repeatedly make students frustrated. Some of them say they did not hate English itself until they realized it was a necessity. That means there are external factors and pressures that affect their motivation and attitudes towards it. One of the students said:

> (38) "Yo igual que cómo todos en el colegio definitivamente no amé el inglés, pero aún así yo en ese entonces no odiaba tanto el idioma pero sí cuando ingresé a la universidad y fui a ver la necesidad en mi carrera del inglés y que necesitas el nivel y el mío era prácticamente cero y aún así los profesores suponen que uno trae un conocimiento previo y realmente no es así entonces para mí fue extremadamente frustrante porque habían unos compañeros que realmente sí ya sabían más cositas del tema y uno queda rezagado porque no y fue una experiencia sumamente frustrante... Lo estudio porque sé que me toca por mi carrera y el ámbito laboral pero no porque realmente me guste." Student from Focus Group 1 -Elective-Low Motivation

Gabriel added:

> (39) "Y es que yo me pongo a ver y tengo compañeros que en realidad tú te das cuenta que todos quisieran hablar un segundo idioma, inglés, no es que la gente no quiera. Y me pasa por ejemplo que tengo unos compañeros con los que hice la movilidad y ellos no entienden absolutamente nada de inglés… Entonces él dice en este momento que no, que él detesta esto, él quiere acabar esos niveles y ya no volver a saber del idioma. Pero no porque no quiera, porque él me dice: "a mi me encantaría hablar otro idioma" sino es el hecho de que, por lo menos aquí en la universidad, no se le da el espacio para hacerle un seguimiento." Student from Focus Group 1 -Elective-Low Motivation

Academic Achievement is not that important. Students see speaking English as positive because it facilitates a future goal, but they are not interested in it *per se* (Eccles &

Wigfield, 2002). Students focus on the external opportunities they may have by learning English; however, it does not spark any intrinsic motivation. Karim said:

(40) “La verdad es que desde que inicié desde la primaria pues la verdad no ha significado mucho (la nota), siempre he querido el aprender como por saber cosas nuevas y pues sí más que todo por lo que mencionaba de ir al exterior a trabajar, pues hay más oportunidades, mejores oportunidades en el exterior para mi carrera. Empresas que ya están viniendo aquí a la universidad a llevar ingenieros de sistemas pero pues que están requiriendo también hablar inglés. “

This works as a call to all teachers to think in this as a basis to their classes given that the pedagogical focus can change if the students’ motivations are kept in mind and a more effective teaching process can be achieved. (Rehman et al., 2014)

4.6 Conclusion

Along with the interviews and the analysis, I noticed that students clustered in high motivation groups featured better teachers’ perceptions and focused more on positive experiences. They also mentioned how high grades could motivate them to get even better grades and keep motivated to study the language. On the other hand, low motivation groups reported more negative experiences and narrated more discontents related to the EFL learning process and school experiences.

Both high and low motivation groups show interest and importance toward the role foreigners play in their EFL learning process. They both agree on how they would enjoy having them in their classes more often and how keeping a conversation with them raises

their motivation to study the language. Regarding teachers' perception, low motivation students mention fear towards classes and being called by teachers in class. They emphasize how the level of comfort teachers give them influences their motivation to speak in class and participate. High motivation groups recall that teachers' guidance and mastery of the language help them keep focus and have a better perception of the subject. They also emphasize the importance that a teacher with good and interesting methodologies play in their motivation and how teachers they perceive with a low mastery level of English lower their motivation.

Regarding the elective and mandatory division, mandatory groups talk more about the effort they have to put in learning English and studying the language. They also mention that they do not find the relation between the class and the final exams and do not show a special interest in the numeric score. Students of the mandatory EFL program also mention the idea of passing the levels only because they need to finish their major and have the idea of just finishing the required level and then start a new course to learn the language. However, both groups agree on how their ideal class would be focused on the special needs of small groups of students to communicate better. Practical and dynamic exercises may be the best option.

5. Discussion: A Tale of Two Cities

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way…"

Charles Dickens – A Tale of Two Cities -(1859)

Dickens states a duality between two places in his famous book. How can it be the best of times and the worst of times at the same time? Well, there is a description of these two specific cities: London, represented by Miss Pross and Mr. Lorry, that was going through a stable and still ruled moment, and Paris, represented by Madame Defarge, where the Revolution and chaos would reign. Different scenarios were happening simultaneously, and the two cities were mirroring each other. I wanted to bring up Dickens' story as the cities may, in specific ways, represent some of the results that I depicted in the previous chapter, and that will be discussed here.

In this chapter, I discuss the findings framed by theories applied in this study. First, I present a comparison across motivation and experiences between the two EFL programs (a) PLE- Mandatory representing Paris, and (b) Intensive-Elective representing

London. I talk about the types of motivation and the overall differences between motivation and academic success. Then, I describe how the prior positive and negative experiences affect motivation and academic success. I relate the findings with the participants' voices and insights during the focus groups and my personal experience as a teacher and researcher. My findings align with previous research in the area of motivation and the factors that are involved in it. My results indicate a considerable difference in the types of motivation between the two EFL programs. The findings also depict that factors such as interaction with native speakers, the teacher's role, prior positive and negative experiences with the language, and perceptions of their ability influence students' level of motivation and affect their academic success.

5.1 A Tale of Two Cities: Mandatory versus Elective Courses

The differences between the two EFL courses range from the socioeconomic level and academic success to the different types of motivation and prior experiences with the language. In this section, I talk about the differences between students from the two EFL courses.

Regarding the overall differences in motivations between EFL programs, PLE-Mandatory students show lower intrinsic motivation than Intensive-elective students. PLE-mandatory students mentioned starting the course with high hopes in learning but then dropping them as the course went through because of the exams' difficulty and the class exercises. Difficulty is one of the tenets of ability; according to Eccles and Wigfield (2002) a combination of willingness, effort, and difficulty enhances ability. Students say

that they think they have understood the teacher, but it all vanishes when they go to practical exercises. These situations frustrate them and lead to a lower perception of their ability, as the findings show. According to Deci and Ryan (1985), students may find themselves self-determined during the class until they come across with the exam or with the practical exercises and cannot develop them easily with the knowledge they think they have acquired. Some external factors and pressures affect their motivation and attitudes towards EFL learning. Factors such as the subject being a requirement and condition for graduation and the link between speaking English fluently and career goals.

The difference between being mandatory and elective can be crucial for students' motivations. PLE-mandatory students do not choose; they have to take the levels; otherwise, they cannot graduate. Some students said that they were waiting to finish the levels to apply to the Intensive-elective courses and finally learn, implying that they were unwilling to learn during the mandatory levels. As PLE-mandatory students have lower perceptions of their ability, their willingness to study is low because they do not feel able to complete the task or are unwilling to put the required effort it requires (Eccles & Wigfield, 2002; Wigfield et al., 2016). Besides, they do not feel competent, so they cannot maintain their intrinsic motivation (Deci & Ryan, 1985). The clear extrinsic incentives and pressures, such as finishing the mandatory levels for graduating, weaken their motivation, even if they show interest in the activities. The pressure of finishing these levels because they are a requirement, even if they do not feel at the required level, reduces any intrinsic motivation they may have had.

PLE-mandatory students also showed lower levels of value and self-regulation. Both correlated with intrinsic motivation. Lower levels of value can be explained by the

low enjoyment students mention the process of learning EFL and the cost they are not willing to pay for devoting time to study. (Eccles & Wigfield, 2002; Wigfield et al., 2016). PLE-mandatory students mentioned that they would rather develop other tasks related to their study areas than English-related tasks. They also said that being outside the classroom, they would prefer doing any other activity at home, like watching TV or talking to friends, than studying for their English class. PLE-mandatory students recognize that English is useful for their professions and academic future; however, there is a disconnection between their beliefs and the willingness to study it.

On the other hand, Intensive-elective students who have had the choice to choose the course show higher levels of intrinsic motivation. Intensive-elective students enroll in the course, mostly because they enjoy doing the task and show high value levels. High intrinsic motivation leads them to be engaged in the activity and persist in it over the years. Students mentioned that they have been studying English for years, but they want to learn more and feel able to do it and put in the required effort (Wigfield et al., 2016).

Regarding academic success, PLE-mandatory students have significantly lower actual grades, and they also expect a lower grade at the end of the course than the Intensive-elective students. One of the reasons that may explain this situation is that PLE-mandatory courses are a pass-fail course, and even though they have a numerical grade, it does not affect the GPA for their majors. In contrast, in the Intensive-elective courses, the grade affects the GPA. Students from PLE-mandatory courses mentioned not caring about the grade and not being affected by it in their motivation; however, the fact that the grade does not affect the GPA makes students think that the subject is not equally important as the others. When I asked students if they would be more motivated to study or make an

effort for the class if its grade affected the GPA, most of them agreed on a positive answer, and they said at least they would have to worry about the subject. Without the grade and the motivation, they do not see any point in entering the class more than the requirement. PLE-mandatory students expressed that one of their main concerns is passing the course and each of its levels because first, each level is required before registering for the next one, and second, they are needed for graduation. These findings in this area are consistent with Lopera Medina (2014) where students were purely motivated by the requirement.

Intensive-elective course students mentioned being motivated by the grades in the courses. They emphasized that they decided to enter the Intensive-elective courses looking for a high grade that helps their GPA. Deci and Ryan (1985) proposed the Self-determination theory, in it, they joined "two perspectives on Human motivation: (a) humans are motivated to maintain an optimal level of stimulation, and (b) humans have a basic need for competence" (Eccles & Wigfield, 2002). Intensive-elective students have a better perception of their ability and consequently expect a better grade at the end of the course because their final grades affect their GPA. Students who enter these courses must have a high GPA to get a spot in these courses. Students' voices confirmed the quantitative results.

PLE-mandatory and Intensive-elective students showed different kinds of motivations and overall significant differences regarding socioeconomic or income level and academic success. In the Intensive-elective courses, there are more students at the high and medium-income levels. Simultaneously, in the PLE-mandatory program, there are students, mainly in the medium low-income level. According to the findings in this area, this distribution of income was associated with the level of motivation. Students who

belong to the low and medium low-income level show lower levels of perceived ability. In agreement with Guo et al., (2015), students who belong to a higher income level show a higher motivation. Students from a higher income level may be able to have more experiences like trips and EFL courses outside school and university. The differences in income levels are important to predict academic success and the level of motivation.

The socioeconomic level and inequality affect motivation. Low and medium low-income level students showed lower levels of perceived ability than the students in medium and high-income levels. For example, students from low-income backgrounds have had more struggles during their high school years as they attended schools with poor EFL instruction. I say this according to what they expressed during the focus groups. Low-income students expressed having more challenges in the moment of learning English because of different reasons: they complained about the low quality or lack of English instruction in high school years. Now at the college level, some of them have to work part-time to help their families or pay for their studies, leaving little room for devoting time to the EFL learning process. Another reason is that high-income level students had the opportunity to attend EFL courses outside their schools or outside the college, which prompts their confidence in the language and widens their experience. Medium and high socioeconomic level students mentioned having more experiences with native English speakers on trips or EFL courses outside the university. They emphasized how feeling competent in front of a native speaker boosted their motivation levels. As I noticed, inequality is still a big problem in this domain.

According to Guo et al., (2015) “the positive direct effects of SES (socioeconomic status) on motivational beliefs and educational outcomes indicate that students from a high

SES family were likely to have more positive motivation and higher math achievement and educational aspirations" (p.166). My study is consistent with Guo, et al., (2015) study in this respect. In my research, students in the low and medium low-income levels present lower grades and expected grades than those from the medium-high and high levels. On the other hand, students from high socioeconomic status groups expect a better grade at the end of the course.

5.2 Students' Motivation and Students' Academic Success

Looking at both EFL programs, students showed high levels of Instrumental Motivation in agreement with Sandoval-Pineda (2011). Instrumental motivation is related to the practical uses, and utility students give to the language (Cocca et al., 2017; Deci & Ryan, 1985; Gardner, 1985). Students spoke about how almost the only thing that attracted them from learning English was the use they could give it for their curriculum vitae and future working opportunities, also the trips, and how they used it for some of their academic purposes: lectures, essays, scientific literature. It is not surprising that in an academic context where English is a requirement, students are not intrinsically motivated to learn it Lopera Medina (2014). Nevertheless, some students mentioned how the previous experiences and the teacher's role had changed their only practical view of the language to a more enjoyable perception.

In this study, students also showed low levels of extrinsic motivation. Extrinsic Motivation -Integrative Orientation in Cocca et al., (2017)- was related to the importance students give to learning to improve their social life (Gardner, 2004). In this definition, external rewards are associated with students perceived increase in reputation according to

the AMTB Colombian version (Authors). Students in both programs showed low levels of extrinsic motivation. They mentioned how they witnessed that learning the language could improve their social life or raise social acceptance. Students emphasized other benefits of learning English like academic and work opportunities, more than the reputation one has for speaking English fluently. In conclusion, students were more motivated by English's utilitarian characteristics than the prestige and social acceptance it gives.

Interestingly, students reported high levels of motivation via perceptions of value but low levels of their perceptions of the ability to learn EFL. According to Eccles and Wigfield (2002), high levels of value predict the enrollment of students in the courses, and the perceptions of ability are linked to the individual beliefs of their competence, how well they will perform in a task, and how hard students work to complete the task. These results lead me to wonder why they showed higher levels of value than ability. The answer relies on the nature of values students assign to learning EFL.

Regarding the high level of perceptions of value, students explained the cost when they talked about how difficult they considered learning EFL was and showed awareness of the time and effort required. They know that devoting enough time to study the language on their own helps them to obtain better results. However, they also know that they do not do so because of other activities that have greater importance for them at the moment, such as the subjects directly related to their major, family, and work issues, in agreement with Eccles and Wigfield (2002). They say that "all choices have costs because one option eliminates others" (p.118). Students were aware of the cost of choosing to study

English, but they are not prompted to take responsibility for it whenever the learning process asks them what it requires: time and effort.

Regarding utility, students showed high levels of instrumental motivation. Perceived utility of the language for future goals fostered achievement and led to eventual intrinsic values (Eccles & Wigfield, 2002). The value measure was correlated to the intrinsic motivation factor of the AMTB. Students saw that English would make their professional profiles more attractive and competitive for the job market and postgraduate education. In agreement with the conception of Integrativeness (Gardner, 1985) attainment value was explained by students as the importance of doing well in the task because it represents an important factor for their professional development. They find identification in their academic journey and the professionals they will become. I find this identification appropriate as I am doing the study in a University historically recognized for shaping the country's best professionals. It is not surprising that students acknowledge their identity from their area of study. Finally, it is an interest. Students' enjoyment from learning English is mentioned in some extracurricular activities such as listening to music, watching movies, and reading their favorite books. Students cited these activities as motivators for learning and emphasized how they enjoyed them, too.

Despite showing low levels of perceived ability, students had high levels of value (Eccles et al., 1998; Harter, 1990). Considering that there is a positive relationship between expectancies and values (Eccles et al., 1983; Wigifield & Eccles, 1992) my findings can be explained following the Expectancy value theory and later explaining the other factors with the socio-educational model. According to Eccles and Wigfield (2002)

"lowering the value one attaches to difficult activities is likely to be an effective way to maintain a positive global sense of efficacy and self-esteem" (p. 121); this means that students protect their efficacy by reducing their value in agreement with Meyer et al., (2019) who found a detrimental effect of high task values when expectancy beliefs were low. In this case, because students have a high level of perceptions of value, their efficacy is not protected. They believe learning EFL is difficult, but the difficulty can be lower if they put on effort. However, they do not put in the required effort. Therefore, they do not feel able to develop the task successfully, which can explain why their perceptions of ability are low despite having high levels of value. However, some other factors influence the fact that students have high levels of value and low levels of perceived ability, for example, the academic background, income levels, and prior experiences.

One possible explanation of why students displayed high value, and low efficacy might be related to the types of prior experiences students have. Students have been told about the importance of English during their high school years and academic preparation; students know English is useful for their lives. Even some students have learned English to the point that they enjoy it. The reasons above explain the high value. But what happens with low ability? Not all students had positive experiences with the language. Some may not have had good opportunities to learn before, including reduced opportunities via income level because learning a language out of school is expensive. Some others have not been able to be in contact with native speakers because they have not traveled abroad. Students' experiences build efficacy and positive perceptions of one's ability. Students from low-income backgrounds who have fewer opportunities to learn English before

college develop low self-efficacy because they have not had the opportunity to build high efficacy beliefs.

All along, I also studied the association of different types of motivation and academic success. In the area of academic success or achievement, I found that the perceptions of ability are strongly associated with achievement meaning that students related the confidence they have in their ability and the achievement (actual grade and expected grade) in agreement with Eccles (2005) and Bandura (1997). My findings are also consistent with Ball, et al., (2016), who found that students' beliefs of their high proficiency in a task lead them to believe they would do well in that task later. On the contrary, if students have low perceptions of their ability, the odds are that they expect a lower grade or think they will perform poorly in the task, in this case, learning EFL. Their performance could be predicted by the way they perceived their ability.

There were other moderate associations between achievement and intrinsic motivation, self-regulation, and value factors. In this respect, my study is consistent with Soza Roldán (2013), who also found strong relations between the grades and the desire to learn or intrinsic motivations and the willingness to study it. If students are intrinsically motivated, high academic success comes smoothly because students are more focused on learning it "based on enjoyment rather than usefulness" (Cocca et al., 2017, p. 150).

Students are also aware of the relation between self-regulation and achievement, the extent to which students are willing to make an effort in the EFL learning process, paying attention, and keeping themselves updated in the English course. Students mentioned that they were aware of the effort they have to put into getting better grades or

having a better result at the end of the course. However, because of reasons such as emphasizing their major-related subjects, time, or even social life, they do not devote as much time and effort as they think they should. Students talked about how having a higher grade positively affected their motivation. Some others mentioned that grades, in general, did not affect their motivation to learn English. The nature of both EFL programs can explain this difference in the answers.

PLE-mandatory EFL courses in the University are evaluated as a pass-failed course, which means students have a numerical grade. Still, it does not affect their GPA in the university. Students in the PLE-mandatory courses mentioned that their motivation is not affected by the grade. On the other hand, in the Intensive-elective courses, the grade affects their GPA in the university. Students who get a grade and whose grade affects GPA work more. They are also extrinsically motivated because of the grade. It directly affected the perception of their own ability, and in some cases, it raised their value for the subject. Having a high efficacy raised the perception of values.

Some students mentioned that they would enroll in the Intensive-elective course because they knew from the beginning, they could have a high grade and in that way, they could raise their GPA, confirming that if students have a high perception of their ability, they will expect to have a good performance in the task (Wigfield et al., 2016). Students in the Intensive-elective course showed confidence in their ability and mentioned that they related the good grades with the enjoyment of learning EFL that they can reach in the course. PLE-mandatory students were extrinsically motivated, they did not care about the grade, and they mentioned that it did not affect their motivation but that it was frustrating

to feel that they tried to make an effort to study, and they could not see it reflected in their grade. In the achievement domain, children may begin to attach more value to activities in which they do well for two reasons: First, “through processes associated with classical conditioning, the positive effect one experiences when one does well should become attached to the successful activities” (Eccles et al., 1983). Second, because of the relation between value and the sense of efficacy (Eccles et al., 1998; Harter, 1990).

The differences between students of one course and the other are, to some extent, founded on the influence they have on their GPA. On the one hand, Intensive-elective students described the positive loop of having good grades. On the other hand, PLE-mandatory students talked about the disregard for grades and noticed that if they do not affect their GPA, they do not “count” for them as something valuable or a subject they prioritize. In this case, the achievement is related to extrinsic motivations, and it confirms the correlation between achievement and self-regulation

5.3 Students’ Experiences and Perceptions

My findings resonate with the non-linguistic outcomes of the Socio-Educational Theory (Gardner, 1985). The individual’s experiences influence motivation and achievement in the formal environment in which instruction occurs (Gardner, 1985, 2006). In the classroom, experiences shape students’ desire to learn the language and understand its culture. Prior and current EFL learning experiences influenced student perceptions, motivation, and academic success in both EFL programs. For instance, negative experiences from high school were detrimental to students' perceptions of ability and the difficulty of learning English in the PLE-Mandatory group. Conversely, positive

experiences were crucial to increasing levels of task value and persistence to learning EFL in the Intensive-Elective group. Therefore, past positive and negative experiences mediated current perceptions of the EFL class and attitudes towards learning EFL.

In this study, negative experiences were more a recurrent theme in the PLE-Mandatory students than positive experiences. Students emphasized negative high school experiences as the root of their poor performance during college. According to Gardner (1985) "favorable attitudes tend to cause the experience to be perceived positively. If, on the other hand, attitudes are negative, the experiences will tend to be perceived unfavorably" (p.8). PLE-mandatory students had lower intrinsic motivation than Intensive-elective courses. Intrinsic motivation encompasses the positive attitudes towards the language. In this respect, the findings agree with the Socio-educational model and the role it gives to attitudes.

PLE-mandatory students related negative experiences to the negative perceptions they had towards the English class and the teachers. It is necessary to bring up that the educational setting, the teacher, the curriculum, and the lesson plans might influence students' motivation to learn the language. Therefore, motivation affects both formal and informal contexts of learning, classes being the formal context. The experience in this formal context will affect the non-linguistic outcomes, such as the attitudes towards the target culture and language. Students with negative attitudes tend to have negative experiences (Gardner, 1985, 2006). Overall, students who mentioned having negative experiences have significantly lower motivation than those who did not have any negative experience in the EFL learning process; for example, students with negative experiences had lower perceptions of ability and intrinsic motivation. High school's negative

experiences were characterized by students' perceptions of teachers with low competence, either pedagogical or language mastery.

Students recall having teachers that did not seem to be very motivated to teach, and that, they say, would have been a significant component of their perceptions towards the class. These findings are consistent with Bernaus (2009) study, which concluded that "If teachers are motivated, students are more actively involved in-class activities and feel more motivated" (p.33). However, even if teachers perform and give a high quality of instruction, some students will profit from the quality of instruction more than others, and the extent of these differences depend on the individual characteristics of students (Gardner, 2006).

Teachers appear here as important authors to the changing of values, in line with Eccles and Wigfield (2002) and Wigfield, et al., (2016), there can be a change of values throughout the experiences. Some students may come to the English course with a low perception of the class or low value, but because of their teachers' methodology or different activities used, they change this perception and adopt a new one. For instance, changing the only instrumental motivation to a widen intrinsic and instrumental motivation where students can appreciate the language by its utility in future goals and its cultural basis and special characteristics.

Students mentioned the difficulties they had regarding trust and fear towards the English class and their college teachers because of the previous experiences. However, some of them also noted how the teachers' methodologies in college improved their perception of class and future experiences. Teachers play an important role in the evolution of attitudes individuals have through their life and learning processes (Gardner,

2006). Some of the students mentioned how some teachers did activities that were not related to the book they always had to follow for instruction. Students recall some teachers asking them if they were enjoying the class or what motivated them to study. However, the negative situations around teachers were more prominent than the positive ones.

Regarding academic success, students who have had a prior negative experience have a lower actual grade and tend to expect a lower grade than those who have not had a negative experience. That means that prior negative experiences lead students to have lower intrinsic motivation and lower perceived abilities, leading to lower academic success. Definitely, negative experiences with the language and general EFL learning process are detrimental and meaningful for students. Some students mentioned that recovering from those bad experiences has taken them some effort. Still, some teachers in college and experiences in EFL courses outside college and high school have helped them overcome this.

5.4 Students' Perceptions and Other Factors that influence Motivation.

In this section, I focus on the other factors mentioned by students and significant in the results. According to Gardner (2006), cultural beliefs, language history, gender, and other variables influence students' motivation level. Gardner (1985) was interested in explaining why some students were successful in the EFL learning process, even when they were not the most competent. In the process of discovering it, he developed the Socio-educational theory and the AMTB instrument to measure the non-linguistic factors

and contrast them with the linguist factors. Different factors, such as the perception of native speakers, gender, and college, are tackled here.

To begin with, students emphasized the positive role of native speakers in the EFL courses and trips. Students were very excited when talking about their experiences with native speakers and how enriching they consider having a native speaker in the English courses. Some of them mentioned trips and how motivated they felt when conveying a message to a native speaker. In agreement with Gardner, 2006, the perceptions students have towards native speakers and trips influence motivation levels.

There were significant differences in instrumental motivation, self-regulation, and value-based on gender in agreement with Weihu Fan (2011). Although there were more males in both EFL groups, overall female students displayed higher motivation than males. Male students exhibited extrinsic motivation and high perceptions of ability and were more concerned about the reputation that speaking English fluently can give them.

My study findings are consistent with Guo, et al., (2015) study, in which female students showed higher motivation in educational aspirations and high self-concept in mathematics. In the same study, males showed higher perceptions of the ability, leading them to perform better in mathematics (Guo et al., 2015). In my study, males show higher perceptions of ability too. My study is also consistent with Mori and Gobel's (2006) which found specific gender differences in integrativeness. However, there were no gender differences in achievement.

Contrary to Al-tamimi et al., (2009), Vaezi (2008), and Rehman (2014) who found that students were mainly motivated by instrumental motivations and secondly by personal and integrative motivations, my study showed that Engineering College students mainly

show a high motivational level in the factors related to intrinsic motivation, teacher's perception, native speakers' perception and value. Engineering college students are overall motivated to learn English. Regarding Human sciences college students, my study shows significant levels of intrinsic motivation, teacher's perception, and value in this population, contrary to Tahaineh and Daana's (2013), where literature students' main levels of motivation were focused on instrumental motivation.

There is a clear call to do further research regarding these courses to profoundly propose and understand how the PLE-mandatory students can be more motivated. The analogy of the Tale of two cities: London versus Paris is reflected in the marked differences between the two EFL programs. London being reflected by Intensive-elective courses have all organized and the perception of students is high. On the contrary, PLE-mandatory reflecting Paris courses need strong organization and attention to improve perceptions and quality.

There are potential inequalities affecting student learning and motivation in EFL that arise from the difference between the two courses. Even though there is a clear difference between the populations that attend each course, valuable learnings can be taken into account from one setting to the other. For instance, the Intensive- elective students' enriching experiences help to look into better experiences for PLE-mandatory students. The motivation around grades in both programs is an indicator of how to work in this respect and the attention these rules need to benefit students. Focus on teachers' roles show how including teachers' perceptions may be enlightening to future research.

6. Conclusions: The Little Prince

"What matters most are the simple pleasures so abundant that we can all enjoy them...Happiness doesn't lie in the objects we gather around us. To find it, all we need to do is open our eyes." The Little Prince - Antoine de Saint-Exupéry

This chapter presents the conclusions, limitations, and recommendations of this study. They are based on the results, students' voices, and my perceptions as a teacher and researcher. Questioning the types of motivations, experiences, and perceptions of students regarding EFL is key to understanding students' attitudes towards learning EFL and students' academic success.

The main objective of my study was to explore students' perceptions of their motivation, academic success and experiences. To achieve it, I started with my first objective describing the relationship among these three factors: perceptions of their motivation, academic success and experiences. Motivation value focused on utility rather than the social reputation that speaking English brings. Overall, the highest motivation in PLE-mandatory and Intensive-elective is instrumental. Students are mostly motivated by their academic goals and future working opportunities that require English. Although students had extrinsic motivators such as expected reputation and social acceptance for speaking English, utility and usefulness for professional improvement were more important sources of motivation.

Previous negative and positive experiences were meaningful for students' current and future perceptions of the English course, language learning process, and teachers' role in the EFL learning process. For instance, students showed higher levels of motivation via

value factor than the perception of ability because their previous experiences marked the high utility of learning English but did not make them feel more able to achieve a good performance in learning EFL. Therefore, students are aware that learning EFL requires effort. This is particularly relevant for the participants of this study because they consider English difficult. Nevertheless, students do not feel committed to investing extra-time as they do not feel able to complete and develop the task given; they do not feel able to successfully achieve a good performance in the process of learning EFL and the EFL course itself. Hence, students are not motivated to choose to study English or continue studying it. Even though students show high value regarding learning EFL, their perceptions of ability lead them not to choose it as a priority or continue studying EFL. For that reason, most students prefer doing other activities related to their main area of study. Students do not show commitment when they feel they will not be successful at certain tasks, in this case learning English.

6.1 A Tale of Two Cities

Considering the second objective of my study, which seeks to describe and understand the differences and similarities between the two EFL programs regarding perceptions about motivation, experiences and academic success; in this section I describe the differences I found between the two EFL programs. There were sharp differences between PLE-mandatory and Intensive-elective EFL courses. Overall, students from Intensive-elective are more intrinsically motivated than PLE-mandatory students. PLE-mandatory students showed low levels of value: lower interest, identification, utility, and willingness to choose English over other activities than the Intensive-elective

students. Differences in motivation can be explained by the EFL programs' nature and the population's differences that access each EFL program.

PLE-mandatory courses are a requirement. Students lose their interest because of external pressures, such as the requirement of EFL. Consequently, they get frustrated with the course because they have to take a subject that they either do not want to take or do not feel prepared to tackle. Also, PLE-mandatory students emphasize negative experiences regarding? about? when? . They also have and expect to have low grades because the numerical grade does not affect their GPA. PLE-mandatory students related the GPA to the relevance of the course, and then, the English subject is not as relevant as the other subjects. Therefore, even when they are conscious and we know that they need to work harder, PLE-students do not put in the required effort. Conversely, Intensive-elective courses are a choice. Students who decide to take them feel able to study it, are willing to take them, and expect a good performance. Intensive-elective students show higher perceptions of ability and emphasize positive experiences, mention them, highlight the ones found. In this case, grade is connected to their motivation because that influences their GPA, and Intensive-elective students have and expect high grades. Hence, the relation between academic success and motivation is positive. This means that students are motivated when they have good grades or when they fulfill the expectations they had regarding their grades for the course. Students are also motivated when they have positive perceptions of their ability and competence.

The socioeconomic factor's difference is a contributing element for the low motivation, perceptions of ability, and academic success, showing the inequity between the programs. Socioeconomic differences between the EFL programs are framed in the

opportunities PLE-mandatory students may lack during high school, such as trips, getting to know native speakers, the access to EFL courses outside school and the quality of EFL instruction during high school. As evidenced by the data, students from low-income levels tend to have and expect lower grades and have less motivation via ability perceptions. Most students in the PLE-mandatory program are from the low- and medium-income level. The inequity is evidenced here. Perceptions and motivations of students have been influenced by the background they have had with the language and this background is at the same time influenced by socioeconomic status. More attention should be given to the PLE-mandatory students to discover better methodologies for this population and increase their ability perceptions. Having described and known the population, the path to discover and apply methodologies related to motivation, is open.

Intensive-elective and PLE-mandatory students have negative perceptions of the PLE-mandatory courses while they have a positive perception of the Intensive-elective courses. The notable differences between both EFL programs are relevant for future academic and motivation interventions, and they should be taken into account to reconsider the characteristics of both programs.

6.2 Limitations of the Study and Future Research

My study about college EFL students' motivations gave important insights into the types of motivations, relations between academic success and motivation, and the differences between EFL programs. However, there are limitations. Student academic success was self-reported based on student actual grades and expected grades during the midterm period. Future studies may benefit from collecting data regarding student

performance at several points of the semester. My study only focused on students' perceptions of the EFL programs and their own motivation and success. Future studies could benefit from investigating the EFL programs' teachers and directors' experiences and perspectives, which could help explain the types of motivations and the differences between the two EFL programs as well as their suggestions to adjust them to students' needs.

Although I did not focus all my attention on the socioeconomic factor, it was a relevant topic. The socioeconomic differences found between the courses show inequity. This inequity encompasses the opportunities to take EFL courses outside the school or university, quality of instruction in high school, and travel opportunities. This is a matter for future studies that can delve deeper into the socioeconomic differences of the courses.

Undoubtedly, the role of teachers in the process of learning EFL is meaningful for students and their learning path. Teachers are recalled as important characters in both positive and negative prior experiences. According to the qualitative data, teachers influenced change in attitudes via interesting methodologies and being empathic. Teachers may not be aware of their meaningful role in students' experiences, perceptions, and attitudes towards learning EFL and the English course. Further research is required in this respect to delve deeper into teachers' role in EFL learning. For instance, doing research regarding teachers' motivations and perceptions towards teaching EFL. Also, researching teachers' perceptions of students' attitudes and if they study students' needs and motivations before starting a new course. The application of different methodologies depending on the population can be a relevant topic, too, as it might show the impact these methodologies have on students' motivations to study EFL.

Students also remarked on the role of native speakers in the EFL learning process during the study. Perceptions of native speakers were positive for students' experiences and attitudes. Students highlighted encounters with native speakers and how communicating with native speakers was a rewarding experience that motivated them to learn. Students mentioned they would like to have native speakers in classes more often, as it may motivate them to speak better. This topic also requires future research to delve into students' perceptions of native speakers and native speakers' role and impact in the EFL classroom.

The fact that each program's targeted population is different cannot be changed. However, relevant insights can be reached by studying the differences and the contributing factors one program can add to the other. Studying positive relations between motivation and academic success and its influences will help reconsider the PLE-mandatory program's grade parameters. Bearing in mind how meaningful prior experiences are, more research is needed to study how positive experiences can be multiplied, and the influence teachers 'methodologies have on students.

6.3 Recommendations

My third objective is related to providing recommendations for program evaluation and improvement. Considering the significant differences between the two EFL programs, I propose recommendations to improve PLE-mandatory through further research on students' motivations and perceptions. Also, I recommend the revision of policies regarding grading and continuity of levels.

- PLE-mandatory students should take levels in line as a requirement.
- Considering creating English for specific areas of study.
- Teachers' motivations and perceptions should be considered to further research.
- Online Guidance and updated information should be offered to EFL students.
- Considering changing or doing further research in the grade parameters for PLE-mandatory students.
- More attention should be given to PLE-mandatory students aiming to create strategies that improve their motivation and explore their needs through research and intervention.
- Institutional policies related to the EFL programs offered by the university should be revised.

Following the recommendations, I provide further explanation on each of the points mentioned. My purpose with this section of recommendations is to contribute with ideas that lead to the improvement of the EFL programs at the University and to raise awareness about the role that emotions, feelings and motivations of students play in the EFL learning process. I have written and researched for months in the hopes of opening the path for future researchers to delve into the motivations of teachers in the EFL teaching process; the study of University EFL courses policies, and the study of strategies to enhance EFL programs. I love my Alma Mater and I always aim to help it.

- PLE-mandatory courses do not require students to take the levels in line. The lack of process and continuity is an obstacle to providing students with

a better understanding of their process and improving their perceptions of ability. Students mentioned frustration when they had to resume the course again, and the pressure to graduate became the main motivator. The fact that PLE-mandatory students are not willing to take classes that are not meaningful or engaging, especially in a course that has a bad reputation; that the English course does not have a grade, and this affects their motivation; and that PLE-mandatory students do not like the English subject, exacerbate the disconnection between the levels and the disregard of students about the English course. Some of them mentioned the urge to finish the mandatory levels to enter Intensive-elective courses and actually learn. The PLE-mandatory courses need continuity and consistency to increase students' levels of motivation via value. Also, it could help to keep a smooth EFL learning process.

- Students are mainly worried about their major and not the English course. Students mentioned how they would really appreciate having English classes related to their main area of study and how that would help avoid postponing English semester by semester. Making English relevant for students through creating English courses for specific purposes could be an alternative to improve students' values towards the English class. Also, proposing a motivation intervention to infuse value could work overall in the PLE-mandatory courses (Wigfield, 2018).
- Future work focused on teachers is much needed to appreciate their perceptions, motivations, and feelings towards the EFL teaching process in

the university's EFL programs. Some teachers may not be aware of their role in transmitting values and influencing student motivation. My study highlights students' feelings and attitudes towards the class, and it would be relevant for teachers to be aware of the importance of students' motivations.

- As a general recommendation, students mentioned that having online guidance in social media or web pages would help them and keep them informed and on track regarding the courses. Information related to dates, general information of the program, and activities related to the process of learning EFL such as videos and grammar explanations.
- Because the grades and academic success can affect students' motivations, grading parameters should be reconsidered overall in the PLE-mandatory courses. It could be an interesting idea to give PLE-mandatory students a grade that affected their GPA to do research regarding the effects the change can have in students' motivation and perceptions of their ability and the EFL course. An intervention can be a path to follow to explore differences, if found.
- If Intensive-elective students already start the course motivated, the main focus of motivation studies should be PLE-mandatory students. PLE-mandatory students are the majority of students in the university who need to learn English, but are not motivated, do not feel able to study it, and are unwilling to take the courses but have to take them. PLE-mandatory courses are mandatory because the University requires students to have a certain English proficiency level before they graduate. More attention should be

given to PLE-mandatory students to find strategies to meet their motivational and academic needs. The differences found between PLE-mandatory and Intensive-elective courses are meaningful for developing future studies that focus their attention on improving the courses.

- General revision to the university policies related to EFL programs is recommended. By revising policies, the issues related to grades and the continuity of levels semester by semester can be discussed in order to propose interventions and improvements.

Interviewing the students and learning about their needs has been one of the deepest and most insightful experiences for me as a teacher and researcher. Analyzing my journal and notes throughout the research process is a new experience to meta-understand my experiences and future teaching goals. During the research process, I could solve some of my doubts regarding students' motivation and confirm some suppositions, for example, the role of native speakers. I could also see the differences between the EFL programs that have made me reflect on my profession and perspective as a researcher. I have understood the importance motivations have in the EFL learning process, and now I see how I can apply these learnings into my classroom in the daily teaching experience. Getting to know students' motivations at the beginning of my courses is one of my objectives now.

Also, studying students' motivations in the EFL learning process requires more research and action like working with teachers to make them sensible to students' motivations and feelings; working in a motivation intervention with students in the classroom, and doing more research to raise awareness of the importance of motivations

not only in EFL learning but in other areas. I hope this research will lead to further understanding of EFL programs in the University and future research about ways to improve EFL teaching and learning processes.

7. Appendixes

Appendix A: Letter for Requesting Research Permission

Appendix B: Informed Consent for the Questionnaire: EVQ - AMTB

Appendix C: Qualtrics: Demographic Data Questionnaire

Appendix D: Qualtrics Questionnaire AMTB

Appendix E: Qualtrics Questionnaire EVQ

Appendix F: AMTB Modified Instrument (Authors)

Appendix G: EVQ Modified Instrument Authors

Appendix H: Recruitment Flyer for Professors – Focus Groups

Appendix I: Informed Consent for Focus Groups

Appendix J: Interview Protocol for Focus Groups

Appendix A. Letter for Requesting Research Permission

UNIVERSIDAD NACIONAL DE COLOMBIA
Instituto de Investigación en Educación
Maestría en Educación

Profesora
Nohora Vargas
Directora del Programa de Segunda Lengua (PLE), Intensive English y Explora

Reciba un cordial saludo.

A continuación, compartimos con Ud. detalles del proyecto de investigación:

Investigador Responsable:
Lina Beatriz Barrero Molina, estudiante de la Maestría en Educación con énfasis en ciencias sociales y educación.

lbbarrerom@unal.edu.co

Tel: 3004654369

Directora del Proyecto:
Melba Libia Cárdenas, Docente del Departamento de Lenguas Extranjeras.
Email: mlcardenas@unal.edu.co

Identificación de los Perfiles motivacionales estudiantes universitarios, que están tomando un curso de inglés, por medio de la Validación de los instrumentos AMTB (Attitude Motivational Test Battery) y EVT (Expectancy-Value Theory)

Propósito

El presente estudio tiene como propósitos identificar los perfiles motivacionales de los estudiantes del programa y obtener un acercamiento a sus intereses respecto al aprendizaje del idioma inglés, mediante la validación de dos escalas motivacionales AMTB y EVQ.
Método

Este estudio mixto se realizará en dos fases. La primera consta de dos formularios virtuales que serán validados para medir los perfiles motivacionales (motivación instrumental, de identidad, o intrínseca) de los estudiantes de inglés. La fase cualitativa, por medio de grupos focales, busca expandir el entendimiento de dichos perfiles motivacionales en estudiantes previamente clasificados con ayuda del análisis de los datos cuantitativo.

Participantes

Se contactarán aproximadamente 400 estudiantes colombianos del Programa de Lengua Extranjera en la Universidad Nacional de Colombia. Los estudiantes provienen de diferentes carreras y campos de estudio. También se invitará a dos grupos del Programa Intensive English I.

Procedimiento

Los estudiantes tendrán una explicación previa por parte de la estudiante investigadora. Los estudiantes conocerán el objetivo de la investigación y los instrumentos que se emplearán (dos cuestionarios y entrevista). Una vez hecho esto, se enviará al correo institucional de los estudiantes un link que los lleva al consentimiento informado y un primer cuestionario de corte sociodemográfico. El segundo cuestionario tiene 67 preguntas y se aplicará en una de las sesiones de trabajo en el Centro de Recursos. Los datos de los estudiantes se mantendrán de forma anónima. Los nombres serán reemplazados por un código único que sólo los investigadores conocerán.

Los datos cuantitativos se evaluarán por medio de análisis factorial exploratorio y confirmatorio para constatar que los instrumentos miden los constructos motivacionales en la población escogida. Los puntajes del cuestionario se utilizarán para clasificar a los estudiantes en grupos motivacionales. De cada grupo motivacional se tomará una muestra representativa para participar en los grupos focales.

Beneficios potenciales

A partir de los resultados se tendrá información complementaria respecto a los perfiles de los estudiantes. Además, se podrán proponer ajustes a los programas de lenguas y sugerencias de cambios potenciales. Así mismo, los resultados serán expuestos y explicados a los docentes y directivos del programa.
Agradezco su gentil atención y el apoyo que ha manifestado a la estudiante investigadora.

Cordialmente,

Lina Beatriz Barrero Molina
Estudiante Investigadora

Melba Libia Cárdenas
Directora del Proyecto

Appendix B. Informed Consent for the Questionnaire: EVQ - AMTB

EVQ-AMTB Colombian College Students motivation to learn EFL

Consentimiento Informado

Usted ha sido invitado(a) en un estudio dirigido por Lina Barrero, profesora de inglés y actual estudiante de la Maestría en Educación en la Universidad Nacional de Colombia.

Su participación en este estudio es voluntaria. Por favor lea la siguiente información y haga las preguntas que considere pertinentes sobre todo aquello que no comprenda antes de decidir si participa o no en la investigación.

La principal motivación para desarrollar este proyecto de investigación es la pregunta sobre las motivaciones de los estudiantes a la hora de aprender inglés.

Si acepta participar en este estudio, se le pedirá realizar las siguientes actividades:

Llenar un cuestionario en línea sobre sus antecedentes sociales y académicos. Esto le tomará entre 5 y 10 minutos. Responder un cuestionario en línea de 67 preguntas sencillas que deberá responder en una escala de 1 - 7. Leer cuidadosamente cada pregunta y responderla con sinceridad.

BENEFICIOS POTENCIALES

Esta investigación busca contribuir al conocimiento existente sobre el impacto que juegan las clases de motivación de cada estudiante en el desarrollo de currículos y clases efectivas.

La publicación de los resultados, conclusiones y recomendaciones servirá para divulgar y crear conciencia sobre la importancia de las motivaciones y creencias de los estudiantes al momento de formular estrategias de enseñanza adecuados y efectivos.

RIESGOS POTENCIALES

Nota: No habrá compensación económica por parte del investigador. Su participación es completamente voluntaria.

CONFIDENCIALIDAD

Toda la información recogida en este estudio será confidencial y será divulgada solo bajo su permiso o las leyes colombianas. Los archivos y documentos no serán reproducidos o publicados sin su permiso bajo ninguna circunstancia. Los datos recogidos serán tratados únicamente por el estudiante investigador. Los datos recogidos serán destruidos una vez haya terminado la investigación.

Su anonimato se garantizará al cambiar su nombre por un seudónimo, seleccionado según su propio gusto. Si el participante no escogiera un seudónimo, se dará una etiqueta aleatoria con letras o números, ejemplo:

Participante 1 Encuesta 1. Todos los identificadores del participante serán removidos de los datos una vez transcritos y analizados.

PARTICIPACIÓN Y RETIRO DE LA INVESTIGACIÓN

Usted puede decidir si participa o no en este estudio. Si acepta participar, debe saber que tiene derecho a retirarse del estudio en cualquier momento sin consecuencia alguna o pérdida de beneficios.

INFORMACIÓN DE CONTACTO DEL ESTUDIANTE INVESTIGADOR:

Si tiene dudas respecto a esta investigación por favor comuníquese con la estudiante investigadora:

Lina Beatriz Barrero Molina

Phone: 3004654962

E-mail: lbbarrerom@unal.edu.co

Aprobación para participar en la investigación:

Entiendo todos los procedimientos aquí descritos. Todas mis preguntas han sido respondidas a mi satisfacción y acepto participar en este estudio. En caso de que la solicitud y respuesta de este documento se dé a través de Internet, se asume aprobación al responder Acepto en la siguiente pregunta.

Appendix C. Demographic Data Questionnaire

- Q34 Nombre: _____
- Q35 Seudónimo sugerido: _____

Q43 Género

- Masculino (1
- Femenino (2)
- Otro (cual): (4) _____
- Q53 Edad
- Menor a 18 - Mayor a 50

Q49 Estrato Socio-económico

- Uno (1)
- Dos (2)
- Tres (3)
- Cuatro (4)
- Cinco (5)
- Seis (6)

Q50 Nivel de ingresos (SMMLV = $ *828.116)*

- Menos de 1 SMMLV (1)
- SMMLV (2)
- a 2 SMMLV (3)
- a 3 SMMLV (4)
- a 4 SMMLV (5)
- Más de 4 SMMLV (6)

Q37 Nivel de estudios

3. Pregrado (1)
4. Especialización (2)
5. Maestría (3)
6. Doctorado (4)

Q52 Elija su Facultad y carrera que cursa actualmente

▼ Facultad de Artes (1053) ... Facultad de Odontología (1063)

Q53 Facultad de Artes

▼ Arquitectura (4) ... Música instrumental (10)

Q55 Facultad de Ciencias

▼ Biología (1) ... Química (15)

Q39 Facultad de Ciencias Agrarias

7. Ingeniería Agronómica (1)

Q38 Facultad de Ciencias Económicas

8. Administración de empresas (1)
9. Contaduría Pública (2)
10. Economía (3)

Q40 Ciencias Humanas

11. Antropología (1)
12. Español y Filología Cásica (2)
13. Esrudios Literarios (3)
14. Filología e Idiomas (Alemán) (4)
15. Filología e Idiomas (Francés) (5)
16. Filología e Idiomas (Inglés) (6)
17. Filosofía (7)
18. Geografía (8)
19. Historia (9)

20. Lingüística (10)
21. Psicología (11)
22. Sociología (12)
23. Trabajo Social (13)

Q41 Facultad de Derecho, Ciencias Políticas y Sociales

24. Ciencia Política (1)
25. Derecho (2)

Q42 Facultad de Enfermería

26. Enfermería (1)

Q43 Facultad de Ingeniería

27. Ingeniería Agrícola (1)
28. Ingeniería Civil (2)
29. Ingeniería de Sistemas y Computación (3)
30. Ingeniería Eléctrica (4)
31. Ingeniería Electrónica (5)
32. Ingeniería Industrial (6)
33. Ingeniería Mecánica (7)
34. Ingeniería Mecatrónica (8)
35. Ingeniería Química (9)

Q44 Facultad de Medicina

36. Fisioterapia (1)
37. Fonoaudilogía (2)
38. Medicina (3)
39. Nutrición y Dietética (4)
40. Terapia Ocupacional (5)

Q45 Facultad de Medicina Veterinaria y Zootecnia

41. Medicina Veterinaria (1)
42. Zootecnia (2)

Q46 Facultad de Odontología

43. Odontología (1)

Q40 Escoja el tipo de curso de inglés en que se encuentra registrado, a:

44. Curso Programa Lengua Extranjera PLE (1)

45. Intensive English (2)

Q38 Nivel de Inglés Actual

46. Inglés I (1)
47. Inglés II (2)
48. Inglés III (3)
49. Inglés IV (4)
50. Inglés intensivo III y IV (5)

Q39 Nivel de Inglés Actual

51. Intensive English I (1)
52. Intensive English II (2)
53. Intensive English III (3)

Q51 ¿Es egresado se un colegio Bilingue?

54. Sí (1)
55. No (2)

Q50 ¿Estudió inglés antes de iniciar el curso que hace actualmente?

56. Sí (1)
57. No (2)

Q54 ¿Cuál cree que era su nivel de inglés antes de entrar a la universidad?

58. Básico (1)
59. Básico Intermedio (2)
60. Intermedio (3)
61. Intermedio Avanzado (4)
62. Avanzado (5)

Q36 ¿Ha tenido alguna experiencia negativa durante su aprendizaje de inglés?

63. Sí (1)
64. No (2)

Q47 ¿Ha tenido alguna experiencia positiva durante su aprendizaje de inglés?

65. Sí (1)
66. No (2)

Q37 ¿Está satisfecho con su nivel de inglés actual?

67. Sí (1)
68. No (2)

Q56 ¿Qué nota numérica obtuvo en el último examen general que presentó en su curso de inglés?

▼ 0.0 (4) ... 5.0 (54)

Q57 ¿Qué nota numérica final espera tener en este curso de inglés?

▼ 0.0 (4) ... 5.0 (54)

Appendix D. Qualtrics Questionnaire AMTB

Por favor indique cuán de acuerdo o desacuerdo está con los siguientes ítems: Siendo 1, Total desacuerdo hasta 7, Total acuerdo.

1	Me gustaría hablar muchos idiomas perfectamente.	1	2	3	4	5	6	7
2	Me gusta mucho ir a mi clase de inglés porque mi maestro/a es muy bueno para enseñar							
3	Estudiar Inglés es fabuloso.							
4	Estudiar inglés es importante porque me permitirá sentirme cómodo/a cuando me relacione con personas que hablen inglés.							
5	Siento un fuerte deseo por conocer todos los aspectos de la lengua inglesa.							
6	Pongo mucha atención para tratar de entender todo el inglés que veo y escucho							
7	Estudiar inglés es importante porque lo necesitaré en mi desempeño profesional.							
8	Preferiría pasar más tiempo en mi clase de inglés que en otras clases.							
9	Desearía poder leer periódicos, libros y revistas en muchas otras lenguas							
10	Mi maestro/a de inglés es mejor maestro/a que cualquier otro maestro.							
11	Realmente disfruto aprender inglés.							
12	Siento que estudiar inglés es importante porque me permitiría comunicarme con un número mayor de personas de diferentes culturas en el mundo.							
13	Si por mi fuera, me pasaría todo el tiempo aprendiendo inglés.							

14	Me mantengo al corriente con mi clase de inglés trabajando a diario en ella.							
15	Estudiar inglés es importante porque es indispensable para que uno sea reconocido como una persona con educación							
16	Desearía tener a muchos hablantes nativos del inglés como amigos.							
17	Disfruto las actividades de mi clase de inglés más que las de las otras clases							
18	Mi maestro de inglés tiene un estilo de enseñanza dinámico e interesante							
19	La clase de inglés es una parte muy importante del programa de estudios en mi carrera.							
20	Los hablantes nativos del inglés son muy amables y sociables.							
21	Estudiar inglés es importante porque me permitirá entender y apreciar mejor la cultura angloparlante.							
22	Quiero aprender el inglés tan bien que parezca mi lengua materna.							
23	Los hablantes nativos del inglés tienen mucho de qué sentirse orgullosos porque han hecho contribuciones valiosas para el mundo							
24	Cuando tengo problemas para entender algo en mi clase de inglés, siempre pido ayuda a mi maestro/a.							
25	Estudiar inglés es importante porque me será útil para obtener un buen empleo.							
26	Me gusta tanto la clase de inglés que quiero seguir estudiando esta lengua en el futuro.							
27	Si yo tuviera planes de vivir en otro país, trataría de aprender la lengua que se habla allí.							

28	Mi maestro de inglés es una gran fuente de inspiración para mi.							
29	Quiero aprender tanto inglés como sea posible.							
30	Me gustaría conocer a más hablantes nativos del inglés.							
31	Es importante aprender inglés porque tendré la oportunidad de interactuar más fácilmente con gente que habla esa lengua							
32	Me gustaría aprender tanto inglés como sea posible							
33	Yo realmente pongo mucho empeño en aprender inglés							
34	Estudiar inglés es importante porque la gente me respetará más si domino esta lengua.							
35	Disfruto mis clases de inglés							
36	Me gusta mucho conocer gente que habla otras lenguas.							
37	Me cae muy bien mi maestro/a de inglés. (							
38	Me encanta aprender inglés							
39	Me gustaría dominar el inglés.							
40	Cuando estoy estudiando inglés, ignoro las distracciones y le pongo atención a la actividad que estoy realizando.							
41	La clase de inglés es una de mis favoritas.							
42	El deseo que tengo de aprender inglés es alto.							
43	La opinión que tengo hacia mi maestro de inglés es favorable							

Appendix E. Qualtrics Questionnaire EVQ

Por favor evalúe los siguientes ítems de acuerdo a las opciones del enunciado.

Tenga en cuenta que para hacerlo debe dar click debajo del número de su preferencia o deslizar el cursor hasta el número de su preferencia. Tenga en cuenta las diferentes escalas que le son dadas.

1	En general, me parece que hacer los trabajos de inglés es:	1 Muy aburrido	2	3	4	5	6	7 Muy interesante
2	¿Qué tanto le gusta estudiar inglés?	1 No mucho	2	3	4	5	6	7 Mucho
3	Para usted, ¿valdrá la pena la cantidad de esfuerzo que le tomará tener un buen desempeño en los cursos de inglés durante su carrera?	1 No vale mucho la pena	2	3	4	5	6	7 Vale mucho la pena
4	Siento que para mí ser bueno expresándome en inglés es:	1 Para nada importante	2	3	4	5	6	7 Muy importante
5	¿Qué tan importante es para usted obtener buenas notas en inglés?	1 Para nada importante	2	3	4	5	6	7 Muy importante
6	Considerando lo que quiere hacer luego de graduarse y en lo que quiere trabajar ¿qué tan útil es para usted aprender y hablar inglés?	1 Para nada útil	2	3	4	5	6	7 Muy útil
7	¿Qué tan útil es el inglés que aprende en los cursos de inglés para su vida diaria fuera de la universidad?	1 Para nada útil	2	3	4	5	6	7 Muy útil

8	Comparado con otros estudiantes ¿qué tan bueno espera que sea su desempeño durante este semestre?	1 Peor que los otros estudiantes	2	3	4	5	6	7 Mejor que los otros estudiantes
9	¿Cómo cree que será su desempeño durante este semestre en su curso de inglés?	1 No muy bueno	2	3	4	5	6	7 Muy bueno
10	¿Qué tan bueno para inglés es usted?	1 No muy bueno	2	3	4	5	6	7 Muy bueno
11	Si tuviera que ordenar todos los estudiantes en su clase de inglés del peor al mejor en inglés ¿Dónde se ubicaría a usted mismo?	1 El peor	2	3	4	5	6	7 El mejor
12	¿Cómo ha sido su desempeño de inglés este año?	1 Muy malo	2	3	4	5	6	7 Muy bueno
13	En general, ¿ qué tan difícil es el inglés para usted?	1 Muy difícil	2	3	4	5	6	7 Muy fácil
14	Comparado con los otros estudiantes de su clase ¿Qué tan difícil es el inglés para usted?	1 Más difícil	2	3	4	5	6	7 Más fácil
15	Comparado con las otras materias de su carrera ¿Qué tan difícil es el inglés para usted?	1 La más difícil	2	3	4	5	6	7 La más fácil
16	¿Qué tan duro tendría que trabajar para lograr un buen desempeño en una clase avanzada de inglés?	1, Muy duro	2	3	4	5	6	7 No muy duro
17	¿Qué tan duro tiene que trabajar para obtener buenas notas en inglés?	1, Muy duro	2	3	4	5	6	7, Muy poco

18	¿Qué tan duro tiene que trabajar para los exámenes de inglés si quiere obtener buenas notas?	1, Muy poco	2	3	4	5	6	7. Mucho
19	Para obtener un buen desempeño en inglés, tengo que esforzarme	1. Más en inglés que en otras materias	2	3	4	5	6	7. Más en otras materias que en inglés

Link to the Qualtrics Questionnaire:
https://purdue.ca1.qualtrics.com/jfe/form/SV_6eZKyiCnLcfQiqN?fbclid=IwAR1UY5hsvTT6zgGV8U2yiUX93Jz4jFNSJjVv6PNjJbxI-ebGbPO-quDinhM

Appendix F. AMTB Modified Instrument (Authors)

	Items After Exploratory Factor Analysis		
			Cronbach Alpha
1	**Intrinsic Motivation**		**.91**
AMTB3	0,748	Estudiar Inglés es fabuloso	
AMTB11	0,728	Realmente disfruto aprender Inglés	
AMTB38	0,733	Me encanta aprender Inglés	
AMTB5	0,561	Siento un fuerte deseo por conocer todos los aspectos de la lengua inglesa	
AMTB13	0,616	Si por mí fuera, me pasaría todo el tiempo aprendiendo Inglés	
AMTB8	0,438	Preferiría pasar más tiempo en mi clase de Inglés que en otras clases	
AMTB26	0,597	Me gusta tanto la clase de Inglés que quiero seguir estudiando esta lengua en el futuro	
2	**Teachers and English Course Perceptions**		**.93**
AMTB10	0,790	Mi maestro/a de Inglés es mejor que cualquiera de mis otros/as maestros/as	
AMTB18	0,878	Mi maestro/a de Inglés tiene un estilo de enseñanza dinámico e interesante	
AMTB28	0,759	Mi maestro/a de Inglés es una gran fuente de inspiración para mí	
AMTB37	0,889	Me cae muy bien mi maestro/a de Inglés	
AMTB43	0,900	La opinión que tengo hacia mi maestro/a de Inglés es favorable	
3	**Instrumental Motivation**		**.85**
AMTB9	0,448	Desearía poder leer periódicos, libros y revistas en muchas otras lenguas	
AMTB27	0,539	Si yo tuviera planes de vivir en otro país, trataría de aprender la lengua que se habla allá	
AMTB12	0,608	Siento que estudiar Inglés es importante porque me permitiría comunicarme con un número mayor de personas de diferentes culturas en el mundo	
AMTB39	0,598	Me gustaría dominar el Inglés	
AMTB7	0,775	Estudiar Inglés es importante porque lo necesitaré en mi desempeño profesional	

AMTB25	0,586	Estudiar Inglés es importante porque me será útil para obtener un buen empleo	
4	**Extrinsic Motivation**		**.82**
AMTB15	0,767	Estudiar Inglés es importante porque es indispensable para que uno sea reconocido como una persona con educación	
AMTB34	0,782	Estudiar Inglés es importante porque la gente me respetará más si domino esta lengua	
5	**Importance of Native Speakers**		**.86**
AMTB36	-0,770	Me gusta mucho conocer gente que habla otras lenguas	
AMTB16	-0,669	Desearía tener a muchos hablantes nativos del Inglés como amigos	
AMTB30	-0,831	Me gustaría conocer a más hablantes nativos del Inglés	
6	**Self Regulation**		**.83**
AMTB6	0,663	Pongo mucha atención para tratar de entender todo el Inglés que veo y escucho	
AMTB14	0,611	Me mantengo al corriente con mis clases de Inglés trabajando a diario en ellas	
AMTB33	0,851	Yo realmente pongo mucho empeño en aprender Inglés	
AMTB40	0,723	Cuando estoy estudiando Inglés ignoro las distracciones y le pongo atención a la actividad que estoy realizando	

Appendix G. EVQ Modified Instrument (Authors)

	Items After Factor Analysis	Factor		CA
		1	2	
	Factor 2: Value			.81
EVQ1	En general, me parece que hacer los trabajos de inglés es:		0,693	
EVQ2	¿Qué tanto le gusta estudiar inglés?		0,680	
EVQ3	Para usted, ¿valdrá la pena la cantidad de esfuerzo que le tomará tener un buen desempeño en los cursos de inglés durante su carrera?		0,625	
EVQ4	Siento que para mí ser bueno expresándome en inglés es:		0,563	
EVQ5	¿Qué tan importante es para usted obtener buenas notas en inglés?		0,587	
EVQ6	Considerando lo que quiere hacer luego de graduarse y en lo que quiere trabajar ¿qué tan útil es para usted aprender y hablar inglés?		0,522	
EVQ7	¿Qué tan útil es el inglés que aprende en los cursos de inglés para su vida diaria fuera de la universidad?		0,595	
	Factor 1: Ability			.90
EVQ10	¿Qué tan bueno para inglés es usted?	0,668		
EVQ11	Si tuviera que ordenar todos los estudiantes en su clase de inglés del peor al mejor en inglés ¿Dónde se ubicaría a usted mismo?	0,799		
EVQ13	En general, ¿qué tan difícil es el inglés para usted?	0,839		
EVQ14	Comparado con los otros estudiantes de su clase ¿Qué tan difícil es el inglés para usted?	0,893		
EVQ15	Comparado con las otras materias de su carrera ¿Qué tan difícil es el inglés para usted?	0,656		
EVQ16	¿Qué tan duro tendría que trabajar para lograr un buen desempeño en una clase avanzada de inglés?	0,637		
EVQ17	¿Qué tan duro tiene que trabajar para obtener buenas notas en inglés?	0,767		
EVQ19	Para obtener un buen desempeño en inglés, tengo que esforzarme	0,615		

Appendix H. Recruitment Flyer for Professors – Focus Groups

Estimado maestro del programa PLE e Intensive English Program:

Soy estudiante del programa de Maestría en Educación en la Universidad Nacional de Colombia y me encuentro realizando un estudio para mi tesis. Estoy solicitando su apoyo para llevar a cabo una entrevista de Grupos Focales para recabar datos para mi tesis con estudiantes del PLE de todos los niveles. El proceso sólo tomará 30 minutos y será totalmente voluntario por parte de sus alumnos. Si usted me pudiera ceder a seis de sus estudiantes durante este tiempo en alguna de sus clases durante el período del 10 al 19 de Julio de 2019 le quedaría muy agradecida.

Estaré pendiente a cualquier cosa o duda al respecto.
Cordialmente,

Lina Beatriz Barrero Molina
Estudiante Investigadora
Contacto:
linabarrero1993@gmail.com
Celular: 3004654962

Appendix I. Informed Consent for Focus Groups

UNIVERSIDAD NACIONAL DE COLOMBIA

Instituto de Investigación en Educación

Maestría en Educación

CONSENTIMIENTO INFORMADO ENTREVISTAS DE GRUPOS FOCALES

Estimado(a) Señor/Señora:

Introducción/Objetivo:

Usted ha sido invitado a participar en el Proyecto de investigación, titulado "Identifying Motivational profiles of Colombian college students learning English as a foreign language with EVQ and S-AMTB questionnaires" cuyo investigador responsable es la estudiante y docente Lina Beatriz Barrero Molina, estudiante de la Maestría en Educación de la Universidad Nacional de Colombia. El objetivo del estudio es identificar los perfiles motivacionales de los estudiantes del Programa de Lengua Extranjera de la Universidad Nacional a través de los cuestionarios AMTB y EVQ. El estudio se está realizando con todos los estudiantes activos del Programa de Lengua Extranjera y dos grupos del programa Intensive English. En particular, nos interesa identificar y conocer sus experiencias con el aprendizaje del inglés y las motivaciones específicas que lo llevan a aprender este idioma.

Procedimientos:

Si Usted acepta participar en el estudio:

Le invitaremos a participar en un grupo de discusión, junto con otras personas como usted para conocer sus opiniones y experiencias acerca del aprendizaje del inglés. El grupo contará con un máximo de ocho participantes. Es importante aclarar que no habrá respuestas correctas ni incorrectas, solamente queremos conocer su opinión acerca de este tema.

El grupo de discusión tendrá una duración aproximada de 30 minutos, y se llevará a cabo en el Centro de Recursos de Lenguas Extranjeras de la Universidad. Si usted está de acuerdo, se grabará en audio la discusión que se dé dentro de este grupo con la única finalidad de tener registrada toda la información y poder analizarla.

Beneficios:

Usted no recibirá un beneficio directo por su participación en el estudio, sin embargo, si usted acepta participar, estará colaborando con la investigación en lenguas extranjeras y motivación. También con una posible propuesta de cambio relacionada con sus motivaciones hacia la lengua.

Confidencialidad:

Toda la información que Usted proporcione para el estudio será de carácter estrictamente confidencial. Será utilizada únicamente por la investigadora del proyecto y no estará disponible para ningún otro propósito. Aun cuando no se puede garantizar que los asistentes al grupo guarden la confidencialidad de la información que se discuta, se les invitará a que eviten comentarla con otras personas. Para asegurar la confidencialidad de sus datos, usted quedará identificado(a) con un número y un seudónimo más no con su nombre. Los resultados de este estudio serán publicados con fines académicos, pero se presentarán de tal manera que no podrá ser identificado(a).

Riesgos Potenciales/Compensación:

Los riesgos potenciales que implican su participación en el grupo de discusión son mínimos. Si alguna de las preguntas o temas que se traten en el grupo le hicieran sentir un poco incómodo(a), tiene el derecho de no comentar al respecto**.** Es importante aclararle que usted no recibirá pago alguno por participar en el grupo de discusión, y tampoco tendrá costo alguno para usted.

Participación Voluntaria/Retiro:

La participación en este estudio es absolutamente voluntaria. Usted está en plena libertad de negarse a participar o de retirar su participación del mismo en cualquier momento. Su decisión de participar o de no participar no afectará de ninguna manera la forma en cómo le tratan en su clase y en el Programa de Lengua extranjera.

Datos de contacto:

Cualquier pregunta que usted desee hacer durante el proceso de investigación podrá contactar a la **investigadora Lina Beatriz Barrero Molina.** Celular: 30046454962, Correo electrónico: linabarrero1993@gmail.com, lugar de trabajo: Universidad Nacional de Colombia.

Directora del Proyecto: Profesora Melba Libia Cárdenas – Departamento de Lenguas Extranjeras.

Agradezco desde ya su colaboración,

Cordialmente,

_____

Lina Beatriz Barrero Molina
Estudiante Investigadora

ACTA DE CONSENTIMIENTO INFORMADO

Yo ……., acepto participar voluntaria y anónimamente en la investigación titulada "Identifying Motivational profiles of Colombian college students learning English as a foreign language with EVQ and S-AMTB Questionnaires"**,** llevada a cabo por la estudiante investigadora Lina Beatriz Barrero Molina, estudiante de la Maestría en Educación en la Universidad Nacional de Colombia.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación. En relación a ello, acepto participar en la Entrevista de grupo focal sobre las motivaciones en el aprendizaje del inglés a realizarse en el _____, en la fecha _____ a las _____.

Declaro haber sido informado/a que mi participación no involucra ningún daño o peligro para mi salud física o mental, que es voluntaria y que puedo negarme a participar o dejar de participar en cualquier momento sin dar explicaciones o recibir sanción alguna.

Declaro saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por la investigadora en forma grupal y que no se podrán identificar las respuestas y opiniones de cada participante de modo personal. Acepto que la entrevista sea grabada en voz y soy consciente de que la información será tratada de manera anónima. Declaro saber que la información que se obtenga será guardada por la investigadora responsable y será utilizada sólo para este estudio.

Este documento se firma en dos ejemplares, quedando uno en poder de cada una de las partes.

_____	_____
Nombre Participante	Nombre Investigador
_____	_____
Firma	Firma

Fecha: …….

Cualquier pregunta que desee hacer durante el proceso de investigación podrá contactar a la **estudiante investigadora Lina Beatriz Barrero Molina. Teléfono: 3004654962. Correo electrónico: linabarrero1993mail.com. Directora del Proyecto de investigación: Profesora Melba Libia Cárdenas – Docente Departamento de Lenguas Extranjeras.**

Appendix J. Interview Protocol for Focus Groups

Universidad Nacional de Colombia

Instituto de Investigación en Educación

Maestría en Educación

Protocolo para la Entrevista de Grupos Focales

Primer punto: Bienvenida

Buenas tardes y bienvenidos a esta sesión de entrevista en grupo. Muchas gracias por tomarse el tiempo de participar y estar conmigo aquí para hablar acerca de las motivaciones que los mueven a aprender inglés y de las experiencias de aprendizaje que han tenido alrededor de la lengua. Mi nombre es Lina Barrero, soy estudiante de la maestría en educación aquí en la Universidad Nacional.

(Lectura del Consentimiento informado y firma del acta de consentimiento)

Segundo punto: Revisión del tema a tratar

Ustedes han sido invitados a participar en este grupo y en esta charla ya que respondieron la encuesta virtual sobre motivaciones durante las semanas pasadas y los he llamado con el ánimo de profundizar algunas de sus respuestas. Quiero que me compartan sus percepciones, motivaciones y actitudes hacia la lengua y hacia la clase de inglés en la Universidad. Siéntanse libres de compartir sus puntos de vista incluso si son diferentes a los de los demás. Yo estoy interesada en escuchar tanto comentarios negativos como positivos. Todos sus comentarios son bienvenidos. Recuerden que no hay respuestas incorrectas, solo puntos de vistas diferentes.

Tercer punto: Reglas de participación

Esta sesión será grabada con micrófono, es decir, que solo sus voces quedarán en cinta. Esto lo hago porque es muy difícil capturar todas sus opiniones solo con notas escritas. Sin embargo, también estaré escribiendo algunas cosas que me llamen la atención.

Al frente de ustedes encontrarán unos papeles donde escribirán un nombre que quieran escoger y por el cual serán identificados en el término de esta charla. Al momento de pasar los reportes, sus nombres originales no serán usados. Se les garantizará completa confidencialidad. La charla tendrá una duración aproximada de 30 minutos.

Ya que solo serán grabados en voz, antes de cualquier participación deben alzar la mano, decir su nombre y ahí sí empezar a hablar. De esa manera sabré quién dijo cada cosa. Yo seré la moderadora el día de hoy.

Cuarto Punto: Primeras Preguntas

1. Empecemos en círculo a conocernos un poco mejor. Me van a decir a qué carrera pertenecen, qué nivel de inglés se encuentran cursando y su edad.

Hoy vamos a hablar sobre las motivaciones, el esfuerzo, la dificultad, la habilidad y el desempeño al aprender inglés..Una motivación se basa en aquellas cosas que impulsan a un individuo a llevar a cabo ciertas acciones y a mantener firme su conducta hasta lograr cumplir todos los objetivos planteados, en este caso aprender inglés muy bien. El esfuerzo hace referencia a la cantidad de trabajo y tiempo invertido; la dificultad sobre la percepción si el ingles es facil o dificil y bajo qué circunstancias; la habilidad se refiere al talento o destreza para aprender la lengua, y finalmente el desempeño se refiere a cómo nos va en los exámenes o las notas que indican cuánto inglés hemos aprendido según los estándares de la clase.

Tienen alguna pregunta sobre estos términos y sus definiciones?

1. ¿Qué creen que motiva/desmotiva a la gente a aprender inglés?
2. ¿Por qué y para qué estudian inglés?
3. ¿Qué los motiva/desmotiva a ustedes a aprender inglés?
4. Algunos mencionaron tener experiencia previa con el inglés, en el colegio, cursos, etc. ¿Cómo creen que esa experiencia afecta su motivación actual y su desempeño?
5. ¿Cuál es su opinión respecto a la dificultad de aprender inglés?
6. Describa ¿Cuánto esfuerzo y/o habilidad requiere aprender inglés y tener un buen desempeño?

7. Algunas personas mencionaron su potencial desempeño en la materia, algunos esperan sacar una nota alta, otros una nota baja ¿cómo determinan esa nota? Y ¿cómo esa nota esperada afecta su esfuerzo y motivación?
8. Recuerden en particular una experiencia que los haya marcado mucho en su aprendizaje del inglés.

   Si Fue una experiencia negativa ¿Qué efecto tuvo esa experiencia en su carrera y vida?

   Si Fue una experiencia positiva ¿Qué efecto tuvo esa experiencia en su carrera y vida?

Reflexionando sobre todo lo que hablamos...

Si pudiera imaginar una clase ideal y perfecta de inglés para usted.
¿Cómo sería esa clase? ¿Qué procedimientos y materiales utilizaría el docente? Cómo sería su desempeño y motivación en esa clase?

Hemos llegado al final de la charla. Muchas Gracias por su tiempo y participación en la presente entrevista si tienen alguna otra cosa que decir o aportar sobre sus motivaciones e intereses en el aprendizaje de inglés, son bienvenidos a comentarlo.

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