

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



**A DIAGNOSIS OF THE ROLE OF INTEGRATIVE AND INSTRUMENTAL
MOTIVATIONS IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN
LANGUAGE: THE CASE OF THIRD-YEAR STUDENTS FROM MODERN LANGUAGES
MAJOR, SEMESTER II-2013, AT THE FOREIGN LANGUAGES DEPARTMENT, UES**

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**FINAL RESEARCH REPORT PRESENTED BY UNDERGRADUATE STUDENTS IN
ORDER TO OBTAIN THE DEGREE OF BACHELOR IN MODERN LANGUAGES,
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INTRODUCTION

Nowadays the English language has become a fundamental tool in international business communication and the most used language around the world. Due to that fact, learning English has become a need for people in order to get better job opportunities, to connect with other cultures, or to have access to up-to-date information. However, learning this language is not as easy as people may think because many factors are involved in this process. Among those important elements we find Motivation, which, to our judgment, is one of the most important ones.

Motivation is at the heart of learning a foreign language since it is the force which drives people to achieve their goals. Because of that, some experts in the linguistic field such as Gardner and Lambert, Ellis and Brown agreed that language learning motivation can be divided into two types: Integrative and Instrumental Motivations, a sub-category of Extrinsic motivation. The first one shows the desire of students to integrate themselves to the target language community and the second one involves learning the language with instrumental reasons. Being aware of it, this study was conducted in order to find out the role of both types of motivation in the process of learning English and which of them predominates the most among third-year students from Modern Languages Major at the Foreign Languages Department of the University of El Salvador during semester II-2013.

For having an insight of the study, this research includes the following parts: First, the introduction presents briefly all the sections included in this investigation; second, the statement of the problem explains the problem and the reasons to investigate it; third, the objectives which led the whole research; fourth, the justification indicates the importance to carry out this study and its benefits for the population under studied; fifth, the theoretical framework contains all the corresponding literature concerning the topic studied. Sixth, the methodology comprises the following steps: type of research, sample, data collection technique, and analysis of data. Seventh, the data analysis section presents all the results obtained in the instruments; those findings were examined and set in graphical charts (questionnaire for students) and also two analyses were made for the instruments of

professors and psychologists. Eighth, the discussion of results and all the findings are included in this chapter; moreover, the conclusions the researchers have reached are expressed and also some recommendations that are considered important are included. The ninth chapter includes a list of references used in order to develop this work; and finally, the section of annexes contains all the instruments, transcriptions of the interviews, among others that helped to conduct the study.

Altogether provided a better understanding of the role of Integrative and Instrumental Motivations in the process of learning English as a foreign language and which of them influences more on third-year students from Modern Languages Major at the Foreign Languages Department of the University of El Salvador during semester II-2013. Despite the complexity of this problem, the research group decided to investigate it with the aim of providing relevant information to the students of this major and to the teachers involved in this process.

I. STATEMENT OF THE PROBLEM

Nowadays, learning English has become very important for people since speaking that language opens a lot of good opportunities, such as getting involved in a new culture or improving the economic condition of people. Globalization is an inevitable phenomenon which affects different components of a society especially in terms of businesses, education and technology, and El Salvador being part of this globalized world has also suffered its effects. One of those effects is the necessity to use the English language to communicate not to be left behind; therefore, people want to learn and speak English with the aim of finding new opportunities in this new world. However, learning English is not as easy as people think since this process could be hard for some learners.

Because of that, researchers on the field of Education have studied the reasons which make it difficult for some people to learn a foreign language and they have found that psychological factors play an important role in the process of learning any language. Also, they consider that motivation is one of the most important key factors since motivation is the inner force that drives people to achieve their goals; and when this is low, accomplishing their objectives becomes hard.

Moreover, these researchers have discovered that people always have reasons for learning English or any foreign language. Because of that, the researchers consider it is necessary to understand clearly what moves the Foreign Languages Department students to study English. They say they want to learn English but their motivation to study English depends on their personal goals. In spite of students' goals, it can be observed in classrooms that they do not seem to be making their best effort; they seem to be uninterested. Is it because they do not clearly understand their reasons to study English or because they are not motivated to learn the language?

Based on what has been previously stated, the research group considers it important to investigate 1) the reasons why people who come to study to the Foreign Languages Department want to study English; 2) the role of integrative and instrumental motivations in the process of learning English; and 3) which of them influences more the third-year

students of Modern Languages major at the Foreign Languages Department to study English. By identifying that, it will be easier for teachers to understand students' behavior and attitude towards the process of learning English. This could help them not only to improve the teaching-learning process but also to orient students to be aware of their own motivation and work on that aspect since this research will provide some useful tips and recommendations.

A. OBJECTIVES

1. General objective

- ✓ To find out the role of Integrative and Instrumental Motivations in the process of learning English as a foreign language and how these affect the learning of English as a foreign language: The case of third-year students from Modern Languages major, semester II-2013, at the Foreign Languages Department, UES.

2. Specific objectives

- ✓ To find out the type of motivation that third-year students of Modern Languages major have in order to understand how that type of motivation interferes in their process of learning English.
- ✓ To determine which kind of motivation (whether Integrative Motivation or Instrumental Motivation) predominates the most among third-year students of Modern Languages major so as to understand their attitudes towards the English language learning.

B. JUSTIFICATION

At the present time, English is one of the most popular languages to learn as it is spoken by many people around the world. In this globalized world, speaking English has become a fundamental tool not only in the labor world but also at a personal level. Speaking English can open many new doors, like to find a job, to have access to a better education or to discover other cultures by meeting people, and exploring a new environment, among others. People who are interested in learning English are expected to become proficient in that language, so it is necessary for them to commit themselves to do what it takes to achieve their goals.

However, learning English involves many aspects that people have to take into consideration. It comprises to interact with teachers and partners in a classroom, to study hard all the contents included in the curricula of the major and to make a great effort on it. Nevertheless, sometimes the desire of learning and speaking English is not enough because it requires setting specific goals, having important reasons and the most important being motivated towards the learning of the language.

Evidently, being motivated is a big deal at the time of learning a foreign language since motivation is a powerful force that moves people to achieve their goals. By observing that, researchers on the field of education have categorized language learning motivation in two types “Integrative Motivation and Instrumental Motivation”, a sub-category of extrinsic motivation. On the one hand, integrative motivation represents the desire of getting involved in the activities of a foreign language such as culture, art, literature, etc; on the other hand, instrumental motivation shows the desire to get good personal opportunities in the labor market.

At the Foreign Languages Department of the University of El Salvador, students want to learn English and become proficient in it in order to attain their goals. However, there are many students who lose interest in their studies due to the lack of motivation and end up having failures. Because of that, this study has been carried out with the purpose of finding out the role of integrative and instrumental motivations in third-year students from

Modern Languages major during semester II-2013 and which type of motivation predominates the most among them.

In addition, the researchers consider this research important and necessary because there is no any previous study developed at the Foreign Languages Department related to this perspective. It is expected this investigation also will provide some useful tips and recommendations to the Foreign Languages Department's students and teachers population as to find ways to motivate and stimulate students to improve the process of learning English. Furthermore, this work could help other students who could be interested in investigating this problem from a different perspective.

II. THE ROLE OF INTEGRATIVE AND INSTRUMENTAL MOTIVATIONS IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE

Motivation has been regarded as an essential element in the success of any activity. It is an important key factor that contributes positively in the learning process of any educational context. Because of that, it (Motivation) has also become a major component in the learning process of any foreign language since learning a foreign language requires that students be interested in all the aspects that the learning a foreign language involves.

Being aware of that, some experts in the field of Education and Psychology have investigated the relation between motivation and the learning of a foreign language by making deep studies in order to clarify that relation. Motivation is important in any activity, but this study includes definitions strictly related to the process of learning a foreign language, specifically the English language.

A. DEFINITIONS OF MOTIVATION

There are many different definitions of motivation, especially in language learning. Due to that fact, many researchers in the field of Education and Psychology have researched this topic and each of them has contributed by giving a more complete concept of it, and its importance in the process of learning any foreign language.

Beck (cited in Al Zayid, 2005) explained that “motivation is derived from the Latin verb *movere* that means *to move*; so motivation is then responsible for people’s movements and actions; and the way they behave”. He stated that it is the impulse people experiment to initiate actions with the intention of achieving certain goals; within this impulse, there are tracks of positive feelings, behaviors and reactions towards the target language in order to get an opportunity in any educational and labor field.

Harmer (cited in Wimolmas, 2012) explained motivation as the *internal drive* that pushes somebody to do something. If people think that their goals are worth doing and

attractive for them; then they will try to reach those goals. That is called “the action driven by motivation”. This means, when individuals are motivated they are driven to do anything to accomplish their personal objectives or goals due to the fact that they count on a positive internal drive.

Gardner (cited in Won, 2011) described motivation as “referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. He said that motivation is an important key for people since they do what it takes in order to attain their own goals. When human beings insist on achieving their goals, they strive against anything just for experimenting a feeling of satisfaction.

Ellis (cited in Al Zayid, 2005) explored the concept of motivation based on the need to carry out a given task. He stated that “second language motivation refers to the effort that learners put into learning the second language as a result of their need or desire to learn it”. He believed Motivation is an important element that all people and foreign languages’ students should have in order to study and learn more easily all the linguistic and cultural contents that a foreign language requires.

In addition, the research group also considers motivation as “a generating factor of positive energy that engages and encourages students to perform different tasks with joy and enthusiastic behavior to master the target language”. The researchers also believe that students who are driven by an internal energy are prompt to accomplish their goal of mastering a foreign language since they make a great effort to do that.

Each of the aforementioned researchers has built different definitions of motivation that approach to the reality of the process of learning any foreign language. All those similarities in conceptualization are attributed to the findings obtained by well-known researchers through different studies carried out with different methods and instruments among many students’ populations around the world, with the purpose of enriching the explanation of this psychological and educational phenomenon.

B. THE IMPORTANCE OF MOTIVATION IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE (ENGLISH)

Learning a foreign language, as stated by Cintron (1999), can benefit a person in a number of ways. Some people learn another language in hopes of having the opportunity to get better job opportunities or to have access to a higher education; others have the opportunity to participate in a foreign community and discover new customs and traditions of different cultures; and some others learn a foreign language just for the feeling of experimenting personal pleasure.

However, learning a foreign language involves not only acquiring a new linguistic system (such as grammar, phonetics, orthography, phonology, semantics) and some cultural aspects (customs, traditions, life's styles, music, art and literature, etc) but also interacting with other learners and professors in a classroom setting. Sometimes, this learning situation becomes hard for some and to overcome this, it is necessary to encourage them to attain their goals; in other words, they should be **motivated**.

Motivation has an important role in success and failure in learning a foreign language. Several experts in motivation have emphasized the significance of this topic since motivated students are expected to learn more and learn more quickly than students who are less motivated. In any particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to any learning task or activity.

Gardner and Lambert (Degang, 2010) said the motivation to learn a language is grounded on positive attitudes towards the language community and on a desire to communicate with valued members of that community and become similar to them. They explained that motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the attitudes of the learners towards foreign people in general, the target group and language.

Most researchers seem to agree that attitudes and motivation are closely related to success in the process of learning a language. This explains perhaps why some people have a much easier time when learning languages than others in the same classroom setting. Some students progress rapidly, while others just struggle along and never achieve knowledge of a foreign language. According to Rivers (Gilakjani et al., 2012), when the only reason for learning a foreign language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated.

On the other hand, if learners have favorable attitudes towards the foreign language and its speakers and towards the professor and the course, they will probably be more attentive in the class. They would take commitments more seriously and would be willing to achieve more; they would look for situations when they can obtain further practice in the foreign language. According to Gilakjani (2012), Gardner made a distinction between different types of attitudes related to the factors in the environment or subject characteristics such as age or gender.

Gender differences are also thought to influence attitudes and motivation. Experience indicates that girls tend to demonstrate significantly more positive attitudes towards learning languages than boys. However, researchers like Krashen and Burden (cited in Gilakjani et al., 2012) do not believe in an absolute biological basis for learning; there are cases when differences of age may have an important influence upon the process of foreign language learning. The notion that young children pick up foreign languages more easily than older learners is clearly challenged by the evidence of areas in which the latter do better. However, the adults' emphatic capacity and openness to get involved in - real communication-, their ego permeability may be lower especially because of external causes.

Evidently, attitudes and motivation are closely related to each other in the process of learning a foreign language. In any language learning process, motivation is a crucial force which determines how long students persevere to attain their goals (either to get improvements in their lives' conditions or to be part of a new community) and how much energy they devote to do that. In other words, motivation is the heart of the process of learning and in this particular case, learning a foreign language.

C. TYPES OF MOTIVATION

Motivation in the process of learning a foreign language refers to the own reasons or purposes that lead students to reach or achieve one specific goal or a given task. Because of that, it is important to know the different types of motivation identified by experts in the field of education. There are different types of motivation and each plays a different role.

Some experts on psychology discovered that human beings present internal and external impulses to do any activity, because of that they classified motivation into two types: Intrinsic and extrinsic motivations. Likewise, some experts in the field of education started using this classification in that field; and Vallerand, Ryan and Deci (all of them professors on the field of psychology) were the most important representative researchers who used the terms intrinsic and extrinsic motivations in the process of learning.

But some experts in the process of learning foreign languages proposed a new category of motivation since people have different goals to learn a new language, such as improving lives' conditions, or participating in a new foreign community. By taking extrinsic motivation as a base to the new category, Gardner and Lambert classified motivation in the process of learning a foreign language into two types: Integrative and instrumental motivations.

PROPOSERS	TYPES OF MOTIVATION
VALLERAND, RYAN AND DECI	✓ Intrinsic motivation ✓ Extrinsic motivation
GARDNER AND LAMBERT	✓ Integrative motivation ✓ Instrumental motivation

TABLE 1. *Main Proponents of Types of motivation proposed by the Research group*

1. INTRINSIC MOTIVATION AND EXTRINSIC MOTIVATION

Before deepening into integrative and instrumental motivations, it is necessary to know and understand that intrinsic motivation and extrinsic motivation are important terms at the time of explaining the behavior and attitude of human beings. Even though these terms can be applied to any context likewise to any learning context, some experts on psychology and education made specifically the distinction of integrative and instrumental motivations for the process of learning a foreign language.

a. Intrinsic Motivation

This type of motivation arises from internal factors. According to Vallerand (cited in Al Zayid, 2005), intrinsically motivated learners are willingly and voluntarily trying to learn, what they think is worth or important for them because they have an internal desire to achieve a goal by themselves. An intrinsically motivated learner or student is not influenced by external rewards for their effort; otherwise, people with intrinsic motivation choose to perform tasks due to the innate pleasure or sense of achievement that comes from a job well done (Bucceri cited in Won, 2011 p. 11).

Intrinsic motivation pushes students to learn without incentives because the need is genuine or come from inside. Here, teachers do not have much influence on students' motivation since it is out of their hands. But they can contribute somehow by making the classroom into a kind and encouraging environment. Intrinsic motivation can be generated or improved only if students are willing to outstand in every task performed by them.

b. Extrinsic Motivation

Ryan and Deci (cited in Al Zayid, 2005), refer to extrinsic motivation as a great desire to get a pleasurable outcome such a reward. It focuses on the external need to persuade the learner to take part in learning activities, such as homework assignments, grades, or doing something to please teachers. This type of motivation could impact

negatively the students since they do not learn with their strong intention or will, but they study the target language because they are pushed by the interest in the rewards.

A person who is extrinsically motivated might learn the target language even though he or she has no interest in it, only for the purpose of getting the expected reward. When someone (teachers, parents, etc) promises students some rewards, learners will study because they will feel highly motivated to learn and achieve the goal in order to get those incentives. But when these prizes are taken away, they will not be interested in learning the language any longer.

As has been suggested by Canadian researchers Gardner and Lambert (Cited in Brown, 2000), in terms of the learner's overall goal or orientation, extrinsic motivation can be classified into two types: *Integrative motivation* and *instrumental motivation*. According to Harmer (cited in Wimolmas, 2012 p. 907) and Schmidt (1996), both types of motivation are grouped under the branch of extrinsic motivation since both are related to goals and outcomes.

2. INTEGRATIVE MOTIVATION AND INSTRUMENTAL MOTIVATION

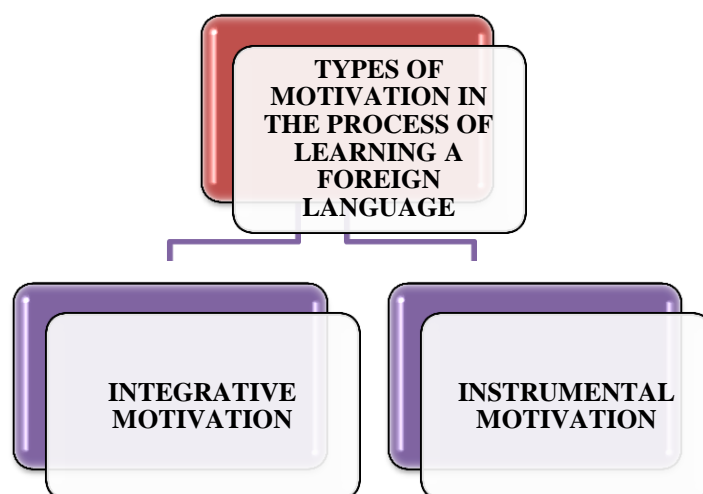


FIGURE I. *Types of Motivation supported by the Research group*

a. Integrative Motivation

Integrative motivation has been conceptualized as one's "willingness to be like valued members of the language community" (Gardner and Lambert cited in Al Zayid, 2005 p. 16). Some students prefer learning a particular foreign language because they are interested in the people and culture represented by the target language. It means students have the desire to be part of a recognized or important community or society that speaks the foreign language.

These students are interested in learning the foreign language due to emotions and affective factors which create a need to associate or socialize with close people (it can be friends, family members, girlfriends or boyfriends, husbands or wives, etc) who are already involved in the target language. Or even because they have the purpose or intention to participate or integrate in the foreign language culture such as traditions, music, food, science, art, literature, sports and so on.

Gardner described integrative motivation as "a complex of attitudinal, goal-directed and motivational attributes". This means that integrative motivated students want to learn the language; they have a desire to identify themselves with the target language community and they have a tendency to evaluate the learning situation in a positive way. He said that integrative motivated students are more active in classrooms and have a great desire to interact with the language's community.

b. Instrumental Motivation

This sub-category of extrinsic motivation involves the concepts of entirely practical value in learning the foreign language in order to reach or achieve specific goals. Students who have an instrumental motivation put their maximum effort on studying and developing all the tasks which will lead them to get the expected aim (Ellis, cited in Al Zayid, 2005 p. 33). Hence, they will study hard with the intention of using the target language as an instrument to succeed their needs.

Some of the needs that can be supplied by instrumental motivation are the following: to increase learners' careers or business opportunities, giving them more prestige and power, to gain a promotion, to get better salaries, to access to scientific and technical information, or just to pass a course of their study at college. Here, the interest and focus of the learners is placed too seriously on the expected outcomes of the learning process.

In other words, instrumental motivation refers to learning a foreign language because of some pressure or outcome from the social environment as a means to reach instrumental goals. As stated by Gardner and Lambert, students or learners are highly interested in supplying needs that help them improve their lives or social status with the aim of achieving personal success.

D. SOME RESEARCHES RELATED TO INTEGRATIVE AND INSTRUMENTAL MOTIVATIONS

As these both types of motivation have become significant in the process of learning a foreign language, several researchers have made investigations in different contexts and situations with the aim of identifying which types of motivation predominate the most among foreign language learners.

Gardner and MacIntyre (1991) conducted a study in order to investigate the effects of integrative motivation and instrumental motivation on the learning of French/English vocabulary. They found that instrumentally motivated students studied longer than students who were not instrumentally motivated. Instrumental motivation, however, works temporarily by providing some incentives that are tied to a specific goal. This makes the learner's motivation diminish as soon as incentives cease, and this is regarded as the main disadvantage of instrumental motivation, as its influence on the learner's learning process is temporal.

Hedge (cited in Wimolmas, 2012) conducted a study that investigated the motivation of 20 Japanese students who were studying English. The findings indicated that the most common reasons for studying English as a foreign language were for communication purposes with people overseas, finding employment in a high profile career, processing international information, and understanding other cultures. These findings were related with the work of Gardner and Lambert which suggested that a person's need for studying a foreign language is for the ability to socialize with the learning language community or integrative motivation and the ability to gain knowledge applied from that learning language or instrumental motivation.

Lukmani (cited in Norris-Holt, 2001) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of English language in Bombay. This shows that the social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning. BrajKachru (cited in Brown 2000) also points out that in India, where English has become an international language, it is not uncommon for foreign language learners to be successful with instrumental purposes being the underlying reason for study.

In a study conducted by Berwick and Ross (cited in Norris-Holt, 2001), a group of 90 first-year Japanese university students enrolled in an international commerce and a compulsory English course were examined to determine their degree and form of motivation. The students were found to possess instrumental motivation, with the underlying reason for studying English being the entrance exam requirements for university.

All these studies have shown the importance of the role of integrative and instrumental motivations in the process of learning any foreign language. As these studies show, most students are instrumentally motivated to study a foreign language since the countries in which they live are globalized and people need to know another language besides their mother tongue in order to grow up as a people.

E. BENEFITS OF INTEGRATIVE MOTIVATION AND INSTRUMENTAL MOTIVATION

As both types of motivation are important in the process of learning a foreign language, it becomes relevant to be aware of the advantages that each of them offers to foreign language students. Thanks to the studies carried out by several researchers, the findings show that both integratively motivated students and instrumentally motivated students can have important benefits to master their target language. On the one hand, Lambert (cited in Degang, 2010) confirmed that students who are more successful when learning a foreign language are those who like people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. So, Gardner established that integratively motivated students tend to have more benefits than those who are not integratively motivated.

An integratively motivated learner works harder and learns faster than those who are not integratively motivated; it is due to the great interest of the learner in integrating into the target language society. So, they will give their greatest effort on developing all the tasks requested by the language. Also, integrative motivation is related to the student's persistence and retention. In other words, students who are integratively motivated should almost never give up and keep constantly practicing the language until they get familiar with it.

Moreover, integratively motivated learners have more reasons to study a foreign language; this is because they want to get involved in all the cultural aspects of the target language, such as: culture, music, food, arts, literature, politics, economy, technology, and health, among others. Thanks to this desire to be part of a foreign community, they have less language anxiety since most learners feel uncomfortable when speaking or listening to the new language; however, integratively motivated students feel more secure and comfortable about themselves at the time they perform.

Furthermore, this type of students has an opening of minds through the exposure of new ideas. Due to the vastness of the new language, students start acquiring more

knowledge about distinct topics that allow them to understand better the world. And through comparisons and contrasts with the language being studied, students develop insights into the nature of the language and concept of the culture and realize that there are multiple ways of viewing the world.

According to Gardner and MacIntyre (1991), instrumentally motivated students learn better than the ones who are not instrumentally motivated. For these students learn a foreign language is so important because of the future economic and personal benefits that the foreign language could bring. For example, students who learn English have many opportunities to grow up since English has become a global language, which is widely used in higher education, business, technology, science, and the internet (Crystal and Nunan, cited in Degang 2010).

It is shown that the higher instrumental motivation a student has, the most proficient in any foreign language the student will be since he/she would have more positive attitudes towards the language and be motivated to learn the language. Due to that, instrumentally motivated students study longer than students who are not instrumentally motivated because these students will put a great effort until they get what they want.

Moreover, instrumentally motivated students get a lot of benefits which include economic, cognitive, and social advantages. The economic ones comprise to have more job opportunities, to get good salaries, to get promotions, and to upgrade the social status. The cognitive ones include obtaining an academic degree, to be more knowledgeable and to improve the language learning process. And the social ones include gaining respect from others, to communicate with business people and to share experiences with coworkers.

Students can have either integrative motivation or instrumental motivation or both, but always one of them will be the predominant one among students of foreign languages. However, the predominance of each of them would depend on the reasons or the goals that students have to learn the foreign language, but undoubtedly these two types of motivation always have benefits to offer to the students of foreign languages.

F. INTEGRATIVE MOTIVATION vs. INSTRUMENTAL MOTIVATION

These types of motivation, besides having benefits in the learning process of a foreign language, also count on differences between them. According to Ellis (cited in Norris-Holt, 2001), while both integrative and instrumental motivations are important elements of success, Integrative motivation has been found to sustain long-term success when students are learning a foreign language. In some of the early researches conducted by Gardner and Lambert, integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation.

In later studies, integrative motivation has continued to be highlighted, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been recognized as a significant factor in some researches, whereas integrative motivation is continually related to successful foreign language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of a language.

Brown (2000) stated that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one type of motivation when learning a foreign language, but rather a combination of both orientations. In most situations, learning a foreign language involves a combination of each type of motivation. Actually, it is hard to attribute learning language success to certain integrative or instrumental causes.

However, the importance of integrative and instrumental motivations depends on situations or contexts in which any foreign language is learned, whether the learning language functions more as a foreign language or as a second language. For that reason, it is important to identify both the type and combination of motivation that helps in the successful learning of any language.

G. MAINTAINING OR INCREASING MOTIVATION IN THE LEARNING PROCESS OF FOREIGN LANGUAGE STUDENTS

By being aware of the benefits and the differences between integrative and instrumental motivations and the findings of studies carried out in other countries, some experts have agreed that professors also have an important role in the process of learning a foreign language and because of that they have proposed some useful and helpful tips to improve the process of learning.

According to Davis (1999), it is very important to keep students motivated in class, in order to acquire the English language appropriate level since there are numerous differences among students due to their different learning styles, interest in the subject matter, self-confidence, self-esteem, patience, perseverance and so on. Altogether, it is a big challenge for professors to teach a subject and keep all their students focused on the English language learning.

Unfortunately, there is not any magic formula for keeping all students motivated in class; however, this situation can be improved by their instructors; they should inspire and stimulate students by providing excellent feedback. With the aim of encouraging students to become enthusiastic and self-motivated learners, Davis (1999) suggests that professors can take advantages of several teaching strategies and techniques in order to help increasing motivation in students as follows:

First, professors should prepare well-organized courses in which they show enthusiasm to teach their students all the elements that the language requires and a genuine interest not only in them but also in what they learn by providing them frequent and positive feedback. All this will facilitate the process of learning English or any foreign language. As a result, students will be able to learn the language in a comfortable environment and to show a better performance.

Second, professors should create an agreeable atmosphere by promoting moral values such as: fellowship, friendship, respect and kindness among students. Also, they should use group work in small groups for having better results in students' learning. Most

of the time, students are likely to work better in small groups than in large groups. This would stimulate an active participation, in which students could share their personal opinions or ideas about what is discussed in class.

Third, professors ought to be aware of the relevance of the didactic material used. Since students always have different expectations about the content of the subjects, it is necessary for professors to evaluate the content or kind of material before teaching the students. All this will allow them to make use of appropriate, concrete and understandable examples to facilitate the learning process.

Fourth, professors must vary the teaching methodology with the purpose of avoiding boredom among students. When professors use the same methodology students are likely to lose concentration and to get bored. A nice strategy to keep students motivated is to let them choose some topics to study and to increase the difficulty of the material as the semester is progressing with the aim of improving their learning process.

Finally, professors should be specific at the time of making any comment to avoid a negative reaction in students that could prevent them from participating or make them uncomfortable in the classroom. Because of that, professors have to clarify that the comments are related to the content of the work not related to the student herself/ himself. Students have the necessity to be recognized in what they do, so professors should recognize the effort of every single student by making positive comments.

Every single strategy aforementioned could change the perspective and attitudes of students towards learning English or any foreign language. As Davis and others experts say, professors have a lot to do with the language learning process, since they are in charge of the learning of students. Davis (1999) believes that variety is enjoyable for students and teachers alike, so for that reason it is necessary to work harder by making use of linguistic and cultural elements of the language studied in order to keep students either integratively or instrumentally motivated in the process of learning any foreign language.

H. EXPLORING INTEGRATIVE MOTIVATION AND INSTRUMENTAL MOTIVATION AT THE FOREIGN LANGUAGES DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

Recognizing the importance of integrative and instrumental motivations, our research group carried out a research at the Foreign Languages Department of the University of El Salvador. The research consisted on finding out the role of integrative and instrumental motivations in the process of learning English as a foreign language and discovering which of these types of motivation predominated the most among the learners chosen for the study. As part of the study, the group decided to include three kinds of participants; that is, students studying the B.A. in Modern Languages, some professors working at the Foreign Languages Department and two professors of the Psychology Department; all this was with the purpose of finding out information related to the topic under study to compare it later with what the theory regarding this topic says.

With that in mind, 51 students in their third-year of studies of the Modern Languages Major were randomly chosen in order to be taken as the sample for our study. Moreover, six professors from the Foreign Languages Department were asked to answer an open questionnaire, and also two psychologists from the Psychology Department were interviewed with the purpose of knowing their opinion related to the problem. All of them agreed that both types of Motivation are significant key factors in the English language learning; they also said students can have either integrative motivation or instrumental motivation, one being the predominant one among themselves. For professors at the FLD, instrumental motivation will always be the predominant one, but for psychologists the integrative one will always be the most predominant one.

As both professors and psychologists agreed, students can have both types of motivation. The findings of this study revealed that third-year students from Modern Languages major had both types of motivation and even they were intrinsically motivated, but the instrumental one predominated among them. In other words, these students were more instrumentally motivated due to the importance that the English language has in the labor market in our country and the opportunity they could have to communicate with

English-speaking people overseas. Also, the ability to gain knowledge for being a well-educated person and to travel abroad with work purposes were important reasons but less relevant to learn the English language.

I. THE SIGNIFICANCE OF INTEGRATIVE MOTIVATION AND INSTRUMENTAL MOTIVATION IN THE PROCESS OF LEARNING ENGLISH AT THE FLD OF THE UES

As it has been discussed in this research, being motivated at the time of learning a foreign language is important since motivation is a major component in any learning process. After carrying out this study at the FLD at the UES, it is clear that what theorists say about integrative and instrumental motivations happens not only in other parts of the world but also in our classrooms. Based on this, it is necessary for foreign language teachers to know not only the reasons or goals that students have when they study a new language but also to know the types of motivations learners can have to learn that foreign language in order to know how these may influence on their learning process so that they can use this knowledge to use an adequate strategy in their classes.

For some researchers (Ellis, cited in Norris-Holt, 2001; Gardner and Lambert, cited in Degang, 2010) and the psychologists at the UES, integrative motivation should be the most predominant type of motivation in the learning process of any student; nevertheless, it has been found that nowadays students frequently have more instrumental reasons for studying a new foreign language (Gardner and MacIntyre, 1991). However, the presence of any type of motivation will always depend on situations or contexts in which the language is learned.

Brown (2000) stated that in most situations, learning a foreign language involves a combination of each type of motivations. At the FLD of the UES, it was clear that third-year students had a combination of both, but the instrumental one predominated among them. For these students, it is important to know the cultural aspects of the English language and its community and also to participate in it. But for them it is more relevant to

learn the English language for the opportunities they could have in the future, such as finding a good job, for businesses purposes, or even to travel abroad for whatever reasons.

Even though these students or any student involved in the process of learning any foreign language do not select a specific type of motivation before learning English or any foreign language, they unconsciously select one or both types of motivations. So, the research group agrees with the theorists, in that integrative motivation and instrumental motivation play an important role in the process of learning a new language. The researchers also consider that the learners' type or types of motivation will always depend on the context in which the language is learned.

III. METHODOLOGY

This research was carried out at the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador. It was an exploratory-bibliographical research, since there are no any previous researches at the Foreign Languages Department regarding the role of integrative and instrumental motivations among learners studying English as a foreign language.

The work was divided in two parts, that is to say, a bibliographical review and a small field research. The bibliographical part of the study consisted of reviewing the work of different authors who discuss this topic, with the aim of determining if what theorists say is similar to what happens among students of the FLD, of the University of El Salvador. On the other hand, the part of the study related to the small field research was focused on exploring how integrative and instrumental motivations influence on the process of learning English, and which of them predominates more among third-year students from Modern Languages major during semester II-2013, who were the sample for the study.

In order to carry out this study, the research group was guided by a series of steps, but it is necessary to clarify that this research was conducted in a simultaneous way since the researchers were revising the literature concerning the topic and doing the part related to the field research. All the steps were followed in an ordered and organized sequence.

- A. To select the topic
- B. To select the universe
- C. To determine the sample
- D. To design the instruments
- E. To administer the instruments
- F. To analyze the data

A. THE TOPIC

To select the topic, the research group made a list of possible problems to investigate. After choosing the topic, the problem was stated, the objectives established and the justification described. Moreover, bibliographical literature concerning the topic was revised and the most appropriate information was selected in order to construct the theoretical base for this research.

B. THE UNIVERSE

For developing this research, the universe chosen was 115 third-year students belonging to Modern Languages major from the Foreign Languages Department of the University of El Salvador, during semester II-2013. These students were chosen because they were considered to be at a level of studies in which they were able to understand and answer the instrument. According to the Academic Administration of the School of Sciences and Humanities, the number of students enrolled in the third-year was 115.

C. THE SAMPLE

For obtaining the sample size, a probabilistic formula was developed since it offers many advantages; one of the most important of these advantages is that the margin of error may be measured in our predictions (Kish, 1965 cited in Sampieri et al, 1998). The formula used was the one explained below:

Formula: $n = \frac{Z^2 p q N}{e^2 (N-1) + Z^2 pq}$	n = Sample	¿?
	Z = Reliability coefficient	95%
	p = Probability to happen	50%
	q = Probability not to happen	50%
	N =Population or Universe	115
	e = The margin of error	5%

TABLE 2. Probabilistic formula used by the Research group

Each of the elements was divided by 100; once the numerical values were obtained; all of them were set in the formula in order to obtain the sample size.

$$\begin{array}{llll} \mathbf{Z}= 95\% & 95/100 \longrightarrow & 0.95 & \mathbf{p}= 50\% & 50/100 \longrightarrow & 0.5 \\ \mathbf{q}= 50\% & 50/100 \longrightarrow & 0.5 & \mathbf{e}= 5\% & 5/100 \longrightarrow & 0.05 \end{array}$$

$$\begin{aligned} \mathbf{n} &= \frac{Z^2 p q N}{e^2 (N-1) + Z^2 p q} \\ \mathbf{n} &= \frac{((0.95)^2 ((0.5) (0.5))) (115)}{((0.05)^2 (115-1)) + ((0.95)^2 (0.5) (0.5))} \\ \mathbf{n} &= \frac{(0.9025) (0.25) (115)}{((0.0025) (114)) + ((0.9025) (0.25))} \\ \mathbf{n} &= \frac{(0.225625) (115)}{(0.285) + (0.225625)} \\ \mathbf{n} &= \frac{25.946875}{0.510625} \\ \mathbf{n} &= 50.81395 \\ \mathbf{n} &= 51 \end{aligned}$$

TABLE 3. Procedure developed by the Research group

1. After concluding with that procedure, the specific number of students who were the chosen ones to answer the instruments was obtained. So, the sample was 51 out of the 115 third-year students from Modern Languages major.
2. Moreover, six professors (Francisca Aguillón, Odir Mendizábal, René Hernández, Nicolás Ayala, Ricardo Garay and Miguel Carranza) from the Foreign Languages Department were asked to answer a short questionnaire with the aim of knowing their opinions about the problem under investigation. These professors were chosen not only because they were teaching some subjects belonging to the third-year

curricula of Modern Languages major but also because they had a closer relation with the learners under study.

3. In addition, two experts on the field of Psychology were interviewed in order to get their opinions and points of view regarding the topic. One of them was Juan José Rivas Quintanilla (psychologist and professor) and the other one was Ofelia del Carmen Trejo Escobar (psychologist and professor). Both of them are part of the teaching staff of the Psychology Department of the University of El Salvador.

D. THE INSTRUMENTS

For collecting the data, the research group used three instruments: A questionnaire for students, a questionnaire for professors and an interview for psychologists):

1. Questionnaire for students

A questionnaire in Spanish was administered to the third-year students of Modern Languages major (the MAALE¹ questionnaire designed by Luz Emilia Minera Reyna but based on the instrument proposed by Howard Gardner in 1985, AMTB “Attitude/Motivation Test Battery”) with the purpose of getting as much information as possible related to aspects of motivation. This instrument was chosen because it was the one that best suited the purpose of our investigation; besides, it is important to clarify that it was applied in Spanish because the research group considered that the original meaning of the instrument could be changed somehow if they translated it.

This instrument was divided in seven parts:

- a. Part I:* In this section, students were asked some general information which included age, gender, marital status and registered subjects.
- b. Part II:* This part included 12 statements based on the five-point Likert Scale ranging from “A lot” to “Nothing”. These statements included twelve possible

¹MAALE’s questionnaire (Motivación y actitudes en el aprendizaje de una lengua extranjera)

reasons for their learning English with the aim of identifying the type(s) of motivation that third-year students had, and finding out if there was a predominant one; and if any, which one.

There were four statements related to integrative motivation (1, 3, 7 and 10) and four statements to instrumental motivation (4, 6, 9, and 12). As both types of motivation were considered to belong to the branch of extrinsic motivation, four statements of intrinsic motivation were included (2, 5, 8, and 11) concerning the reasons for learning English.

- c. *Part III:* This consisted of 12 statements based on a five-point Likert Scale ranging from “*Totally agree*” to “*Totally disagree*” in order to find out the degree of student’s motivation. To measure this part, the following three motivational factors were added up (considered by Gardner as crucial components of motivation): desire + interest + effort; since these 3 factors are closely related to each other, it was really hard to analyze them separately. Because of that, the objective of the items was to get results of the three elements as a whole.
- d. *Part IV:* This part was aimed at knowing students’ attitudes towards their own learning of the English language. To be more precise, it was aimed at discovering the level of self-confidence, ability to learn English and anxiety produced by the use of the target language. In this part, there were four statements (2 positive and 2 negative) based on a five-point Likert Scale ranging from “*Totally agree*” to “*Totally disagree*”.
- e. *Part V:* This part was composed by four sub-sections regarding the students’ learning situation (human relationships: professors and peers and teaching resources: the course and class environment).
 - ✓ **Professors.** The first sub-section included six items (3 positive and 3 negative) that showed students’ attitude towards their professors.
 - ✓ **Peers and English course.** In these two sub-sections, semantic differential tables were used with the aim of knowing students’ attitude towards their English course and towards their peers. Six opposite adjectives with two possibilities of choice were used and ordered randomly for avoiding not only mechanical answers but also

that the positive adjectives and the negative ones always appeared in the same column.

✓ **Teaching resources.** In this last sub-section, a scale was applied with the intention of finding out students' attitude towards the teaching resources (books, material, number of students, furniture, and classroom). Students could select each of the teaching aspects ranging from "*Very good*" to "*Very bad*".

f. *Part VI:* This part had the objective of knowing students' attitude towards the learning of foreign languages. For determining that, a questionnaire containing ten statements about foreign languages was applied; these statements ranged from "*Totally agree*" to "*Totally disagree*".

g. *Part VII:* This segment was intended to discover students' attitude towards English; it means, towards the English-speaking world, language, people, and culture. It was composed by four parts which measured each of the previous aspects separately. In order to determine students' attitude towards the English-speaking world, language and people, three semantic differential tables were used.

For each table, there were four pairs of opposite adjectives which were organized randomly; this was done to avoid all the positive and negative adjectives appeared in the same column. These three tables had two possibilities of choice regarding each aspect.

In order to detect the attitude towards the English-speaking culture, a table including ten cultural elements was used (customs, traditions, religion, art, music, among others). Students could select among five options, (from "*A lot*" to "*Nothing*").

2. Questionnaire for professors

A short questionnaire was applied to six professors from the Foreign Languages Department with the purpose of getting their opinions about the topic under research. The instrument was divided in three parts: First, there was the objective; then a set of definitions related to the topic being studied. And finally, there were six open questions related to the main objectives of this research (the role of integrative and instrumental motivations).

3. Interview for psychologists

Two experts on the Psychology field were interviewed (Juan José Rivas Quintanilla and Ofelia del Carmen Trejo Escobar) in order to know their opinions about the motivation as studied in the present research. The interview consisted on five open questions about Motivation and the types of Motivation they considered predominated more among English learners.

E. ADMINISTRATION OF THE INSTRUMENTS

Once the instruments were designed, the research group followed the appropriate protocol in order to pass the questionnaires.

1. To ask for permission to professors for administering the instruments.
2. To apply the questionnaire to the 51 students chosen for the study.
3. To pass the questionnaire to the six professors from the FLD.
4. To interview the two psychologists (these interviews were recorded).

F. ANALYSIS OF DATA

After administering the instruments for students, professors and psychologists, the data was processed. First, the instruments for students were analyzed and set in graphs; due to the nature of the questions and the criterion of the Psychologist Ofelia del Carmen Trejo, two analyses were made: percentage and descriptive. The percentage analysis has been presented in pie charts and the descriptive one has been presented in bar charts.

Then, the questionnaires for professors were analyzed and the interviews for psychologists were transcribed in a detail way. Each question of both instruments was analyzed one by one in order to understand better the research problem.

IV. DATA ANALYSIS

After completing the data collection, which included two questionnaires (one for students and the other one for teachers) and an interview, the data was processed.

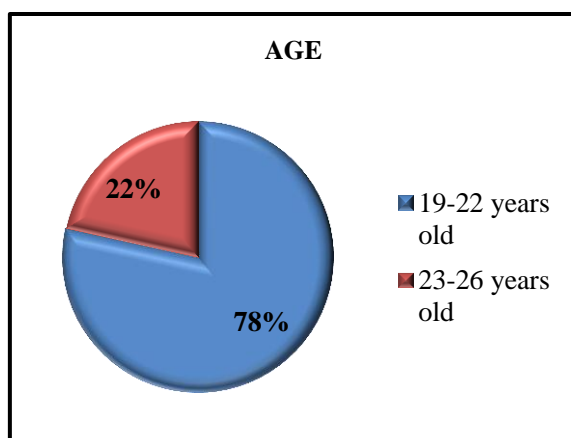
A. QUESTIONNAIRE FOR STUDENTS

The questionnaires for students were analyzed under the guideline provided by Luz Emilia Minera Reyna of MAALE's questionnaire and with the supervision of the Psychologist Ofelia del Carmen Trejo. Then, each section of the instrument was tabulated by making use of percentage and descriptive analyses due to the nature of the questions and the criterion of Ofelia del Carmen Trejo. All the gotten results were set in graphical charts.

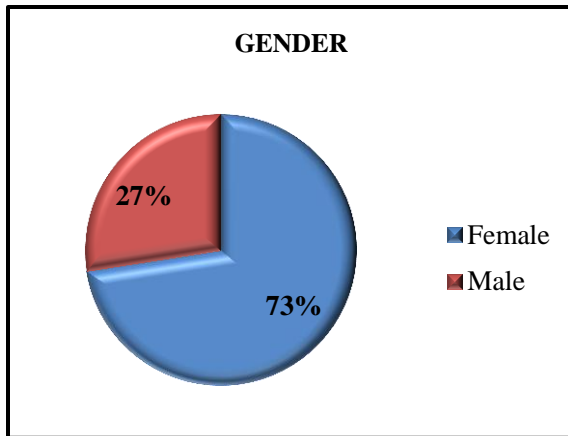
1. PART I. GENERAL INFORMATION

1. A Percentage Analysis

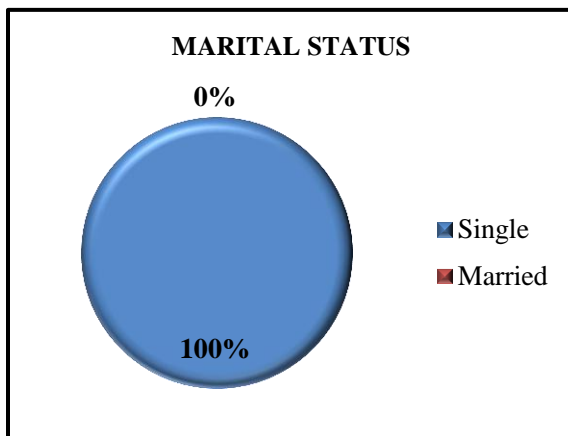
In this section, students were asked to write down their general information which included age, gender, marital status and registered subjects.



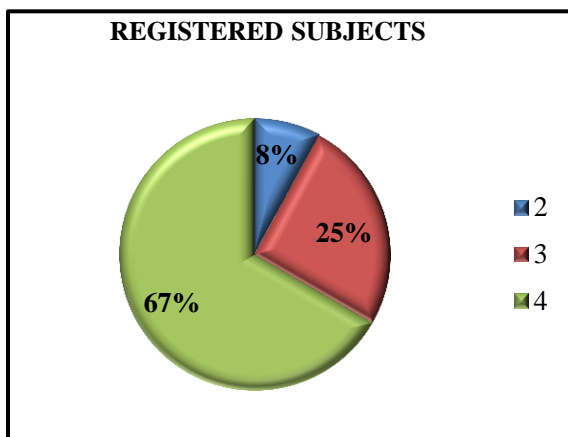
This pie chart shows the ages of students which range between 19 and 26. The 78% of the respondents were placed in the 19-22 years old range; and the 22% of them were set in the 23 to 26 years old range. These results demonstrate that the average age of third-year students oscillated between 19 and 22.



This graph illustrates the percentages of female students and male students who participated by answering the questionnaire. The 73% of respondents were female and 27% male. This means that the majority of third-year students were girls.



This graph shows third-year students' marital status situation. In order to get these data, two options were given: single and married. The 100% of students were single, which means that they could have more chances to perform better since they do not have family responsibilities.



This chart presents the number of subjects that third-year students were taking during semester II-2013. The 67% of the respondents were taking 4 subjects, the 25% of them were taking 3 subjects and 8% of them were taking 2 subjects.

2. PART II. TYPE OF MOTIVATION

2. A Descriptive Analysis

In this part, respondents were presented with twelve reasons for learning English with the aim of identifying the type(s) of motivation that they had and finding out which was/were the predominant one. There were four statements related to integrative motivation (1, 3, 7 and 10) and four statements to instrumental motivation (4, 6, 9, and 12). As both types of motivation are considered to belong to the branch of extrinsic motivation, four statements related to intrinsic motivation were included (2, 5, 8, and 11) concerning the reasons for learning English.

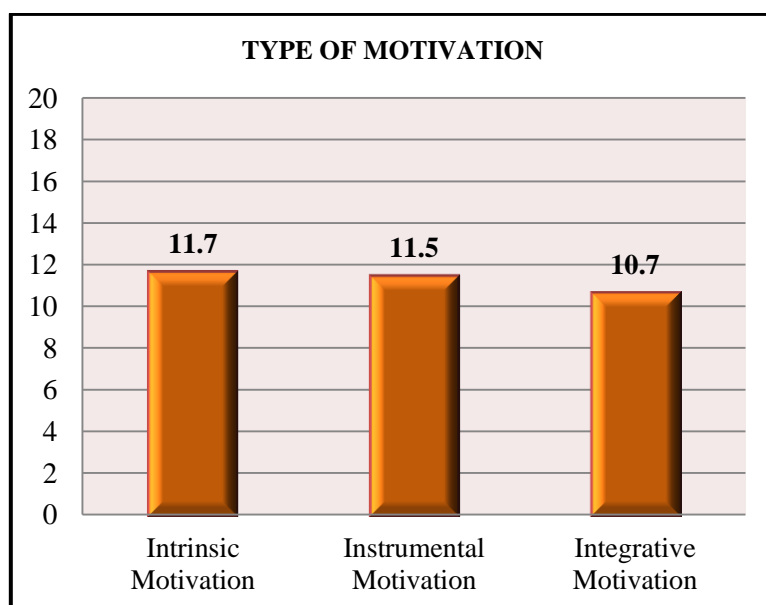
In order to analyze the answers in the second part and be able to identify the type or types of predominant motivation(s), the following scale was used and the evaluation parameter which is described below:

Intervals	Interpretation
17-20 points	Very high
13-16 points	High
9-12 points	Average
5-8 points	Low
1-4 points	Very low

SCALE 1

Choices	Numerical Value
A lot	5 points
Enough	4 points
Regular	3 points
A little	2 points
Nothing	1 point

EVALUATION PARAMETER 1



In this graphic, it can be observed that both integrative motivation and instrumental motivation (Extrinsic Motivation) were present in third-year students, but the instrumental one was the predominant type of motivation in these students since the score obtained was 11.5 points; and the integrative one was the least predominant type of motivation, with a total of 10.7 points. Furthermore, the four statements related to intrinsic motivation included, got a score of 11.7 points.

In other words, instrumental motivation was the predominant type of motivation. Students wanted to use English language as an instrument in order to get job opportunities, better social status or to travel abroad. Also, it can be observed that Integrative motivation had a considerable score, for some students it was really important to integrate to the target language community.

Summarizing, these three types of motivation were set in the average range (9-12) of the scale used for this data (see scale 1). Third-year students had neither an extremely high type of predominant motivation nor an extremely low type of motivation; they were average.

3. PART III. DEGREE OF STUDENTS' MOTIVATION

3. A *Descriptive Analysis*

This stage was designed in order to find out the degree of student's motivation. To measure it, the following three motivational factors were considered (defined by Gardner as crucial components of motivation): desire + interest + effort. Since these 3 factors were closely related to each other, it was really difficult to analyze them separately. Therefore, the three elements were analyzed as one.

In order to determine the degree of students' motivation, the following scale and evaluation parameter were applied:

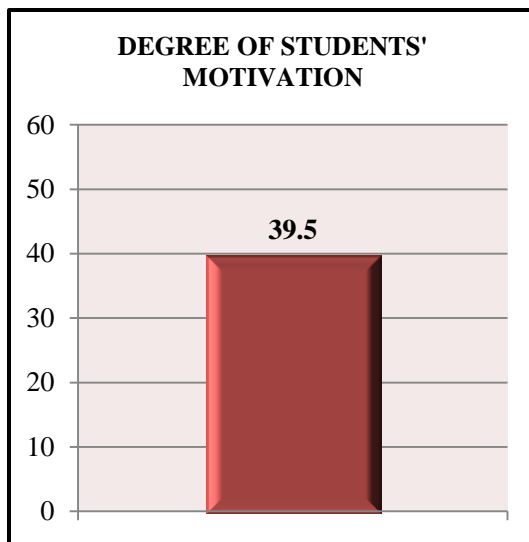
Intervals	Motivation degree
49-60 points	Very high
37-48 points	High
25-36 points	Average
13-24 points	Low
1-12 points	Very low

SCALE 2

Choices	Numerical Value
A. Totally Agree	5 points
B. Agree	4 points
C. I do not know	3 points
D. Disagree	2 points
E. Totally disagree	1 point

EVALUATION PARAMETER 2

The results of the twelve questions were added up, they had a minimum point of 1 and a maximum point of 5 ($5 \times 12 = 60$). So, students who got from 1 to 12 points were very lowly motivated; the ones who got from 13 to 24 points were lowly motivated; those who got from 25 to 36 points had an average motivation degree; the ones who from 37 to 48 points were highly motivated; and those who got from 49 to 60 points were very highly motivated.



This graph shows the degree of third-year students' motivation was 39.5 points. In scale 2, this result was situated in the range of *high motivation's degree* (37-48). Hence, students were highly motivated to learning English; they could make a great effort in order to improve their target language performance since they enjoyed being in contact with it.

4. PART IV. STUDENTS' ATTITUDE TOWARDS THEIR OWN LEARNING

4. A Descriptive Analysis

This segment had the aim of knowing students' attitudes towards their learning. It was aimed at discovering the level of self-confidence, ability to learn English and degree of

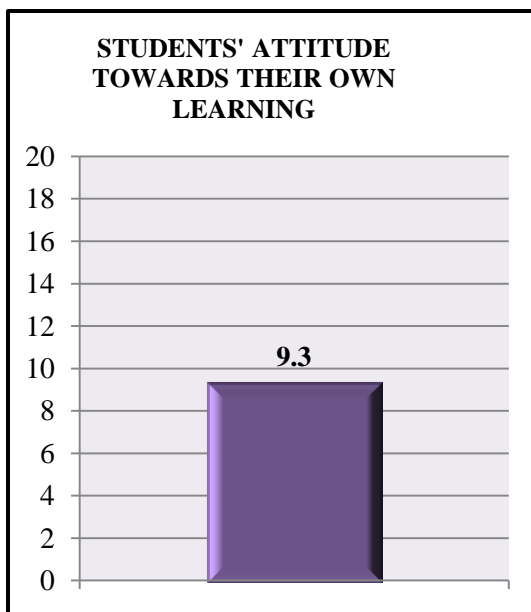
anxiety when using the target language. In this part, there were four statements (2 positive and 2 negative) with a numerical value from 1 to 5 points. So, the maximum score that could be gotten in this section was 20 points (4x5=20).

Intervals	Attitude
17-20 points	Excellent
13-16 points	Very good
9-12 points	Good
5-8 points	Regular
1-4 points	Bad

Choices	Numerical Value
A. Totally agree	5 points
B. Agree	4 points
C. I do not know	3 points
D. Disagree	2 points
E. Totally disagree	1 point

SCALE 3

EVALUATION PARAMETER 3



This graph shows that third-year students had a good attitude towards their learning; the gotten result concerning their attitude was 9.3 points, which oscillated in the range of *good* (9-12) on scale 3. Even though, this score was not too bad, students should have more self-confidence and believe more in their abilities in order to perform better in the process of learning English.

5. PART V. ATTITUDES TOWARDS HUMAN RELATIONSHIPS AND TEACHING RESOURCES

5. A Descriptive Analysis

This part was divided in four sub-sections regarding the students' learning situation (human relationships: professors and peers and teaching resources: the course and the class

environment). First of all, each of the four sub-sections was analyzed separately with scales made specifically for each of them.

5. A.1 Professors. The first sub-section included six items (3 positive and 3 negative) that showed students' attitude towards their professors. In order to elaborate these statements, both human relationships and teaching resources were taken into account. As it was mentioned before, this part contained six statements, 3 positive and 3 negative with a numerical value from 1 to 5 points.

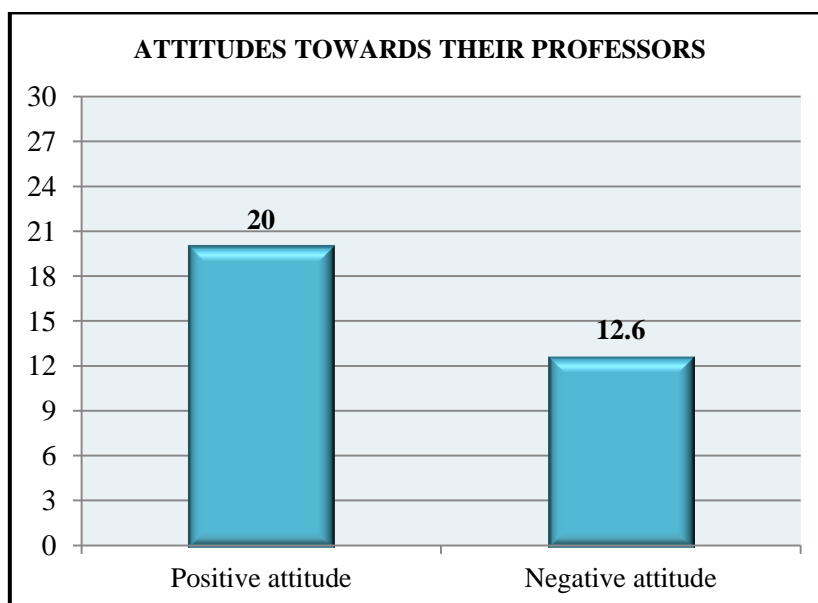
For analyzing this sub-section, the positive items and the negative ones were examined separately in order to compare the differences between positive and negative attitudes towards professors. For each statement, scale 4 was used and the evaluation parameter which is described below:

Intervals	Attitude
25-30 points	Excellent
19-24 points	Very good
13-18 points	Good
7-12 points	Regular
1-6 points	Bad

Choices	Numerical Value
A. Totally agree	5 points
B. Agree	4 points
C. I do not know	3 points
D. Disagree	2 points
E. Totally disagree	1 point

SCALE 4

EVALUATION PARAMETER 4

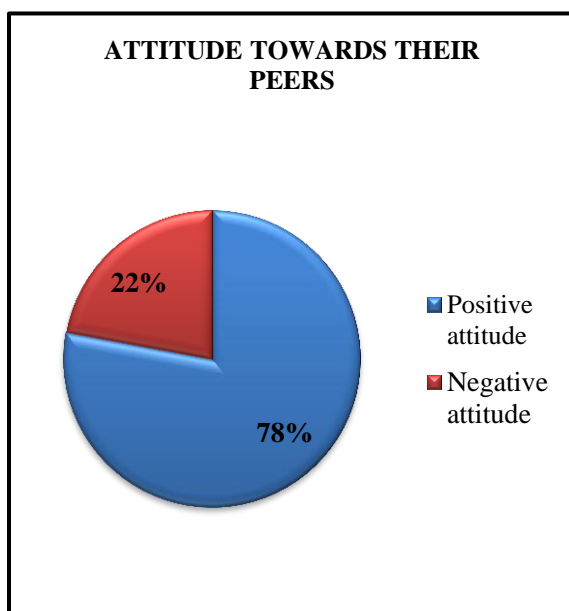


This illustration shows the obtained results of students' attitudes towards professors. The positive attitude got 20 points and the negative attitude got 12.6 points. In scale 4, positive attitude was set in the range of "Very good" and negative attitude was placed in the range of "Regular." Therefore, this means that professors from the Foreign Language Department were working hard and accomplishing their responsibilities as educators.

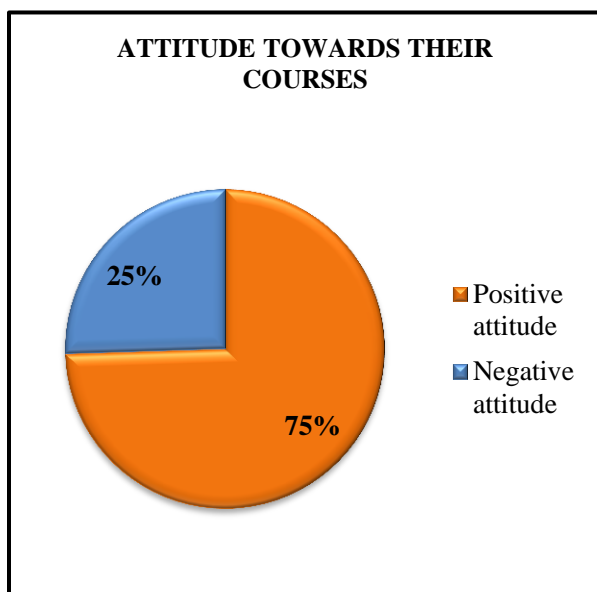
5. B Percentage Analysis

5.B.1 Peers and English course. In these two sub-sections, semantic differential tables were used with the aim of knowing students' attitude towards their English course and towards their peers. Opposite adjectives were used and ordered randomly for avoiding not only mechanical answers but also that the positive adjectives and the negative ones always appeared in the same column.

In these two aspects, a percentage analysis was used. All the answers were added up and with a rule of three the percentage for both positive and negative adjectives were gotten.



Satisfactorily, third-year students had a good positive attitude towards their peers; the 78% of the responses shows students thought positively about their peers and the 22% of the responses show they thought negatively about their peers. So, it means third-year students had a nice interaction with their partners; they were capable of working together and putting in practice moral values such as: friendship, tolerance, harmony and cooperation.



This pie chart illustrates a good result. The 75% of the responses demonstrate third-year students had a positive attitude towards their courses and the 25% of the responses demonstrate they have a negative attitude. For the majority of them, their courses were interesting, useful, funny, good and easy; and for a minority the courses were boring, useless, bad and difficult.

5. C Descriptive Analysis

5. C.1 Teaching Resources. In this sub-section, a scale was applied to find out students' attitude towards the teaching resources (books, material, number of students, furniture, and classroom, among others). Students could mark each of the teaching aspects ranging from "very good" to "very bad". The gradual elements had the following numerical values:

Intervals	Attitude
21-25 points	Excellent
16-20 points	Very good
11-15 points	Good
6-10 points	Regular
1-5 points	Bad

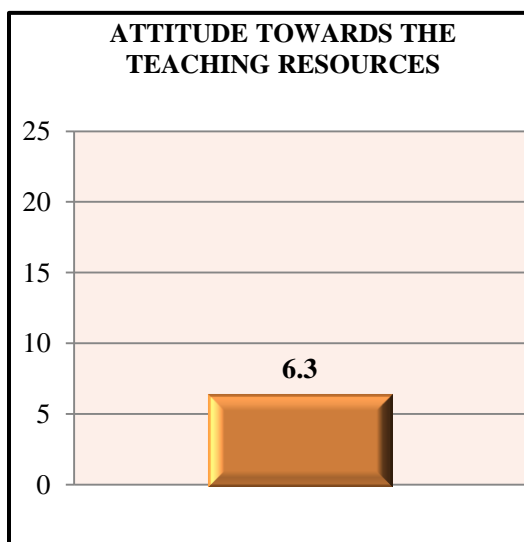
SCALE 5

Choice	Numerical Value
Very good	5 points
Good	4 points
Regular	3 points
Bad	2 points
Very bad	1 point

EVALUATION PARAMETER 5

The maximum score that could be gotten in this segment was 25 points ($5 \times 5 = 25$). So, students who got from 1 to 5 points had a bad attitude; students who got from 6 to 10

points had a regular attitude; the ones who got from 11 to 15 points had a good attitude; those who got from 16 to 20 points had a very good attitude; and the ones who got from 21 to 25 points had an excellent attitude.



Finally, third-year students were not satisfied with the teaching resources since the result was 6.3 points; they had a regular attitude towards the milieu. In scale 6, this score ranged in the interval of 6-10 (*regular*), it was too low. In other words, this could be a significant factor of the lack of motivation in some students because environment is something important in the process of learning a foreign language.

6. PART VI. ATTITUDE TOWARDS THE LEARNING OF FOREIGN LANGUAGES

6. A Descriptive Analysis

This part had the objective of knowing students' attitude towards the learning of foreign languages. For determining that, a questionnaire containing ten statements about foreign languages was applied. These statements ranged from positive to negative randomly. They were presented with five possible choices, which had the following numerical value and the following scale was applied:

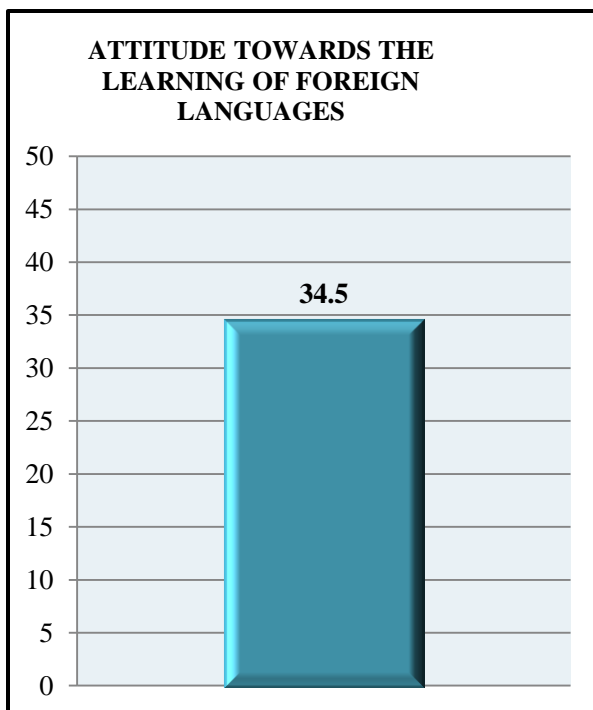
Intervals	Attitude
41-50 points	Excellent
31-40 points	Very good
21-30 points	Good
11-20 points	Regular
1-10 points	Bad

SCALE 6

Choices	Numerical Values
A. Totally agree	5 points
B. Agree	4 points
C. I don't know	3 points
D. Disagree	2 points
E. Totally disagree	1 point

EVALUATION PARAMETER 6

The maximum score to obtain in this section was 50 points ($5 \times 10 = 50$). Students who got from 1 to 10 points had a bad attitude; those who obtained from 11 to 20 points had a regular attitude; the ones who got from 21 to 30 points had a good attitude; learners who obtained from 31 to 40 points had a very good attitude; and the ones who got from 41 to 50 points had an excellent attitude.



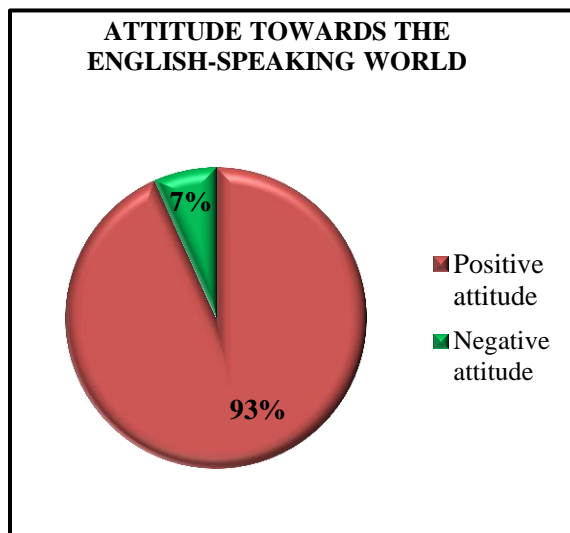
This graph presents the results of third-year students' attitude towards the learning of foreign languages. These students had a very good attitude. The score was 34.5 points and it was placed in the range of *very good* (31-40 points) on scale 7. They were very interested in speaking more languages besides English, and also they would like to get involved with the target languages communities.

7. PART VII. ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN GENERAL

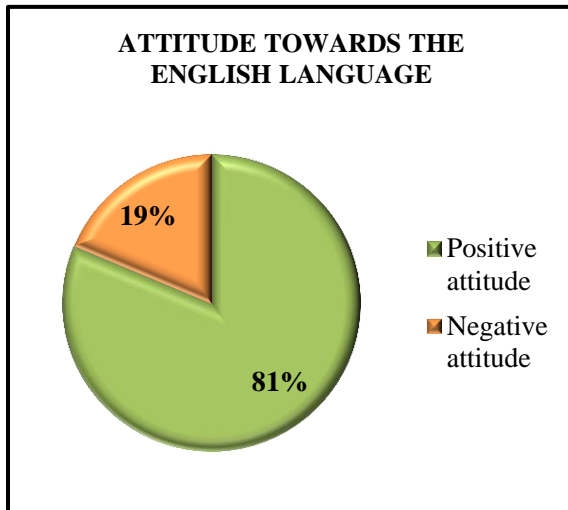
7. A Percentage Analysis

This segment was aimed at discovering students' attitude towards English; that is, towards the language, people, culture and English-speaking world. This section was divided in four parts which measured each of the previous aspects separately. To determine the attitude towards the English-speaking world, language and people, three semantic differential tables were used.

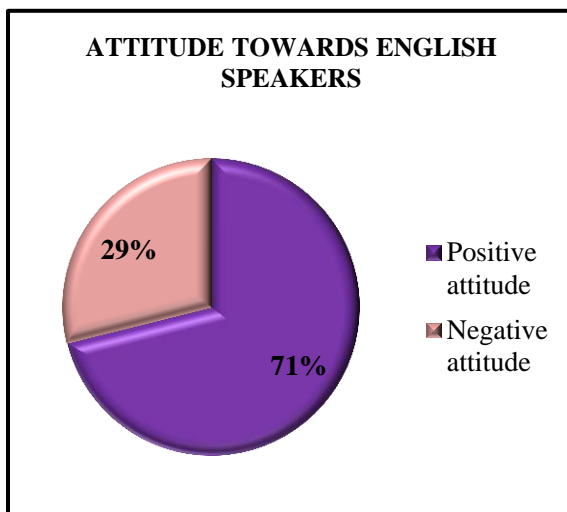
For each table, there were four pairs of opposite adjectives which were organized randomly, not to have all the positive and negative adjectives in the same column. In these three aspects, a percentage analysis was used. All the answers were added up and with a rule of three the percentage for both positive and negative adjectives were gotten.



This chart shows that the 93% of the responses represents a positive attitude and the 7% of them represent a negative attitude. These results show that most of the third-year students who participated in the study had an excellent attitude towards the English-speaking world since they considered it interesting, advanced, warm and developed.



This pie chart illustrates that the 81% of the answers were positive and the 19% were negative. So, it can be said that most of third-year students thought positively towards the English language; they considered it as an important, useful, nice and a little easy language to learn.



This chart shows that the 71% of the responses were positive and the 29% were negative. As a result, a third part of third-year students considered that English speakers seem to be tolerant, kind, nice and passionate. On the contrary, a minority considered that those people seem to be intolerant, unkind, cold and unpleasant.

7. B Descriptive Analysis

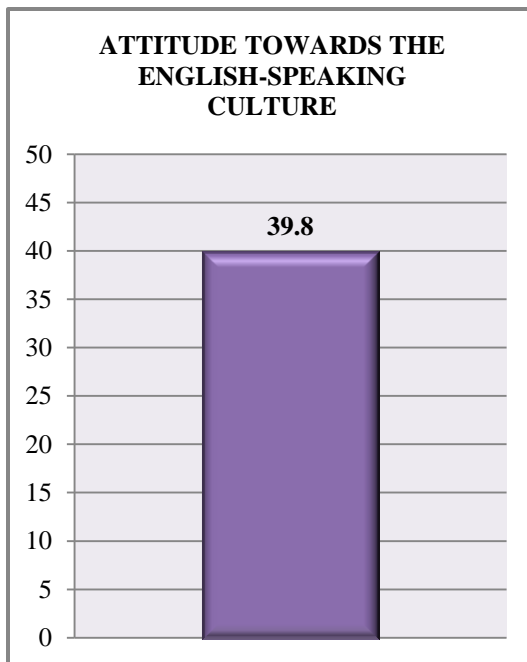
7. B.1 ENGLISH-SPEAKING CULTURE. For detecting the attitude towards the English-speaking culture, a table containing ten cultural elements was used (customs, traditions, religion, art, music, among others). Students were asked to choose among five options (from “a lot” to “nothing”) the closest one to their opinions. For analyzing the results of the ten cultural elements, scale 7 was used and the parameter which is described below:

Intervals	Attitude
41-50	Excellent
31-40	Very good
21-30	Good
11-20	Regular
1-10	Bad

SCALE 7

Options	Numerical Values
A lot	5
Enough	4
Regular	3
A little	2
Nothing	1

EVALUATION PARAMETER 7



This graphic shows the attitude that third-year students have concerning the English-speaking culture. The results show that they had a *very good* attitude towards it. The score was 39.8 points and ranged in the interval between 31-40 (very good) according to scale 9. Students seemed to be very interested in almost all the elements that the English-speaking culture comprises (Customs, traditions, music, and art, among others) since they enjoyed being in contact with it.

B. QUESTIONNAIRE FOR PROFESSORS

The questionnaires for professors were analyzed and tabulated in a table chart (see Annex 8) with the aim of knowing their opinions related to the researched topic. Also, an analysis was made taking into account the opinions of the six professors.

As part of the research, six professors from the Foreign Languages Department (Francisca Aguillón, Odir Mendizábal, René Hernández, Nicolás Ayala, Ricardo Garay and Miguel Carranza) were asked to answer a short open questionnaire. The instrument helped the researchers to know the point of view of professors at the FLD concerning this topic

and how much they think motivation can help students have a better performance in the classrooms. The questions were analyzed one by one in order to understand clearly the opinions of the professors concerning the topic.

1. What is Motivation for you?

All the professors agreed that motivation is something essential that moves people to accomplish goals and objectives. All of them described motivation with different expressions but with the same meaning.

...the feeling...the eager desire...the driving force...the inner drive...the force...the internal desire...

As a result, for the professors of the Foreign Languages Department, motivation is the feeling, the eager desire, the driving force, the inner drive, the force, the internal desire which pushes students to attain their objectives and goals (if they are motivated they will have positive attitudes towards the learning of a foreign language).

2. Do you think that motivation is a crucial factor in learning a foreign language? Yes/No. Why?

For all of them, motivation plays a crucial role in learning a foreign language. They said that highly motivated students almost always succeed at the University; motivated students are ready to work harder nearly all the time. Students without motivation do not have goals; they get into the process but they get in troubles since they do not learn easily and do not work hardly. Therefore, that behaviour is the responsible of students' failures.

3. In your opinion, which type of motivation (whether integrative or instrumental motivations) plays a more important role in the process of learning a foreign language? Why?

Four of them (Odir Mendizábal, René Hernández, Nicolás Ayala, and Miguel Carranza) agreed that both types of motivation play a significant role in the process of learning English. They said students are interested in learning the language and both types of motivation help them to accomplish it, whether one is better than the other would depend on their goals.

On the contrary, Francisca Aguillón and Ricardo Garay thought that Instrumental motivation plays a more important role since the majority of students come to the Foreign Languages Department to learn English in order to use it as an instrument. They are focused on future incomes (better jobs, better social status, etc) as a way to improve their economic conditions.

4. Do you think that students could have both types of motivation? Yes/No Why?

All the professors agreed that students could have both types of motivation but it would depend on students' goals. If students want to master the target language, they will do what it takes to achieve it, they will do everything possible to improve the language by getting involved in the community of the target language.

As a result of becoming proficient at the language, they would have better job opportunities, promotions, etc. Students need both types of motivation whether instrumental or integrative motivations, but always one of them will be the most predominant in students, both help in different ways at the time of learning a foreign language.

5. Do you know any other types of Motivation? Could you explain them?

Four of them (Francisca Aguillón, Odir Mendizábal, Ricardo Garay and Miguel Carranza) do not know any other types of motivation but René Hernández

and Nicolás Ayala do know other types of motivation: Intrinsic and extrinsic motivations. They were in agreement that intrinsic motivation is the inner drive that moves students to achieve their goals; it comes from within the person. Likewise, they agreed that the extrinsic one comes from outside the person (environment, classroom, teachers, among others.)

6. Do you think that it is important for teachers to know as well understand the students' types of motivation in the process of learning English as a foreign language? Yes/No Why?

Almost all of them considered that it is important for professors to know the students' types of motivation because in that way, it would be easy for them to understand why some students fail or why some students look unmotivated. By being aware of that, teachers will be able to motivate and stimulate students' desire for learning a foreign language.

On the contrary, Francisca Aguillón disagreed with the other professors, she said that it is not important that teachers know and understand students' types of motivation because that it is a private thing.

C. INTERVIEW FOR PSYCHOLOGISTS

The interviews for psychologists were analyzed and transcribed in a detailed way with the purpose of identifying their opinions towards the investigation. At the same time, the researchers focused their attention on all the ideas and opinions related to the problem studied in order to make an analysis.

In order to obtain more information about the problem, two psychologists from the Psychology Department (Ofelia del Carmen Trejo and Juan José Rivas Quintanilla) were interviewed. The questions were analyzed one by one with the aim of understanding better the problem from a psychological perspective.

1. What is Motivation for you?

Both of them agreed that motivation is an affective activation within the individuals for attaining or doing an action. They described it with similar words:

...energy... motive... desire... reason... wish....

In other words, for these psychologists motivation is the motor, the emotional motive, is everything that drives people to act. It drives us towards the achievement of goals, objectives and interests.

2. Do you think that motivation is a crucial factor in learning a foreign language? Yes/No. Why?

Both of them were in agreement that motivation is an important factor on the process of learning a foreign language. Juan José Rivas Quintanilla said that if there is not motivation, students do not feel motivated and encouraged to learn a new foreign language since studying a new language comprises another grammar, another phonetics and another culture.

Obviously, the motivational component is really significant because students are going to find new challenges like cultural and linguistic obstacles, implied Ofelia del Carmen Trejo. So, as they said motivation drives students in order to learn and study their target language no matter the obstacles, they will overcome all the challenges that imply to master a foreign language.

... Definitely, as any activity, the learning of a foreign language comprises another grammar, another phonetics and another culture. Obviously, the motivational component is important because we are going to face challenges like cultural and linguistic obstacles, but these ones are difficulties to overcome... (Ofelia del Carmen Trejo)

... Of course, it is obvious. If there is no motivation, I do not feel driven to do that, it is an important factor in the learning since being motivated towards the

learning of a foreign language drives me, excites me to do that, it means to learn or study a foreign language... (Juan José Rivas Quintanilla)

3. In your opinion, which type of motivation (whether integrative or instrumental motivations) plays a more important role in the process of learning a foreign language? Why?

Both psychologists considered that integrative motivation plays a more important role in the process of learning a foreign language. On the one hand, Ofelia del Carmen Trejo thought that being able to know other language and through it being familiar with the culture and other ways of thinking is the most important thing; she said the instrumental one is also important, but in a second level.

On the other hand, Juan José Rivas thought that both types of motivation work together but the one which plays a more important role is the integrative motivation. Since this one moves students to get their objectives and interests in order to learn the target language and to integrate with its culture and community. He said an instrumental motivation moves students to focus on future incomes but not to learn the language by their own desires.

4. Do you think that students could have both types of motivation? Yes/No Why?

Both of them agreed that students can have both types of motivation; however, just one will be the most predominant, the strongest one over the other. Trejo and Rivas thought that integrative motivation is the most appropriate type of motivation in learning a new foreign language because it guarantees the success and drives more in order to master it.

Furthermore, they believed instrumental motivation is too limited, too specific and the satisfaction is clearly economic because students want to use the language as a utilitarian tool. So, for these psychologists integrative motivation is the determinant on students' learning.

... Well, I think so. Students can have both types of motivation, but only one will be stronger than the other one, one will be more important for the student... I think that integrative motivation will be always the strongest one, the determinant... (Ofelia del Carmen Trejo)

... Of course, both can exist. It means either one or the other one, but it is necessary to understand that the integrative one will be the most appropriate and it will guarantee the success to learn a foreign language... (Juan José Rivas)

5. Do you think that it is important for teachers to know as well understand the students' types of motivation in the process of learning English as a foreign language? Yes/No Why?

Both psychologists totally agreed, they thought it is necessary that professors know students' authentic reasons to study the major not only in learning a foreign language but also in any kind of careers. It is important that professors know the degree of motivation of their students since it plays a motivator role. As a result, professors will be able to understand their students' behaviors and attitudes because sometimes students have a huge motivation to become a professional but a low motivation to study.

By being aware of that, professors will be able to guide, to motivate and to stimulate students in order to get their goals. The types of motivation vary in each student, some of them have authentic reasons to learn the language but others have wrong reasons, for example: to choose Modern Languages major because Mathematics is not in the curriculum. Nevertheless, in the process teachers contribute so that students find out other motives to learn a foreign language.

Summarizing, it is important for professors to know and understand their students' types of motivation so that the formers can create a more comfortable atmosphere in their classrooms. They are in charge of guiding learners, helping to increase students' motivation and achieving their goals.

V. DISCUSSION OF RESULTS

This study was carried out at the Foreign Languages Department of the University of El Salvador during semester II-2013. The major findings concerning the role of Integrative Motivation and Instrumental Motivation in the process of learning English as a foreign language among third-year students from Modern languages Major and which of those types of motivation predominate the most among them are the following:

First, third-year students had both Integrative and Instrumental Motivations, the Instrumental one being the predominant between them. Even though the findings demonstrated both types of Motivation had the same range, Instrumental Motivation got a higher score in that same range. These results can be compared with the opinions of the professors and psychologists². On the one hand, professors considered that students can have both types of Motivation but the Instrumental one will be always on the top. On the other hand, psychologists also agreed that both motivations play an important role in students' language learning but the Integrative one will be always the most predominant.

Second, these students showed a high motivation to learn the English language. It was found that the intrinsic motivation they had was a powerful force that pushed them to get their goals. As professors and psychologists agreed, highly motivated students work harder, perform better and learn easier than those who are not motivated. However, in spite of the high motivation of third-year students, it was found that their attitude towards their own learning was low since they lacked self-confidence and trust on their own skills. As psychologists said, when a student lacks self-esteem and motivation, the process of learning English or any goal becomes harder and tedious.

Third, third-year students' attitude towards their professors was positive, which means teachers were doing an excellent job in their classes. According to psychologists, professors have a huge impact on students' learning and because of that they should know and understand students' behavior towards the language learning. If students lack motivation, professors are in charge of motivating and stimulating them to pursue their

² These professors were part of the professors' staff of the Foreign Languages Department and the psychologists were from the Psychology Department at the University of El Salvador.

goals. It is also important to mention that the students showed a good attitude towards their peers and courses. As professors said, a comfortable atmosphere between teachers and students generates a strong desire to learn, so when students get along with their partners their performance also improves positively.

Fourth, the conditions of the teaching resources was not totally adequate to fulfill students' needs; they expressed being uncomfortable with the teaching resources (material, furniture, classroom, etc). A low attitude towards the teaching resources could be an important element of low motivation as professors and psychologists believed. Finally, the attitude towards the English language and the English-speaking culture shows that those students enjoyed getting involved in all the activities that English comprises. Due to that, psychologists considered that integrative motivation will be always the predominant since it involves integrating students themselves into the community of the target language.

Based on these findings, the research group agrees with what theorists say regarding the research problem. The type of student's motivation always depends on the context and the situation in which the language is learned, but also it is important for students be intrinsically motivated in order to learn any foreign language. Even though some researches have shown that integrative motivation sustains long-term success, the instrumental one is also important. As it was found at the Foreign Languages Department of the University of El Salvador, third-year students had both types of motivation and even intrinsic motivation, being the instrumental one the predominant one, but not significantly higher than the integrative and intrinsic motivations.

VI. CONCLUSIONS

After conducting this research at the Foreign Languages Department of the University of El Salvador during semester II-2013, the research group realized that Integrative Motivation and Instrumental Motivation are an important component in learning a foreign language. Evidently, these types of Motivation play a significant role in third-year students learning English as a foreign language. Both of them offer students different reasons to learn English; although, the decision just depends on students' personal goals.

As Brown said, the type of motivation students have will always depend on the context or the situation in which the language is taught. It seems that in El Salvador most people learn English with utilitarian purposes either to get a good job or to improve their professional careers. By knowing that, it is not surprising that third-year students from Modern Languages Major of the Foreign Languages Department of the UES were more instrumentally motivated than integrative motivated.

However, it could be observed that those students besides having integrative and instrumental motivations, they also had Intrinsic Motivation, which was an important finding because it means that they had strong motivation to learn the language. As professors from the Foreign Languages Department said "Students come to this Department to study English with the idea not only of getting future outcomes but also improving their personal lives.

It was also found that third-year students had positive attitudes towards their professors, peers, courses and the English-speaking culture; and negative attitudes towards their own learning and the teaching resources. So, these negative findings could be a relevant factor which causes students lose interest in their studies and have failures.

Furthermore, knowing the opinions of professors and psychologists allowed the researchers to understand the problem better which helped develop the study in the right way. It can be concluded that Integrative and Instrumental Motivations are important key factors in English language learning. Both of them and even Intrinsic Motivation are

present in third-year students' language learning, but those students were more instrumentally motivated.

However, the results of this study cannot be generalized since the number of participants was a small sample size comparing the FLD population. So, for future studies it would be advisable to take into consideration the whole third-year students' population or the entire Modern Languages major students population to have more reliable and representative results since the role of Integrative and Instrumental Motivation is an interesting and relevant problem to investigate in the process of learning any foreign language.

In summary, this study was conducted to provide some insights into the role of Integrative and instrumental motivations and the type of motivation which predominated the most among third- year students from Modern Languages major of the Foreign Languages Department at the University of El Salvador. Also, the study provided useful knowledge and information for the Department in order to improve the English language learning.

VII. RECOMMENDATIONS

Based on the findings of this study, some recommendations are given in order to keep students motivated in the process of learning English as a foreign language since students with an adequate motivation learn more easily than those who are not motivated. By making use of these suggestions, the learning of English will become enjoyable and interesting to students.

- A. To create an appropriate class environment in the classrooms related to the subject taught, in order to increase unconsciously students' attitude towards the English learning process.
- B. To keep academic group-activities in which students socialize among them that would generate a comfortable atmosphere of friendship and respect.
- C. To adopt effective teaching-techniques by taking into account technological devices that nowadays are being used. Students could take advantage and make use of them in order to increase their motivation and to have a better performance in the process of learning English.
- D. To make students aware of the importance of the content that every single subject in English has in order to be knowledgeable and become a proficient English language learner and user.
- E. To encourage students to reach their goals by making them to understand the numerous advantages of speaking English, such as to get better job opportunities, to have access to higher education, among others.
- F. To promote more cultural interchanges in which students could be in contact with native speakers to stimulate them to master the language.

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IX. APPENDICES

- A. APPENDIX 1.** Letter for the Academic Administration of the School of Sciences and Humanities
- B. APPENDIX 2.** Population of third-year students from Modern Languages major
- C. APPENDIX 3.** Letters for professors
- D. APPENDIX 4.** Questionnaire for students
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A. APPENDIX 1. Letter for the Academic Administration of the School of Sciences and Humanities

Ciudad Universitaria, 16 de Agosto de 2013

**Ingeniera Carolina Magaña
Administradora Académica
Facultad de Ciencias Humanidades
PRESENTE.**

Estimada Ingeniera Magaña, reciba los más cordiales saludos y éxitos en sus labores.

Nosotras, **Cristina Iveth Hernández López con Carné HL07012, Marta Azucena Álvarez AA06122 y Wendi Martina Solís Quijada SQ07005**; a usted con todo respeto le exponemos lo siguiente: somos integrantes de un grupo de Trabajo de Graduación inscrito en el ciclo I-2013 de la Licenciatura en Lenguas Modernas, cuya asesora es **MAT. Rhina Franco Ramos** y nos encontramos desarrollando nuestro trabajo de investigación, el cual contempla el siguiente tema **“A DIAGNOSIS OF THE ROLE OF INTEGRATIVE AND INSTRUMENTAL MOTIVATION IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE ON STUDENTS OF THE COURSE OF READINGS AND CONVERSATION I, DURING SEMESTER II-2013”**, dicho estudio se realizará en el presente ciclo (ciclo II-2013).

Es por ello, que solicitamos de su valioso apoyo con el fin de autorizar que nos sea proporcionada información sobre cuanta es la población de alumnos inscritos en el Departamento de Idiomas que cursan el tercer año de Lenguas Modernas, además, cuántos son los estudiantes inscritos en la asignatura de Lectura y Conversación I, especificados por grupo. No omitimos manifestarle que la asesora está de acuerdo con esta iniciativa de recabar información y sobre todo que los fines de sus usos son legales, eminentemente confidenciales y estrictamente académicos.

Sin más que agregar por el momento, solo agradecer de antemano la atención que presta a esta petición y en espera de una resolución favorable.

Atentamente.

VoBo. MAT. Rhina Franco Ramos.



Iris Rodas

B. APPENDIX 2. Population of third-year students from Modern Languages major

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
ADMINISTRACION ACADEMICA

*ALUMNOS EN TERCER AÑO
LIC. EN LENGUAS MODERNAS*

PROMEDIO	115
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C. APPENDIX 3. Letters for professors

Ciudad Universitaria, 09 de Septiembre de 2013

Estimado docente
Departamento de Idiomas Extranjeros
PRESENTE.


Estimado docente, reciba los más cordiales saludos y éxitos en sus labores.

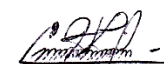
Nosotras, **Cristina Iveth Hernández López con Carné HL07012, Marta Azucena Álvarez AA06122 y Wendi Martina Solís Quijada SQ07005**; a usted con todo respeto le exponemos lo siguiente: somos integrantes de un grupo de Trabajo de Graduación inscrito en el ciclo I-2013 de la Licenciatura en Lenguas Modernas, cuya asesora es **MAT. Rhina Franco Ramos** y nos encontramos desarrollando nuestro trabajo de investigación, el cual contempla el siguiente tema **“A DIAGNOSIS OF THE ROLE OF INTEGRATIVE AND INSTRUMENTAL MOTIVATION IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE ON THIRD-YEAR STUDENTS, DURING SEMESTER II-2013”**, dicho estudio se realizará en el presente ciclo (ciclo II-2013).

Es por ello, que le solicitamos su valioso apoyo con el fin de permitirnos administrar un cuestionario a sus alumnos, ya que ellos han sido seleccionados como muestra para el desarrollo de nuestra investigación. No omitimos manifestarle que nuestra asesora está de acuerdo con este proceso de recolección de datos y sobre todo que los fines de sus usos son legales, eminentemente confidenciales y estrictamente académicos.

Sin más que agregar por el momento, solo agradecer de antemano la atención que presta a esta petición y en espera de una resolución favorable.

Atentamente,


VoBo. MAT. Rhina Franco Ramos.


Cristina Hernández
Representante del grupo

Vo.Bo.
RW
11-Sept-2013
12:21 p.m.

Ciudad Universitaria, 09 de Septiembre de 2013

Estimado docente
Departamento de Idiomas Extranjeros
PRESENTE.

Estimado docente, reciba los más cordiales saludos y éxitos en sus labores.

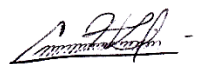
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Es por ello, que le solicitamos de su valioso apoyo con el fin de permitirnos administrarle un cuestionario relacionado con el desarrollo de nuestra investigación. No omitimos manifestarle que nuestra asesora está de acuerdo con este proceso de recolección de datos y sobre todo que los fines de sus usos son legales, eminentemente confidenciales y estrictamente académicos.

Sin más que agregar por el momento, solo agradecer de antemano la atención que presta a esta petición y en espera de una resolución favorable.

Atentamente,


VoBo. **MAT. Rhina Franco Ramos,**


Cristina Hernández
Representante del grupo

D. APPENDIX 4. Questionnaire for students



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE LENGUAS EXTRANJERAS
CUESTIONARIO PARA ESTUDIANTES DE 3° AÑO**

Respetados estudiantes:

A través de este cuestionario, se espera conocer algunos aspectos relacionados a tu experiencia en el proceso de aprendizaje de lenguas extranjeras, -especialmente Inglés-. Las respuestas serán anónimas. Además, se analizarán discretamente y se utilizarán específicamente con fines académicos. Por esa razón, te pedimos que respondas honestamente a todas las preguntas. Recuerda que no hay respuestas incorrectas, lo que nos interesa es tu opinión.

Gracias por tu valiosa contribución.

Objetivo:

- ✓ Encontrar el rol de la Motivación Integrativa e Instrumental en el proceso de aprendizaje del Inglés como lengua extranjera en los alumnos de tercer año de la Licenciatura en Lenguas Modernas, del Departamentos de Idiomas Extranjeros de la Universidad de El Salvador, durante el ciclo II-2013.

PARTE 1. INFORMACIÓN PERSONAL

Instrucciones: Por favor, completa esta sección con las respuestas apropiadas (Esta información es necesaria e importante para este estudio).

EDAD: _____

GÉNERO:

FEMENINO: _____ MASCULINO: _____

ESTADO CIVIL:

SOLTERO(A): _____ CASADO(A): _____

DE ASIGNATURAS INSCRITAS EN ESTE CICLO: _____

PARTE II. ¿POR QUÉ ESTAS ESTUDIANDO INGLÉS?

Indica con una (x) el nivel que influye en tu deseo de aprender Inglés.

ESTOY ESTUDIANDO INGLÉS PORQUE	Mucho	Bastante	Regular	Poco	Nada
Me facilitará relacionarme con personas angloparlantes.					
Me gusta la lengua inglesa.					
Me gustaría vivir en un país de habla inglesa.					
Lo necesitaré en mi carrera profesional.					
Me gusta aprender cosas nuevas.					
Lo necesito para mis estudios académicos.					
Me permitirá participar mejor en actividades de otras culturas.					
Es interesante aprender lenguas extranjeras.					
Me permitirá ser una persona mejor instruida.					
Me permite comprender y apreciar mejor la literatura, el cine, la música y el arte inglés.					
Es gratificante aprenderlo.					
Me servirá para viajar al extranjero.					

PARTE III. Muestra si estás de acuerdo o en desacuerdo con las siguientes afirmaciones. Indica con una (x) la letra que pertenece a tu opinión.

- | |
|---|
| <p>A. Totalmente de acuerdo
 B. De acuerdo
 C. No sé
 D. En desacuerdo
 E. Totalmente en desacuerdo</p> |
|---|

	A	B	C	D	E
En clase, me gusta que hablemos tanto en inglés como sea posible.					
Si considero cómo aprendo inglés, puedo decir honestamente que confío en mi suerte o inteligencia, porque no hago mucho esfuerzo para aprenderlo.					
Si ya no tuviera la oportunidad de continuar la Licenciatura en la UES, trataría de seguir en contacto con el inglés en situaciones cotidianas (por ejemplo: leer libros y periódicos, usándolo tanto como sea posible, etc).					
Si estuviera de vacaciones a un país de habla inglesa, preferiría hablar en inglés, si fuera posible.					
Cuando escucho una canción en inglés en la radio, la escucho con atención y trato de entender las palabras.					
En realidad, me interesaría más aprender otro idioma en lugar del inglés si tuviera la oportunidad.					
Realmente, prefiero que el maestro sólo hable inglés en la clase.					
Pienso activamente sobre lo que he aprendido en la clase de inglés.					
Cuando termine la Licenciatura, no continuaré estudiando el idioma.					
Cuando tengo la oportunidad, trato de hablar inglés fuera del aula, platicar con hablantes nativos del inglés, leer libros o ver películas en inglés.					
En la clase de inglés, casi nunca participo.					
Me interesa hablar el inglés muy bien.					

PARTE IV. Señala con una (x) el grado en el que estás de acuerdo con las siguientes afirmaciones.

- | |
|-----------------------------|
| A. Totalmente de acuerdo |
| B. De acuerdo |
| C. No sé |
| D. En desacuerdo |
| E. Totalmente en desacuerdo |

	A	B	C	D	E
En general, soy capaz de aprender idiomas.					
Me doy cuenta de que mi nivel de inglés es cada vez mejor.					
A veces, no entiendo las tareas en inglés.					
Me pongo nervioso(a) cuando tengo que decir o hacer algo en la clase de inglés.					

PARTE V. Señala con una (x) el nivel en el que estás de acuerdo con las siguientes afirmaciones.

- | |
|-----------------------------|
| A. Totalmente de acuerdo |
| B. De acuerdo |
| C. No sé |
| D. En desacuerdo |
| E. Totalmente en desacuerdo |

	A	B	C	D	E
Mi profesor/a es una persona agradable.					
Mi profesor/a da suficiente retroalimentación (feedback).					
Mi profesor/a no es paciente.					
Mi profesor/a explica normalmente bien /con claridad.					
Mi profesor/a no deja tareas relacionadas con lo estudiado en clase.					
Mi profesor/a no es organizado/a.					

A continuación, encontrarás una serie de palabras opuestas relacionadas a tu curso y a tu grupo de compañeros. Muestra con una (x) el espacio que está más cerca a tu opinión.

MI GRUPO ES

Tolerante		Intolerante	
Poco colaborativo		Colaborativo	
Bueno		Malo	
Unido		Desunido	
Antipático		Simpático	

MI CURSO ES

Útil		Inútil	
Difícil		Fácil	
Divertido		Aburrido	
Bueno		Malo	
Interesante		Aburrido	

ENTORNO

Indica con una (x) la puntuación que le das a los siguientes aspectos, según la función didáctica.

	Muy bueno	Bueno	Regular	Malo	Muy malo
El libro/ dossier.					
El material didáctico disponible (pizarra, PC, retroproyector, reproductor de CD, etc.)					
La cantidad de estudiantes.					
El mobiliario.					
El aula (tamaño, luz, temperatura, distribución, etc.)					

PARTE VI. LENGUAS EXTRANJERAS

Marca con una (X) el espacio que mejor represente tu opinión.

- | |
|---|
| <p>A. Totalmente de acuerdo
 B. De acuerdo
 C. No sé
 D. En desacuerdo
 E. Totalmente en desacuerdo</p> |
|---|

	A	B	C	D	E
Para mí no es tan importante saber otra lengua aparte de mi lengua materna.					
Estudiar un idioma extranjero es una experiencia que disfruto.					
Si visito un país extranjero por un corto período de tiempo, no es realmente necesario hablar el idioma de la gente nativa.					
Me gustaría aprender varios idiomas extranjeros.					
Prefiero leer literatura extranjera en español que en su versión original.					
No creo que sea necesario aprender lenguas extranjeras en todas las licenciaturas. Debería ser opcional.					
Me gustan los idiomas extranjeros.					
Prefiero hablar con extranjeros que viven en mi país en español, aunque hable su idioma.					
Si planificara vivir en otro país por un corto período de tiempo, haría un gran esfuerzo por aprender su idioma nativo (lengua).					
Me gustaría hablar otro idioma extranjero perfectamente.					

EL INGLÉS Y LA CULTURA ANGLOFÓNA

Ahora, encontrarás una serie de palabras opuestas en las que tienes que elegir la más cercana a tu opinión. Indica tu elección con una (x).

En general, el mundo angloparlante parece ser

Conservador		Progresista	
Interesante		Aburrido	
Avanzado		Atrasado	
Hostil		Acogedor	

En general, el idioma Inglés parece ser

Útil		Inútil	
Difícil		Fácil	
Importante		Irrelevante	
Agradable		Desagradable	

En general, las personas de habla inglesa son

Intolerantes		Tolerantes	
Simpáticos		Antipáticos	
Apasionados		Fríos	
Descorteses		Corteses	

CULTURA ANGLOFÓNA

Muestra con una (x) cuanto te gusta o estás interesado(a) en los siguientes aspectos de la cultura anglófona.

ME GUSTA/ESTOY INTERESADO (A) EN	Mucho	Bastante	Regular	Poco	Nada
Las Costumbres (estilos de vida: comida, ropa, horarios, etc.)					
Las Tradiciones (fiestas, ritos, celebraciones, etc.)					
La Religión y las creencias					
La Moral (valores, reglas, leyes, etc.)					
El Arte (pintura, escultura, arquitectura, etc.)					
La Literatura					
La Música					
El Cine					
El Desarrollo Económico e Industrial					
La Ciencia					

Gracias por tu valiosa contribución...!

E. APPENDIX 5. Questionnaire for professors



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT
QUESTIONNAIRE FOR PROFESSORS

Objective:

- ✓ To find out the role of Integrative and Instrumental Motivation in the learning process of English as a foreign language on third-year students of Modern Languages major, from the Foreign Language Department at the University of El Salvador, during semester II-2013.

DEFINITIONS

- ✓ **Integrative Motivation:** Students learn a particular foreign language because they are interested in the people and culture represented by the target language. It means students have the desire to be part of a recognized or important community or society that speaks the foreign language.
- ✓ **Instrumental Motivation:** Students learn a language with a more utilitarian purpose, such as applying for a well-paid job or achieving higher social status.

Instruction: Please, answer the following statements.

1. What is Motivation for you? _____

2. Do you think that motivation is a crucial factor in learning a foreign language?

Yes ___ No ___ Why? _____

3. In your opinion, which type of motivation (whether integrative or instrumental motivations) plays a more important role in the process of learning a foreign language? Why?

4. Do you think that students could have both types of motivation? Yes___ No___
Why?_____

5. Do you know any other types of Motivation? _____
Could you explain them? _____

6. Do you think that it is important for professors to know as well as understand the students' types of motivation in the process of learning English as a foreign language?

Yes___ No___

Why?_____

F. APPENDIX 6. Backgrounds of psychologists

1. JUAN JOSÉ RIVAS QUINTANILLA

He is a psychologist and teacher from the Psychology Department of the University of El Salvador. He got a degree in Psychology and a Master's in Psychology on "Dificultades en la Niñez y Adolescencia, Diagnóstico en intervención con enfoque clínico-psicopedagógico" at the University of Barcelona, Spain in 2003. Moreover, he has experience on "Profesiográfica," which consists on applying a test to middle and high school students in order to guide them to choose what to study at a college level.

He started working at the Psychology Department of the University of El Salvador in 1979. At the beginning, he taught Social Psychology, Communitarian Psychology and Mental Health Psychology. Then in 2009, he collaborated with the Foreign Languages Department by teaching a Psycho-pedagogy course. Nowadays, he continues teaching subjects related to Psychology (General Psychology, Basic Neurology and Communicational Psychology) at the University of El Salvador.

2. OFELIA DEL CARMEN TREJO ESCOBAR

She is a psychologist and teacher from the Psychology Department of the University of El Salvador. She got a degree on Psychology at the University of El Salvador in 1993, and a Master's in Psychology on "Dificultades en la Niñez y Adolescencia, Diagnóstico en intervención con enfoque clínico-psicopedagógico" at the University of Barcelona, Spain in 2003. Also, she has participated in some seminars such as Bullying, Autism, Assist children that live on streets sponsored by Secretaría de la Familia in 2012.

She has worked as a teacher at the Psychology Department of the University of El Salvador since 1994. At first, she taught Human Development and Psycho-pedagogy. While working at the University of El Salvador, she also cooperated with the Universidad Evangélica teaching the following subjects: Development Psychology, Psycho-pathology of children and adolescents and Graduation Seminar.

Currently, she is teaching Student Diagnosis and Psycho-therapy, and Psychology Practice in the teaching field at the same Department of the University of El Salvador.

G. APPENDIX 7. Interview for psychologists



UNIVERSIDAD DE EL SALVADOR FACULTAD DE CIENCIAS Y HUMANIDADES DEPARTAMENTO DE LENGUAS EXTRANJERAS ENTREVISTA A PSICÓLOGOS

Objetivo:

- ✓ Encontrar el rol de la Motivación Integrativa e Instrumental en el proceso de aprendizaje del inglés como lengua extranjera en los alumnos de tercer año de la Licenciatura en Lenguas Modernas, del Departamento de Idiomas Extranjeros de la Universidad de El Salvador, durante el ciclo II-2013.

TÉRMINOS

- ✓ **Motivación Integrativa:** Los estudiantes aprenden un idioma extranjera en particular porque están interesados en la gente y la cultura representada por el idioma. Esto significa que ellos tienen el deseo de ser parte de una comunidad/sociedad reconocida o importante que habla el idioma extranjera.
- ✓ **Motivación Instrumental:** Los estudiantes aprenden un idioma con un propósito más utilitario, por ejemplo: aplicara un puesto de trabajo bien remunerado o lograr un mejor estatus social.

1. ¿Qué es la Motivación para usted?
2. ¿Piensa usted que la Motivación es un factor importante en el aprendizaje de un idioma extranjero? Sí___ No___ ¿Por qué?
3. En su opinión, ¿cuál tipo de motivación (ya sea Integrativa o Instrumental) juega un papel más importante en el proceso de aprendizaje de un idioma extranjero? ¿Por qué?
4. ¿Piensa usted que los estudiantes pueden poseer los dos tipos de Motivación? Sí___ No___ ¿Por qué?
5. ¿Considera usted importante que los profesores conozcan y al mismo tiempo entiendan el tipo de Motivación de los estudiantes en el proceso de aprendizaje de un idioma extranjero? Sí ___ No___ ¿Por qué?

H. APPENDIX 8. Answers of the questionnaires for professors

Questions	Francisca Aguillón	Odir Mendizábal	René Hernández	Nicolás Ayala	Ricardo Garay	Miguel Carranza
1. What is Motivation for you?	It's the feeling we have (it pushes us) in order to accomplish goals (our goals)	The eager desire to do something normally positive towards the learning or acquisition of a foreign language.	It is the driving force that makes us do things.	It's the inner drive that makes you move towards achieving your goals; besides, the context or surroundings may also serve the same purpose: it can be classified as intrinsic, extrinsic, integrative or instrumental motivation.	It is the force that drives you to behave in a particular way to get a specific goal.	Internal desire to achieve something.
2. Do you think that motivation is a crucial factor in learning a foreign language? Yes/No Why?	Yes. Without it there's no sense to get in to the process.	Yes. Because 80% of successful students prove that motivation was the key for them to be multilingual students.	Yes. It may determine if a student is successful or not. A highly motivated student works harder and learns more easily than those who are not motivated.	Yes. It makes move and progress in achieving your goals.	Yes, because what I said in the answer # 1.	One of the most crucial elements. There are others too.
3. In your opinion, which type of motivation (whether integrative or instrumental motivation) plays a more important role in the process of learning a foreign language? Why?	The instrumental one, because students focus on the future incomes or continuous educations	Both, they're interested in learning both languages because as a result they have the advantage of mastering 3 languages that opens for more job opportunities.	Both, it depends on the reason why a person is studying the language and motivated they are. If one really wants to get a job or if someone really wants to be able to be part of a community of speakers. This person will do what it takes to achieve that.	Both of them help in learning a second language; and whether one is better than the other would depend on the individual's goals. If you want to get a job, a promotion..... instrumental motivation would work; and if you want to move out of the countries and become part of that culture, integrative motivation would work.	Instrumental. In the FLD, the majority of students come to learn English or French to get a job here or in another country in the near future. They look at the learning of a foreign language as a way to improve the conditions of their family and themselves.	It depends on the types of learners you are talking about. Teenagers may use different type of motivation to that used by professionals.

<p>4. Do you think that students could have both types of motivation? Yes/ No Why?</p>	<p>Yes. Well, some students who are pretty smart want to be recognized by their academic skills, and they want to be good at speaking a foreign language.</p>	<p>Yes. See question number 3.</p>	<p>Yes. See previous answer.</p>	<p>Yes. It might be that someone is planning to get a job right after graduating, and later, will travel to a foreign country.</p>	<p>Yes. Why not.</p>	<p>Yes. But both types are important in language learning.</p>
<p>5. Do you know any other types of Motivation? Could you explain them?</p>	<p>No answer.</p>	<p>No.</p>	<p>Yes, extrinsic-intrinsic. Extrinsic motivation comes from outside the person and Intrinsic motivation comes from within the person.</p>	<p>Yes. Intrinsic and extrinsic motivation. - Intrinsic motivation: your inner drive that moves you forward achieving your goals. - Extrinsic motivation: the environment, classroom, audio-visual aids, teachers.</p>	<p>No.</p>	<p>No.</p>
<p>6. Do you think that it is important for teachers to know as well as understand the students' types of motivation in the process of learning English as a foreign language? Yes/No Why?</p>	<p>No. I think it's a private thing.</p>	<p>Yes. Because it would be easy for us as teachers to lead the students to their force, motivation and interest.</p>	<p>Yes. To be able to motivate (externally) those students who lack internal motivation.</p>	<p>Yes. Because after times teachers just care about the specialty (mastering and teaching the subject matter) but neglect motivating/stimulating students' desire/thirst for learning and giving them a sense of direction for using acquire knowlegde once they graduate, once they get their B.A.</p>	<p>Sure. Teachers as well as administrators of the different majors that the FLD should know why students come to here.</p>	<p>Yes. Teachers can motivate learners to do or achieve something. Particularly, it is helpful to motivate those students who are not interested for the learning.</p>

I. APPENDIX 9. Transcriptions of the interviews for psychologists

1. Juan José Rivas Quintanilla's Interview

Interviewer: Bueno, tengan muy buenas tardes. Mi nombre es Marta Azucena Álvarez. En esta ocasión estoy con el licenciado en psicología, eh, Juan José Quintanilla, y a la misma vez docente, verdad, del departamento de Psicología.

Licenciado en esta ocasión, verdad, bueno, quisiera de su ayuda, y para ello, verdad le solicito que me colabore, eh, en responderme las siguientes preguntas; más que todo es con el objetivo de encontrar el rol de la motivación de la integrativa e instrumental en el proceso de aprendizaje, eh, del idioma inglés como lengua extranjera, en los alumnos de tercer año de la Licenciatura en Lenguas Modernas.

¡Buenas tardes licenciado!

Interviewee: ¡Buenas!

Interviewer: La primera pregunta, licenciado, es: ¿Qué es la motivación para usted?

Interviewee: Bueno, así en términos pequeños es la activación en el sujeto, pues, para realizar una acción. Es decir, es todo aquello que me provoca, que me impulsa a actuar, a hacer algo. Entonces, me activa, es ese móvil, es ese motivo, que ese, ese deseo, pues que me hace actuar, pues para realizar una acción. Entonces es una activación, eh, en el sujeto para realizar una acción de índole académica, de índole deportiva, de índole, como estábamos diciendo, etc, etc, bueno.

Interviewer: si, verdad, bueno en este caso, es considerado como algo bastante importante en el aprendizaje de un idioma extranjero. ¿Lo considera de esa manera Lic. Quintanilla?

Interviewee: Pues, claro. Es obvio, pues que si no hay motivación, eh, no me siento impulsado a hacer aquello verdad. Es un factor importante, pues para, para el aprendizaje, pues porque el estar motivado hacia el aprendizaje de un idioma extranjero, me impulsa, me

excita, a hacer eso; es decir, a aprender, o a estudiar un idioma extranjero. Si no está esa motivación, pues muy difícilmente voy a estudiar, o fácilmente se pelea, pues como las explicaciones que les daba anteriormente. O fácilmente se pelea, pues como otros motivantes, pues que predominan más; porque éste está muy disminuido, o no exista la motivación. O cómo vamos a explicar más despuesito, pues, más factores externos, pues, y no internos que se están exhibiendo en la motivación hacia un idioma.

Interviewer: ¡Ok. Muchas gracias! Eh, bueno como usted ha visto, nosotros estamos retomando el factor, bueno, en este caso la motivación integrativa e instrumental. ¿Considera usted de que alguna de ellas juega un papel más importante o las dos, pues pueden ir de la mano, en el aprendizaje de un idioma extranjero?

Interviewee: Bueno, obviamente, se dan de la mano, pero porque se dan las dos, verdad; pero de más importancia, pues tiene que ser la intrínseca. Porque quizás con la pregunta anterior, me faltaba expresarles esto, verdad. Que es una activación al hacerlo, pues, se mueve por objetivos e intereses. Entonces, aquí con la situación de la, esta doble motivación va a depender, entonces como está configurada esos objetivos, eso intereses; entonces ¿por qué? porque se va a crear esa una disposición, disposición a la acción. Voy accionara través de estos intereses o de estos objetivos. ¿Disposición a qué? A aprender en este caso que, a aprender un idioma extranjero, verdad. Es decir a tener deseos, de tener pasiones, a tener integraciones, metas. Entonces, al hablar de una motivación intrínseca, es más importante que la integrativa, para ustedes.

Es más importante porque quiere decir que esos objetivos, todo eso que me impulsa, eso intereses, esos deseos, esas metas, están dentro de mí y no están fuera de mí. Eso es lo que hace la diferencia de una motivación instrumental o extrínseca, está afuera, está afuera de mí. Entonces, como que yo diría “Yo voy a estudiar un idioma extranjero porque mis padres quieren que yo haga eso”. O yo voy a estudiar eso porque ahí está mi novio, ahí está mi novia, pues está estudiando eso, verdad. O por, porque, o cuando estoy estudiando el idioma pues me preocupa más, o me motiva más, me influencia más, me predispone más una acción como la nota” ; porque vámonos dándonos cuenta que la nota, pues me permite, eh, sí o no ganarnos una asignatura, verdad entonces. Entonces, pero si yo le pongo a esa motivación extrínseca por nota. Por eso como yo les decía, yo copio, yo pirateo, voy que

me vayan chineando los grupos, que ellos trabajen y sólo que me pongan en los trabajos, verdad. Entonces, una extrínseca no, perdón, una intrínseca, una intrínseca o integrativa esa va a hacer que yo le apueste al aprendizaje. ¿Por qué? Porque la verdadera motivación que me está dando es que yo aprenda. Entonces una función en aprender un idioma extranjero de eso va a entender. ¡Ah que tengo que cumplir en sacar buenas notas! Pues obvio; si yo estudio y aprendo la nota va a salir. Pero ven, ese es un motivo, es algo que esta externo. Pero si yo priorizo las notas, entonces yo me voy por otros canales; no aprendo nada, pero la nota también salió, pero salió de manera inapropiada, copiando, por ejemplo. Llevando la copia, copiando al compañero, etc, etc. Y puedo obtener la copia, y puedo obtener la nota, la nota, una buena nota fraudulento. Ahora el efecto se va a dar entonces como se me han impulsado, eh, motivos intrínsecos, pues intrínsecos sí; entonces cuando yo salga, medio se usar ese idioma, medio entiendo. Y a la hora, pues de someterme que yo tengo un cartón que ya tengo el Lic; que el Lic. Es otro externo, verdad, de que es un motivo eh, eh que yo quiero Lic aunque sea de idioma que yo he estudiado y voy a sacar un idioma entonces, pero como no me ha motivado, eh, eh una verdadera motivación de aprenderlo. Entonces voy a salir fraudulento, pero a la hora no soy competente; porque no aprendí. Entonces, ahí es donde se ve la importancia, pues de movernos a través de una motivación intrínseca, menos que la motivación extrínseca o instrumental como ustedes decían, entonces.

Interviewer: Y bueno no sé, verdad ¿Considera usted que algún alumno experimente los dos tipos de motivación en algún momento dado, o siempre va a estar regido por alguna motivación en específico?

Interviewee: Pues, sí. Puede estar por las dos, es decir una o la otra; pero hay que entender que la intrínseca va a ser más como se llama (predominante) más adecuada, más apropiada. Eh, la que garantice mejor el éxito de aprender. Por lo que esta interesante uno de los planteamientos es: “En el aprendizaje dentro de un idioma extranjero”. Alguien puede aprender sólo para chapucear y ver cómo diablos le hago para irme a ese país. Será francés si quiero ir a Francia; será alemán si quiero ir a Alemania; pero es para medio chapucearlo sólo para medio poder pedir comer y todo eso, pues. Pero si yo quiero tener un dominio de ese idioma y para eso voy a sacar una licenciatura; porque es obvio; entonces para qué voy a ir a estudiar sistemas ingeniería en sistemas sólo porque quiero aprender a

escribir en la computadora, para eso voy a un, como se llama, a un cursillo por ahí que puedan dar eso, que en unos meses me dan, ya me dan lo necesario. Así puede ser para medio chapucear un idioma, pues voy a una academia; no me voy a echar cinco años y que todas las... sí, entonces. Pero si yo quiero aprender, entonces eso me lo garantiza, la motivación intrínseca más que la motivación extrínseca. Entonces, hoy quedó claro.

Interviewer: Sí, licenciado, gracias. Bueno, como última pregunta tenemos, verdad. ¿Considera usted importante que los profesores conozcan y a la misma vez entiendan el tipo de motivación de los estudiantes en el proceso de aprendizaje de un idioma extranjero?

Interviewee: Este, obviamente, verdad. Sí, deben, de como dice acá, verdad que los profesores deben entender sobre esta motivación; porque si no, va, por eso es que yo como psicólogo yo les digo eso. Traemos una motivación para ser psicólogos, pero cero motivación para estudiar. Entonces, el profesor debe entender eso y promover esa motivación extrínseca; porque, porque es, es como se llama, una lógica como la que ya dije, no es lo mismo este, saber motivación por algo, eh intrínsecamente porque voy a aprender para eso. Por ejemplo, les hablaba del idioma extranjero. Para psicólogo, pues es igual. La persona, ahí la puede ir pasando con motivos extrínsecos, con motivación extrínseca, ahí va air pasando. Pero lo que quiere es pasar, lo que quiere ser un psicólogo. Lo que quiere ser es un Lic., una Licda., un Lic., una Licda. Entonces no tiene. ¿Pero a qué llega acá, a esta realidad? la conozco más; la realidad de idioma ustedes la conocen ustedes más. ¿Entonces, qué pasa? Ahí van a engrosar el ejército de desempleados. Y apenas sólo son utilizados para trabajitos así, así de pasar encuestas, hoy que vienen las elecciones; chambitas de tres meses, nada más. Pero un buen trabajo no lo encuentran. A no ser, que se metan en algo del gobierno que no pueden hacer lo que deben de hacer, pero ya se metieron, y ahí están ganando la plata sin, sin ganársela, verdad. Es como imagínese, un maestro que no es competente, pero ahí está, en un aula, que los ha fregado a ustedes, y a saber a cuantos más ha fregado, que vienen sin saber nada porque, porque el maestro no sirve. Entonces, el hecho es de cómo el profesor genera la motivación extrínseca que tiene que conocer obviamente de cómo generarla para que el estudiante, pues se motive, para aprender y eso le va garantizando el ser competente. Es más, un profesor no debe motivar al estudiante o desarrollarle, o que, o que se apegue a una forma facilita de. Allá en idioma, probablemente

como aquí, hay profesores, creo, yo sé que se recordaran, ponen en bandeja de la materia, chiche; y ahí el estudiante está feliz. Y reniegan cuando tienen un profesor que les esté exigiendo, pero que no les está exigiendo por exigir, sino que les está exigiendo por aprender. Entonces, eso es importante que ¿es lo que espera el docente o por qué está el docente?. Está pasando el charco ahí, mientras se jubila, ganándose la plata. Pasándose ahí y no le importa cómo. O está interesado, en realmente en su papel de profesor, de enseñar, de transmitir el conocimiento. Para eso, hay que exigir, pues. Y ahí es donde el estudiante debe de entender, si este me exige, yo estoy aprendiendo; éste que no me exige, yo no estoy aprendiendo. Sí, que quiere decir, pues, verdad el que, él actúa de una manera, él va a fortalecer una motivación. En este caso, aquel que llega sólo por cumplir su papel, pero no exige, entonces está desarrollando una motivación extrínseca, y va a renegar el estudiante cuando se topa con alguien que exige. Que se le está dando, que se le está desarrollando la motivación extrínseca, porque él va a entender que “este maitro friega, soca, pero enseña”

Claro un estudiante que sea más de tipo motivación intrínseca, va a demandar eso, y va a querer que así sea. No, porque el otro, que el otro, que sí, yo quiero ser un licenciado, pues. Yo no he venido a que me frieguen, pero tampoco lo que yo quiero es sostener mi título. Entonces, le fomenta ese tipo de motivación. Entonces, en ese sentido, debe de ser muy conoedor, pues, sobre esto de lo que estamos desarrollando. Claro que, que todo eso implica conocerse, intereses, objetivos, metas. Todo eso, pues y obviamente, pues y el que va a estar alrededor de ellos, la atención, la concentración, todo eso. Es decir, todos los fenómenos psíquicos, la parte cognoscitiva que va a estar depositada y desarrollada, pues para ese aprendizaje. Entonces, cuando me están exigiendo, todo eso se me está desarrollando. Pero cuando la exigencia es poco, ¡nombre! si a este maitro, dormido le pasó la materia. Entonces, sí, es necesario que el docente conozca.

2. Ofelia del Carmen Trejo's Interview

Interviewer: Tengan muy buenos días. Mi nombre es Marta Azucena Álvarez; en esta ocasión me encuentro acá con la Licda. Psicóloga Ofelia del Carmen Trejo, docente del departamento de Psicología. Licenciada, como usted sabe verdad, nosotros estamos llevando un estudio eh... del rol de la motivación integrativa, instrumental en los estudiantes de tercer año de Lenguas Modernas. Me gustaría, verdad, comenzar esta entrevista licenciada con la primera pregunta que es: ¿Qué es la motivación para usted licenciada?

Interviewee: Bueno, la motivación es un componente, en primer lugar afectivo de la actividad, verdad. La motivación es la, se, se, se enmarca dentro de lo que sería en el plano afectivo emocional de la actividad del ser humano, eh... ¿por qué afectivo? Porque la motivación es toda aquella energía, todo aquel impulso de carácter emocional que nos lleva, nos conduce hacia el logro de una meta, de un objetivo, de un propósito, verdad, entonces tiene una gran carga afectiva-emocional, porque es ese deseo ese anhelo.

Interviewer: Es el motor principal.

Interviewee: Exactamente verdad, así se define como el motor que nos impulsa hacia el logro, la persecución de un fin, verdad, esa es la motivación.

Interviewer: Si, verdad, es bastante importante, verdad, el rol de la motivación en cada uno cuando queremos abordar digamos eh... queremos alcanzar una meta. Y como segunda pregunta licenciada, tenemos verdad: ¿Qué piensa usted de la motivación? Es un factor importante en el aprendizaje de un idioma extranjero.

Interviewee: Pues definitivamente que sí, como cualquier otro propósito que el ser humano se defina, verdad... este... que es el aprendizaje de otro idioma, verdad, que no es el propio, verdad que implica pues otra gramática, otra fonética, verdad, y otra cultura. Obviamente, pues tiene que el componente motivacional es bien importante porque nos vamos a encontrar con retos, verdad, con la barrera cultural, verdad, lingüísticos entonces que son retos a vencer.

Interviewer: Sí y muchas cosas verdad que se diferencian de nuestro, de nuestro país, de nuestras costumbres.

Interviewee: Así es, y si ante los principales retos u obstáculos o dificultades me dejo vencer, pues no logro, no logro mis propósitos entonces, pues definitivamente, pues para el aprendizaje que de, de un idioma verdad, sí la motivación juega un papel muy importante.

Interviewer: Si muchas gracias licenciada, como tercera pregunta tenemos, acá: en su opinión cual tipo de motivación sea integrativa o instrumental juega un papel más importante en el proceso de aprendizaje de un idioma extranjero?

Interviewee: Pues fíjese que leyendo acá leyendo la clasificación que ustedes planteaban anteriormente verdad, en relación que la motivación integrativa tiene que ver con el aprendizaje de otro idioma más que todo por los aspectos culturales de la gente, verdad del del contexto de otra, de otra sociedad; y que la instrumental más que todo, la motivación instrumental tiene que ver con el aprendizaje de un idioma con un propósito más utilitario que es conseguir un buen trabajo, un ascenso, verdad, esteee...un trabajo más remunerado, mejor un estatus social, dice también, pues yo en lo personal considero de que quizás la, la principal este, tipo de motivación, es la integrativa, verdad, en lo personal pienso de que de el hecho de de que a través de otro idioma, a través de otra lengua poder identificarse, poder conocer otra cultura, otro contexto, otras formas de ser, pensar y sentir, pienso que para mí considero que es la más importante, verdad, la integrativa, sí. Y la otra pues no vamos a decir que no es importante la instrumental verdad, pero, pero yo considero de, de que que es, este como en una segundo plano verdad en un segundo plano, tendría que ser como eh, a mi modo de ver la motivación integrativa.

Interviewer: Ok, entonces sería, en este caso, la integrativa, verdad, muy bien. Y la pregunta número cuatro, licenciada, tenemos que: ¿Qué piensa usted de los estudiantes si pueden poseer los dos tipos de motivación, o no?

Interviewee: Pues yo pienso que sí. Si, lo pueden poseer los dos tipos de motivación pero uno va a ser más fuerte que el otro, uno va a ser más importante para la persona, más significativo que es el que lo va impulsar más. Porque la, la, la motivación

instrumental yo siento la siento muy delimitada, este, muy específica, muy puntual, verdad. Bueno es, yo conozco otro idioma, puedo soy mejor calificado, mi currículum, pues es más fuerte, podría yo optar a un mejor empleo, o un mejor eh, eh puesto, en mi empresa, por ejemplo, verdad, pero eso muy inmediatista, Pero pero la satisfacción pienso yo es más que todo quizás económica, y de estatus, verdad. Este, aunque pueden tener los dos tipos de motivación, pero yo pienso de que, de que siempre la motivación integrativa va a ser la más fuerte, verdad, la más fuerte y, la, la va a ser la, la la determinante, pero si pueden poseer los dos tipos, sí.

Interviewer: Si, muchas gracias licenciada, verdad. Y como pregunta número cinco tenemos: ¿Considera usted importan que los profesores conozcan y al mismo entiendan el tipo de motivación de los estudiantes en el proceso de aprendizaje de un idioma extranjero?

Interviewee: Claro que sí es muy importante, verdad, para un catedrático en general, no solamente en el aprendizaje de un idioma extranjero, sino en cualquier tipo de carrera, es importante. Y en este caso, pues, por supuesto para el maestro que está enseñando otra lengua, otro idioma es importante que sepa que es lo que, que es lo que impulsa al estudiante, verdad, por qué él está ahí, que tan fuerte es su motivación, que es lo que a él lo lleva, verdad a estar ahí. Eh, pienso que sí, es muy importante, pero también es muy importante que el maestro conozca el grado de motivación, verdad de sus estudiantes porque él precisamente, el maestro, juega un papel motivador, verdad, juega un papel motivador. Hay estudiantes que llegan a una carrera con un nivel motivación baja, tal vez porque piensan que esa, este... la mejor alternativa que pudieron escoger entre varios, pero su motivación a lo mejor es muy baja o los motivos no son muy, dijéramos, eh, pertinentes, verdad y el docente al conocer el grado de motivación, al conocer el tipo de motivación, al conocer los motivos, los motivos por los que el estudiante está en está en este caso de un idioma extranjero, le puede ayudar para incrementarlo, incrementar más el nivel de motivación, para impulsarlo, para hacerle ver otro motivos. No solamente por ejemplo ah, a través de este idioma, yo puede trabajar en x lugar. Entonces, el docente puede llegar a ampliar los motivos, verdad, que el alumno tiene. Que no lo vea tan inmediatista, verdad, tan sólo en función de un trabajo, de un salario, una estabilidad laboral, no, hay mucho más allá. Sí, hay mucho más allá. Siempre, el conocer otro idioma, siempre hay un cambio en la

persona, verdad, hay un cambio transformación en la persona, no solamente a nivel cognitivo sino que también a nivel de personalidad, a través de cómo se vea esa asimismo, la persona, verdad. Entonces sí, es importante para el docente conocer el campo el nivel de motivación, como el tipo de motivación, los motivos que tiene.

Interviewer: Si porque en cada alumno verdad.

Interviewee: Varía en cada alumno así es, varía en cada alumno. Y van a haber alumnos más motivados que otros, verdad. Y van a haber también alumnos con los motivos incorrectos, verdad. Por ejemplo, pueda que un alumno diga: “es que yo escogí estudiar Lenguas Modernas porque no se ve matemáticas; verdad, entonces son los motivos incorrectos. O yo lo escogí porque bueno, la verdad porque vine a parar aquí porque en segunda matrícula. Entonces, no, verdad. Tienen que ser los motivos auténticos, verdad para que el estudio que se va a realizar en un periodo tan largo como lo es una licenciatura, o un profesorado, pues sea satisfactorio, lo disfrute la persona, y el aprendizaje sea más significativo; y también los resultados académicos sean buenos, verdad.

Interviewer: Si, y en este caso verdad, si son pocos los motivos que los alumnos tiene, entonces es como alumbrar otros motivos para que el alumno se sienta más motivado, más incentivado.

Interviewee: O puede ser, como le repito, motivos incorrectos. A lo mejor un alumno entra a la carrera de, de por ejemplo de Lenguas Modernas o Licenciatura en Idioma Inglés o profesorado, entra por un motivo incorrecto como es “Ahí no se ve inglés, no se ve matemáticas,” perdón no se ve matemáticas “ahí no se ve matemáticas” motivo incorrecto. Pero en el proceso los docentes, los docentes contribuyen a que el estudiante vaya descubriendo otros motivos. Y realmente, se vaya desarrollando una adecuada motivación hacia esa carrera en particular del aprendizaje de otro idioma. Se va descubriendo se va desarrollando se va desarrollando una motivación más fuerte, verdad.

Interviewer: Así es licenciada. Bueno, en esta ocasión, verdad, no nos resta más que agradecerle por este aporte que nos ha dado desde un punto psicológico en este tema que estamos llevando a cabo. Le agradecemos mucho en esta ocasión por su ayuda licenciada, muchas gracias.