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STUDENTS' MOTIVATION TOWARDS LANGUAGE LEARNING:
CHANGES DURING A FOUR-YEAR-LONG UNDERGRADUATE ENGLISH
PROGRAM

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Students' motivation towards language learning: changes during a four-year-long undergraduate English program

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ABSTRACT**Students' motivation towards language learning: changes during a four-year-long undergraduate English program****Regina Cláudia de Souza Silva****Universidade Federal de Santa Catarina
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Second language learners diverge considerably in their ultimate level of proficiency in the target language. Bearing this fact in mind, researchers in the area of Second Language Acquisition point out that motivation plays a significant role in this process because motivation is responsible for the primary effort students make to learn a second/foreign language and for their persistence in learning this language. Therefore, the present study aimed to examine which factors influence students' motivation and whether it changes or not during an undergraduate English program. The data collection counted on 22 participants of a Brazilian university who were asked to respond a questionnaire during their class time. The results demonstrated that aspects related to the course, the teacher and the group influence motivation making it change after a period of time. Thus, it is important to consider these factors in order to increase students' motivation during their academic life.

Key-words: second language learners, motivation, undergraduate English program

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RESUMO

Students' motivation towards language learning: changes during a four-year-long undergraduate English program

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Os aprendizes de segunda língua divergem consideravelmente em seu nível de proficiência na língua alvo. Levando em conta tal afirmação, pesquisadores da área de Aquisição de Segunda Língua apontam que a motivação tem um papel significativo nesse processo por ser responsável pelo esforço inicial e pela persistência em aprender a segunda língua. Portanto, o presente estudo objetivou analisar quais são os fatores influenciáveis na motivação dos estudantes e se há uma mudança na motivação durante o curso de graduação em inglês. A coleta de dados contou com 22 participantes de uma universidade brasileira os quais responderam um questionário em seu período de aula. Os resultados mostraram que aspectos relacionados ao curso, aos professores e ao grupo influenciam na motivação fazendo com que ela varie depois de algum tempo. Assim, é importante considerar tais fatores no intuito de promover um aumento na motivação dos estudantes durante sua vida acadêmica.

Palavras-chave: aprendizes de segunda língua, motivação, curso de graduação em inglês
Número de palavras: 148

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1. Introduction

Learning a first and a second/foreign language¹ are two processes in which individuals vary enormously. While the level of achievement in L1 (first/mother tongue²) is similar among native speakers, L2 (second/foreign language) learners considerably diverge in their ultimate level of proficiency (Ellis, 2004). Bearing this fact in mind, researchers in the area of L2 learning point out that Individual Differences (IDs henceforth) play a major role in this process. According to Ellis (2004) factors such as language aptitude, learning style, motivation, anxiety, personality, learner beliefs and learning strategies can be considered sources of individual differences. Moreover, although all these factors have a certain influence in L2 learning, Dörnyei (2005) claims that motivation is one of the most important factors among them because it is responsible for the primary effort students make to learn a second/foreign language and for their persistence in learning it. Gardner and other theoreticians also found that motivation has internal and external sources.

Gardner's (1985) socio-educational model of motivation brings up integrative and instrumental aspects of motivation. Integrative motivation refers to learners' desire to be integrated into the target language community whereas instrumental motivation refers to more practical reasons for learning an L2, for example, applying for a job. Further studies have found that motivation has intrinsic and extrinsic bases (Noels, Pelletier, Clément, & Vallerand, 2000) and that it is also dynamic (Dörnyei, 2001) changing from day to day or

¹ Second language refers to any language that is learned after the mother tongue, and it generally comprises the learning of a nonnative language in the environment in which that language is spoken (e.g., German speakers learning Japanese in Japan). On the other hand, foreign language refers to the learning of a nonnative language in the environment of one's native language (e.g., Brazilian speakers learning English in Brazil). (Gass & Selinker, 2008).

² Mother tongue: refers to the first language a person learns, also called native language. (Gass & Selinker, 2008).

even from task to task. Ellis (2004) says that students can be motivated in the beginning of a language course and unmotivated at the end of it and that the opposite can also happen.

Studies like the ones previously mentioned have been conducted in the last ten years in an attempt to characterize what keeps learners motivated and, then, to use these findings to maximize their success in learning an L2. Thus, although the present study also attempts to characterize motivational factors, its importance relies on the context of investigation, that is, it attempts to explore the issue of motivation in a population of Brazilian university students of English as a L2.

Two research questions derived from the discussion presented above: 1) Which factors influence Brazilian university students' motivation? 2) Does their motivation change during the undergraduate program?

In an attempt to answer both questions, the present study intends to identify – based on Dörnyei's (1994) motivational components to specific learning situations – some of the aspects that have influenced the motivation of students of the Letras Program during their academic life. Taking into consideration that learners' motivation can change over time, the research will also investigate whether their motivation has changed or not over this period.

For the current purposes, a brief summary of Individual Differences (Dörnyei, 2005; Ellis, 2004; Gardner 2007), the main theories about motivation in the area of Second Language Acquisition (Dörnyei, 1998, 2000; Gardner, 1985), some relevant empirical studies about the topic (Gan, Humphreys, & Hamp-Lyons, 2004; Huang, 2008; Littlejohn, 2008; Ribas, 2009) will be presented and, finally, the research itself with its respective results will also be detailed in the remaining of this paper.

2. Review of literature

Before talking about motivation itself, it is important to clarify its concept in the field of Second Language Acquisition. Thus, firstly, this section will briefly focus on Individual Differences which are seen to have some impact on the process of L2 learning, and secondly, it will provide a concise overview on how motivation has been seen and studied over time. This overview will be followed by recent empirical studies realized in the last ten years.

2.1 Individual Differences

Taking into account that learners vary considerably in learning a second/foreign language, there have been attempts (Ellis, 2004; Fillmore, Kempler, & Wang, 1979) to explain which factors are responsible for this variation. In his study, Ellis (2004) considered only the differences related to cognitive and affective factors, which according to him lie inside the learner, setting aside those differences related to social factors. He characterized as Individual Differences the following components: intelligence, language aptitude and memory (considered as abilities or cognitive capabilities for language learning), learning style, motivation, anxiety, personality and willingness to communicate (considered as propensities or cognitive and affective qualities to language learning), learner beliefs (considered as learner cognitions about L2 learning), and finally, learning strategies (considered as learner actions). He concluded that a theory is needed in order to explain how ID influence both the success and the process involved in learning a L2.

Gardner (2007), on the other hand, investigated the role that Individual Differences play in L2 language learning in terms of history, their major contributions and current research. He focused on four classes of variables which have received more attention over the

years in the research literature. Another reason for choosing language aptitude, attitudes and motivation, language anxiety and language-learning strategies to work with is that they can be linked theoretically as well as empirically to L2 achievement. As a result, he found that each of these variables is somehow related to the achievement of a second/foreign language.

In another study, considering Individual Differences in relation to how they affect language learning success, Dörnyei (2005) affirmed that motivation followed by language aptitude are the most important determinants in L2 learning final achievement. This statement reinforces the idea that in old times the main concern was to predict which learners would succeed in learning a second/foreign language (Ellis, 2004). However, more recent studies, as Dörnyei's for example, shows that this idea has changed and that researchers nowadays are trying to explain why some learners succeed more than others.

At this point, it is possible to argue that motivation is one of the most important individual differences which influence the process of L2 learning. It is also acknowledged that motivation is a cognitive and affective factor which has received considerable attention in the literature along the years. Thus, the next section will briefly present its definition and a brief historical overview on this construct. According to Dörnyei (2005) the literature about motivation can be divided into three phases: the social psychological period, the cognitive-situated period and the process-oriented period.

2.2 Motivation

Although none of the authors previously mentioned presented a straightforward definition of motivation, based on theoretical insight I can state that it is the inner source that drives individuals to perform an action (Dörnyei, 1994, 2000; Gardner, 1985; Gardner &

Lambert, 1972). Thus, in the realm of second language learning, it can be stated that motivation is responsible for the effort students make to engage and to continue in a learning process of a L2.

Research on motivation initiated in the 1960's and since then many books and articles have been published concerning the topic. Along all these years it has been studied under slightly different perspectives. Thus, it is possible to divide research on motivation in three periods according to Dörnyei (2005): a) the social psychological period (1959-1990) – characterized by the study of Gardner in Canada, b) the cognitive-situated period (during the 1990's) – characterized by research on cognitive theories in educational psychology, and c) the process-oriented period (2000's) – characterized by an interest in motivational change.

In the social psychological period it is essential to mention Gardner and Lambert's (1972) study which initiated the research on motivation. They viewed second languages as mediating factors between different communities and motivation to learn the second language as the primary effort responsible for enhancing their intercultural communication. Based on this idea they suggested that learners' motivation to learn a L2 is constituted of attitudes and goals (or orientations) toward the L2. Orientations, however, could be divided into integrative orientation, that is the effort made to learn a L2 due to the desire to have contact with the target community, and instrumental orientation, which refers to a desire to achieve a more practical goal, for example, a better job. As a result of this investigation Gardner and Lambert found that both integrative and instrumental motivation³ are relevant in the language learning process and that they can co-exist in the same learner population.

Another important study in the area of SLA during the social psychological period concerns Gardner's (1985) motivation theory, which explores a wider view of integrative

³Motivation/orientation: there is not a significant distinction between both terms, so that they are sometimes called orientation and other times called motivation depending on the author's choice.

aspect, and the motivation test. Motivation theory brought other two different concepts for the term integrative orientation – integrativeness and integrative motive. Whereas, according to Dörnyei (2003) the nature of the term continued unknown this approach brought new considerations related to the term, integrative orientation was not only the effort made to learn a L2 due to the desire to have contact with the L2 community, but also a complete psychological and emotional identification to the target group. In other words, the learner intended to interact with and even become similar to members of the other community. In regard to the motivation test, known as Attitude/Motivation Test Battery (AMTB) (Gardner, 1985), they developed a questionnaire made up of more than 100 Likert-scaled⁴, multiple choice, and semantic differential scale questions used to identify and measure motivational factors. It is constituted of questions related to integrative motive, language anxiety, parental encouragement and instrumental orientation.

The starting point of the cognitive-situated period concerns Crookes and Schmidt's (1991, as cited in Dörnyei, 2005, p. 74) article, but the need for a change was felt since the 1980's and 1990's (Dörnyei, 2005). As remarked by Dörnyei (2005), the period was characterized by the desire to improve motivational psychology and the interest in understanding L2 motivation better. The necessity to skip from a macro perspective view of L2 motivation, which emphasized motivation in terms of whole communities to a micro perspective view, which should analyze motivation in actual learning situations (e.g., classrooms) was another preoccupation of that time.

Following the shifts regarding the prospect under which motivation had been researched and understood, the self-determination theory (Deci & Ryan, 1985, 2002, as cited in Dörnyei, 2005, p. 76), a very influential approach in motivational psychology, examined

⁴ Likert scale: it consists of a horizontal line in which respondents have to specify their level of agreement to a statement.

several types of intrinsic and extrinsic motives. The findings were considered the basis for a study conducted by Noels et al. (2000) which intended to examine a scale of intrinsic and extrinsic motivation for L2 learning in terms of validity (i.e., the way that the research measures are representative as regards the phenomenon under investigation (Dörnyei, 2007)). Noels et al. (2000) assumed that intrinsic motivation refers to the desire to engage in a learning process because it is enjoyable and extrinsic motivation refers to actions made with an instrumental purpose, such as earning a reward or avoiding punishment. She found that learner motivation can be validly assessed using such a scale.

Another important line of study in this period concerns Task Motivation. The necessity to go from a macro perspective to a more situation-specific approach, as mentioned before, is in part fulfilled by Task Motivation, for “tasks can be seen to constitute the basic building blocks of instructed SLA.” (Dörnyei, 2005). However, according to Dörnyei (2005) almost any empirical study has been conducted in an attempt to verify the motivational basis of language learning tasks and the few studies (Julkunen, 1989, 2001 as cited Dörnyei, 2005, p. 80) concerning the topic considered mainly the dichotomy between state (more generalized motives) and trait (situation-specific motives) motivation. It is necessary to go beyond this dichotomy because task motivation involves not only state and trait motivation but the context in which it is applied.

Although the changing aspect of motivation has been noted during the cognitive-situated period, it was only in the beginning of 2000’s that it became evident. The main study in the third phase of the history of motivation, the process-oriented period, concerns Dörnyei’s (2000) process-oriented approach which accounts to the ongoing changes of motivation over time. Dörnyei and Ottó (1998) explain that a new approach concerning the ongoing aspect of motivation should be created due to three basic aspects which none of the existing models had covered until then, they are: 1) the lack of a detailed summary of all the

motivational influences on classroom behavior; 2) the lack of focus on the relevance of motivational sources of executing goal-directed behavior; 3) the lack of acceptance of the changing aspect of motivation. With regard to the last aspect he states that “initial wishes and desires are first transformed into goals, and then into operationalized intentions, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process”(p. 84). In other words, motivation is not a static but a dynamic factor and it is supposed to develop during a certain period of time.

Dörnyei and Ottó (1998) also state that bearing in mind that the process of achievement of a second/foreign language usually takes years, learners’ commitment and enthusiasm does not remain the same and neither does their motivation. Actually, motivation oscillates between high and low levels over the time and it does not appear and disappear from one moment to the other. Motivation is derived from a complex of decision-making, action-implementation and action-controlling processes. Although most of the early theories did not view the dynamic aspect of motivation, one in particular acted in the opposite direction, the Action Control Theory (Kuhl, 1985, 1987, as cited in Dörnyei & Ottó, 1998, p. 46). This approach has served as the basis of the process-oriented approach because it emphasizes the distinction of temporally ordered action phases. In other words, research on motivation should be divided into how intentions are formed and how intentions are implemented because to want to do something is different of doing something and yet, the theory stresses that people’s actual behavior does not always correlate with the priorities set by their expectancy and value beliefs. Thus, after introducing the reasons that led Dörnyei to think of a new approach which would consider that motivation is not a static factor and presenting shortly the theory which influenced his thoughts, the study will now make a brief summary of the process-oriented approach.

2.3 The Process-Oriented Approach

This approach considers not only the dynamic aspect of motivation but also its temporal variation, that is, the motives which lead a student to enter a course or even to start a task are probably not the same motives which will lead him/her to finish the course/task. His/her motivation to complete what was initiated is basically formed of three different phases: the preactional stage (motivation leads to the selection of the goal to be pursued by the individual), the actional stage (motivation responsible for sustaining activities such as studying a L2) and the postactional stage (motivation responsible for the completion of the action).

The preactional phase is divided into three sub phases: goal setting, intention formation, and the initiation of intention enactment. The first item refers to wishes/hopes, desires and opportunities learners have before selecting his/her goals. Goal, on the other hand, is responsible for making an individual to pursue an action; it shows what direction to follow. The next item includes the goal itself, the assigned tasks (established goals set by teachers or by parents), and the compliance. The last sub phase includes intention (it comes before the action), means and resources (concrete steps the individual needs to take), and start condition (temporal specifications regulating the actual timing of the onset of action). In the preactional phase individuals transform their feelings into a more concrete goal, it is in this phase also that they make their plans and set the steps needed for them to reach such a goal. It is important that they find the means to achieve what they want or the initial wishes will be abandoned and then they will not reach the next stage.

The Actional phase, the most important step among the three stages (Dörnyei & Ottó, 1998), is the moment when the individual indeed does what he was planning to. Motivation in this phase is responsible for maintaining the actions needed to reach the goal established

previously. It is constituted of three processes: subtasks generation, ongoing appraisal and action control. Subtasks generation refers to the execution of actions established earlier. It does not mean that individuals follow exactly what was already planned; it is possible that during the implementation of the actions occur some changes, especially because external factors (off-task thoughts, comments from others, physical conditions and others) can influence students' behavior.

The next process, ongoing appraisal, refers to the continuous judgments concerning whether what is being done is working or not. The basic instrument often used to analyse the outcomes of the actions is related to the participation in language tasks. Dörnyei and Ottó (1998) states that:

These tasks are embedded in a number of physical and psychological contexts of various breadths such as the language class, the course, the L2 as a subject matter, language learning in general, learning in the classroom in general, learning in the particular institution in general, learning in general, and achievement behavior in general. (p. 50).

The performance in the tasks is influenced by several internal and external factors that are not under individuals' control or responsibility. Nevertheless, what usually happens is that students attribute the success or the failure participation in a task to only one factor, be it positive or negative. Moreover, this attribution strongly affects the execution of the next process.

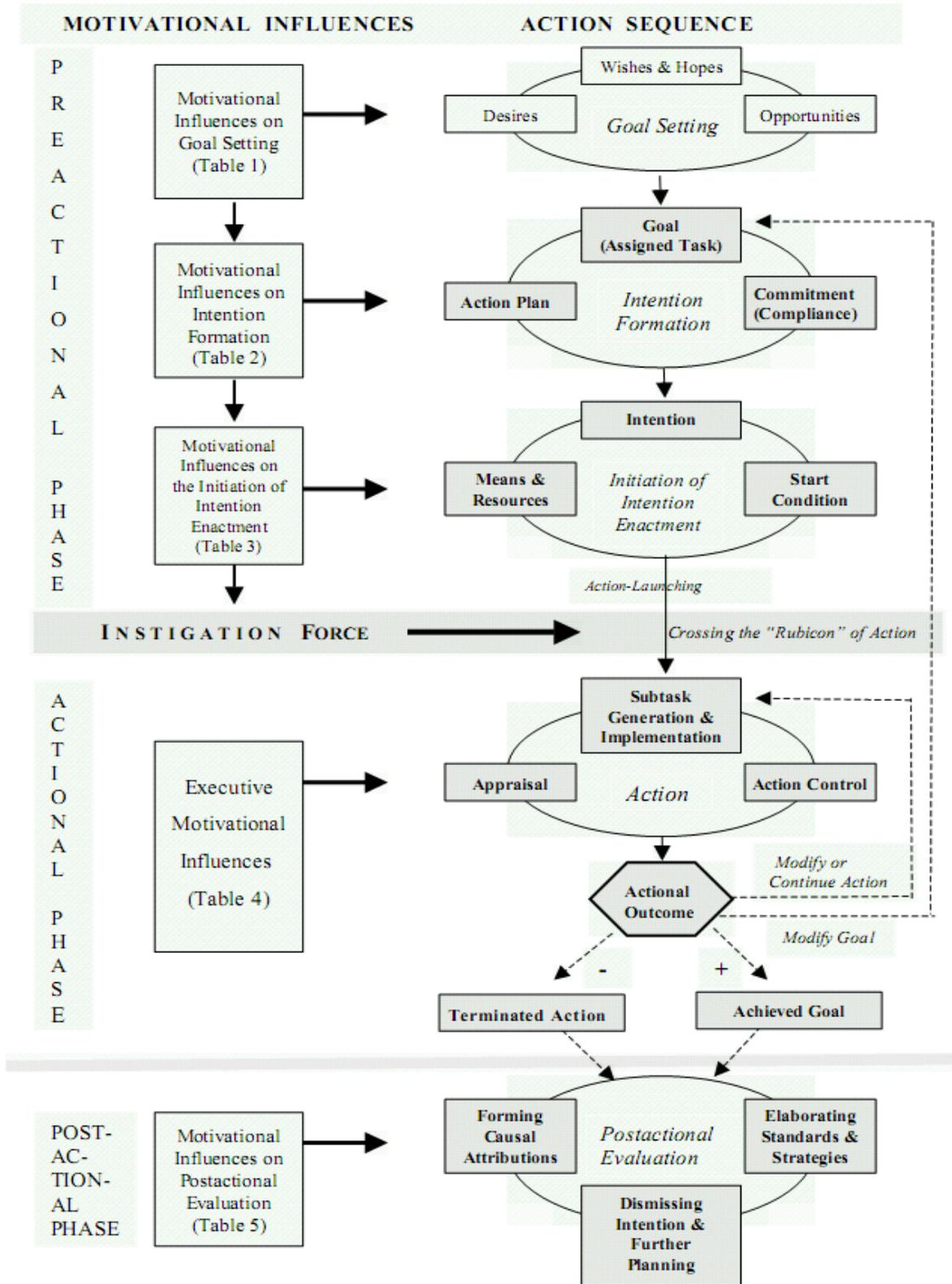
Action control, the last process of the actional stage, corresponds to the effort made to keep doing the activities in order to achieve established goals especially when there are several distractions in and outside the classes. One example of distraction mentioned by Dörnyei and Ottó (1998) concerns the lack or low level of intrinsic motivation on students

when doing homework or participating of tasks in class which were not pre-selected by them. They often have negative feelings such as sadness, loneliness and detachment in doing these activities (Schneider, Csikszentmihalyi, & Knauth, 1995 as cited in Dörnyei & Ottó, 1998) Therefore, the action control is required to be the active force during the present stage.

At the end of the actional phase two kinds of situations are possible. First, one can achieve his/her goal while finishing the action; this would be the best case. Second, one can finish the action without reaching his/her goal. In this case, if the initial wishes and desires were really strong, instead of abandoning the action, the individual will need to go back and rethink his goal and form a new intention or keep the initial intention and adjust the subtasks used during the actional phase. After concluded this step one can move then to the last stage.

The postactional phase starts when the goal has been achieved or the action has been completed. It comprises the evaluation of the action results and the analysis of how to apply what was learnt in future actions. Although there is also evaluation (appraisal) in the actional phase, it is different from the evaluation individuals do now, because before they were engaged in the action and now it does not happen. This new type of evaluation allows a comparison between what was expected in the preactional phase and what was achieved at the end of the actional phase in terms of how subtasks were performed and the extend of the goal achieved. This evaluation also helps individuals to elaborate strategies to help them in future actions. "But before further action can be taken, the initial intention has to be dismissed to give way to new wishes, goals, and intentions." (Dörnyei & Ottó, 1998, p. 51). Therefore, before starting a new cycle it is necessary to finish the old one. In Figure 1 the process-oriented model is depicted.

Figure 1. Schematic representation of the Process Model of L2 Motivation



Although along the three phases some examples of influential factors were mentioned, the key tenet of the model is that in each stage more than one factor can influence students' motivation in the school environment (Dörnyei, 2003). Moreover, the factors which influenced students in the preactional phase can be different from those which influenced them in the actional or postactional phases.

Considering that more than one motivational attribute in each stage interferes in learners' behavior within the classroom situation, it is important to consider those especially related to the academic context, that is, those aspects related to the course, the teacher and the group. These aspects were classified, according to Dörnyei (1994), into course-specific motivational components, teacher-specific motivational components and group-specific motivational components which are described in the method section. The first category embraces four motivational factors such as interest (the individual's desire to acquire more knowledge about him/herself), relevance (refers to how individuals consider the instructions and the course available to the achievement of a goal), expectancy (refers to how individuals think a task or an activity should be performed), and satisfaction (comprises the outcome of an activity or a task).

The second category, teacher-specific motivational components, includes three motives: affiliative drive, authority type and socialization of student motivation. Affiliative drive concerns the student's need to perform well in school in order to satisfy someone he likes. Authority type refers to the teacher's authority to support or/and control the classroom. The last motive refers to how teacher stimulates students' motivation.

In the third category are included group goal, norm and reward system, group cohesion, and classroom goal structures. The first corresponds to the composite of individual goals. The second concerns extrinsic motives which forms behaviors responsible for efficient

learning. The third refers to the power of the relationship that links the individuals of the group. The last refers to how students work during the classes, whether they work against others, they cooperate with others or work individually.

2.4 Empirical Studies on Motivation

The previous sections showed how motivation is located in the field of Applied Linguistics and how its concept has been approached over time. Nevertheless, to understand how motivation works in real life it is necessary to investigate the results of studies concerning learners' motivation in real situations and the instruments used by researchers to come to these results. Therefore, the following studies will serve as a guide to demonstrate how this topic can be explored as well as to bring an idea of what kind of investigation is missing in the area. The reason why only recent studies were used to illustrate such statements has to do with the need to point out which direction to follow.

In regard to the lack of adequate empirical qualitative research on learner difference factors in language learning within the Asian English as a foreign language (EFL) context Gan, Humphreys, and Hamp-Lyons (2004) carried a study that aimed at having a more refined understanding of the language learning psychology and the process of successful and unsuccessful EFL students in Chinese universities. They found that positive language learning experiences and teachers' encouragement increased the development of intrinsic motivation and that good grades worked as a motive which led successful students to pursue a higher level of achievement in the L2. According to these results, successful and unsuccessful language learners seem to follow a kind of cycle. Among better graded students it was observed that positive experiences stimulates students to get good grades and high grades become a good experience which drives students to want to learn more and in learning more

they achieve better levels of English. The opposite occurred to learners who received low grades, the negative experiences led them to think that they were not good at learning other languages influencing then on their grades.

Also considering psychological aspects, Ribas (2009) conducted a study in a public school in Brazil concerning the influence of personal factors – beliefs, expectations and self-concepts – on EFL students' motivation. The participants were interviewed and had also to answer two questionnaires, one containing open and closed questions – open questions allow students to answer what comes to their mind and closed questions give students options they can choose – and the other containing Likert scales. She found, based on theories of the self, that these factors can instigate or hamper motivation and that they can also be influenced by situational factors (e.g., availability of school resources). The importance of this study relies especially on the context investigated that is, a public school setting in Brazil.

Now considering the instruments used to investigate motivation, Gardner et al. (2004) study used the socioeducational model of second language acquisition and the AMTB (Attitudes/Motivation Test Battery) to analyse the effects of language instruction on language attitudes, motivation and anxiety during a one-year intermediate-level French course. The results showed that the possibility of change is not great and that the change level was greater in attitudes toward the L2 learning than in the other two factors. The potential for change in motivation is almost invariant, whereas anxiety might be influenced by environmental events. It is important to stress that the change which Gardner et al. (2004) refer to here is related to the measure of the levels of motivation, anxiety and attitudes (e.g., more motivated or less motivated) during the referred course.

In another study, Littlejohn (2008) used a questionnaire developed by himself, to analyse how the locus of control, a sense of value and purpose, self-esteem, and feelings of

success influence school-aged learners' motivation. He states that teachers often try to keep students motivated through the use of funny and dynamic activities without considering that the overall structural organization of teaching and learning also plays a role inside the L2 learning process. However, he found that the causes of their apathetic reaction to English classes are explained by the lack of purpose students see in the activities they do during and after the classes.

As it can be perceived, there is a scale used to measure students' motivation but the same does not occur when we look for a standardized questionnaire for the study of learner motivation in foreign language (L2) learning contexts. Baring this fact in mind, Huang (2008) tested the reliability of Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Garcia, & McKeachie, 1991 as cited in Huang, 2008) and its correlation with second/foreign language learning. The results demonstrated that although the L2 learning is singular, it has some similarities to other school subjects which make the use of MSLQ applicable to L2 related studies.

These studies point out the need to investigate L2 learners in different contexts, for most of research in the area concerns native English speakers trying to learn a second/foreign language. Developing and Asian countries might also have relevant contributions to the area, especially because students from these countries might have different purposes to learn a second/foreign language. Another important finding refers to the lack of a standardized questionnaire to investigate motivation in L2 learning context for AMTB is used basically to measure motivation. The next section, however, shows how the present empirical study was conducted in order to fulfill some of the missing investigations in the area addressed before.

3. Method

In order to pursue the major objectives of the present study which are to identify factors that influence language learning students' motivation and verify the changing aspect of motivation, some methodological choices were made. In this section I will provide details on the participants, the instruments used for data collection, criteria for data analysis and the data collection procedures.

3.1 Participants

Students enrolled in the sixth and eighth semesters of the Letras-Ingês program in a Brazilian university in the second semester of 2010 were asked to participate in the study. The sample consisted of 22 participants, with a mean age of 20 and 30 years. All 22 invited participants answered the questionnaire, 11 students were attending the sixth phase and 11 were attending the eighth phase.

3.2 Instruments

The material used in the study consisted of a self-report questionnaire containing five open questions. Self report questionnaires, according to Dörnyei (2001), are one of the best suited methods to explore motivational aspects because motivation is abstract and not directly observable. In addition "Questionnaires rely upon self-report, that is, the data come from the respondent's own account of their experiences or views." (Woodrow, 2010, p. 305). Since the objectives of the study are to investigate influential factors in the academic students'

motivation and to analyse whether it has changed or not during a four-year-long undergraduate program, a self report questionnaire would better fit for the research purposes.

In addition, as all of the participants were enrolled in the undergraduate English program and were attending the final phases, the questionnaire was applied in the target language. There were five questions to be responded. The objective of the first question – What reasons led you to choose the Letras Program when you took Vestibular at UFSC? Provide as many reasons as you can remember – was to unfold intrinsic and extrinsic motives students had before beginning their academic life.

The second question – At the present moment you are attending the X phase. Why do you keep attending the program? Write as many motives as you can think of. – aimed at unveiling what attributes related to the academic setting were responsible for students' permanence in the chosen course.

The third question – Do you see yourself holding a Bachelor degree? If so, what might be the reasons responsible of making you want to pursue such a goal? – attempted to investigate whether students could picture themselves achieving their initial goals or not.

The fourth question – Did you ever think about quitting the course? If your answer is yes, write the reasons for that. – had as objective to reveal what aspects could decrease motivation.

And finally the fifth question – In this space, you are invited to write anything you feel like regarding the Letras Program. You may refer to your experiences in this program, your teachers, the content of the courses, your expectations regarding your future career, for example – attempted to uncover issues related to the university environment.

3.3 Criteria for data analysis

The analysis of the data took into account Dörnyei's (1994) motivational components to specific learning situations which are: 1) course-specific motivational components concerning the syllabus, the teaching materials, the teaching method, and the learning tasks; 2) teacher-specific motivational components concerning the teacher's personality, teaching style, feedback, and relationship with the students; and 3) group-specific motivational components concerning the dynamics of the learning group. The motivational components were used to categorize the factors that appeared in the answers. To investigate whether students' motivation has changed or not during the Letras program the research made use of the process-oriented approach (Dörnyei, 1998, 2000) which considers motivation as a dynamic individual difference.

3.4 Procedure for data collection

The study was conducted during the regular class time in both sixth and eighth phases. The researcher informed the students that they could choose not to participate but that their contributions would be extremely relevant to the study and that their responses would be used for academic purposes only – all this information was stated in introduction to the questionnaire (see appendix A). The students filled out the questionnaires without a time limit. Although in one class the professor was present during the data collection and in the other the professor was absent the two classes took around twenty minutes in the activity.

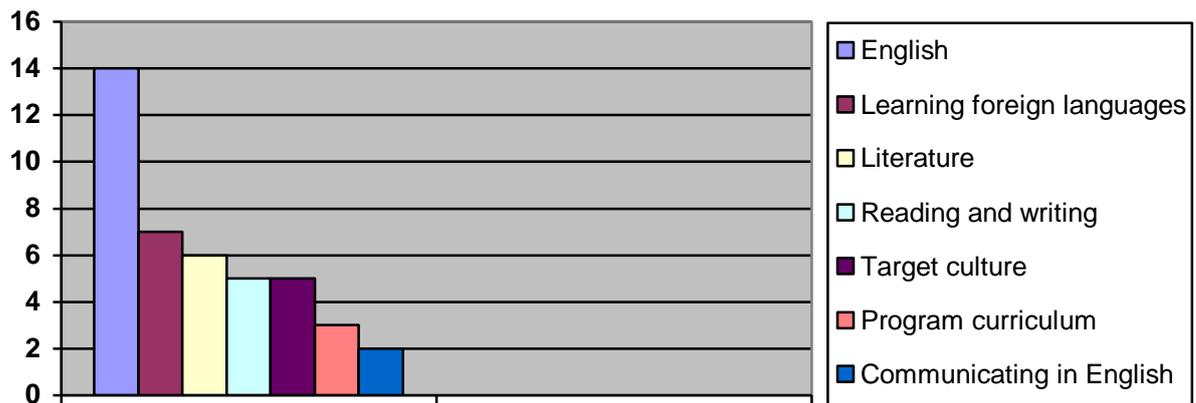
4. Results and discussion

The first purpose of this research was to investigate which factors influence university students' motivation during their academic life. The aspects found in the questionnaires that were answered (appendix B) will be identified taking into consideration elements related to the course, the teacher, and the group. Although Dörnyei's (1994) motivational components to specific learning situation are classified in three categories and each category is constituted of subcategories this study will use this categorization only as the basis to identify motivational elements present in the answers. The purpose here is not to classify the elements found in data collection but to identify them. All five responded questions will be considered for the present purpose.

Related to the first question, which intended to investigate motives responsible for students' choice in entering the Letras Program the following factors were found considering the answers (see appendix B):

- Interest in English (specifically)
- Interest in learning foreign/new languages (not specifically English)
- Interest in literature (in general)
- Interest in reading and writing (in general)
- Interest in the target culture (movies, books, series, and people)
- Interest in Letras Program curriculum
- Interest in communicating in English

Graph 1. Representation of the number of times each factor appeared in students' responses for the first question. The items on the left correspond to the aspects that emerged from the students' answers listed before.



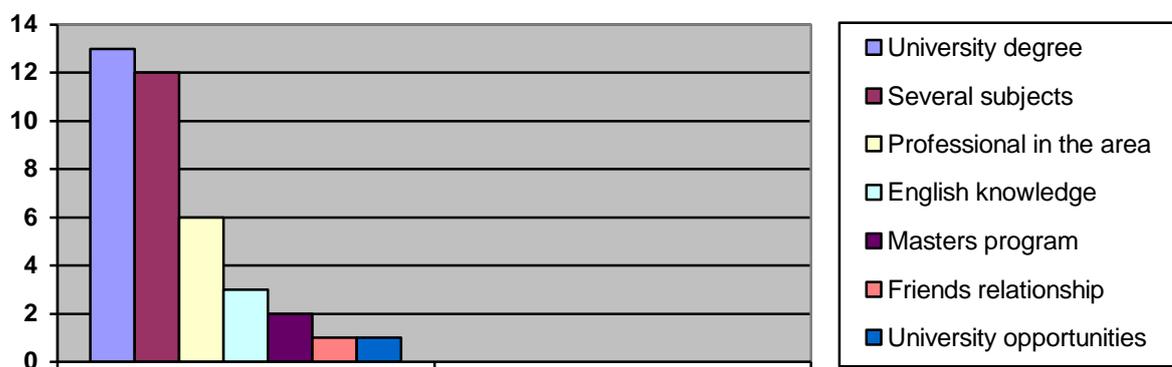
The results derived from the first question show some of the students' expectations in relation to the program; it is clear that what they expect to find in the chosen undergraduate course corresponds to what they like. Students are intrinsically motivated in this first part of their academic life. In addition, although the verb 'to like' was largely used to express their feelings it was used to justify their interest as in "*My interest was about the language itself and it's culture. I do not really know when I started to like English, but now it has become the path I want to follow.*" (Student 8). Therefore, interest would be the word that better summarizes the responses.

Related to the second question, students should indicate what phase they were taking and why they continued attending the course. All the 22 respondents have completed more than 50% of the course; they were at the end of the sixth and eighth phases. Concerning the motives that keep maintaining students interested in the course, the most cited factors were mentioned as follows:

- To have a university degree
- To keep learning about several subjects (SLA, translation, literature)
- To become a professional (teacher, researcher) in the area
- To improve English knowledge
- To enter the masters program

- To keep friends relationships
- To use the university opportunities (not identified)

Graph 2. Representation of the number of times each factor appeared in students' responses for the second question. The items in the left correspond to the aspects that emerged from the students' answers listed before.



In analyzing the factors which appeared in this part of the questionnaire it is possible to notice a slight difference in the motives responsible for keep individuals studying. Now intrinsic motivation starts to give place to extrinsic motivation. The wish to learn a language because it is enjoyable turns into the wish to have a university degree. It is worthy to stress that the two motives compared here correspond to the most cited factors in the responses for the first and second questions. Another important aspect participants raised was the fact that many of them were surprised by the variety of subjects applied during the course, they could learn different aspects of English beyond grammar and the four abilities: to learn, to write, to listen and to speak in the target language. This can be illustrated by the following excerpts: “*I found that Letras course has to do with many interesting areas (such as SLA, translation, etc) that have captivated me.*” (Student 1) or “*Also, I’ve found out some interesting areas (e.g. translation studies, discourse analysis) which motivated me to keep studying.*” (Student 21).

Third question asked students if they could see themselves holding a bachelor degree and the reasons responsible for pursuing such a goal. Although instead of considering the term bachelor degree as the graduation itself, students thought of it as a modality of the course they supported their answers with motives that led them to finish the program. In the Letras Program students can chose between graduating in *licenciatura* (if they want to become a teacher) or *bacharelado* (if they want to work with research). Among some topics that emerged from the students' answers, the most cited ones can be summarized as follows:

- To acquire more knowledge about the area of study
- To deal with several aspects of the language
- To become a researcher because I like conducting research
- To become a teacher because I like teaching
- To help with future (career)
- To take the masters program

Graph 3. Representation of the number of times each factor appeared in students' responses for the third question. The items in the left correspond to the aspects that emerged from the students' answers listed before.

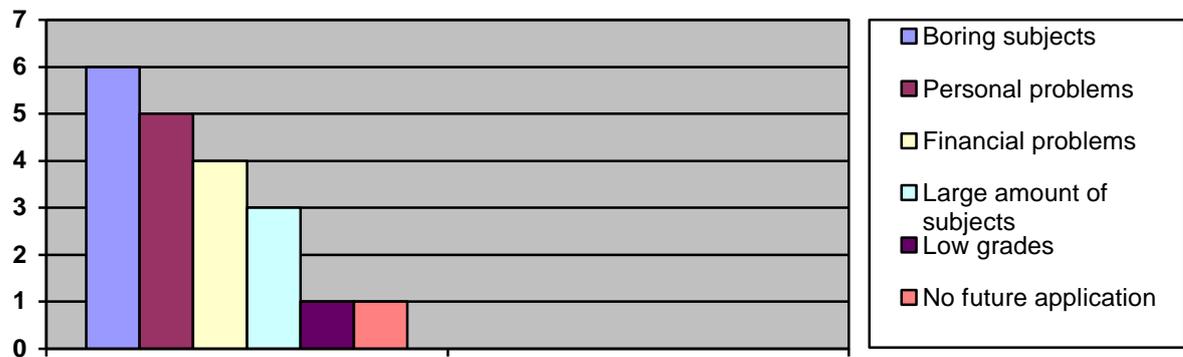


The results for this question are similar to those found in the previous one. There is a mixture of intrinsic and extrinsic motives and some of them are the same presented on second question such as to take a masters degree and to acquire more knowledge about the area which they intend to work with. Besides repeating some factors students now relate their motivation to finish the course with the profession they plan to follow. Although the wish to hold a bachelor degree due to the necessity of becoming a professional can be understood as an extrinsic motive, most of the students explained their desire to become a teacher or a researcher because they like what these professionals do and not because they want to gain money or want to gain some status. Only one student was not intrinsically motivated in relation to the referred professions as we can see in the excerpt “(...) *because my interest is in research and I think that in this area you have to become a teacher/professor to pursue this goal. I don't see possibility for this area – English – that does focus on research (I mean to be a university professor).*”(Student 2)

The fourth question concerns reasons which led students to consider the possibility of quitting the course in case they had someday thought about it. Among all the participants, 17 students confessed they have already thought about abandoning the course and the main reasons for doing that would be:

- Boring subjects
- Personal problems (not specified in answers)
- Financial problems
- Large amount of subjects
- Low grades
- No future application of the contents studied

Graph 4. Representation of the number of times each factor appeared in students' responses for the fourth question. The items in the left correspond to the aspects that emerged from the students' answers listed before.

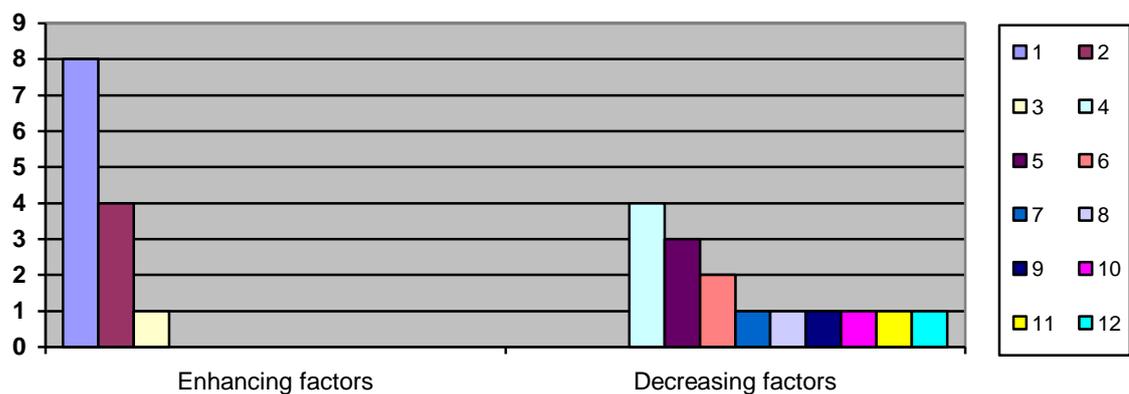


Although almost 80% of the participants affirmed that the idea of quitting the course had crossed their minds none of them mentioned having indeed stopped as in the excerpt “*I believe maybe this has passed through my mind once or sometimes, but I never really meant it.*” (Student 13). This question reveals a new side of students' motivation, for in the previous questions they were asked to report motives which led them to start and to continue an activity and now they were required to think about reasons to discontinue what they were doing, that is, demotivating factors. Demotivating factors can be understood as factors responsible for minimizing learner motivation. Furthermore, this question wakes in students the sense of relevance and satisfaction about what they have been doing during the course, for example “*Yes, specially during the first phases, because there were many courses that we had to take that were not interesting.*” (Student 7). The thought of giving up an activity usually crosses students' minds when they cannot connect the instruction received to personal needs, values or goals (Dörnyei, 1994) and the outcome of an activity motivates them neither intrinsically (e.g., Boring subjects) nor extrinsically (e.g., No future application of the contents studied).

The last question, on the other hand, allowed students to bring up new aspects about the academic program which they had not mentioned in previous questions. Thus, the answers encompassed elements responsible for enhancing and/or decreasing students' motivation to learn. The findings included the following statements.

- (1) Program is good
- (2) Teachers are good
- (3) Having classes in English is good
- (4) Teachers' methodologies fail
- (5) Content is repetitive
- (6) Content should include more translation
- (7) Content focus excessively in literature
- (8) Content focus excessively in linguistics
- (9) Content focus excessively in teaching
- (10) Content do not correspond to phases
- (11) Large amount of subjects
- (12) Program could be shorter

Graph 5. Representation of enhancing and decreasing motivational factors. The items in the left correspond to the aspects that emerged from the students' answers listed before.



The last question allowed students to make an evaluation of their academic experience and in making so they mentioned aspects that could enhance or decrease their motivation. An interesting point about their answers is that the number of times enhancing factors appeared along the responses was approximated to the number of times decreasing factors (see the graphic 5) were mentioned. It shows that the motivating aspects seemed to compensate the factors that decreased participants' motivation. The following statements illustrate this idea:

“There are good classes and teachers. If you kept only the good and useful classes the course could be finished in 2, 3 years.” (Student 22)

“I must say I like the course in general, and also the teachers, and the way classes and evaluations are carried. In relation to the content, I'm not a 100% satisfied, there are things I would like to learn more and others the are too repetitive, but one can never be totally satisfied, right?” (Student 9)

Regarding the second objective of this research, to investigate whether motivation changes or not during a certain period time, the results of the analysis suggested that students' motivation changed during the graduate course. Each question could be perceived as a different stage. For “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.” (Dörnyei, 2000, p. 520). Thus, the first question refers to why participants had chosen to enter the course, the second, third and fourth refers to why they kept attending it and the last question gives students the possibility to review how worthy this experience was for them. The different motives which participants reported can be justified by Dörnyei's (2000, Dornyei & Ottó, 1998) process-oriented approach of student motivation. According to this conceptualization – see the review of literature section for more information – motivation is divided in preactional phase, actional phase and postactional phase. These three stages are better observed in prolonged learning processes, as is the case of an undergraduate course,

when individuals need to persist in a certain activity during a period of time to achieve their initial goals. This study will try to exemplify each phase using examples taken from the questionnaires.

With regard to the answers to the first question “What reasons led you to choose the Letras Program when you took Vestibular at UFSC? Provide as many reasons as you can remember.” students reported their wishes and hopes before selecting their goal. Since they had taken vestibular we can assume that some steps of the preactional phase were adopted such as the goal setting (enter the university), assigned tasks (they had to take the vestibular, to then attend the chosen program), intention (the commitment to attend the course), means and resources (to attend classes, to study, to do homework), start condition (the decision of when to enter the university).

Nevertheless, the actional phase includes attending the course. In relation to the first subsection, subtasks generation, through the responses students shared the reasons responsible to keep attending the course and some reasons for not following what they have planned, for example, financial and family problems were cited as influencing factors in their academic life. The second actional subsection concerns the ongoing appraisal, according to respondents the activities were playing an important role in their learning process they were learning not only English grammar but other aspects related to the target language such as literature, linguistics, and phonetics. However, some reported the repetition of content during the course. The action control observed was very positive, because although almost 80% of the participants reported having thought about quitting the course none of them has indeed given up. Here is an example of this persistence: *“I believe maybe this has passed through my mind once or sometimes, but I never really meant it. We always have doubts about things in our lives, but I know I won’t give up of this course, and this was a decision that I took right in the first semester.”* (Student 9)

Although the participants had not finished the program at the time of data collection, they were attending the last phases of the program, they were asked to evaluate what they experienced until that moment – what leads us to the postactional phase. The responses demonstrated that a wide range of participants had achieved their initial goals as in “*Letras (the course) helped me a lot, not only with content, but in positioning myself, being more organized and structured in discourse. I hope I keep evolving in my own pace.* (Student 26) or in “*The course is much better than I thought before entering. I really learned a lot and I achieved my main goal of the beginning of the program, which was developing the 4 competences.*” (Student 17). This leads, overall to a perception that the course has been fulfilling students’ goals and expectations.

5. Conclusion

This section presents the main findings of the study. First, I will present a summary of the results along with a brief discussion. Then, the pedagogical implications of the research results will be presented. Finally, I will talk about the limitations of the study and give suggestions for further research in the area of pronunciation.

5.1 Summary of the results

Taken together, the results of the two sets of analysis indicate how students' motivation changed during the learning process and which aspects play a role on this change. The results pointed that not only aspects related to the course, the teacher and the group but aspects related to individuals' context outside the classroom can also influence their motivation. For example, only one of the seven motives derived from students' answers to the first question was related to the interest of entering the university with the academic context specifically. That is, the reasons for beginning their academic life have to do with their experiences outside the classroom.

It might seem that the reason previously stated is an obvious reason since it would be expected that the students would not cite factors related to a reality they had not experienced yet. Nevertheless, what confirms the statement that aspects related to the outside classroom context also affects students' motivation is the fact that when asked to give reasons which led them to think about quitting the course the number of times motives related to personal and financial problems appeared in the answers to the fourth question corresponded to almost 50% of the motives reported. Financial problems were considered an outside classroom aspect due

to the fact that the participants study in a public university so they are not suppose to quit their studies because they cannot afford paying for them.

In regard to the aspects related to the course, the teacher and the group, the research demonstrates that the number of aspects related to the course overcame those motives related to the teacher and the group together. When analyzing the group influence on students' motivation only one student reported that one of the reasons for continuing the course was his relationship to his colleagues. Aspects concerning the teacher were also shortly mentioned; they appeared mainly on the last question when students reported enhancing and decreasing factors related to their academic experiences.

Other findings in this study also suggest that motivation has changed over time, that is, students' motivation reached the three different phases stated by Dörnyei (2000) during the learning process: the preactional stage (the selection of the goal), the actional stage (the sustention of the goal) and the postactional stage (the completion of the action). As observed through the responses students are completing the third phase at the end of the undergraduate program. Both first and second phases were achieved respectively before and during the academic journey. In other words, first students transformed initial wishes and desires into goals, and then into operationalized intentions. Then they were led to the accomplishment of the goal or to the conclusion of the action. Finally, they made a final evaluation of the process they have accomplished until then.

5.2 Limitations of the study

Among many factors, two limitations need to be acknowledged and addressed regarding the present research. The first refers to the extent of time which respondents were inferred go back to. For being in the sixth and eighth semesters students needed to remember

initial goals settled three and four years ago. Thus, the motivational factors mentioned in response for the first question may not represent participants' real intentions when beginning the Letras Program. It is worth while mentioning the fact that this study did not attempt to establish a relationship between motivation and course achievement; this is a theme to be pursued so that the field of motivation can inform SLA.

The second limitation concerns the language used in the application of the questionnaire. Although the participants were attending the last phases of the program, maybe they could have felt more comfortably in expressing their feelings and thoughts in their L1. Moreover there is a tendency in the field to apply questionnaires in the learners' native language.

For these reasons, it would be interesting for further studies to investigate the reliability of questionnaires used previously for other researchers when examining the dynamic aspect of motivation or even to attempt to create standardized instruments with this finality. It would also be interesting being able to triangulate data, that is, to use an array of other instruments to corroborate the results obtained by the questionnaire. Some of the classes of the students could be observed, some interviews could be conducted, for instance. In addition, other Brazilian contexts should be analyzed in order to elaborate a framework of why many students do not achieve their goals, consequently do not complete their action phase in university settings. Finally, to have a clear understating of the dynamic nature of motivation, the best approach would be to accompany some students over time, thus, bringing a longitudinal stance to research on motivation. All these aspects certainly signal further avenues for research on motivation.

5.2 Pedagogical implications

Research on Individual Differences has largely contributed to the area of SLA by providing justification for why some students are more successful than others in learning a second language. Moreover, investigation on these differences separately allows the researcher to emphasize what can be done to help learners to improve their L2 level of achievement.

Therefore, having chosen motivation to work with this research points out that factors especially related to the course should be taken into consideration in order to building paths towards motivating students intrinsically during the academic life. As shown by the results, participants are more intrinsically motivated before beginning the course; at the final phases they demonstrate that the reasons for continuing studying are related mainly with extrinsic motives such as having a university degree or entering the masters. Boring subjects and repetitive content seemed to play a major role during this process. Thus, taking into consideration such factors might help the university body to have an idea of what could be changed to function as trigger that might impact students' motivation.

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APPENDIXES

APPENDIX A

Material used for data collection: Questionnaire

TCC Research Project Questionnaire

Regina Cláudia de Souza Silva (rclaudia.99@ig.com.br)

Adviser: Raquel D'Ely

My research project is inserted in the field of Second Language Acquisition, more specifically in the area of Individual Differences, and it has as its main objective to understand some of the variables that are at play in the learning-teaching process of a foreign language. Therefore, I would like to invite you to contribute to the study by answering the following questionnaire, so that my project can shed some light on the intricacies of the learning-teaching process.

In case you agree to participate in the study it is important that you know that your identity will not be mentioned. Moreover, if it is your desire to be informed of the research project results write your email at the end of the page.

Thank you, in advance, for taking the time to share your experiences and opinions.

Questionnaire

- 1- What reasons led you to choose the Letras Program when you took Vestibular at UFSC? Provide as many reasons as you can remember.
- 2- At the present moment you are attending the X phase. Why do you keep attending the program? Write as many motives as you can think of.
- 3- Do you see yourself holding a Bachelor degree? If so, what might be the reasons responsible of making you want to pursue such a goal?
- 4-Did you ever think about quitting the course? If your answer is *yes*, write the reasons for that.
- 5-In this space, you are invited to write anything you feel like regarding the Letras Program. You may refer to your experiences in this program, your teachers, the content of the courses, your expectations regarding your future career, for example.

Email:

APPENDIX B

Transcribed questionnaires

Student 1

- 1- My interest in reading and writing, my interest in learning foreign languages (and English in special).
- 2- I found that Letras course has to do with many interesting areas (such as SLA, translation, etc) that have captivated me. That's why I'm still very enthusiastic about it.
- 3- I see myself as a teacher, I think. I've always liked teaching. At the same time, I'd like to conduct research and that's why I'd like to hold a bachelor degree too.
- 4- I thought about it once, but it had nothing to do with the course. I felt homesick.
- 5- I just would like to say that I really love what I'm doing. I'm in the right place and I couldn't imagine myself anywhere else. Hopefully, I'll be a good teacher/researcher in the future.

Student 2

- 1- My interest in English as a language. My interest in literature, so Letras in its complete force.
- 2- I need the diploma. I love the literature lessons. I can always improve my English.
- 3- No, because my interest is in research and I think that in this area you have to become a teacher/professor to pursue this goal. I don't see possibility for this area – English – that does focus on research (I mean t be a university professor).
- 4- No, because this is already my second choice. I will probably think about this at the moment of the “estágio” I've been told there are too many hours and the demands are overwhelming.
- 5- I have had good experiences in the program. About the content, I've noticed teachers do not agree much on the topics more relevant for each phase but that is enriching. About my future career I already wrote on question 3.

Student 3

- 1- During high school I always liked the English classes and I always had an interest in the language. When the time came to do the vestibular, English was the only option I had available.
- 2- I keep attending it because in each phase I discover something new regarding the language that motivates me to keep on.
- 3- Well, I do not intend to teach, and that possibility never crossed my mind, so I enrolled to the Bachelor degree where I can deal with many other aspects of the language instead of focusing only in teaching.
- 4- The idea crossed my mind sometimes, specially when I faced subjects that I did not like or when there were many work to do.
- 5- The Letras program is nice because during the first semester it shows you many possibilities that the course offers and not only teaching. It is nice because when I

entered the program I was interested to work with translation, but as time passed, many more options appeared and at the moment my interest is in phonetics and phonology.

Student 4

- 1- First because I love learning new languages. Second, because I love the English language, it has always been part of my life and will continue being. Third, because when I read the curriculum of the Letras program I really liked the courses that were mentioned, I felt that I would really enjoy studying that. Fourth, because I really don't like maths.
- 2- I am attending the 6th phase. I am still attending this program, and hope to graduate next year, because I really enjoy it. There are subjects that are more interesting to me than others, but overall I know I have made the right choice and hope to follow studying and working in this field of study.
- 3- Yes, I do see myself holding a Bachelor degree and it is the first one I am graduating for, I will get the teaching (licenciatura) degree later on. I believe that the Bachelor degree is as important as the other one, and every teacher is also a researcher. Having both degrees will be more helpful to me in my career, I believe I will be a more complete professional that way.
- 4- No, I have ever considered that, I know I made the right choice.
- 5- Right now, I don't really know what my expectations are. I am hoping that with time everything find its place. Being in this program, experiencing this academic life changed my life, so even if sometimes the subject isn't the best, or if the teacher's methodology doesn't please me completely, I am happy to be here.

Student 5

- 1- Interested in learning English in a deep way. At the time I had no more options to think about.
- 2- I've already dropped one course, so, I have to finish it. I think this course provide me a good background that could be useful even in other areas of study.
- 3- Yes, because I am not interested in giving classes.
- 4- I don't want to work in this area. Some subjects and classes are boring.
- 5- I believe the great majority of teachers are great professionals, the course program is kind of repetitive.

Student 6

- 1- I always like English since I was o teenager and one of the main reasons to be here at UFSC was that I wanted so much to know what they were talking in some movies and musics. Today I know that being a teacher could maintain this feelings because I think that I can help others to communicate.
- 2- Because I really think that communication could change and control the world. "word in the real power and discourse, of course." I want to learn another language to communicate and become a teacher that shows communication as a tool not just to talk, but a way of start communicate ideas.

- 3- In fact, I didn't wake up to research until now. But, maybe until the end some important topic could get my attention and interest to work on/with.
- 4- Once, I have to confess because I was so busy and having some family problems. But now, it is really impossible I want to be a teacher and help people to destroy the myth that says: "English is so difficult!"
- 5- For me it is so good to have lots of classes in English. When I started, I really did not know nothing about language theories and communication/discourse field. Now I can say that really interest me. I was absolutely chocked with the Interchange Books that we used. I hope to finish the course, about my future career, the future will say and know something about.

Student 7

- 1- The reason I choose the Letras Program six years ago was my interest in learning another language. Also, the fact that the course really wanted to do was very difficult to take.
- 2- Because there are some subjects that I really like to study, specially those related to linguistics and the written course. Also, because I'm almost finishing the course.
- 3- I really don't know. Maybe a Bachelor not related to the English program.
- 4- Yes, specially during the first phases, because there were many courses that we had to take that were not interesting.
- 5- I think the English program must be reformulated. In my opinion, we have to study a lot of literature, and the contents that are more important for our professional career are not so considered. Also, there are some teachers that must be more prepared to give a course, many of them are only researchers and not good teachers.

Student 8

- 1- My interest was about the language itself and it's culture. I do not really know when I started to like English, but now it has become the path I want to follow.
- 2- I am attending the 6th phase. As I said in previous question, I love the English Language and I plan to work it, in different ways like teaching it or translating it. I also enjoy the teacher and my friends/colleagues. The teachers are always trying to makes us enjoy his or her subject. My friends are there to support and help us.
- 3- Yes, I do. I think it is important to see many sides of the subject. But also because we can not see what the future holds for us. We must always try to be knowledgeable about our area of expertise, including something not useful for us.
- 4- No, I never think or thought about it.
- 5- I want to be able to excel in the career I am trying to decide upon. I want to be happy about my decisions, either about making the choice in itself or in following the path I chose.

Student 9

- 1- Right after I finished high school I entered another university (UDESC), for Business school but I didn't know what I wanted. My father advised me to take the UFSC

vestibular one semester later and I did it with no pressure. I chose the English program because it seemed interesting: I've always loved the language and loved to read and write, but I didn't think much of what was ahead of me. Right in the first semester I knew it was the right place, and quit the other university.

- 2- I enjoy what I learn here, and I want to complete my first graduation. I don't know what I will do after that, though.
- 3- Yes, since the beginning I always wanted to take both degrees, mainly because if I have this opportunity, I should take it: both ways can make me grow personally and professionally. A problem that I have been facing though, is one of not knowing what to research. I'm simply confused of what area to follow or what would be the purpose of my research (I think that a research must have to be a real purpose, otherwise it is just worthless, and I see many research around that are done just because people have to do it.)
- 4- I believe maybe this has passed through my mind once or sometimes, but I never really meant it. We always have doubts about things in our lives, but I know I won't give up of this course, and this was a decision that I took right in the first semester.
- 5- I must say I like the course in general, and also the teachers, and the way classes and evaluations are carried. In relation to the content, I'm not a 100% satisfied, there are things I would like to learn more and others the are too repetitive, but one can never be totally satisfied, right? About my career, I would like to become a translator (in literature), and I also like teaching. But I think I will study more, maybe take a course in other area that I can relate, before deciding what to do.

Student 10

- 1- I have always loved literature and the whole world of the communication. That is my first one. Second, I understand that any community must to learn to read, write, speak, and listen critically. My contribution to my community will in order of trying to help this community in developing those abilities.
- 2- First: I'm almost there! I'll not give up now. Also, to work I'll need my degree. Other reason is what I can learn until the end.
- 3- I was bouncing between bachelor and teaching. For me, more than a degree, knowledge is the most important reason for one or the other.
- 4- Not exactly. Sometimes I get tired, but, not. Quite not!
- 5- The course is much better than I thought before entering. I really learned a lot and I achieved my main goal of the beginning of the program, which was developing the 4 competences. What I really are teachers awared of a didactical capacity. At this phase, I could say that just one real professor.

Student 11

- 1- Firstly, knowing a foreign language is very important, and nowadays English is the language of the international relationships, and many of my favorite texts are written in English.
- 2- I need to improve my pronunciation and acquire more vocabulary before becoming an English teacher, and the most important opportunities are here, at this university.
- 3- NO ANSWER
- 4- NO ANSWER

- 5- I always had good teachers in the Letters Program, but on this new one, there is much linguistic, and I think grammar is an indispensable tool to learn any language. The best thing (in my opinion) is the translation studies, that there were not on the ancient letters program.

Student 12

- 1- I chose the Letras Program because I have always liked English and reading. Besides that, most of the things I like are related to English such as music of foreign bands, American movies and TV series and so on.
- 2- I keep attending the program because I want to graduate in order to be translator. Since I like movies a lot, I plan to work with subtitling and, once I am graduated in this program I will be able to specialize in this area.
- 3- Yes, I see myself holding a bachelor degree mainly because I think it is important to learn to carry out research in order to read more about a subject. Moreover, the final monograph is an opportunity to get to know many possible areas within the Letras program.
- 4- I have never thought about quitting the course but there were moments I thought about stop the program for a while to come back later due to the lack of classes related to subjects I liked.
- 5- I am taking the bachelor degree and I think there should be classes where students could practice translation in every area (dubbing, subtitling, interpreting, technical translation, literary translation). Furthermore, there should be an internship for students of bachelor degree put in practice the theories of translation and enter in the job market of translation more easily.

Student 13

- 1- I needed a diploma from a Brazilian university to do certain concursos publicos. I chose Letras-ingles because it had the most overlap with the previous B.A. from a foreign university, so I was able to validate many classes and thus graduate more quickly.
- 2- Now that I have come so far, I want to earn this degree! And I think it will be useful when I seek to enter a master's program.
- 3- I already have a B.A.! I did it because it's supposed to help you get better jobs, because my parents/society expect it from me, because I enjoy studying language.
- 4- Yes, because it felt redundant to have B.A. degrees and because the program is so teacher-oriented. I wanted to start working!
- 5- I do wish the B.A. degree wasn't so focused on teaching and that the it paid more respect/attention to translating.

Student 14

- 1- I chose Letras because I've been studying English since 15 y.o. and because I like literature. I thought it would be interesting the course.
- 2- I'm still attending the program because I want to work in the area, and some subjects are very interesting. In the future I want to continue in this area.
- 3- I don't think I'm going to take a Bachelor degree.

- 4- Yes, since I have to work and the course is in the afternoon sometimes I thought to quit and look for a job in another area.
- 5- I don't agree with the final semester in the curriculum for those who choose "licenciatura" it's too much classes, plus practical classes. Some people have to stay 5 year instead of 4 year at the university because for that.

Student 15

- 1- Because I like English and because it was more easy to get in than my other option, journalism.
- 2- I wanted to study journalism, but as I started the English course I liked it even more, so now I'll just finish it. I like the classes, specially the practicum.
- 3- I want to finish the course because I want to work with teaching and I want to take master's too.
- 4- No.
- 5- I thought the Letras Program was based only on grammar. I was surprised when we studied literature, semantics... but then I liked it.

Student 16

- 1- I wanted to go to United States but it was hard for me get the tourist visa. So I decided take the course at university to get a student visa. But after I started the course, linguistics, teaching etc... started to get my attention and now I am in the last semester.
- 2- I want to finish it, because everything I start I have to finish on the contrary I would feel bad. But at first I don't have the objective to work with English.
- 3- I'm taking licenciatura because is more interesting for me and I see English on action and have an experience as a teacher is interesting for me.
- 4- Yes I did for many reasons. Sometimes was because my work. Sometimes because my grades.
- 5- Despite some problems is a good course. My future career at least nowadays is not related to Letras course, because I'm graduated in another area already. But in future who knows.

Student 17

- 1- I like to read. Reading is one of my hobbies, so when I was checking the programs in UFSC I decided to do something related to language and since I like English I ended up here.
- 2- Because I like the program, I enjoy classes, they're very interesting and useful on my future career as a professor.
- 3- I'm taking licenciatura, I like to teach, so I'm really enjoying the classes, the peer observation is useful and good for our development.
- 4- Yes, I was in doubt about my future, if I would enjoy being a teacher.
- 5- Expect to be a good teacher, and I graduat with knowledge to be one.

Student 18

- 1- enjoying literature, having a university degree, enjoying the English language and culture, improving my linguistic skills.
- 2- To finish the program.
- 3- Yes I want to carry institutionalized research.
- 4- Yes. Financial problems. Too much investment.
- 5- Letras helped me a lot, not only with content, but in positioning myself, being more organized and structured in discourse. I hope I keep evolving in my own pace.

Student 19

- 1- I was born and thought it would be nice since I liked to read English speaking authors.
- 2- Because I really enjoy all the learning process and knowledge gained through the course.
- 3- Yes, to learn as much as I can.
- 4- No, I had to take a break through.
- 5- Should have more areas at research for pot-graduate.

Student 20

- 1- I liked to study English, I wanted to become an English teacher, I wanted to learn about English American literature.
- 2- I want to finish the course so that I have a graduation degree, I want to pursue a masters' degree later on.
- 3- I would like to work as a researcher, I want to use English in other areas but teaching, so I think it is worthy taking Bacharelado.
- 4- I didn't like some of the subjects, I didn't see myself working as a teacher/translator.
- 5- Some of the courses were not taught according to the plan course, I mean, sometimes the professor would focus only on some contents in the expense of others, which would cause problems in the next courses (those that were a continuation). Other times, professors would repeat the topics in different courses. There should be more communication between professors, or they should take in consideration student's needs and what they have already learned.

Student 21

- 1- I chose to study at the Letras Program because I've always liked studying languages, mainly Portuguese and English. Since I had English by myself I thought this would be a great opportunity to study the language through a formal approach and to get familiar with the different areas of study related to it.
- 2- Currently, the main reason for me to keep attending the program is my wish to graduate, I've thought about giving up many times, because I was not really sure about what I was going to do after graduating. Also, I've found out some interesting areas (e.g. translation studies, discourse analysis) which motivated me to keep studying.
- 3- Well, I can picture myself holding the degree, but I'm still not sure about what to do after I have it. I'm going after this goal mainly because I really like studying in the area and also because I believe that getting a degree is an important step in one's life.

- 4- Yes, I have. I thought about it many times, and the main for that was the lack of options I thought I had. Nowadays, I know there are many areas in which I can apply the knowledge I've acquired through the program.
- 5- NO ANSWER.

Student 22

- 1- I was interested in linguistics and literature. People said a degree was important.
- 2- It's almost in the end. People say I need a degree. Writing the TCC might be a useful experience.
- 3- Yes it's useful. I like to study. But I don't want to study pedagogy.
- 4- All the time. I need money and I don't want to teach English anymore, because it is a lot of work and it doesn't pay accordingly. Classes take up the time I could be getting some money. To become a professor takes too long.
- 5- There are good classes and teachers. If you kept only the good and useful classes the course could be finished in 2, 3 years.

APPENDIX C

Responded questionnaires