The University of the West Indies
St. Augustine Campus
Faculty of Humanities and Education
CARIBBEAN STUDIES PROJECT
HUMN 3099

COVER PAGE
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TITLE OF THESIS:
The Impact of Motivation and Attitude on Foreign Language Learning: A case study of adults when learning Spanish as a second language.

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Abstract

Motivation and attitude are two essential affective factors when learning a second language. This study examines types of motivation (integrative, instrumental, intrinsic and extrinsic) and attitude and their effect on the knowledge of Spanish gained by thirty-eight (38) participants of an intensive Spanish training course offered by the Spanish Implementation Secretariat (SIS) in Trinidad. An online questionnaire was utilized to gather data and included a question of a modified Attitude Motivation Test Battery (AMTB) from Gardner’s research in second language learning studies. The main findings show that the participants are highly motivated and found to be more intrinsically motivated to learn Spanish. The study indicated that factors of integrative motivation were a determinant for the participants. Furthermore, instrumental and extrinsic motivation played an important role in the second language learning process.

Title

The Impact of Motivation and Attitude on Foreign Language Learning: A case study of adults when learning Spanish as a second language.
Glossary

ACS - Association of Caribbean States

AMTB - Attitude Motivation Test Battery

CEFR - Common European Framework of Reference for Languages: Learning, Teaching and Assessment

ECLAC - Economic Commission for Latin America and the Caribbean

SIS - Secretariat for the Implementation of Spanish
Introduction

Learning Spanish as a foreign language has become increasingly beneficial in the Caribbean, especially in Trinidad and Tobago. It has been incorporated into the secondary school curriculum for the past few decades. Furthermore, the Secretariat for the Implementation of Spanish (SIS) was initially formed in 2004 and formally launched in 2005 by the Ministry of Trade and Industry. It is now a department of the Ministry of Education. The purpose of its creation was to implement the Spanish as a First Foreign Language Initiative in Trinidad and Tobago. This department was imperative due to the increase in trade, business, educational and cultural connections with neighbouring Spanish-speaking nations. “Spanish is a strategic tool in the internationalization of our nation’s culture and strategic advantages. It is the driver for trade, and the vehicle of culture and values.” (Secretariat for the Implementation of Spanish)

However, while Spanish is predominantly incorporated into secondary school curriculums, the desire for acquiring it as a second language has become progressively popular among adults in Trinidad and Tobago. The SIS offers an intensive Spanish training programme for adults, targeting Government Ministries in which only public servants can participate. The programme launched in November 2016, comprised of thirty three participants, and is currently being offered for a third time which comprises of eighty participants. The levels that are offered are A1, A2 and B2 according to the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR). This study will focus on participants of the first and second offerings of the programme who were successful in achieving their certificates of completion. It has been noted that the presence of motivation in their success was significant. “The process by which adults learn a second language is very different to that of a child and it is due to the difference in cognitive development between adults and children” (Foppoli). Similarly, for adults, “the
need for acquiring the second language must be meaningful as the work that must be put in requires extra effort and determination” (Foppoli).

Motivation and attitude are essential factors when considering the meaningfulness of language as they play an important role in the amount of effort that a person is willing to put out. According to Brown, “undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to second language learning scenarios” (168). Gardner defines second language motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (qtd. in Gonzales and Lopez 1, 2). Attitude was also a key tenet of Gardner’s social psychological approach (Dörnyei 119). This study examines the role that motivation and attitude played on the successful completion of the participants also analysing their general knowledge gained of Spanish Language.

Rationale

The inspiration for this topic was the observation that more adults in Trinidad and Tobago are taking an interest in learning Spanish as a second language. However, there are not many studies conducted on adult learning in this specific subject matter. Several researchers have indicated that motivation and attitude are important affective factors to consider when researching second language learning. Therefore there exists a need to stray from looking at test results and shift the focus to these affective factors. As a student majoring in foreign languages, the topic held particular interest and personal fascination. As such, this research was conducted to help identify and examine the roles that different types of motivation and attitude play in this process. Similarly, the programme at Secretariat for the Implementation
of Spanish was chosen as the focus for this study as it is only geared to working individuals in the public service in Trinidad and Tobago.

Research Question
What is the impact of motivation and attitude on performance of adults between the ages of 20-50 when learning Spanish as a second language?

Aim
The general aim of the study is to analyze and evaluate how motivation and attitude influence the learning and performance of Spanish as a foreign language among adults in Trinidad and Tobago between the ages of 20 to 50. The study also plans to suggest solutions to the issues that can be encountered during this process.

Objectives
1. To determine the types of motivation that influence adults in learning Spanish as a second language.
2. To examine the impact of motivation on their performance
3. To examine the impact of attitude towards second language success.

Methodology
In gathering information for this research paper, the researcher focused efforts on the programme offered by the SIS as a source of primary data. The participants of this research comprised thirty eight (38) adults from different Government Ministries of Trinidad and Tobago. The information from the participants was collected through an online questionnaire. The focus of the questionnaire was to get their opinions and experience on how motivation
influenced their performance and experience in learning the language. An interview with a member at the SIS, Miss Nicole Nelson, Foreign Language Specialist, was conducted to provide information about the programme. Several books and scholarly articles were used as secondary data. The nature of the study is quantitative and analytical methods were also adopted to interpret the data collected. Solely participants of the adult Spanish programme offered by the Spanish Implementation Secretariat were selected to collect the primary data.

The impact of motivation and attitude would be examined and discussed in the performance of participants of an adult Spanish training program offered by the SIS. The observation that more adults in Trinidad and Tobago are taking an interest in learning Spanish was the inspiration for this topic. An online questionnaires and an interview were utilized to gather primary data for this research paper. Chapter 1 would present a literature review giving a critical analysis of related studies previously conducted on the topic. Chapter 2 would present and analyse the findings from the questionnaire and interview conducted. Chapter 3 would discuss these findings and compare and contrast them to the information examined in the literature review.
Chapter 1

**Literature Review**

The Spanish language has been an integral part of Trinidad and Tobago’s history from as early as the late 1400’s. Although its role has changed significantly, it is still very important in the country’s contemporary society. The twin island republic belongs to the Anglophone Caribbean which is surrounded by several neighbouring Hispanic countries such as Venezuela, Colombia and others of Latin America and the Hispanic Caribbean. Furthermore, Spanish is known as the first official foreign language of Trinidad and Tobago and is incorporated in many of its landmarks and street signs.

Learning a second language

As a child, one learns to communicate through interaction with family members. This is because the cognitive learning of a child does not require grammar rules but utilizes patterns and repetition. This suggests that “it is through exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind” (Foppoli). However, this communicative approach cannot be the focus when adults are learning a second language. “Due to adults’ specialized knowledge and unique life experiences, the focus of adult education is to expand adult learners’ horizons rather than to develop segments of specific knowledge” (Lin).

The programs geared towards teaching adults a second language involve four major components: reading, writing, speaking and listening, which include a strong focus on grammar rules and pronunciation. Davies and Elder suggest that “one of the principles of learning is that we make sense of new information and ideas by relating them to our previous knowledge” (505). Brown stated that learning a language is a long and complex undertaking.
He adds that “total commitment, total involvement, total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a second language” (1).

Importance of Spanish Language Learning in Trinidad and Tobago

In the past couple decades Trinidad has strengthened ties with Spanish speaking countries. In 2005 when Spanish was made the first official foreign language of the twin island republic, the Minister of Trade at the time Mr. Ken Valley stated that:

the Spanish as the First Foreign Language programme is an important step in the process of integrating our economy with that of Latin America. By declaring Spanish as the first foreign language of T&T, the Government has made a bold move to prepare our citizens for the challenges and opportunities of regional expansion (Saying “Sí” to Spanish).

This in the years to follow has proven to be very accurate as the ties with Latin America have increased. In addition, due to the current economic and social issues in Venezuela there has been an influx of Venezuelans immigrating to Trinidad.

The Need for a specially designed Spanish Programme

Thus far, Spanish has been successfully incorporated into the Secondary School curriculum and introduced in some primary schools. However, other measures need to be put in place in order to accelerate the process of making Trinidad and Tobago a bilingual country as most of our citizens do not understand or speak basic Spanish. The Caribbean Region is rich with the historical presence of the French, Spanish and British and most of the islands were at some point governed by each nation. We did not however, succeed in becoming a fully multilingual region. As a result, there exist language barriers among the nations of this region. The ACS has indicated that the Caribbean’s separation by language barriers impedes effective
communication between the persons of the region, and inevitably regional co-operation and integration among the Member States of the Association of Caribbean States (ACS). Apart from the ACS, there exist other institutions in Trinidad and Tobago that oversee development and growth. The Economic Commission for Latin America and the Caribbean (ECLAC) engages in programmes that deal with climate change, sustainable development, gender issues, disaster prevention and preparedness etc. in the Caribbean and Latin America. Similarly, the Energy Sector of the Government of Trinidad and Tobago and Latin America has mentioned new collaboration in the oil and gas sector. All of these relations create a need for the workforce in Trinidad and Tobago to have a certain competency in Spanish.

The role of motivation in second language learning

While learning a second language is beneficial, it is not a necessity and therefore many people do not see the need for it. Motivation plays a key role in the learning process of a second language. According to Richard Gardner, “a motivated individual is goal directed, expends effort, is persistent, is attentive, has desires, exhibits positive effect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)” (2). He goes on to explain that all the aforementioned characteristics are cognitive, behavioural or affective. Brown supports this notion by mentioning that “motivation is key to learning in general” (168). Furthermore, Dörnyei states that “motivation provides the primary impetus to initiate second/foreign language learning and later the driving force to sustain the long and often tedious learning process” (1).

There are several different approaches that can be taken when studying the role of motivation in second language learning. Richard Gardner and Wallace Lambert conducted several studies on the instrumental and integrative orientations of motivation, which led to several other researchers focussing on these orientations. Integrative motivation is defined as
“an openness to, respect for the other community cultural and social life value” (qtd. in Zahiry 5). Moreover, Brown reported in his discussion on motivation:

The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in the social interchange in that group (172).

He explained that “some learners in some contexts are more successful in learning a language if they are integratively oriented and others in different contexts benefit from an instrumental dimension” (172). Dörnyei explained that “integrative motivational orientation concerns a positive interpersonal-affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community” (5).

Aside from the aforementioned approach to motivation research, emphasis is also given to intrinsic and extrinsic motivation. “Yet another, but arguably, the most powerful dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in a task” (Brown 173). According to Gilakjani, Abbas Pourhosein, et al.:

Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsic motivation is oriented towards an external reward or punishment. This internal-external distinction is one that has played a significant part in many current studies.

Similarly, Ryan and Deci have studied intrinsic and extrinsic motivation for several decades and have concluded that “over three decades of research has shown that the quality
of experience and performance can be very different when one is acting for intrinsic versus extrinsic reasons” (55).

The role of attitude in second language learning

On the other hand attitude is another very important concept to examine when researching second language learning. “In Gardner’s Social Psychology, a key tenet is the assumption that attitudes exert a directive influence on behaviour since an individual’s attitude towards a target influences the overall pattern of the person's responses to the target” (Dörnyei 119). Similarly, Gonzales and Lopez argue that “it is highly unlikely that a language learner can pick up the target language if he or she has a low regard to the speakers of the language and its community where that language is spoken” (2). Gilakjani, Abbas Pourhosein, et al. commented that “many can agree that attitude and motivation are closely related to achieving competency in language learning” (12).

Theory to Methodological Approach

In the questionnaire which was created for primary research, question five was structured utilizing the attitude motivation test battery. The Attitude Motivation Test Battery was developed by Richard Gardner in 1985 to test the non-linguistic aspects of second language learning. It was developed for English speaking persons learning French as their second language. According to Gardner “non-linguistic goals emphasize such aspects as improved understanding of the other community, desire to continue studying the language and an interest in learning other languages” (1).

This chapter reviewed previous research that were related to the present study and its findings would be presented in the following chapter.
Chapter 2

Findings

This chapter presents the responses of the questionnaire on motivation and performance in the intensive Spanish training program offered by the SIS. The questionnaires were distributed to thirty eight (n=38) participants who were willing to give their opinions on the areas focussed. All of the responses were anonymous.

Fig. 1. Shows the Comparison of Gender of Participants.

The first question revealed the gender of the participants (see fig.1). Out of the thirty eight (38) participants who answered the questionnaire seventy one percent (71 %) were female while twenty nine percent (29 %) were male. The majority of the participants were female. In several of the studies conducted by other researchers on the topic it was a trend that females tend to choose to study languages more than men. However, in this study the candidates were chosen by their respective ministries and not the SIS, therefore no generalisations were made with respect to ratio of women and men that engaged in the program.
Fig. 2. Showing the ages of the participants.

The program is offered only to adults who work in the public service. Fig. 2. Reveals that out of all thirty-eight (38) participants twenty-six percent (26%) belonged to the age group 20-30, fifty-three percent (53%) formed the 30-40 age grouping and twenty-one percent (21%) formed the 40-50 age grouping. It was noted from the findings that the majority of participants were between the ages 30 and 40.
Fig. 3. Reflects the level that was pursued.

The European framework for the Reference of Spanish A1, A2 and B1 were the levels offered. A1 and A2 would be fall into the beginner to intermediate level while B1 can be considered as the advanced level. Forty five percent (45%) of the participants pursued A1 while twenty one percent (21%) pursued A2. Additionally only thirty four percent (34%) of the participants pursued B1.

![Motivational Factors Diagram](image)

Fig. 4. Shows reasons for engaging in an adult foreign language program.

Fig. 4. Represents the reasons that affected the participants’ decision to engage in the program. They are all factors of motivation and fall into a type of motivation to be discussed in this paper. Moreover, some belong to more than one approach to motivation. Over eighty percent (80 %) of the candidates stated that they studied Spanish for personal gain while only eight percent (8%) expressed that it was for a salary raise. Sixty eight percent stated that they engaged in the program for work and forty seven percent (47%) stated that it was due to their love of languages. Similarly forty two (42%) percent engaged in the programme so they can
be able to communicate with friends and family, fifty eight percent (58%) engaged so that they can go on vacation in a Spanish speaking country and thirty nine percent (39%) engaged for the love of a challenge. Fig 4. also show that thirty seven percent (37%) felt that they wanted to learn Spanish so that they would be able to look at movies or shows in Spanish while thirty two percent (32%) wanted to be able to understand song lyrics. Forty two percent (42%) engaged in the programme because there are many Native Spanish speakers around them and as a result they wanted to be able to communicate with them. Only eleven percent (11%) of the participants who were all male wanted to learn Spanish due to interest in a Spanish speaker.

Table 1
Application of the Attitude Motivation Test Battery to the participants

<table>
<thead>
<tr>
<th>Questions</th>
<th>Gender</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do you like Spanish?</td>
<td>Male</td>
<td>4.18</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.28</td>
</tr>
<tr>
<td>How important do you think Spanish is in Trinidad and Tobago?</td>
<td>Male</td>
<td>4.46</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.61</td>
</tr>
<tr>
<td>How important do you think Spanish is as a way of learning about different cultures?</td>
<td>Male</td>
<td>4.46</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.72</td>
</tr>
<tr>
<td>How much effort are you prepared to put out to learn Spanish?</td>
<td>Male</td>
<td>4.09</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.25</td>
</tr>
</tbody>
</table>
How much do you think Spanish will help you in future travel?  
Male: 4.55  
Female: 4.47

How much do you think Spanish will help you in your job or future career?  
Male: 4.36  
Female: 4.14

How often do you listen to Spanish music?  
Male: 3.82  
Female: 3.33

How often do you watch Spanish TV shows or movies?  
Male: 3.27  
Female: 2.97

How often do you meet Native Spanish speakers?  
Male: 3.18  
Female: 3.42

The Attitude Motivation Test Battery (AMTB) was created by Richard Gardner and utilized in his research on attitude and motivation. In the present study a modified version of the AMTB was used to analyse attitude and motivation in a Spanish learning context among adults in Trinidad and Tobago. Table 1 displayed the means of each component which showed positive results on participants’ attitude towards Spanish language and the importance of Spanish in Trinidad and Tobago. In addition, it showed the effort that they were willing to put into the second language learning, in both males and females was an average rating of above 4. This shows that participants were willing to put substantial effort. The AMTB included questions which showed the degree to which Spanish influenced the participants’ lives. The mean for these were three (3), which gives us the insight that Spanish had only a neutral influence.
The following figures represent the opinions of the participants about the learning process involving the four main components in the program (Reading, Writing, Speaking and Grammar). Fig. 5 shows that the majority of the students stated that reading was their best component while none felt grammar was their best component. As shown in Fig. 6, fifty five percent (55%) stated that Reading was the easiest component to learn; while only three percent (2%) indicated that Grammar was the easiest. Contrastingly, Fig. 7 shows that the majority of them fifty five percent (55%) said grammar was the toughest and only three percent (3) indicated reading was most difficult.

![Bar chart showing what the participants felt were their best component.](image-url)
Fig. 6. Outlines which component the participants felt were easiest to learn.

Fig. 7. Outlines which component the participants felt was the most difficult to learn.
Fig. 8 shows qualitative data which comprised of the participants’ feedback on whether or not the factors in fig. 4 impacted their results. The factors include “personal gain”, “work”, “going on vacation”, “a salary increase”, “love interest in a native speaker” and “wanting to overcome difficulty in the past when studying Spanish”. Out of the 38 participants, only 25 responded to the question. The majority of them positively stated that those factors did motivate them and influenced their learning process. The question also allowed them to suggest what else impacted their results. Fig. 8 represents their suggestions which include “they were self-determined”, “it allowed me to put effort”, “it was a good challenge”, “helped to remind me to practise”, and “peaked my interest in Spanish”.

Fig. 8. Feedback students gave about what motivated them and impacted their results.
The following figures reflect the performance of the participants after the program. While the results of the tests were included, it is not the focus of the study. In this study performance looked at the knowledge gained by the participants in Spanish language.

Exams were given during mid semester and at the end of the program. The test results determined whether or not a certificate of completion was awarded.

Fig. 9. Shows the ratio of persons who passed the exams and those who didn't.

Fig. 9. reflects that ninety two percent (92%) of the participants passed while only eight percent (8%) failed.
Fig. 10. reflects which participants felt confident about speaking Spanish and those who did not.

Fig. 10. shows that thirty seven percent (37%) felt confident about speaking Spanish now, while fifty five percent (55) indicated “maybe” and only eight percent (8%) said “no”.

Fig. 11. Showing capability of carrying on a conversation in Spanish
Similarly, fig.11. Outlines that sixty three percent (63%) of the participants felt they were capable of carrying on a conversation in Spanish, thirty two percent (32%) were unsure and only five percent (5%) indicated not feeling capable of doing it.

![Pie Chart](image)

Fig.12. Showing ability to understand Spanish vocabulary

Furthermore, Fig.12. shows that ninety five percent (95%) of the participants felt that even though they could not speak the language well, they understood some of the words used by Spanish native speakers. Only five percent (5%) said maybe and none of them said no.
Fig. 13. Illustrating the reliability of exams when determining an individual’s knowledge in Spanish.

Fifty five percent (55%) of the participants responded that exams do not determine a person’s knowledge while forty two percent (42%) stated that exams do determine a person’s knowledge and three percent (3%) indicated that exams can determine a person’s knowledge only sometimes. One participant mentioned that exams do provide a means to measure competence at a point in time. However, it is possible particularly at the more introductory levels to cram for exams, do well and not be able to use the information at a future date. Repetition over time is the best way to remember and communicate the language. Another had the opinion that to a limited extent, you can pass exams yet in real life have difficulty understanding when a Spanish person speaks especially if it is fast. However, another person may not do well in exams but be able to communicate better.
Fig. 14. Showing participants’ interest in furthering Spanish learning.

All 38 participants expressed interest in continuing to learn Spanish after completion of the program.

Interview with Miss Nicole Nelson, Foreign Language Specialist, Spanish Implementation Secretariat (SIS)

The interview was conducted with the representative from the SIS to gain information about the programme. This was done to help understand what the programme is about, who it involves and how often it is offered. With this knowledge, the researcher was able to understand its structure.

This program is offered by the Government of Colombia through the Colombian Embassy in Trinidad and Tobago. It is an intensive Spanish training program for public servants and diplomats only. It launched in November 2016 and comprised of thirty three persons from Ministry of National Security and Planning and Development. The program lasts between 16-20 weeks from the opening ceremony to closing. Over the past three years, each offering was funded by a different University which were Universidad EAFIT, Universidad de Caldas and Universidad del Norte. A teacher who is trained in teaching
Spanish as a Foreign Language is sent from each respective University to conduct the programme.

Three different levels A1 (most participants) A2 and B1 according to the CEFR are offered in this programme and the participants receive a certificate upon completion. In the second and third offering, some of the participants returned to continue with the next level. The Ministries enrolled were Ministry of Tourism, Trade and Industry, Planning, Foreign Affairs, Labour and Small Enterprise Development, Social Development and Family Services, Office of the Prime Minister and Office of the President.

Participants and Ministries learn about the programme via the Ministry of Foreign Affairs. Memos are distributed and candidates are selected through their Human Resource Departments and approved by the respective Permanent Secretaries. The list of candidates is sent to the SIS. Additionally, the participants are screened and placed in a level after a Skype interview with the tutor and assistants in Colombia is conducted.

The four main language skills are studied; Grammar, Reading, Writing and, Speaking. The universities provide the books, materials and the upkeep of the tutor. The SIS is only responsible for the location and registration process which are held in Ministry of Education. Moreover, the continuation of the programme is dependent on the Embassy of Colombia, as they fund it. The interviewee mentioned that common feedback generally given by the students is that they all want to continue and they would love to go to Colombia.

This chapter presented and analysed the findings of the questionnaire and interview conducted. The following chapter would discuss such findings in order to determine the impact of motivation and attitude on second language learning.
Chapter 3

Discussion

The programme offered by the Secretariat for the Implementation of Spanish was initially geared toward officers in the Ministry of National Security. The programme was deemed beneficial to these officers as they were more likely to be in contact with Spanish speakers. However, it has been extended to include other Ministries in the Government such as Ministries of Tourism, Trade and Industry, Planning, Foreign Affairs, Labour and Small Enterprise Development, Social Development and Family Services, as well as the Offices of the Prime Minister, and of the President. It commenced in 2016 and is currently in its third phase.

This research paper was structured to analyze the results of a study conducted on the participants of the programme. As shown in Figure 1, seventy one percent (71%) of the participants were female and twenty nine percent (29%) were male. In addition, figure 2 shows that twenty six percent (26%) were between the ages of twenty and thirty, fifty three percent (53%) were between the ages of thirty and forty and twenty one percent (21%) were between the ages forty and fifty. In the present study forty five percent (45%) of the participants pursued A1, twenty one percent (21%) pursued A2 and thirty four (34%) pursued B1. Motivation will be discussed utilizing two different aspects: the integrative and instrumental approaches, and intrinsic and extrinsic motivation. The impact of attitude on second language success will also be examined.

Integrative and Instrumental Orientation of Motivation

As mentioned before, integrative motivation involves the desire to interact with members of a second language community. Instrumental motivation refers to the acquisition of a language as a means of attaining instrumental goals, for example, furthering a career. In
the survey conducted, the responses to several questions revealed that both the instrumental and integrative orientations were involved in the motivational process of the participants. The nature of the programme was such that participants were chosen by their respective places of work and they utilized it to forward their career. This gives an explicit representation of instrumental motivation. As shown in Figure 4, only sixty nine percent chose the option of work from the list of motivational factors, while eight percent of the participants expressed that they were doing the program for a salary raise. This indicated that while the initial reasons for which the participants engaged in the programme were work related, many of them indicated that other motivational factors listed were more influential.

On the other hand, integrative orientation to motivation was not as explicit. Integrativeness in this study dealt with the openness and respect for the Spanish culture that is being integrated into that of Trinidad and Tobago. In the study conducted, four out of eleven of the motivational factors included in Figure 4 were directly related to integrativeness. As shown, forty two percent of the participants stated that a motivational factor was the desire to interact with native Spanish speakers. Yet, only ten percent expressed it was motivation due to interest in a native Spanish speaker, all of whom were male. Figure 4 also reflected that thirty seven percent of the participants expressed the desire to be able to understand the Spanish spoken in movies and television shows while thirty two percent stated that they wanted to be able to understand the lyrics of Spanish songs that they heard daily. The motivational factors listed in the questionnaire were not categorized as integrative or instrumental beforehand. The popularity of the aforementioned chosen factors proved that integrative motivation was inherent.

Motivation can be linked to performance and knowledge of Spanish gained. Figure 9 show that ninety two percent of the participants passed the exam. All the participants except one who possessed instrumental and integrative motivation responded positively on their
ability to carry on a conversation with a Spanish speaker as seen in Figure 11. Similar results were found on their understanding of some Spanish vocabulary as seen in Figure 12. On the other hand, Figure 10 shows that only one of the participants did not feel confident, while all the others felt confident to interact with Spanish speakers. Additionally, researchers observed that “an individual can evince both orientations of motivation concurrently” (Brown 172).

The results discussed previously reveal that the participants exhibited both instrumental and integrative motivation simultaneously during the second language learning process.

Intrinsic and extrinsic motivation

Another facet of research is the concept of intrinsic and extrinsic motivation. As previously mentioned, intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying. Extrinsic motivation involves some instrumental end such as earning a reward or avoiding punishment. In the present study, responses to several questions indicate that the participants were intrinsically motivated. As shown in Figure 4, eighty two percent of the participants expressed that they learned Spanish for personal gain, forty seven percent stated it was for the love of languages, and forty percent expressed that they studied Spanish for the love of a challenge. Figure 8, however, demonstrates that only thirteen percent stated that motivation did not influence their learning process, while the majority, eighty seven percent, mentioned that it did influence their learning process. The responses of those who stated that motivation did have an influence mainly exhibited intrinsic motivation.

In addition, self-determination, as discussed by Ryan and Deci, was evident amongst the reasons given by participants. Self-determination is seen as a prerequisite for any behaviour to be intrinsically rewarding (Dörnyei 276). As seen in Figure 8, along with self-
determination, the participant responses included other intrinsically motivational factors such as having a keen interest in the language, and viewing it as a challenge.

Learning a second language involves extrinsic motivation to some extent. Researchers such as Deci and Ryan argue that a person can be intrinsically and extrinsically motivated simultaneously (55). The participants’ responses indicated that besides interest in learning Spanish, an important factor in the decision and determination to learn the language involved an instrumental gain. In the intensive Spanish training program offered by the SIS, the participants were extrinsically motivated by the benefit of learning Spanish to their careers. Referring to Figure 4, sixty-eight percent expressed that the reason for studying Spanish was for work, and eight percent said it was for a salary raise. Out of all the participants who displayed extrinsic motivational factors, sixty-one percent of them were also intrinsically motivated.

It can be deduced therefore that the participants were more intrinsically motivated than extrinsically. The findings of the present study supported the notion put forward by several researchers that intrinsic motivation is superior when learning a second language.

Attitude towards learning Spanish and success

Attitude is a very complex and elaborate construct, and like motivation, it is closely related to success in second language learning. As mentioned in previous chapters, a person’s attitude towards learning the language has a significant influence on their success. Similarly, several researchers argued that it is highly unlikely to learn a target language if an individual has no or low regard for the speakers of the language and its language community (Gonzales and Lopez 2). The modified AMTB in this study focused on the learner’s evaluation of, interest in, and attitude towards Spanish and its importance in Trinidad and Tobago. It also
included the effort that they were willing to put into learning the second language and the extent to which Spanish influenced their lives.

The responses in Table 1 revealed that the amount of effort that participants were willing to put into learning Spanish was an average rating of 4.2. This indicated that the participants were generally willing to exert a substantial amount of effort in the process which contributed to their success. As shown in Table 1, the participants’ interest in Spanish was a mean of 4.3 which suggests that all of the participants possessed an avid interest in studying the second language. Moreover, the mean rating of 4.6 was a positive representation that the participants were acutely aware of the importance of Spanish in Trinidad and Tobago. These findings revealed that they displayed favourable attitudes in the areas aforementioned. The frequency of interaction with native speakers, how often they looked at Spanish shows or movies, and how often they listened to Spanish music, as seen in Table 1, were given the mean ratings of 3.4, 3 and 3.4 respectively. Therefore, it can inferred that the influence of Spanish in the participants’ lives was not significant.

Additionally, the participants stated that Spanish was a very useful language for future endeavours in career and travel. Figure 14 showed that all the participants desired to continue learning Spanish. During the interview with Miss Nelson from the SIS, she mentioned that many of the participants had expressed a keen interest in visiting Colombia. This suggests that they had a positive attitude toward the community of the target language ie. Spanish. On the other hand, the attitude of the participants towards learning Spanish was examined. Table 1 show that ninety two percent of them passed the exams. Therefore, the research conducted for this study suggests that attitude played an essential role in the participants’ success in learning Spanish as a foreign language.
Conclusion

The present study investigated motivation and attitude and their impact on performance in second language learning. It comprised of participants who completed an intensive Spanish training programme offered by the Secretariat for the Implementation of Spanish open to public servants in Trinidad and Tobago. Quantitative and qualitative data were collected utilizing an online questionnaire and an interview respectively.

The main findings of the study revealed that the participants were highly motivated and had a positive attitude towards learning Spanish as a second language. The types of motivation discussed in the study include instrumental and integrative, intrinsic and extrinsic. Instrumental motivation was the determinant for the decision to engage in the programme. Many of the participants considered it would assist them in furthering their careers. Despite this, the participants exhibited more factors of integrative motivation. Some of the motivational factors that were integrative include “the desire to interact with Spanish speakers”, “interest in a native Spanish speaker”, “desire to watch Spanish movies and television shows” and “desire to understand Spanish song lyrics”. Majority of the participants wanted to be able to interact with Spanish native speakers while only four participants expressed interest in a Native Spanish speaker.

Similarly participants were found to be more intrinsically motivated than extrinsically. The intrinsic factors included were “love of languages”, “personal gain”, “for the love of a challenge”. Qualitative data also provided intrinsic factors such as “self-determination” and “having a keen interest in Spanish”. Majority of the participants expressed that they learnt the language for personal gain. Only five participants stated that the motivational factors did not impact their decision. Extrinsic motivation was present as most of the participants studied Spanish for career purposes while only three studied it for a salary raise.
Attitude was an important affective factor in the second language process. In the present study majority of the participants had a positive attitude towards learning Spanish and the importance of it to Trinidad and Tobago. All of them were willing to exert a substantial amount of effort into the learning process. However, it was revealed that the language was not notably present in their daily lives.

Limitations
The sample only reflected the opinions and feedback from some of the participants of the programme and not all. Due to this, gender generalizations could not be drawn as the number of male and female participants were not equal. In addition, the allotted time given to complete the project only allowed the researcher to examine a limited scope of work.

Recommendations
Future research will need to be conducted on motivation in both adults and children in a more longitudinal approach as this program’s duration was only sixteen to twenty weeks. Therefore the learning process was short. Male and Female comparison will need to be studied in order to gain more information on motivation relative to gender. Similarly, more Spanish language programmes should be available for adults. There is a need for more promotion on the importance of learning Spanish as a second language. Miss Nelson suggested that there is a need to develop more partnerships for inter-institutional exchanges both ways between Trinidad and Colombia. She added that integration is important to gain fluency therefore there should be programs that allow Trinidadians to visit Colombia for educational purposes.
Works cited


https://www.enforex.com/levels.html
Appendix A

Motivation Questionnaire

Please complete the following survey. It will be used to research how motivation affects performance when learning Spanish as a second language. Note that all responses are anonymous. Thank You for your participation.

*Required

1. Gender *
   - □ Male
   - □ Female

2. Age *
   - □ 20-30
   - □ 30-40
   - □ 40-50

3. What level of Spanish have you pursued? *
   - □ A1
   - □ A2
   - □ B1

   - □ Personal Gain
☐ To communicate with friends and family
☐ For work
☐ For a salary raise
☐ Love of languages
☐ To go on vacation
☐ To be able to look at movies or shows
☐ To be able to understand the lyrics of favourite songs
☐ For the love of a challenge
☐ There are many Native Spanish speakers around you and you would like to understand them or speak to them
☐ Interest in a native Spanish speaker
☐ Other:……………………………………

5. Please tick the answer to the relevant question *

1- not at all and 5- very much

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do you like Spanish?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>How important do you think Spanish is in Trinidad and Tobago?</td>
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<tr>
<td>How important do you think Spanish is as a way of learning about different cultures?</td>
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<tr>
<td>How much effort are you prepared to put out to learn Spanish?</td>
<td></td>
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</tbody>
</table>
How much do you think Spanish will help you in future travel?

How much do you think Spanish will help you in your job or future career?

How often do you listen to Spanish music?

How often do you watch Spanish TV shows or movies?

How often do you meet Native Spanish speakers?

6. Which component was your best?
   □ Speaking
   □ Reading
   □ Writing
   □ Grammar

7. Which component was easiest to learn?
   □ Speaking
   □ Reading
   □ Writing
   □ Grammar

8. Which component was most difficult to learn?
9. Do you feel confident in speaking Spanish now?
   
   □ Yes
   □ No
   □ Maybe

10. Do you believe that the motivational factors mentioned in question 4 impacted your results? If yes say why.
    
    □ Yes
    □ No

12. Whether yes or no do you feel like you can carry on a conversation in Spanish?
    
    □ Yes
    □ No
    □ Maybe

13. Even if you cannot speak the language well, Can you understand some of the words and terms that the native speakers use? Mark only one oval.
    
    □ Yes
    □ No
14. Do you feel like exam scores determine how well you know Spanish?

☐ Yes
☐ No
☐ Other:

15. Would you continue to learn Spanish after having completed the program? Mark only one oval.

☐ Yes
☐ No

Appendix B

Questions and Answers of Interview.

Q: Can you tell us a little about the programme?

A: This program is offered by the Government of Colombia through the Colombian Embassy in Trinidad and Tobago. It is an intensive Spanish training program for public servants and diplomats, and it is only open to public servants. The first launch started in November 2016, 33 persons from Ministry of National Security and Planning and Development graduated from the Spanish programme. The program lasts between 16-20 weeks from the opening ceremony to closing. Over the past three years, the universities EAFIT and Universidad de Caldas offered the Spanish courses. A teacher who is trained in teaching Spanish as a Foreign Language from the University delivers the courses.

Q: Who are involved in the programmed?

A: Quite a number of the participants are returning to continue with the next level, which has increased the enrolment Ministries most commonly involved are Ministry of Tourism, Trade
and Industry, Planning, Foreign Affairs, Labour and Small Enterprise Development, Social Development and Family Services, The Office of the Prime Minister and The Office of the President.

Q: What levels are offered and how is it structured?

A: There are three different levels A1 (most participants) A2 and B1 according to the European framework, offered in this programme and the participants receive a certificate upon completion.

Q: How are participants chosen?

A: The program is disseminated directly from the Ministry of Foreign Affairs. The Ministry of National Security is the main focus as it is deemed most beneficial to them. This is because they are most likely to make contact with and interact with Native speakers. They send out the memos, candidates are selected through their human resource departments and approved by the respective Permanent Secretaries. The list of candidates is sent to the SIS. Skype interviews are done with the tutor and assistants in Colombia to screen participants and place them in a level. They usually stay in the level assigned unless they request to be changed due to difficulties.

Q: What is the structure of the program and who disseminates it?

A: The four main language skills are the studied, Grammar, Reading, Writing and, speaking. The universities provide the books, materials and the upkeep of the tutor. The SIS is responsible for the location and registration process. Initially, the classes were held mainly in the training rooms of the Ministry of National Security or the Ministry of Foreign Affairs; but now they are mainly held in Ministry of Education, which is a central location. The continuation of the program dependents on the Embassy of Colombia, as they fund it.

Q: What feedback has the participants given?
A: The feedback that is generally given by the students is that they all want to continue and they would love to go to Colombia.
Appendix C

The levels of Spanish offered by the SIS are structured according to the European Framework of reference of Spanish. They are as follows:

Basic – A1

Absolute beginners and students who have no previous knowledge of Spanish start at this level. In this level, you will become familiar with the language, learning to understand and speak basic phrases.

Elementary – A2

In this level, you will improve your comprehension and use of simple phrases and structures. You will also get a better knowledge of Spanish grammar.

Intermediate – B1

At a B1 level, you will start to communicate and express yourself in Spanish. Your oral and written expression and comprehension will improve greatly.