



Differences in Motivation Between Pupils in Regular and Bilingual Secondary School Programmes

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Motivation is considered to play an important part in second language acquisition. Many bilingual programmes in Dutch secondary schools select only highly motivated students to participate. This study aims to discover the difference in motivation, in the terms of Self Determination Theory, between students in these bilingual programmes and those in regular secondary school programmes. Results show that the bilingual students start out significantly more motivated than their regular counterparts, but that this difference disappears over the years.

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1.1 Introduction and theory

From the beginning of the 1990s there has been a steady increase in the number of secondary schools offering a bilingual programme in which pupils attend more English classes than students in the regular programme, and also take other classes (e.g. maths) in English. During the first three years, at least 50% of all classes are in English and all students have to work with a student from another country. The aims of these bilingual programmes are to improve students' linguistic skills and impart to them an international perspective. These programmes are based on the concept of Content and Language Integrated Learning (CLIL). The idea behind CLIL is that by using a foreign language to teach subjects other than that language, students experience the language as a tool that is useful to them now rather than possibly useful later. This should ensure that students are highly motivated and increase their linguistic competence. A study of bilingual programmes (Verspoor et al. 2010), commissioned by the EP (European Platform) shows that pupils in bilingual programmes perform better than their counterparts in regular secondary school programmes in terms of English vocabulary and writing skills during the first three years (the investigation only covered these years). In order to ensure that pupils are willing to do the extra work a bilingual programme requires, many of the schools that offer such a programme ask for a letter of motivation from pupils before they can be admitted.

Gardner claims that when we state that an individual is motivated, we infer this on the basis of two classes of observations. First, the individual displays some goal-directed activity, and second, that person expends some effort (Gardner 1985:50). Motivation is what drives a person to pursue a goal. The cause of this driving force can be found either within people themselves or in some external source. The motivation from within, commonly referred to as intrinsic motivation, is fuelled by enjoyment of the activity itself. A pupil that is highly intrinsically motivated to learn English does so for the pleasure of learning English and is more likely to persist and complete language learning tasks, retain the information involved, and attain mastery of the subject (Poonam 1997:12; Gottfried, Gottfried & Fleming 2001:4). Extrinsic motivation is created by some external factors. Pupils that study hard in order to keep their grades up experience extrinsic motivation, in which the grades are the external factor that drive the behaviour.

own to lack the positive influence on achievement (Poonam 1997:13). People who are intrinsically motivated to perform a certain action, when given an extrinsic reward to perform the same action, will show an increase in performance. However, if subsequently the reward is withheld, they will show less persistence in behaviour than if there had never been an external award.

Although research (Gottfried, Gottfried & Fleming 1994:110) shows that stimulation through rewards can have a detrimental effect on the intrinsic motivation of a learner, the claim that extrinsic motivation is negative is problematic. The reason for this is that extrinsic motivation is a broad term that encompasses many possible factors. In addition to the intrinsic/extrinsic division, Gardner also describes integrative and instrumental motivation. People who are integratively motivated to learn English do so because of a desire to be able to fit in within a group of speakers of English. Those who are instrumentally motivated to learn English do so because they need a knowledge of English for specific goal, for instance to obtain a job that often involves contact with foreign clients. These types of motivation are not mutually exclusive and people can be motivated by both in varying degrees. In an attempt to define the source of motivation more precisely, in their Self-Determination Theory (SDT) (Deci & Ryan 1985, 2000), Deci and Ryan split extrinsic motivation into four different forms of motivation: *integrated regulation*, *identified regulation*, *introjected regulation* and *external regulation*.

The least autonomous form of extrinsic motivation is *external regulation*. This involves behaviours that are performed to satisfy an external demand or to obtain a reward (Deci&Ryan 2000:61).

Somewhat more autonomous is *introjected regulation*. This form of motivation involves performance in order to avoid guilt (Deci&Ryan 2000:62) or boost self-esteem. Although internal to the person (Deci&Ryan 2000:62), it involves behaviour that is still influenced by rewards and punishments and not by the enjoyment of the performance itself. Pupils who work hard to avoid feeling less intelligent than their classmates are motivated through *introjection* (Deci&Ryan 2000:62).

Even more autonomous is *identified regulation* or *identification*. With this type of regulation a person has recognised the behaviour to be of value for the attainment of a personal goal and therefore worthwhile to perform. For example, a pupil who works hard for

y abroad has identified the value of this activity for his

The most autonomous form of extrinsic motivation is *integrated regulation*, which consists of identified regulation that has been internalized. When a person self-examines the reasons behind his or her actions and has found them to match personal values and needs, these reasons are assimilated to the self. Despite being a fully autonomous form of motivation and being similar to intrinsic motivation, this is still extrinsic because the behaviour is seen as instrumental. A pupil who finds it important to be well educated may work hard for English class because it is congruent with his values, even if he does not enjoy the activity itself (Deci&Ryan 2000:62).

By making use of these distinctions, it is possible to take a more nuanced look at the influence of extrinsic motivation on performance. Vallerand & Bissonnette (1992:604) show that the influence of extrinsic motivation on performance depends on the type of extrinsic motivation. They claim that the non-self-determined types of extrinsic motivation, external and introjected regulation, are not related to persistence in behaviour (Vallerand & Bissonnette 1992:613). Learners that are mainly influenced by these types of motivation are not likely to persist in their studies. The more self-determined types, identification and integration, actually have a positive effect. Learners that are influenced by these types of motivation are likely to continue their study-related activities.

Self-Determination Theory also deals with the lack of motivation or *amotivation*. Someone who is amotivated lacks a desire to act. An amotivated person either does not value the activity, does not feel competent enough, or does not believe the activity will have the result he or she desires (Deci & Ryan 2000: 61). Amotivation has a negative effect on persistence (Vallerand & Bissonnette 1992: 613).

A concept related to amotivation is that of demotivation. While amotivation is a state a person can be in, demotivation involves a decrease in the experience of motivation. Dörnyei (2001) defines demotivation as 'specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action'. He identifies nine demotivating categories in order of how frequently they were mentioned by participants: the teacher, inadequate facilities, reduced self-confidence, negative attitude towards the foreign language (L2), compulsory nature of L2 study, interference of another foreign language, negative attitude towards the L2 community, attitudes of group members, and course book. In their study on demotivation in Japanese high schools, Kikuchi and Sakai (2009) found that, although the participants reported to have experienced some of the categories found by

towards the L2, compulsory nature of L2 study, negative attitude towards the L2 community, and attitudes of group members) were not observed. Kikuchi and Sakai suggest that this may be due to a difference in language learning context between Japan and Hungary. Kim and Kim (2013) suggest that while both demotivated and motivated English learners can still possess motivation, parts of their motivational constructs are likely to function negatively, leading them to demotivation to different degrees. This might very well offer an explanation for the discrepancy between the findings of Dörnyei in Hungary and Kikuchi and Sakai in Japan.

Anxiety has been found to be closely linked to motivation (Liu & Huang 2011: 2, Khodadady&Khajavy 2013: 281). Research aimed at the relationship between anxiety and self-determination theory has shown that higher levels of anxiety correspond with lower levels of intrinsic motivation and integrated regulation on the one hand, and higher levels of amotivation, external regulation and introjected regulation on the other (Khodadady&Khajavy 2013: 280; Liu & Huang 2011: 2). It is important to note that these are only correlations and not evidence of causation. It is unclear whether anxiety affects motivation or vice versa, and this might even differ between learners. For instance, highly anxious students may become less self-determined in their motivation to learn whilst non-self-determined students become more anxious. Learning a new language can be an unsettling process for many learners. The fact that people know what they want to say but lack the skills to do so in the target language can be frustrating or even frightening. "Because complex and non-spontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic" (Horwitz, Horwitz & Cope 1986:128). This panic may be the result of FLCA (foreign language classroom anxiety). As opposed to those who are generally anxious, people who suffer from FLCA are mostly unworried during their daily life and may even feel no trepidation for any other classes they take. However, activities concerning learning a new language make them feel uncomfortable. This sense of unease can solicit different responses from people. One of these responses is for them to spend large amounts of time preparing for their classes in order to prevent any situations in which they might be at a loss for words and feel foolish. Alternatively, "the more anxious student tends to avoid attempting difficult or personal messages in the target language." (Horwitz, Horwitz & Cope 1986:126). High levels of anxiety are linked to poor language learning results.

Verspoor et al. (2010: 26,27) show that secondary school students in a bilingual programme show a faster development of English vocabulary and writing skills over the first

secondary school programme. Because of the success in language learning, it is possible that students in bilingual programmes are more self-determined in their motivation to learn English. Verspoor et al. (2010: 17) hint at this. In their study, students were asked to rate how much they liked the English language. The bilingual students were more positive in their reply than the regular pupils, which is not surprising as only highly motivated students are admitted to bilingual programmes.

What Verspoor et al. (2010) do not address, is whether the motivation of students in bilingual programmes develops differently from the motivation of pupils in regular programmes over the years. The fact that, throughout the first three years of secondary school, bilingual students' English improves at a faster rate than that of regular students, could mean that bilingual programmes maintain students' high level of motivation.

The faster learning rate of bilingual pupils suggests they are more intrinsically motivated than regular pupils, and that their extrinsic motivation to learn English is more self-determined than that of regular pupils. Also, bilingual students are less likely to be demotivated by motivational factors. Because of the relationship between FLCA and motivation, it would seem likely that bilingual pupils suffer less from anxiety than regular pupils. In order to test whether or not this is the case and remains so over three years, this paper aims to answer the following questions:

1. Are pupils in regular and bilingual secondary school programmes motivated differently from one another?
2. Is there a difference in development of motivation over three years between pupils in regular and bilingual secondary school programmes?
3. Is there a difference in the level of anxiety experienced between pupils in regular and bilingual secondary school programmes?
4. Is there a difference in the influence of motivational factors between pupils in regular and bilingual secondary school programmes?

2 Method

2.1 Participants

A total of 151 (74 regular and 77 bilingual) pupils from a secondary school in The Hague took part in this study. The pupils were all in the first three years of secondary school (age 11 to 16) and were all of the same educational level (VWO). The participants were divided over six different groups, with one Bilingual and one Regular group per year. This division can be seen in table 2.1.1. The first three years were chosen because these were the years that were involved in the study by Verspoor et al. (2010) that looked at the development of reading and writing skills of students in bilingual and regular programmes.

Table 2.1.1 N-participants per group

Year	Bilingual	Regular	Total
1	28	25	53
2	26	26	52
3	23	23	46
total	77	74	151

The pupils were asked to answer a few questions about their experience with the English language outside of school. However, open-ended questions on contact with the English language had not been formulated clearly enough, resulting in unclear answers. For this reason, it has been decided to leave them out of the discussion.

2.2 Research tool

The questionnaire used in this study was compiled from items of the Academic Motivation Scale (Vallerand et al. 1992), the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope 1986) and 5 items on the influence of motivational factors based on research on demotivation (Dörnyei 2001; Kikuchi & Sakai 2009; Kim & Kim 2013). These 5 items deal with the factors reported to be related to the influence of the learning environment. The questionnaire consisted of a total of 36 items to be answered on a 7 point Likert scale. S(The questionnaire) contained 7 groups of questions, each one of which related to a subscale (1

tion, 3 introjected regulation, 4 external regulation, 5
actors). The items in each of these subgroups were
meant to elicit the same information. This was tested by means of McDonald's omega
coefficient (Peters 2014:60; Dunn, Baguley & Brunsden 2014: 404). The distribution of the
items over subgroups and the measured internal consistency of these groups can be found
below. The questionnaire was in Dutch to guarantee comprehension by the participants. The
full questionnaire can be found in the appendix.

2.3 Reliability

The reliability of the scales used in the questionnaire was tested, against a criterion of 0.70,
by means of McDonald's omega coefficient, the results of which can be found in Table 2.2.1.
The consistency of most scales was acceptable, varying between 0.70 and 0.89, which means
that within the subgroups, every item reliably elicits the same information. A score of 0.69
was found for 'Experience motivational factors' indicating questionable reliability of the
scale. However, the confidence interval shows an upper bound of 0.76, thus allowing for the
inclusion of the scale albeit with some caution.

Table 2.2.1 Reliability analysis of scales in questionnaire.

scale	no of items	Example item	McDonald's	Confidence interval
Intrinsic motivation	10	-I work because I enjoy learning English	0.89	0.86 ó 0.92
identified regulation	4	-I work because I will need English at University	0.89	0.85 ó 0.92
Introjected regulation	4	-I work because I like to show how intelligent I am	0.83	0.74 ó 0.87
external regulation	4	-I work because I want a good grade	0.70	0.59 ó 0.77
Amotivation	4	-I don't work hard at all	0.73	0.61 ó 0.80
Anxiety	5	-It frightens me when I don't understand everything the teacher says	0.85	0.79 ó 0.89
Experience motivational factors	5	-I experience the behaviour of my teacher as:	0.69	0.60 ó 0.76

2.4.1 Procedure

English teachers of first to third year classes at the *Hofstad College* were asked for their cooperation in giving the questionnaires to their pupils during regular class time. The questionnaires were distributed to the participants on the same day in April, 2014. It was explained that participation was voluntary and anonymous. The participants were not given a time limit and completed the questionnaire in 15 minutes. The researcher was present at 4 out of 6 classes, because some classes were held at the same time. It seemed to the researcher and teachers that all participants filled out the questionnaires seriously.

3.1 Intrinsic motivation

A score for intrinsic motivation was determined with the following questions taken from the Academic Motivational Scale (AMS) (Vallerand et al. 1992).

- I work hard because I experience pleasure and satisfaction while learning new things. .
- I work hard because I enjoy improving.
- I work hard because of the pleasure I experience when I discover new things.
- I work hard because of the pleasure that I experience while I am surpassing myself in one of my accomplishments.
- I work hard because of the pleasure that I experience when I read interesting authors.
- I work hard because of the pleasure I experience in broadening my knowledge about subjects.
- I work hard because of the satisfaction I feel when I am in the process of accomplishing difficult activities.
- I work hard because I enjoy watching English films.
- I work hard because I find English interesting.
- I work hard in order to learn interesting things about the English culture.

Table 3.1.1 shows the mean scores of each group for intrinsic motivation. These scores are out of a maximum of 7. The regular (R) groups consistently score lower than the bilingual (B) groups. The mean scores of both the R and B pupils drop over the years.

Table 3.1.1 Intrinsic motivation (year*school type)

Group	N	Mean	Std. Deviation
Regular 1	25	4.33	1.34
Regular 2	26	4.31	0.91
Regular 3	23	3.80	1.13
Bilingual 1	28	5.28	0.81
Bilingual 2	26	4.65	1.06
Bilingual 3	23	4.24	1.20

A two-way analysis of variance (ANOVA) was used to determine the effects of school year and educational type and the interaction of these two variables on the score for intrinsic

t of year was found: $F(2,145)=6.421, p<0.01$. Table
 c motivation by year of the R and B groups combined.

Table 3.1.2 Intrinsic motivation (year)

Year	N	Mean	Std. Error
1	53	4.81	0.14
2	52	4.48	0.15
3	46	4.02	0.16

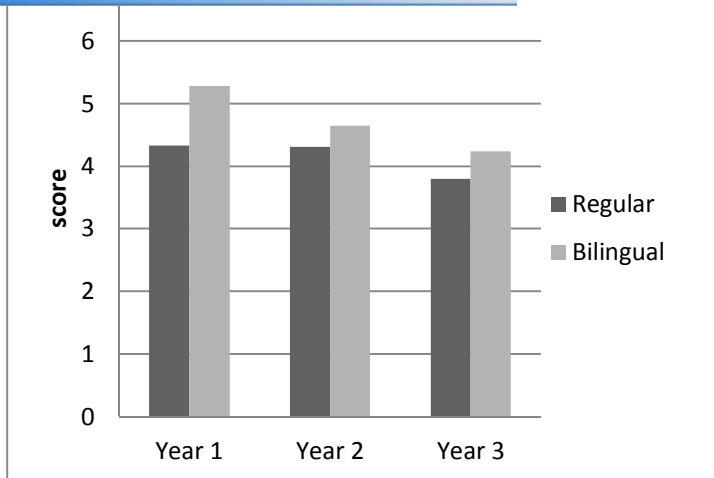
A Tukey post hoc test on the effect of year shows a significant difference between year 1 and year 3, $p<0.01$. No significant difference was found between years 1 and 2, nor between years 2 and 3.

Table 3.1.3 Intrinsic motivation (school type)

School type	N	Mean	Std. Error
Regular	74	4.15	0.12
Bilingual	77	4.72	0.12

A significant effect was also found for school type: $F(1,145)=10.626, p<0.01$. Table 3.1.3 shows the mean scores for intrinsic motivation by school type.

Figure 3.1 shows the drop in mean score for intrinsic motivation for both regular and bilingual pupils over the years. Between years 1 and 2, the mean score of the B pupils drops faster than that of the R pupils. Between years 2 and 3 decrease is nearly equal. However, The two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on intrinsic motivation, $F(2,145) = 1.208, p = 0.30$. From this it can be concluded that the decrease in intrinsic motivation was similar for both regular and bilingual pupils.



Pupils from the bilingual group score higher for intrinsic motivation than pupils from the regular group. However, for both groups the scores drop over the years and do so at approximately the same rate.

3.2 Identified Regulation

With identified regulation a person has recognised a certain behaviour to be of value for the attainment of a personal goal and therefore worthwhile to perform. A score for identified regulation was determined using the following items taken from the Academic Motivational Scale (AMS) (Vallerand et al. 1992).

- I work hard because I think that good English skills will help me better prepare for the career I have chosen.
- I work hard because it will enable me to enter the job market in a field that I like.
- I work hard because good English skills will benefit me in college/university.
- I work hard because I believe that good English skills will improve my competence as a worker.

Table 3.2.1 shows the mean scores of each group for identified regulation. These scores are out of a maximum of 7. The regular pupils score lower than the bilingual pupils and do so consistently over the years. The mean scores of both regular and bilingual pupils drop over the years.

				on
				42
Regular 2	26	5.41		1.21
Regular 3	23	4.61		1.28
Bilingual 1	28	6.20		0.68
Bilingual 2	26	5.66		1.11
Bilingual 3	23	5.19		1.22

A two-way ANOVA was used to determine the effects of school year and educational type and the interaction of these two variables on the identified regulation of pupils. The test shows a significant effect of year: $F(2,145)=13.283$, $p<0.01$. Table 3.2.2 shows the mean scores for identified regulation by year.

Table 3.2.2 Identified regulation (year)

Year	N	Mean	Std. Error
1	53	5.94	0.16
2	52	5.54	0.16
3	46	4.90	0.17

A Tukey post hoc test on the effect of year shows that there was a significant difference between year 1 and year 3, $p<0.01$. A significant difference was found between year 2 and year 3 at $p=0.02$. No significant difference could be found between years 1 and 2. These differences suggest a gradual decrease in the effect of identified regulation between years 1 and 2 followed by a sharper drop after the second year.

Table 3.2.3 Identified regulation (school type)

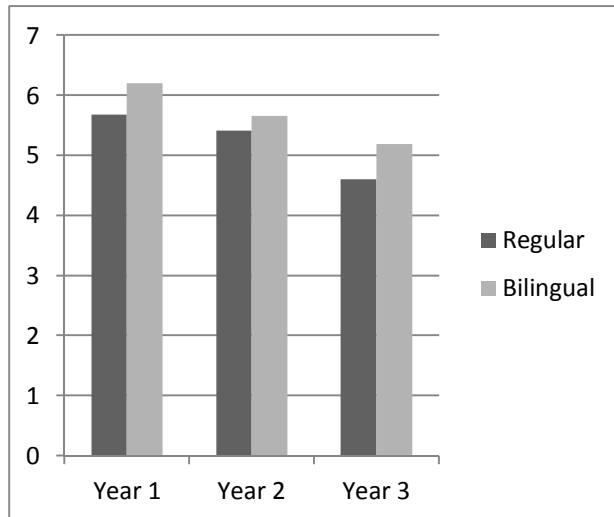
School type	N	Mean	Std. Error
Regular	74	5.23	0.13
Bilingual	77	5.69	0.13

A significant effect was also found for school type at $F(1,145)=7.695$, $p=0.02$. Table 3.2.3 shows the mean scores for identified regulation by school type.

Figure 3.2 shows the drop in mean score for identified regulation for both regular and bilingual pupils over the years. Between years 1 and 2, the mean score of the B pupils drops faster than that of the R pupils. Between years 2 and 3 the situation seems to be reversed and the mean score of the R pupils drops faster. A two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on

$p = 0.76$. From this it can be concluded that the difference was not significant for both regular and bilingual pupils.

Figure 3.2 Identified regulation (year*school type)



3.3 Introjected Regulation

This form of motivation involves the performance of behaviour in order to avoid guilt or boost self-esteem. A score for introjected regulation was determined using the following items taken from the Academic Motivational Scale (AMS) (Vallerand et al. 1992).

- I work hard to prove to myself that I am capable of getting good grades.
- I work hard because of the fact that when I succeed in class I feel good.
- I work hard to show myself that I am an intelligent person.
- I work hard because I want to show myself that I can succeed in my studies.

Table 3.3.1 shows the mean scores of each group for introjected regulation. These scores are out of a maximum of 7. The regular (R) group and the bilingual (B) group score almost the same in the first year. In the second year the R group score higher than the B group, but in the third year this has been reversed. The mean scores of both the R and B pupils drop over the years.

Regular 2	26	5.12	1.04
Regular 3	23	4.17	1.46
Bilingual 1	28	5.41	1.12
Bilingual 2	26	4.55	1.31
Bilingual 3	23	4.35	1.62

A two-way ANOVA was used to determine the effects of school year and educational type and the interaction of these two variables on the introjected regulation of pupils. The test shows a significant effect of year: $F(2,145)=10.188$, $p < 0.01$. Table 3.3.2 shows the mean scores for introjected regulation by year.

Table 3.3.2 Introjected regulation (year)

Year	N	Mean	Std. Error
1	53	5.44	0.17
2	52	4.84	0.17
3	46	4.26	0.19

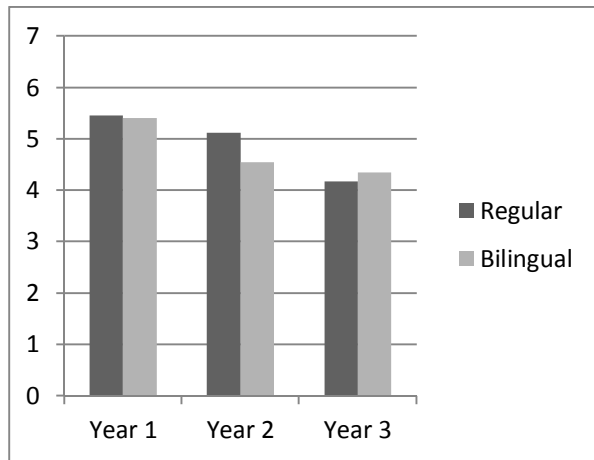
A Tukey post hoc test on the effect of year shows that there was a significant difference between year 1 and year 2 at $p=0.05$. A significant difference was found between years 1 and 3 at $p=0.01$. No significant difference was found between years 2 and 3.

Table 3.3.3 Introjected regulation (school type)

School type	N	Mean	Std. Error
Regular	74	4.91	0.15
Bilingual	77	4.77	0.14

A significant effect was not found for school type: $F(1,145)=0.441$, $p=0.50$. Table 3.3.3 shows the mean scores for introjected regulation by school type.

Figure 3.3 shows the drop in mean score for introjected regulation for both regular and bilingual pupils over the years. Between years 1 and 2, the mean score of the B pupils drops faster than that of the R pupils. Between years 2 and 3 this situation is reversed. A two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on introjected regulation, $F(2,145) = 1.103$, $p = 0.34$. From this it can be concluded that the decrease in introjected regulation is similar for both regular and bilingual pupils.



3.4 External regulation

External regulation involves behaviours that are performed to satisfy an external demand or to obtain a reward. A score for external regulation was determined using the following items taken from the Academic Motivational Scale (AMS) (Vallerand et al. 1992).

- I work hard because with poor English skills I would not find a high-paying job later on.
- I work hard because with bad grades I will not pass this year.
- I work hard because I don't want to disappoint my parents.
- I work hard because I don't want my teacher to think of me as a bad student.

Table 3.4.1 shows the mean scores of each group for external regulation. These scores are out of a maximum of 7. The regular (R) groups consistently score higher than the bilingual (B) groups until the third year when the B group scores slightly higher. The mean scores of both the R and B pupils drop over the years.

Table 3.4.1 External regulation (year*school type)

Group	N	Mean	Std. Deviation
Regular 1	25	5.42	1.04
Regular 2	26	5.29	0.91
Regular 3	23	4.31	1.17
Bilingual 1	28	5.31	0.99
Bilingual 2	26	4.72	1.41
Bilingual 3	23	4.34	1.63

examine the effects of school year and educational type on the external regulation of pupils. Table 3.4.2 shows the mean scores for external regulation by year. The test shows a significant effect of year: $F(2,145)=9.132$, $p < 0.01$.

Table 3.4.2 External regulation (year)

Year	N	Mean	Std. Error
1	53	5.36	0.16
2	52	5.00	0.16
3	46	4.33	0.17

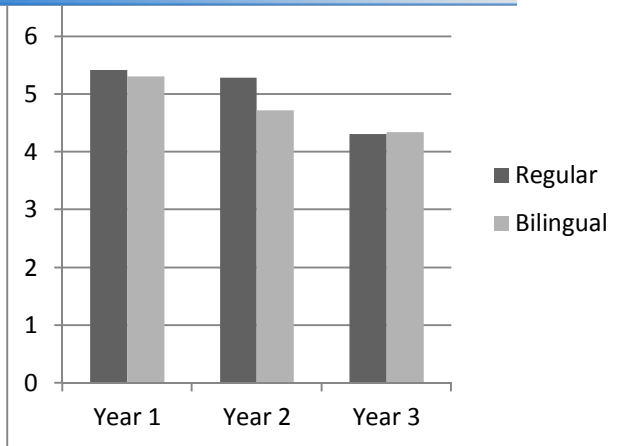
A Tukey post hoc test on the effect of year shows that there is a significant difference between year 1 and year 3 at $p < 0.001$, and between year 2 and year 3 at $p = 0.02$. No significant difference was found between years 1 and 2.

Table 3.4.3 External regulation (school type)

School type	N	Mean	Std. Error
Regular	74	5.01	0.14
Bilingual	77	4.79	0.13

A significant effect was not found for school type at $F(1,145)=1.204$, $p=0.27$. Table 3.4.3 shows the mean scores for external regulation by school type.

Figure 3.4 shows the drop in mean score for external regulation for both regular and bilingual pupils over the years. Between years 1 and 2, the mean score of the B pupils drops faster than that of the R pupils. Between years 2 and 3 the score of the R group drops sharply, resulting in a score close to the score of the B group. A two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on external regulation, $F(2,145) = 0.849$, $p = 0.43$. From this it can be concluded that the decrease in external regulation is similar for both regular and bilingual pupils.



3.5 Amotivation

Amotivation is the state in which a person lacks the motivation to perform a certain action. A score for amotivation was determined using the following items taken from the Academic Motivational Scale (AMS) (Vallerand et al. 1992).

- I don't work hard; I feel I am wasting my time in class.
- I once had good reasons to work hard; however, now I no longer do.
- I can't see why I should work hard for English class.
- I would drop out of English as a class if I could.

Table 3.5.1 shows the mean scores of each group for amotivation. These scores are out of a maximum of 7. The regular (R) groups consistently score higher than the bilingual (B) groups. The mean scores of both the R and B pupils increase over the years.

Table 3.5.1 Amotivation (year*school type)

Group	N	Mean	Std. Deviation
Regular 1	25	1.58	0.71
Regular 2	26	1.99	0.96
Regular 3	23	2.90	1.05
Bilingual 1	28	1.47	0.60
Bilingual 2	26	1.72	0.77
Bilingual 3	23	2.51	1.18

To determine the effects of school year and educational type on the amotivation of pupils. The test shows a significant effect of year at $F(2,145)=22.592$, $p < 0.01$. Table 3.5.2 shows the mean scores for amotivation by school type.

Table 3.5.2 Amotivation (year)

Year	N	Mean	Std. Error
1	53	1.52	0.12
2	52	1.85	0.12
3	46	2.70	0.13

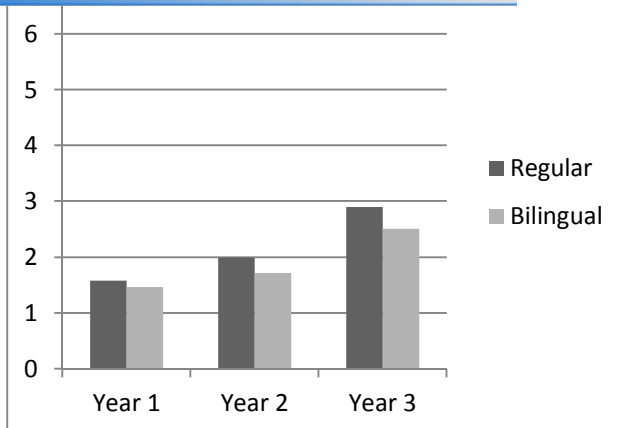
A Tukey post hoc test on the effect of year shows that there was a significant difference between year 1 and year 3 at $AR(p > 0.01)$, and between years 2 and 3 at $p < 0.01$. No significant difference was found between years 1 and 2.

Table 3.5.3 Amotivation (school type)

School type	N	Mean	Std. Error
Regular	74	2.15	0.10
Bilingual	77	1.90	0.10

A significant effect was not found for school type: $F(1,145)=3.140$, $p=0.08$. Table 3.5.3 shows the mean scores for amotivation by school type.

Figure 3.5 shows the increase in mean score for amotivation for both regular and bilingual pupils over the years. Between years 1 and 2, the mean score of the R pupils increases faster than that of the B pupils. Between years 2 and 3 the increase is almost parallel. A two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on amotivation, $F(2,145) = 0.312$, $p = 0.73$. From this it can be concluded that the increase in amotivation is similar for both regular and bilingual pupils.



3.6 Anxiety

A score for anxiety was determined using the following questions taken from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz & Cope 1986).

- I keep thinking that the other students are better at English than I am.
- I feel more tense and nervous in my English class than in my other classes.
- I get nervous when I don't understand every word the English teacher says.
- I am afraid that the other students will laugh at me when I speak English.
- It embarrasses me to volunteer answers in my English class.

Table 3.6.1 shows the mean scores of each group for anxiety. These scores are out of a maximum of 7. The regular (R) groups consistently score lower than the bilingual (B) groups. The mean scores of both the R and B pupils drop over the years.

Table 3.6.1 Anxiety (year*school type)

Group	N	Mean	Std. Deviation
Regular 1	25	2.97	1.80
Regular 2	26	2.77	1.56
Regular 3	23	2.44	1.42
Bilingual 1	28	2.69	1.28
Bilingual 2	26	1.94	0.86
Bilingual 3	23	2.03	0.97

A two-way ANOVA was used to determine the effects of school year and educational type and the interaction of these two variables on the anxiety of pupils. The test shows no

8, $p=0.07$. Table 3.6.2 shows the mean scores for

Table 3.6.2 Anxiety (year)

Year	N	Mean	Std. Error
1	53	2.83	0.18
2	52	2.36	0.18
3	46	2.23	0.20

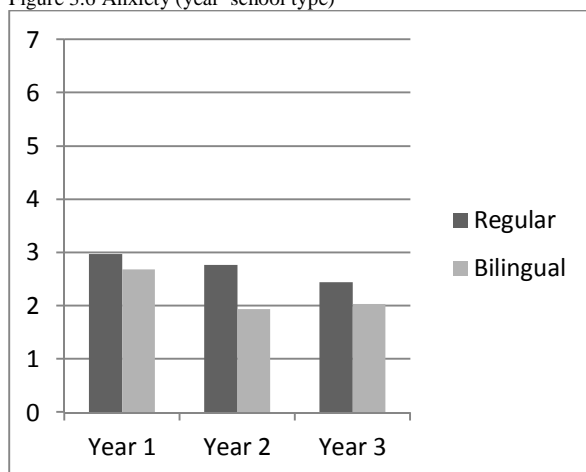
Table 3.6.3 Anxiety (school type)

School type	N	Mean	Std. Error
Regular	74	2.73	0.15
Bilingual	77	2.22	0.15

A significant effect was found for school type: $F(1,145)=5.230$, $p=0.02$. Table 3.6.3 shows the mean scores for anxiety by school type.

Figure 3.6 shows the drop in mean score for anxiety for both regular and bilingual pupils over the years. The mean scores of the R group seem to decrease at an even pace over the years whereas the mean score of the B group drops sharply after the first year and stays at approximately the same level after that. A two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on anxiety, $F(2,145) = 0.577$, $p = 0.56$. From this it can be concluded that the decrease in anxiety is similar for both regular and bilingual pupils.

Figure 3.6 Anxiety (year*school type)



motivation

we run to determine the relationship between the pupils' anxiety scores and their scores for intrinsic motivation, identified regulation, introjected regulation, external regulation and amotivation. There was a weak, positive correlation between anxiety and introjected regulation scores, which was statistically significant ($r_s(151) = 0.210, p < 0.01$). There also was a weak, positive correlation between anxiety and external regulation scores, which was statistically significant ($r_s(151) = 0.279, p < 0.01$). No correlation was found between anxiety scores and the scores for any of the other forms of motivation.

3.7 Influence of motivational factors

The pupils were asked to rate how they experienced five known motivational factors on a 7 point Likert scale, ranging from 1 (strongly motivating) up to 7 (strongly demotivating). A score of 4 signifies pupils experience the factor as neutral. The items in the scale concerned the perceived influence of the teacher, group members, the teaching method, disappointing grades, and the materials used in class. To determine a score the following items were used.

- I experience the teacher's behaviour as:
- I experience my classmates' behaviour as:
- I experience the teaching method as:
- I experience disappointing grades as:
- I experience the materials we use as:

Table 3.7.1 shows the mean scores of each group for influence of motivational factors. The regular (R) groups consistently score higher (they are more demotivated) than the bilingual (B) groups. The mean scores of both R and B pupils rise over the years (they become increasingly demotivated).

Table 3.7.1 Influence of motivational factors (year*school type)

Group	N	Mean	Std. Deviation
Regular 1	25	3.36	1.18
Regular 2	26	3.65	1.01
Regular 3	23	4.25	1.01
Bilingual 1	28	2.98	0.87
Bilingual 2	26	3.44	0.89
Bilingual 3	23	4.15	1.11

nine the effects of school year and educational type and the interaction of these two variables on the influence of motivational factors on pupils. The test shows a significant effect of year: $F(2,145)=12.802$ at $p < 0.01$. Table 3.7.2 shows the mean scores for the influence of motivational factors by year.

Table 3.7.2 Influence of motivational factors (year)

Year	N	Mean	Std. Error
1	53	3.17	0.14
2	52	3.55	0.14
3	46	4.20	0.15

A Tukey post hoc test on the effect of year shows that there is a significant difference between year 1 and year 3 at $p < 0.01$, and between year 2 and 3 at $p = 0.02$. No significant difference was found between years 1 and 2.

Table 3.7.3 Influence of motivational factors (school type)

School type	N	Mean	Std. Error
Regular	74	3.75	0.11
Bilingual	77	3.52	0.11

A significant effect was not found for school type: $F(1,145)=1.891$, $p=0.17$. Table 3.7.3 shows the mean scores for the influence of motivational factors by school type.

Figure 3.7 shows the rise in mean score for influence of motivational factors for both regular and bilingual pupils over the years. All points under the score of 4 show a motivation effect. All points above it show a demotivating effect. Between years 1 and 2, the mean score of the B pupils rises faster than that of the R pupils. Between years 2 and 3 the increase is nearly equal as both pass the neutral score of 4. The two-way ANOVA showed that there was no statistically significant interaction between the effects of year and educational programme on influence of motivational factors, $F(2,145) = 1.208$, $p = 0.30$. From this it can be concluded that the decrease in positive influence of motivational factors is similar for both regular and bilingual pupils.

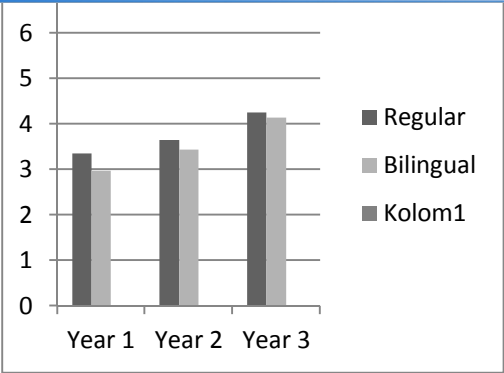


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pe)



The results show that, for intrinsic motivation, the pupils of the bilingual group score significantly higher than those of the regular group. The difference is especially large in the first year, where the mean score of the bilingual group is nearly a full point higher than that of the regular group. This outcome was expected, because schools try to gauge the motivation of students who apply for the bilingual programme. Whether or not a student is motivated enough is decided on the basis of a motivational letter and a conversation with a selection committee.

For identified regulation, the form of extrinsic motivation in the questionnaire that is closest to intrinsic motivation, the results show that the Bilingual students score higher than the Regular students. For both the bilingual and the regular group, the mean scores for identified regulation are higher than those for the other forms of motivation, showing that both groups see the work they do for English class as useful for a personal goal, if not necessarily enjoyable in its own right.

For introjected regulation, external regulation and amotivation there were no significant differences between the regular and the bilingual group.

These findings suggest that, within the framework of the Self Determination theory, the difference in motivation between regular and bilingual pupils is that bilingual students are slightly more motivated. However, this difference only exists for intrinsic motivation and identified regulation. These types of motivation have been linked to persistence in performance and better results in language learning (Poonam 1997:12; Gottfried, Fleming & Gottfried 2001:4; Vallerand & Bissonnette 1992:613), which is supported by the findings by Verspoor et al. (2010). The fact that the scores for identified regulation are highest for both the regular and the bilingual pupils suggests that both groups are most willing to work if they can perceive the task as goal oriented.

4.2 Is there a difference in decrease of motivation?

The findings show that, for all forms of motivation and for amotivation, there are significant differences between first-year and third-year pupils. For intrinsic motivation and the three forms of extrinsic motivation the scores drop over the years. Interestingly, for none of these does the drop in score differ between regular and bilingual pupils. Likewise, the mean score for amotivation of both groups increases over the years and does so at approximately the same pace for both.

Both regular and bilingual pupils report experiencing increasingly less anxiety for English class over the years, with the Bilingual students being significantly less anxious. The largest difference was measured in Year 2. The fact that the anxiety score shows a weak positive correlation with the scores of introjected regulation and external regulation was not surprising as it has been found in earlier research (Liu & Huang 2011: 2, Khodaday&Khajavy 2013: 280). These two forms of extrinsic motivation deal with the sense of self-worth and the approval of others respectively. When these factors become less important to pupils, represented in a drop in scores for introjected and external regulation, the sense of anxiety decreases as well. However, no significant correlations were found between anxiety and intrinsic motivation, identified regulation, or amotivation.

4.4 Are Bilingual students influenced differently by motivational factors than Regular students?

The results show that regular pupils score slightly higher, which signifies that they experience the motivational factors as slightly less positive than bilingual pupils do. This difference, however, is not statistically significant. The fact that, on average, both groups score below or near the neutral score of 4 shows that the factors are experienced as either motivating or at least as having neither a positive nor a negative effect on pupils' motivation.

4.5 Implications

The findings of this study mean the following:

- The current method of selecting highly motivated students works. In the first year bilingual students score significantly higher than regular students for intrinsic motivation and identified regulation; forms of motivation that are known to have a positive influence on language learning. However, this does imply that, within a school that offers both a regular and a bilingual programme, regular students will always be less motivated than bilingual students. Therefore it is important to keep in mind that when the results of regular and bilingual programmes are compared to each other, not only the programmes are different but the type of student is as well.

ammes stand to gain by adopting a policy of goal-regulation has a positive influence on students' results and as a form of extrinsic motivation can directly be influenced by teachers. Currently, the identified regulation score of all students drops significantly after the first year. By keeping the students focused on goals attainable through their work for English it should be possible to prevent this drop, resulting in an improvement in language learning results.

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Waarom doe jij je best voor Engels?

Geef aan de hand van onderstaande schaal aan in hoeverre deze uitspraken overeenkomen met jouw redenen om hard te werken (of niet) voor het schoolvak Engels. Omcirkel het voor jou passende antwoord. Vul de enquête naar eerlijkheid in; er zijn geen foute antwoorden.

	Klopt helemaal niet 1	2	3	Klopt redelijk 4	5	6	Klopt helemaal 7	
1. Ik doe mijn best omdat ik plezier beleef aan het leren van nieuwe dingen.	1	2	3	4	5	6	7	
2. Ik doe mijn best omdat ik het fijn vind beter te worden.	1	2	3	4	5	6	7	
3. Ik doe mijn best omdat ik denk dat goed Engels mij zal helpen met mijn carrière.	1	2	3	4	5	6	7	
4. Ik doe mijn best om aan mijzelf te bewijzen dat ik in staat ben goede cijfers te halen.	1	2	3	4	5	6	7	
5. Ik doe mijn best omdat ik met slecht Engels later geen goed betaalde baan kan vinden.	1	2	3	4	5	6	7	
6. Ik doe mijn best niet, ik heb het gevoel mijn tijd te verdoen tijdens de les.	1	2	3	4	5	6	7	
7. Ik werk omdat ik het leuk vind nieuwe dingen te ontdekken.	1	2	3	4	5	6	7	
8. Ik doe mijn best omdat ik er plezier aan beleef ergens beter in worden.	1	2	3	4	5	6	7	
9. Ik doe mijn best vanwege het plezier dat ik beleef aan het lezen van interessante Engelse boeken.	1	2	3	4	5	6	7	
10. Ik doe mijn best omdat goed Engels mij in staat stelt een interessante baan te vinden.	1	2	3	4	5	6	7	
11. Ik doe mijn best omdat ik mij prettig voel wanneer ik het goed doe tijdens de les.	1	2	3	4	5	6	7	
12. Ik doe mijn best omdat ik met lage cijfers niet over ga naar het volgende jaar.	1	2	3	4	5	6	7	
13. Ik had ooit goede redenen om te werken, maar nu niet meer.	1	2	3	4	5	6	7	
14. Ik doe mijn best omdat ik plezier beleef aan het vergroten van mijn kennis.	1	2	3	4	5	6	7	
15. Ik doe mijn best vanwege het plezier dat ik beleef wanneer ik moeilijke opdrachten weet af te maken.	1	2	3	4	5	6	7	
16. Ik doe mijn best omdat ik graag Engelse films zie.	1	2	3	4	5	6	7	
17. Ik doe mijn best omdat goed Engels mij tijdens mijn vervolgstudie kan helpen.	1	2	3	4	5	6	7	
18. Ik doe mijn best om te laten zien dat ik intelligent ben.	1	2	3	4	5	6	7	
19. Ik doe mijn best om mijn ouders niet teleur te stellen.	1	2	3	4	5	6	7	
20. Ik zie niet in waarom ik voor Engels mijn best zou doen.	1	2	3	4	5	6	7	
21. Ik doe mijn best omdat ik Engels interessant vind.	1	2	3	4	5	6	7	
22. Ik doe mijn best om interessante dingen te leren over de Engelse cultuur.	1	2	3	4	5	6	7	
23. Ik doe mijn best omdat ik denk dat goed Engels	1	2	3	4	5	6	7	

- kan hebben. 1 2 3 4 5 6 7
25. Ik doe mijn best omdat ik niet wil dat de docent mij als een slechte leerling ziet. 1 2 3 4 5 6 7
26. Ik zou Engels direct laten vallen als dat zou kunnen. 1 2 3 4 5 6 7

Geef aan de hand van onderstaande schaal aan hoezeer de onderstaande uitspraken voor jou opgaan met betrekking tot het schoolvak Engels.

	Klopt helemaal niet 1	2	3	Klopt redelijk 4	5	6	Klopt helemaal 7
27. Ik heb het gevoel dat de rest van de klas beter is in Engels dan ik.	1	2	3	4	5	6	7
28. Ik voel mij meer gespannen en nerveus tijdens Engels dan bij andere lessen.	1	2	3	4	5	6	7
29. Ik word nerveus wanneer ik niet alles begrijp wat mijn docent zegt tijdens de les.	1	2	3	4	5	6	7
30. Ik ben bang dat de andere leerlingen zullen lachen wanneer ik in het Engels praat.	1	2	3	4	5	6	7
31. Ik zie er vaak tegenop tijdens de les een antwoord te moeten geven.	1	2	3	4	5	6	7

Geef aan de hand van onderstaande schaal aan hoezeer de volgende zaken van invloed zijn op jouw motivatie voor het schoolvak Engels.

	Sterk motiverend 1	Aardig motiverend 2	Licht motiverend 3	Neutraal 4	Licht demotiverend 5	Aardig demotiverend 6	Sterk demotiverend 7
32. Het gedrag van mijn docent ervaar ik als:	1	2	3	4	5	6	7
33. Het gedrag van mijn medeleerlingen ervaar ik als:	1	2	3	4	5	6	7
34. De manier waarop wij les krijgen ervaar ik als:	1	2	3	4	5	6	7
35. Tegenvallende cijfers ervaar ik als:	1	2	3	4	5	6	7
36. De lesmaterialen die wij gebruiken ervaar ik als:	1	2	3	4	5	6	7

Persoonlijke informatie

Wat is jouw leeftijd?

Wat is jouw geslacht?

Hoeveel uur per dag ben jij buiten schoolwerk bezig met Engels en op welke manier (bv films en boeken)?

Heb jij vrienden of familie die Engels als moedertaal hebben?

Ben je in een Engelssprekend land geweest en zo ja: hoe lang?

Hartelijk bedankt voor je medewerking!



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