PERSATUAN LINGUISTIK MALAYSIA
Bahasa Sendi Tamadun Bangsa

www.plm.org.my

JURNAL LINGUISTIK Vol. 21 (2) Disember 2017(069-080)

Motivation and Strategies in Acquiring the French Language among Undergraduates in Universiti Putra Malaysia

Hazlina Abdul Halim
hazlina_ah@upm.edu.my

Normaliza Abd Rahim
nliza@upm.edu.my

Nor Shahila Mansor
nsm@upm.edu.my

Faculty of Modern Languages and Communication,
Universiti Putra Malaysia.

Abstract:

This research examined the motivation of Universiti Putra Malaysia (UPM)'s undergraduates in learning French language. Hence, the objectives of this research were to find out the factors contributing to the motivation and strategies employed by the learners to increase their motivation. The study also administered Schmidt & Watanabe (2001) questionnaire to 100 respondents for the quantitative inputs. In addition to the questionnaires, interview sessions were conducted with the selected respondents by adapting Gardner's (2006) Socio-educational Theory and Gagné and Deci (2005)'s Self-determination theory. Ten third-year students majoring in French in UPM were selected for the interview. Each interview took about 30 minutes. The results showed that the factors including the lecturer's role, course line, learning environment, peers, examination results, future needs or jobs and self-interest could influence the undergraduates' motivation. Moreover, the results found that the strategies that can be used to increase the undergraduates' motivation are the improvement of teaching quality, increasing the autonomous motivation of undergraduates and peers learning. However, the lecturers' role was determined as the most significant effect on the undergraduates' motivation in acquiring a foreign language.

Keyword: Motivation, French learners, quantitative and qualitative.

Motivasi dan Strategi Pembelajaran Bahasa Perancis dalam Kalangan Pelajar Universiti Putra Malaysia

Abstrak:

Kajian ini mengkaji motivasi pelajar Universiti Putra Malaysia (UPM) yamg mempelajari bahasa Perancis. Oleh yang demikian, objektif kajian ialah untuk mengenal pasti faktor yang menyumbang kepada motivasi dan strategi yang digunakan oleh pelajar untuk meningkatkan motivasi. Kajian ini juga mengadaptasikan soal selidik oleh Schmidt & Watanabe (2001) kepada 100 responden untuk input kuantitatif. Sebagai tambahan, sesi temubual dijalankan dengan responden yang dipilih dengan mengadaptasi Teori Sosio-Pendidikan oleh

Gardner (2006) dan Teori Keazaman Kendiri oleh Gagné dan Deci (2005). Sepuluh pelajar Tahun Tiga daripada jurusan bahasa Perancis di UPM dipilih untuk ditemubual. Setiap wawancara mengambil masa kira-kira 30 minit. Hasil kajian menunjukkan bahawa faktor yang merangkumi peranan pensyarah, perjalanan kursus, persekitaran pembelajaran, rakan sebaya, keputusan peperiksaan, keperluan masa depan atau pekerjaan serta minat dapat mempengaruhi motivasi pelajar. Selain itu, hasil\kajian juga mendapati bahawa strategi yang boleh digunakan untuk meningkatkan motivasi pelajar ialah peningkatan kualiti pengajaran dan motivasi autonomi pelajar serta pembelajaran bersama rakan sebaya. Walau bagaimanapun, peranan pensyarah dilihat sebagai faktor yang paling signifikan ke atas motivasi pelajar mempelajari bahasa asing.

Kata Kunci: *Motivasi, pelajar Bahasa Perancis, kuantitatif dan kualitatif.*

---

1. Introduction

Motivation is an essential aspect in learning a language as it contributes to positive attitude and sustainability in language learning. Nevertheless, in the context of foreign language (FL) learning, learners might find it difficult to maintain the high level of motivation, due to the fact that the language is spoken in limited context. Besides, the language is not being used in the communication by their peers. According to Gardner's (2006) Socio-educational model, there are individual differences, the contexts of foreign language acquisition, the social milieu and the outcomes which will always be a hurdle for learners in acquiring a foreign language.

At the starting point, some of the undergraduates have no interests to learn a foreign language because they fear the "unknown", nevertheless, their curiosity pushes them to register the language programs. Hence, these students need motivation to build up their attitudes and behaviors in learning the foreign language. Furthermore, the students might face some difficulties in the process of learning, and as a result, their motivation in learning is decreased. Therefore, this research was carried out for the purpose of identifying the factors contributing motivation and how the motivation can really help the students in learning a foreign language.

2. Theories And Approaches In Motivation And Strategies In Fl Learning

Motivation In Fl Learning

Motivation is considered as a key element in influencing the learners' outcomes in foreign language learning. In the acquisition of a foreign language, motivation plays a substantial role either to the learners or the teachers (Dörnyei, 2001; Gardner, 2007). On the practical level, most foreign languages instructors recognize and accept the importance of student motivation and desire to heighten their students' motivation in whatever ways possible. In particular, they hope that curriculum development will both adequately fosters learning and at the same time attract and motivate the students to learn (Schmidt & Watanabe, 2001). Therefore, motivation is vital in mastering a foreign language (Csizer & Dörnyei, 2005).

Yashima, Zenuke-Nishide & Shimizu (2004) stated that "international posture" is equally an inclination factor for learners' motivation and attitude towards foreign language acquisition; which is evaluated from their interest in foreign activities, interaction with language community as well as intercultural relationship. Since motivation varies for different learners, there are diverse elements contributing to high or low motivation in acquiring a foreign language. Gardner's (2006) socio-educational model suggested three variables to measure learners' motivation in learning a foreign language: attitudes towards the learning environment, integrative aspects and instrumentality aspects. Bi (2015) added that learning environment with positive psychosocial features such as learners' involvement in class; task orientation and support from the instructors will stimulate the learners' interest in acquiring a foreign language.

The factor emphasized by Gardner (2001) which is integrative aspect which consists of three scopes: integrativeness, integrative orientation and integrative motive. For Gardner (2001), integrative orientation refers to "a positive attitude towards the language community and the desire to get close to the community and even become a member of that community." Gardner (2001) stated, "individuals for whom their own ethno-linguistic heritage is a major part of their sense of identity would be low in integrativeness; those for whom their ethnicity is not a major component, and who are interested in other cultural communities would be high in integrativeness". This was argued by Dörnyei & Csizér (2002) who claimed that learners could acquire a foreign language without having to interact with foreign language group. As an example, in China, Chinese learners could speak English in any English-speaking countries even though they did not meet with any English native speakers (ibid). Czizér & Dörnyei (2005) made the new definition of integrativeness in which the learners acquire a foreign language based on their ideal self.

For the instrumental aspect which is another contributing factor for learners' motivation, Gardner & MacIntyre (1991) pointed out that learners learned a foreign language because they had to achieve some pragmatic reasons such as getting a better salary; however they might be disheartened once they accomplished their goals. Chern (2002) added that learners' motivation can be maintained because they want to excel in their exams or to fulfill the requirements to enter colleges or universities.

Strategies In Fl Learning

Vibulphol (2016) stated that lecturers play significant role in increasing and maintaining the learners' motivation in learning a foreign language. Bi (2015) further explained that the support from teachers or lecturers can increase the immediate achievement based on motivation. As the researchers mentioned before, autonomy support from lecturers is positively related to the autonomous motivation of learners (Cheon *et al.*, 2012). Similarly to the research by Dornyei (2001), of which he explained that increasing the learner's self-autonomy can be a good implication in enhancing a learner's intrinsic motivation in learning a foreign language, Li (2014) remarked that a learner may change his/her extrinsic motivation to intrinsic motivation if the behavior of learning in a foreign language could be rewarded.

Quality of teaching is also a good strategy to enhance learners' motivation. Linek et *al.* (2003) mentioned a good design of the educational program can increase the learners' motivation and will lead to achievement. In addition, Dahl & Smimou (2011) found that the quality of teaching influences strongly on the learners' intrinsic motivation.

Another strategy that can contribute to high motivation is peer learning. Pintrich (2000) cited in Ulstad *et al.* (2016) supported that learning effort among peers or group learning will increase the motivation in learning a foreign language. According to Jang *et al.* (2010), the more space that the lecturers gave to the learners in using their own learning style, the higher their intrinsic motivation will be.

2. Research Questions

The primary objective of the study was to investigate UPM undergraduates' motivation and strategies to learn French. Two research questions were formulated for the purpose of the study as follows:

RQ 1: What are the factors contributing to the motivation to learn French among the undergraduates in UPM?
RQ 2: What are the strategies that can be used to build up motivations for undergraduates to learn French?

3. Methodology

This exploratory study utilized quantitative and qualitative approach of data analysis. For the quantitative approach, questionnaires adapted from Schmidt & Watanabe (2001) were given to 100 French language students from different fields of humanities, social and sciences at Universiti Putra Malaysia. Gender was not taken into account in this research. The questionnaire was a divided into two parts and consisted of 62 items: the first part consisted of 6 items on respondents' demography, and the second part consisted of 50 items for value, factors, pedagogical preferences and strategies in learning French. The items for the second part were presented in a five-point Likert scale (Scale 1 denoting never to be used and 5 for the most frequently used). The mean value were then regrouped using The SPSS version 21.0 to obtain the results of respondents' perceptions for low, medium and high usage of the item listed (Scale 1 denoting low frequency and 3 for high frequency).

For the qualitative data, a series of interviews were administered to 10 respondents selected randomly to investigate the factors contributing the motivation and the strategies to increase their motivation in learning French. Each interview took about 30 minutes. The researchers used 16 prompts by adapting Socio-educational Model by Gardner (2006) and Self-determination theory by Gagné and Deci (2005) to gauge responses from the interviewees. The results were analyzed based on the transcription from the recorded interviews.

3. Results And Discussion

The Statistical Package for the Social Science (SPSS) version 21.0 was used to complete the analysis of the collected data, which arises from the respondents' responses of the questionnaire. The mean score of 2.3 and above will be interpreted as high use, the mean score between 1.6 and 2.3 as moderate use and the mean score less than 1.66 will be interpreted as low use.

Values Of Learning French

Based on the result, it was found that the respondents perceived high value of learning French (M = 2.91, *sd* = 0.2876). Table 1 presents the overall means and standard deviation for values of learning French as perceived by the students.

Table 1: Value of French Perceived by French Learners

		Mean	***sd***
Instrumental 1	Being able to communicate in French will add to my social status.	2.8500	.41133
Instrumental 2	I am learning French to understand films, videos, or music.	2.5500	.72995
Instrumental 3	Increasing my proficiency in French will have financial benefits for me.	2.6200	.54643
Intrinsic 1	I would take French class even if it is not required.	2.6600	.55450
Intrinsic 2	I really enjoy learning French.	2.9800	.14071
Intrinsic 3	I enjoy using French outside the class whenever I have a chance.	2.8500	.35887
Intergrative 1	Studying French is important because it will allow me to interact with people who speak it.	2.8500	.35887
Intergrative 2	I want to be more a part of the cultural group that speaks French	2.8600	.40252
Interest 1	I would like to learn several foreign languages	2.9200	.27266
Interest 2	French is important to me because it will broaden my world view	2.8900	.31447

From Table 1, it was found that respondents perceived that French language carries high value for them (M >2.3). Intrinsic value (M=2.82) and interest towards French (M=2.9) held the highest value for the respondents as compared to integrative and instrumental value.

Lai (2013) stated that the learners will be motivated to learn a foreign language when they know it is beneficial for their career prospect. From the interview, most of the respondents agreed that they will find the job related to French and it would be one of the benefits in searching employment. Below are some of the findings:

"…I have a target that is to finish all the level of DELF until C2. So, that is what I hold until now. I need to finish DELF…and I want to work oversea actually." (Respondent 1, line 103-106)

According to Gardner & MacIntyre (1991), the learners can be motivated in learning foreign language because they had to achieve some pragmatic reasons. This includes using the foreign language in their job, when travelling or to fulfill the requirement for higher education. During the interview, some of the respondents admitted to be motivated due to several prospects in learning French:

"…maybe it can help to increase my salary…" (Respondent 5)

Based on the research of Siqueira & Wechsler (2006), the learners who involved themselves in the activities prepared for them to learn the foreign language and discovered the tasks to be interesting, will be more motivated and satisfied to learn. In this study, the respondents described that when they found particular elements of foreign language were interesting, they will therefore search for more information. The descriptions were shown as below:

"At start, I had no feeling with it but then I started to feel interested on it when I had culture class. I will find some videos relevant about French culture." (Respondent 4, line 482-483)

Noels et *al.* (2003) emphasized that intrinsic motivation allowed the learner to increase his desire and joyful in acquiring a foreign language as well as it can achieve the goals. Besides, the basic need of the learners will be considered as a reason why they want to learn the language (Engelmann, 2010). The researcher asked the respondent to choose either passing an examination or feeling interested to learn more French. This result showed that the respondent had the intrinsic motivation compared to extrinsic motivation.

"I would like to learn more French." (Respondent 2, line 258)

Gardner (2001) mentioned that the learners had openness and complete identification with the language community as well as it concerns the desire to conduct the interpersonal communication with the foreign language group. In this research, respondent 1 agreed that she has the desire to communicate with the native speaker to improve her oral skills in foreign language.

"Yes. I applied it already. I feel interested in French. Maybe I can learn well because I have chance to use French language to communicate with the French native speaker." (Respondent 1, line 117-119)

4. Contributing Factors In Learning French

Based on Table 2, the respondents highly rated cooperation, competition and motivation factors. However, respondents professed that getting good grades was not the major preoccupation for them learning French (M=2.31, *sd*=.7480).

Table 2: Contributing Factors to Learn French Perceived by French Learners

		Mean	*sd*
Cooperation 1	My lecturer's opinion of me in this class is very important.	2.88	.3266
Cooperation 2	I learn best in a cooperative environment.	2.75	.5000
Competition 1	I learn best when I am competing with other students.	2.43	.7000
Competition 2	Getting a good grade in this class is the most important thing for me right now	**2.31**	**.7480**
Motivation 1	I work hard in this class even when I don't like what we are doing.	2.43	.6237
Motivation 2	I often feel lazy or bored when I study for this class.	1.49	.6741
Motivation 3	I can truly say that I put my best effort into learning this language	2.69	.5260
Motivation 4	When course work is difficult, I either give up or only study the easy parts	1.45	.6416

According to Gardner (2005; 2006), evaluation of the instructor plays an important role on learners' motivation to learn a foreign language. In this research, most of the interviewees admitted that the lecturer plays the significant part to inspire them in learning French. The respondents described that **lecturer's experience** contributes in motivating their French learning.

"…*ya* because if a lecturer doesn't have experience, he doesn't know the needs of the students and the suitable way to teach…" (Respondent 8)

Most of the respondents also stated that teachers can influence their motivation in many aspects when learning foreign language in class.

"…I think the Malay teachers can teach us well because she may understand what we want but sometimes the foreign lecturer may **do not know how to communicate** with us…he is lack of teaching experience and the materials that he gave to us are not enough actually…" (Respondent 10, line 51-57)

Besides, the **materials used** by the lecturers in teaching might affect the motivation of the respondents in learning foreign language.

"…it's not enough, but certain lecturers will give us many exercises and discuss together in the class…" (Respondent 3)

Pedagogical Preferences

As per Table 3 below, the respondents admitted the important aspects in learning French such as grammar, vocabulary and culture (M=2.53, *sd*=0.5016). They equally admitted to the importance of listening and speaking skills (M=2.92, *sd*=0.2727). The respondents also acknowledged activities in class is important to help them to improve (M=2.88, *sd*=0.3835) and proclaimed that they preferred collaborative learning in class (M=2.66, *sd*=0.5724).

Table 3: Pedagogical Preferences as Perceived by French Learners

		Mean	*sd*
Traditional 1	Grammar should be an important focus in this class.	2.7	.50252
Traditional 2	Vocabulary should be an important focus in this class.	2.89	.31447
Practical 1	Activities in this class should be designed to help the students improve their abilities to communicate in this language.	2.88	.38350
Practical 2	Students should ask questions whenever they have not understood a point in class	2.85	.47937
Practical 3	It is important that the teacher give immediate feedback in class so that students know if they are correct.	2.86	.34874

Practical 4	Listening and speaking should be an important focus in this class.	2.92	.27266
Practical 5	Language syllabus should focus on the general language of everyday situations	2.5	.65905
Challenge 1	During this class, I would like to have no English/Malay spoken.	1.84	.73471
Challenge 2	I prefer to sit and listen, and don't like being forced to speak in language class	1.64	.73195
Challenge 3	In a class like this, I prefer activities and material that really challenge me to learn more.	2.67	.53286
Cooperation 1	I like language learning activities in which students work together in pairs or small groups.	2.66	.57243
Cooperation 2	I prefer a language class in which there are lots of activities that allow me to participate actively.	2.73	.52905
Cooperation 3	I prefer to work by myself in this language class, not with other students	1.62	.78855
Innovation 1	Culture should be an important focus in this class	2.61	.58422
Innovation 2	I like language classes that use lots of authentic materials	2.61	.51040
Innovation 3	I like to set my own goals for language learning	2.74	.50493

Gardner (2005) stated that the nature or nurture learning environment will bring effects to the learners' motivation in learning a foreign language which includes the evaluation on the courses. From the interviews, most of the respondents stated that the course line arranged by the faculty was not effective, as they do not provide enough vocabulary and grammar exercises.

"…such as French for Science and Technology, we just can learn more vocabularies; we may not use it in daily life." (Respondent 3)

The respondents explained that the arrangement of the course line is not effective to learn more grammar or vocabulary. The results are shown as below:

"…we should learn more in grammar and pronunciation because we may use it in our future. If we can master in French vocabularies, Grammar and pronunciation, then we can speak French fluently." (Respondent 3)

However, Respondent 4 and Respondent 8 had the opinion that the course line is diverse for them and allowed them to learn more vocabulary.

"…French course line is very interesting and divers…We can learn more vocabularies in terms of Tourism, Business and so on." (Respondent 2)

It was also found that the learning environment played an important role on the French learners' motivation. According to Bi (2015), the task orientation and the involvement of learners in class will affect the learners' motivation in learning a foreign language. Therefore, the materials used and the learning methods are very important to create the interesting tasks and involve all the learners in the learning process. In this research, the respondents stated that lecturers should use **different materials** to teach them in the class.

"…don't like the way…to repeat the dialogue over and over again but then for each one of us…would like to have oral presentation or spontaneously to present a title…this much more effective…(Respondent 2, line 333-339)

Moreover, the **support from lecturer** is important to motivate the respondents in acquiring foreign language. Respondent 7 mentioned that the lecturer's support can increase her motivation in learning foreign language in class.

"…the support from lecturer is quite important for me, it is able to motivate me to work harder." (Respondent 7, line 396-397)

The outcomes of the study supported Bi's (2015) findings that supports from the lecturers have positive influence on learners' motivation in acquiring a foreign language. During the interview, Respondent 2 and respondent 9 described that the classroom environment could influence their motivation in learning foreign language.

"… It's too hot; the air condition may be not function. The table is…very small and low, I couldn't concentrate in the class." (Respondent 9, line 505-506)

The findings were similar to Wechsler's (2006) who stated that the motivation brings influences to the learning process. Likewise, motivation also will be affected by the learning process (Leal *et al.*, 2012).

Another important aspect contributing to motivation to learn a foreign language is effect of peers. According to Jang et al. (2010), the more space that the lecturers gave to the learners in using their own learning style will increase their intrinsic motivation. Hence, individual learning styles are an important consideration in preparing activities and tasks. Based on the interview, peer learning in a group or group work can demotivate them in learning foreign language in the class.

"In class, they may ask you when the lecturer is teaching…I need to explain to them, I feel tired…" (Respondent 1, line 93-94)

Lai (2013) mentioned that the motivation of learners can be maintained because they want to excel the examination or to fulfill the requirements before entering college or university. In this research, Respondents 3 and Respondent 7 expressed that result is the motivation for them to learn foreign language continuously.

"…passing the examination and graduate lo, I tried for twice so I need to pass it." (Respondent 5, line 603)

Strategies Of Learning French

From the questionnaires' responses, it was found that the respondents highly utilized the four learning strategies namely cognitive strategies (M=2.6, *sd*=.4928), social strategies (M=2.52, *sd*=.5219), study skills strategies (M=2.45, *sd*=.5000), coping strategies (M=2.86, *sd*=.3766).

Table 4: French Learners Learning Strategies

		Mean	*sd*
Cognitive1	I try to relate new vocabulary words to other words I know	2.8700	.3380
Cognitive2	I always compare this language with other languages I know	2.5500	.6571
Cognitive3	I look for patterns in this language on my own	2.7100	.5374
Social1	I try to work with other students from this class on assignment	2.6500	.6093
Social2	When studying, I often discuss the course material with my classmates	2.3700	.6765
Social3	When I can't understand the material, I ask another student in this class for help	2.7100	.4777
Study Skills1	When I study, I carefully organize what I have learned in this class	2.7200	.4731
Study Skills2	I always arrange time to prepare before every language class	2.2100	.7006
Study Skills3	When studying, I reread all the course material	2.6900	.5808
Study Skills4	I usually wait until the night before to study for a quiz or a major test	2.1400	.8411
Study Skills5	After a test, I always review difficult material to be sure I understand it all	2.7000	.5412
	I repeat new vocabulary words to memorize them	2.8000	.4264
	When studying for a test, I try to determine which concepts I don't understand well.	2.7700	.5096
	When I get to a word that I don't know, I usually look it up.	2.8500	.3860
	I really like to know what will be on a test so that I can study for it	2.6800	.6176

The highest mean was for Coping Strategy 1, where respondents declared that they repeat new vocabulary to memorize them (M=2.8, *sd*=.4264) and Cognitive Strategy 1, on which the respondents relate the new vocabulary with the other words familiar to them (M=2.87, *sd*=.338).

As for the interviews, the results on the strategies to build up the respondents' motivations in learning French had been categorized into three aspects which are quality of teaching, autonomous motivation and peers learning. This aspects is discussed in the next paragraph.

Quality Of Teaching

Vibulphol (2016) stated that lecturers play significant role in increasing and maintaining the learners' motivation in learning a foreign language. From this study, all the respondents agreed that the **lecturer** is one of the issues that influence their motivation in acquiring the foreign language. Respondent 2 described that the addition of the native lecturers is actually help in increasing her motivation in learning French because she might have chance to communicate in French.

"…I have the tendency to automatically change French language into our mother tongue because I will feel more comfortable to use it. This is the reason why we need more foreign lecturers to feel like…we are actually learning French." (Respondent 2, line 224-227)

Contrariwise, respondent 5 complained that the teacher behavior can equally influence his motivation in learning a foreign language during the class.

"…lecturer's behavior is very important to motivate me in learning French. For example, if the lecturer's writing is suck…I will wait for my friends to copy it down. After that, the lecturer had already finished his explanation. This will make me…feel demotivated to go to class because I think that I learn nothing." (Respondent 5, line 560-565)

According to Respondent 4, the variety of teaching materials will motivate her to learn French more.

> "Certain lecturers will provide many exercises and discuss in the class or put on the Putrablast. Practices make perfect, I like to do exercise but then I won't find it by my own, I rely on the lecturers." (Respondent 4, line 496-498)

Autonomous Motivation

With the good design of educational program and good quality teachers, the autonomous motivation of learners can be created (Dahl & Kamal Smimou, 2011). Autonomous motivation is a very important element where the learners learn a foreign language to obtain satisfaction and values as well as to achieve their goals (Deci et *al.*, 2001; Reeve et *al.*, 2004). Most of the respondents stated that they might search extra information to learn foreign language after the lesson of the class. They explained that these methods might increase their motivation to learn more:

"… if you find the fun way to learn French…I tried to motivate myself and I feel my proficiency had decreased so I need some motivation then I downloaded from YouTube the new songs…" (Respondent 2, line 212-216)

Peer Learning

Pintrich (2000) remarked that learning effort among peers or group learning will increase the motivation in learning a foreign language. In the results, it showed that respondent 5 agreed peers can help them to understand more in the foreign language and this will automatically increase their motivation in learning.

"…if I don't know I will ask them, they will teach you although they are not really want to teach you. However, sometimes I will ask them again and again until they teach me, like that I just will understand the lesson." (Respondent 5, line 597-599)

5. Summary Of Findings

This research found that the motivation in acquiring French among undergraduates in UPM was affected by various factors which are lecturer's role, course line, learning environment, peers, examination results, future needs or jobs and self-interest. From this research, the strategies to increase motivation of learners in acquiring a foreign language were determined such as to increase the quality of teaching, to increase the autonomous motivation of learners and peers learning. These include increasing the teaching quality, increasing the autonomous motivation of learners and peers learning. The study found that a good design of educational program can help to increase the respondents' motivation because it could help them to learn more vocabularies or grammar depends on their needs in learning a foreign language. Furthermore, few respondents described that peers learning could increase their motivation but there were a number of respondents who felt this was not an effective way to increase their motivation.

In conclusion, this study found that certain factors could affect the respondents' motivation in learning the foreign language but the effects of lecturer was determined as the most significant component that influences the respondents' motivation. Certainly, improvement of lecturer's teaching quality is the most effective and efficient method to increase the motivation of respondents.

References

Bi, X. F. (2015). Associations between psychosocial aspects of English classroom environments and motivation types of Chinese tertiary-level English majors. *Learning Environment, 519082,* 96-110.

Cheon, S. H., Reeve, J., & Moon, I. S. (2012). Experimentally Based, Longitunally Designed, Teacher-Focused Intervention to Help Physical Education Teachers Be More Autonomy Supportive Toward Their Students. *Journal of Sport & Exercise Psychology*, 34, 365-396.

Chern, C. l. (2002). English Language Teaching in Taiwan Today. *Asia-Pacific Journal of Education*, 22(2), 97-105.

Csizer, K., & Dörnyei, Z. (2005). Language Learners' Motivational Profiles and Their Motivated Learning Behavior. *Language Learning*, 55(4), 613–659.

Dahl, D. W., & Smimou, K. (2011). Does motivation matter? On the relationship between perceived quality of teaching and students' motivational orientations. *Managerial Finance, 37*(7), 582-609.

Deci, E. L., Ryan, R. M., Gagné, M., Leone, D. R., Usunov, J., & Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former Eastern Bloc country. *Personality and Social Psychology Bulletin*, 27, 930–942.

Dornyei, Z. (1998) Motivation in second and foreign language learning. *Language Teaching*, 31(1), 117 – 135.

Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, UK: Pearson Education.

Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23, 421-462.

Engelmann, E. (2010). A *motivação de alunos dos cursos de artes de uma universidade pública do norte do Paraná*. Unpublished Masters Dissertation, Londrina : Universidade Estadual de Londrina.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(1), 331–362.

Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei, & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 1-19). Hawaii: University of Hawaii Press.

Gardner, R. C. (2005). *Integrative motivation and second language acquisition*. Joint plenary talk at Canadian Association of Applied Linguistics/Canadian Linguistics Association.

Gardner, R. C. (2006). The socio-educational model of second language acquisition: A research paradigm. In S. H. Foster-Cohen, M. M. Krajnovic & J. M. Djigunovic (Eds.), *Annual conference of the European second language association*. Amsterdam: Benjamins.

Gardner, R. C. (2007). Motivation and Second Language Acquisition. *Porta Linguarum*, 8(1), 9-20.

Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective. *Studies in Second Language Acquisition*, 13(1), 57-72.

Gardner, R.C. (1979). Social psychological aspects of second language acquisition. In Giles, H. & St. Clair, R. (eds.) *Language and social psychology*. (pp. 193-220). Oxford: Basil Blackwell.

Jang, H., Reeve, J, & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support for structure but autonomy support and structure. *Journal of Educational Psychology*, 102(3), 588–600.

Lai, T.H.Y. (2013). The Motivation of Learners of English as a Foreign Language Revisited. *International Education Studies, 6*(10), 90-101.

Leal, E. A., Miranda, G. J., & Carmo, C.R. S. (2012). Self-Determination Theory: An Analysis of Student Motivation in an Accounting Degree Program. *Revista Contabilidade & Finanças*, 24(62), 162-173.

Li, Q. (2014) Differences in the motivation of Chinese learners of English in a foreign and second language context. *System*, 42 (1), 451–461.

Linek, W. M., Fleener, C., Fazio, M., Raine, I., & Klakamp, K. (2003). The impact of shifting from how teachers teach' to 'how children learn. *Journal of Educational Research*, 97 (2), 78‐90.

Noels, K., Pelletier, L., Clement, R., & Vallerand, R. J. (2003). Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory. *Language Learning*, 53(1), 33 – 64.

Pintrich, P. R. (2000). The Role of Goal-Orientation in Self-Regulated Learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of Self-Regulation* (pp. 451-502). San Diego, CA: Academic Press.

Reeve, J., Deci, E. L., & Ryan, R. M. (2004). Self-determination theory: A dialectical framework for understanding socio-cultural influences on student motivation. In S. Van Etten & M. Pressley (Eds.), *Big theories revisited* (pp. 31–60). Greenwich, CT: Information Age Press.

Schmidt, R., & Watanabe, Y. (2001). Motivation, strategy use, and pedagogical preferences in foreign language learning. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 309-356). Honolulu: University of Hawaii Second Language Teaching and Curriculum Center.

Siqueira, L. G. G., & Wechsler, S. M. (2006, junho). Motivação para a aprendizagem escolar: possibilidades de medida. *Avaliação Psicológica*, 5 (1), 21-3.

Ulstad, S.O., Halvari, H., Sørebø, Ø., & Deci, E.L. (2016). Motivation, Learning Strategies, and Performance in Physical Education at Secondary School. *Advances in Physical Education, 6,* 27-41.

Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching, 9*(4), 64-75.

Wechsler, S. M. (2006). *Manual estilos de pensar e criar*. São Paulo: LAMP/PUC

Yashima, Zenuke-Nishide & Shimizu (2004). The Influence of Attitudes and Affect on Willingness to Communicate and Second Language Communication. *Language Learning,* 54(1), 119–152.