



**UNIVERSIDAD DE QUINTANA ROO**

**División de Ciencias Políticas y Humanidades**

**The importance of intercultural contact in foreign language learning  
motivation in students from  
Universidad Tecnológica de la Riviera Maya**

**Presenta: Rosa Cortés Hernández**

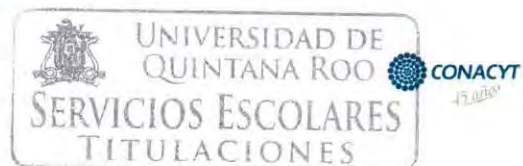
**Trabajo de tesis elaborado para obtener el grado de  
Maestra en Educación**

**Directora de tesis**

**Mtra. Lizbeth Gómez Argüelles**

**Chetumal, Quintana Roo, a 30 de Junio de 2017.**

Esta investigación fue financiada por recursos del Consejo Nacional de Ciencia y Tecnología.





UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**The importance of intercultural contact in foreign language learning motivation in students from Universidad Tecnológica de la Riviera Maya**


Presenta: **Rosa Cortés Hernández**

Trabajo de tesis elaborado para obtener el grado de

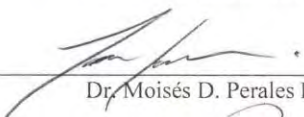
Maestra en Educación


Aprobado por

COMITÉ DE SUPERVISIÓN DE TESIS:

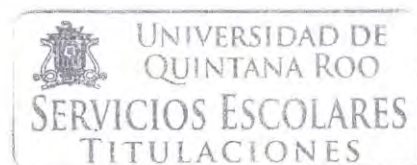
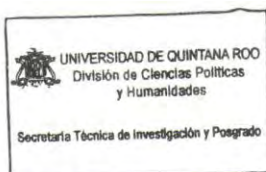
PRESIDENTE:   
Dra. Maiza G. Méndez López

SECRETARIO:   
Mtra. Lizbeth Gómez Argüelles

VOCAL:   
Dr. Moisés D. Perales Escudero

SUPLENTE:   
Dra. Addy Rodríguez Betanzos

SUPLENTE:   
Dra. Sairy Matos Villanueva



## **DEDICATION**

For my amazing daughter Michelle, whose love, encouragement and tenderness fueled my energy towards the completion of this project, I love you. For my supportive sister Angélica and my brother in law Rafael for always being an example of kindness and strength, and unconditionally supported me and took care of my child while I was away. My nieces Ariana and Alexa who are a great inspiration for me. Dave, thank you for being an example of fighting spirit, I love you and I admire you. My mother Ma. De Jesús and to the memory of my father Erasmo for being a great example in my life and thanks to them I am who I am. All my brothers Alberto and Juan Carlos, my sisters Isabel, Melina, Mayté and Lorena, thanks for being the best family I could have been given. My nieces and nephews, thanks for being by my side even being away and all who were part of this dream come true.

## ACKNOWLEDGEMENT

I thank God for this opportunity for finishing this Master, it was a blessing in my life. I wish to express my appreciation to my thesis director Mtra. Lizbeth Gómez for her patience and encouragement, commitment and knowledge made this possible; and I would like to also extend thanks to my committee members for their values generosity: Dr. Moisés Perales, Dra. Addy Rodríguez, Dra. Maritza Gómez and Mtra. Sairy Matos for their guidance and expertise. I give my heartfelt appreciation and gratitude to each of them for their time throughout this process.

I thank every single professor and classmates in the Master, I took something for each one of you. I especially thank Rocío Delmote for being a great example for me and significantly influence my decision to study this Master. To my best friend Juan Carlos for cheering me up and also for being my guide and also to my friend Arturo Quiróz and his sweet Mom Amanda who provided me accommodation at home and in their heart every time I needed them. One special acknowledgment to my friends and support of my friends Rita and Gustavo, without them it would not have been the same, thanks for your unconditional friendship.

I would like to express my gratitude to Technological University of the Mayan Riviera (UTRM) administrators and teachers, my especial gratitude to Mtro. Jorge Luis Rodríguez, UTRM principal, for all his support during this process. Thanks to teachers who facilitated me the applications of questionnaires and help me with their wise advice. To all the students who helped me this research was possible and to all my students from the past who encourage me to a better teacher every day.

Esta investigación fue financiada con recursos del Consejo Nacional de Ciencia y Tecnología (CONACYT).

# TABLE OF CONTENTS

<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>Background of the problem.....</b>	<b>1</b>
<b>Problem statement.....</b>	<b>3</b>
<b>Previous studies in foreign countries .....</b>	<b>5</b>
<b>Previous studies in Mexico.....</b>	<b>6</b>
<b>General objective.....</b>	<b>8</b>
<b>Particular objectives.....</b>	<b>9</b>
<b>Hypothesis .....</b>	<b>9</b>
<b>Delimitations and limitations.....</b>	<b>9</b>
<b>Organization of the thesis .....</b>	<b>10</b>
<b>CHAPTER I: LITERATURE REVIEW .....</b>	<b>12</b>
<b>1.1 Previous research on motivation in English learning.....</b>	<b>12</b>
<b>1.2 Previous research on motivation and intercultural contact .....</b>	<b>16</b>

1.3 Motivational psychology .....	22
1.4 Intercultural contact .....	23
1.5 Motivation's definition .....	24
1.6 Attitude's definition .....	25
1.7 Culture's definition .....	26
1.8 Intercultural contact's definition .....	26
<b>CHAPTER II: THEORETICA FRAMEWORK .....</b>	<b>28</b>
2.1 Socio-educational Model .....	29
2.2 The Attitude/Motivation Test Battery (ATMB) .....	29
2.3 Language Orientation Questionnaire .....	30
2.4 Kata Csizér and Kormos questionnaire .....	31
2.5 Contact Hypothesis.....	32
<b>CHAPTER III: METHOD .....</b>	<b>34</b>
3.1 Research design .....	34
3.2 Instrument.....	36
3.3 Variables.....	37
3.4 Context .....	39
3.5 Participants and sample.....	39
3.6 Data collection.....	40
3.7 Data analysis .....	40

<b>CHAPTER IV: RESULTS .....</b>	<b>41</b>
<b>4.1 Correlation between attitudes and direct and indirect contact.....</b>	<b>41</b>
<b>4.2 Correlation between instrumentality and direct and indirect contact .....</b>	<b>44</b>
<b>4.3 Correlation between integrative motivation and direct and indirect contact.....</b>	<b>45</b>
<b>4.4 Correlation between attitude and milieu.....</b>	<b>47</b>
<b>4.5 Correlation between self-confidence and direct and indirect contact.....</b>	<b>49</b>
<b>4.6 Correlation between interest and direct and indirect contact.....</b>	<b>50</b>
<b>Findings.....</b>	<b>54</b>
<b>CONCLUSIONS.....</b>	<b>65</b>
<b>REFERENCES.....</b>	<b>69</b>
<b>APPENDIX A .....</b>	<b>73</b>

## LIST OF TABLES

Table 1: Direct contact and indirect contact independent variables related to attitude dependent variable.....	42
Table 2: Correlation of attitude to direct and indirect contact .....	43
Table 3: Model summary .....	43
Table 4: Directcontact and indirect contact independent variables related to instrumentality dependent variable .....	44
Table 5: Correlation of instrumentality to direct and indirect contact.....	45
Table 6: Model summary .....	45
Table 7: Direct contact and indirect contact independent variables relatedto integrtaiveness dependent variable .....	46
Table 8: Correlation of integrativeness to direct and indirect contact.....	46
Table 9: Model summary .....	47
Table 10: Milieu independent variable related to attitude dependent variable.....	48
Table 11: Correlation of attitude milieu.....	48
Table 12: Model summary .....	49
Table 13: Direct and indirect independent variable related to self-confidence dependent variable.....	49



Table 14: Correlation of self-confidence to direct and indirect contact .....50

Table 15: Model summary .....50

Table 16: Direct and indirect independent variables related to interest dependent  
variable .....51

Table 17: Correlation of self-confidence to direct and indirect contact .....52

Table 18: Model summary .....52

## ABSTRACT

Motivation has been defined as one of the main components that influence the language learning process (Gardner, 1985). This study aimed to examine the influence that intercultural contact can have in the motivation of students from Universidad Tecnológica de la Riviera Maya (UTRM) to learn English as a second language during the major program.

Participants for this research included students from gastronomy, physical therapy and tourism majors, and a total of 145 students out of 345 of the Técnico Superior Universitario (TSU by its acronym in Spanish) Universidad Tecnológica de la Riviera Maya (UTRM). A quantitative study was made through the application of a questionnaire, adapted from three different resources, which data results were computed into the SPSS program V23 to be later analyzed through the correlation coefficient method and compare the relationship between the variables. The Pearson's  $r$  correlation was made and the linear regression was performed to find out those correlations.

Results indicated that variables were not significant predictors of general motivation to learn a language. Additionally, the questionnaire results suggest that students display positive motivation and attitudes to learn English as a second language, this study provided evidence that the intercultural contact, attitude and motivation intensity did not have a close relationship with English language learning as it was believed in the statement of the hypothesis in this study which is null ( $H_0$ ), However, there was a positive relationship between the indirect contact given by media and local people, family and friends.

# INTRODUCTION

## Background of the problem

Learning English as a second language has become an essential part of the academic and professional life of many young adults around the world. Things are changing rapidly and language and communication in English have now a more important role than a few decades ago. In several colleges and universities English is a compulsory course for every non-English major student. No other language is more widespread geographically than English.

As a result of changes in globalization, employment, and technology, learners of English will use the language less as an object of foreign study and more as an additional language of their own to have an impact on and change the world, they will use English, together with technology; to express their identity and make their voices heard (Warschauer, 2000, p.530).

Through the time, language has been part of everyone's life, however, for some people, the acquisition of a foreign language has come with assumptions that have a negative impact on their language learning process, and some of them can be called as internal and external reasons, motivation is one of the most important of these reasons.

According to Gardner and Wallace cited in Dörnyei (2003, p.5) "motivation to learn the language of the other community is a primary force responsible for enhancing or hindering intercultural communication and affiliation."

The setting of this study is Playa del Carmen, a multicultural city where different ethnolinguistic communities interact in the same context. Leading with Spanish language speakers, as well as Maya, English and other Indo-European languages such as French and German to mention some, all in the same milieu.

In the Fall of 2015 there were 1090 students enrolled in Universidad Tecnológica de la Riviera Maya (UTRM), located in Solidaridad (Playa del Carmen) of which 745 were pursuing an Associate's degree and 345 were pursuing a Bachelor's degree. The programs include gastronomy, tourism, physical therapy, administration, TICs, and industry maintenance. Some of the infrastructure and facilities of this university are its four buildings, audiovisual room, and air-

conditioning, language laboratories. It has information and communication technologies in the computer, meeting, and audiovisual rooms. Regarding the academic and administrative area, professors as well as directors and assistants are highly qualified, which makes them the most competitive in this geographical area. It is also a certified University under the regulation ISO-9001-2008 that guarantees the highest quality in its educational process.

Students in Playa del Carmen have the need of learning English language for two main reasons. On one hand, graduated students profile from TSU (Técnico Superior Universitario) must pass A2 level that according to the Common European Framework of Reference for Languages (CEFR, 2013) where learners:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment n.d.)

On the other hand, because they are living in an environment where English language given its status as an international lingua franca, it is not only needed for the globalized world, but also for their everyday life. In this place, there is a vast dependence on this language, especially when somebody wants to have a professional success in the tourism area and a good job position. Adding to that, living in Playa del Carmen mostly implies to be able to have direct contact with speakers who speak English either as their mother tongue or as a lingua franca, thus it would be expected that students living in this community were highly motivated to learn this language and use it with familiarity; however, it does not always happen.

It is widely known that language learning is influenced by several factors. External factors, which are out of professors and students control and affect the learning either in a positive or in a negative way. Internal factors which can be modified or reinforced by the elements that constitute the learning process such as affection, motivation and attitude. Those internal factors can contribute to create positive as well as negative emotions. From my own perspective, I have seen it is very difficult for students to learn when they are not engaged, familiarized and motivated with their own learning. Motivation is listed as an internal factor and the most important reason when one is avid

to master in some activities and it has been labeled as a key factor for success in language acquisition. Motivation when learning a language cannot be defined in the same form as with other types of learning because it requires not only the acquisition of linguistic knowledge; but the awareness and understanding of cultural factors from the L2 culture studied.

## **Problem statement**

Students from Universidad Tecnológica de la Riviera Maya (UTRM) from all different careers need to pass A2 English level, as part of the curricula, and as a requirement to graduate from their majors they have the necessity of interacting with people who speak this language due to the milieu they interact in. However, English language learning has represented a difficult goal to achieve since students do not seem to be genuinely interested neither in learning this language nor having contact with native speakers of the target culture, which may be one of the reasons for a low academic progress, failure and dropout in some cases. The former situation apart from being an academic problem is also a social concern because school dropouts lead to negative effects in its cultural, social and economic progress areas.

In UTRM there is free professorship; however, the method should be followed under a communicative approach focusing on tasks and projects that allow socialization of contents for the oral and written production, a competency- based methodology teaching on competences, which allows the development of competences where students' educational and attitudes transcend into the actions "know-do-be". A competency – based methodology teaching, which allows the development of competencies where students' educational attitudes transcend into the action; this has also been called the "Know-do-be" process (Briones, 2011).

English program courses are offered on the base of the following schedule: TSU level 300 hours and for Tourism 420 hours which graduates profile should obtain an A2 level. There are three partial evaluations that students must take and pass. When it does not happen, they can take an extraordinary exam. Evaluations are made according to article 41. Extraordinary evaluation is considered as an instrument of measurement the student takes when he/she does not pass in a regular course after taking remedial actions. The following requirements are considered:

- The student is able to take the extraordinary evaluation in one opportunity for each subject, with a maximum of two failing subjects in the current quarter.
- The extraordinary evaluation must be taken the day that the academic program establishes.
- In case the student fails the extraordinary exam, he will have the opportunity to re-take the course one more time to complete the quarter.
- The failure of two extraordinary exams is considered as a total withdrawal.
- When the student re-takes the quarter for extraordinary failing and fails again, this will cause a definite deregistered from the university.
- The extraordinary exam consists of the evaluation of theory and practical content in the subject having the obligation to obtain a minimum mark of 8 out of 10 to pass this exam.

A detailed study on student failure in the English language subject carried out by the UTRM languages coordinator Delmote Sanchez (2013), showed that in the quarter from September to December 2013, 15% (96 students) of a total of 831 students failed, therefore, they were in the risk of a temporary dropout according to the university regulations mentioned previously. This number increased regarding Sep-Dec (2012) previous quarter, where only 26 students failed, in contrast to Sep-Dec (2013) where repetition of English subject was not allowed as a strategy for the inclusion of students who for different reasons did not achieve the linguistic communicative competence. Unfortunately, to pass English subject remains as a hazardous task for at least 80% of the evaluated students. Therefore, a failing of extraordinary exams is coming close for students who will see forced to ask for a temporary dropout, thus postponing their university studies. This means, the 9% (76 students) of the enrollment registered in scholar control from a total of 831 students.

Analyzing the numbers, it could be observed that there is a high failure number in the English program in UTRM in general. In my teaching experience, I may deduce that what is reflected in these results is the lack of interest, motivation or attitude learners have towards English language learning, although there are also students who do pass this subject and who are very likely to have their own reasons to do it. The difference that they may have to learn this language might lie on the need they have to pass this subject as part of their learning curriculum or maybe the interest of being part of the globalized society in which they live in because as Gardner (2001, p.11) said: “someone who states that they are studying a particular language because it is a language requirement is not even giving a reason for learning that language”.

## **Previous studies in foreign countries**

The following studies researched about the reasons for failure and dropouts in foreign countries which are related to motivation as well as personal factors. The first investigation is from Jacot, et al. (2010), he studied the dropout phenomenon of adult learners from Belgian French-speaking Community University. He started to evaluate motivational processes where he valued the learner's age, and the previous experiences that had a negative impact according to their expectancy, including the perception of cost; usually too excessive; associated with family and professional context. These students had to face different obstacles; besides, the academic program required a great investment of time and effort. Even though that did not represent that they could evoke the intention to reengage later in the educational program. The study indicates the reasons why students dropped out of college, however an identified delimitation of this work is was that it did not continue to be explored, this was a study where students had similar experiences and needed to achieve the completion of their careers.

One more article related to students engagement in language learning was from Chun-Hong (2010) in a university from China who declared it was urgent to figure out the related influential factors so as to enhance their English learning, the main factor mentioned was the fact of student's engagement, Astin cited in Chun-hon, (2010, p. 19) defined engagement as "the amount of physical and psychological energy students devote to the academic experience" and for the engagement there are a list of variables, among the more remarkable they mention as important to take into account are: linguistic factors, students 'character, self-concept, affective factors (attitude, interest, motivation, anxiety and cultural factors). What was missing in this study was a complementary research were the importance of the variables mentioned was proved.

Similar to the previous studies, researchers addressed the importance of motivation as the key for success. Extensive numerous of them have studied it through several decades, (Clément, 1980; Dörnyei, 1998; Tremblay and Gardner, 1995; Deci and Ryan, 1985); particularly, those with a high level of motivation and its relation to success, and those who show more negative attitudes will be less successful. Gardner and Lambert (1972) made a double analysis of motivation, as instrumental motivation as well as integrative. What remains to be explored, however, is how milieu contact affects English language learning motivation in the Mexican context.

## Previous studies in Mexico

Mora, Trejo, and Roux, (2010) made a small-scale qualitative investigation conducted in a language center which is part of a state university located in the Northeast part of Mexico to explore L2 motivation in L2 learning, and how learning context blended with society influences to determine it, as well as the connections between language schools and teachers and the context where it operates. As a general conclusion, first, the evidence proved that social and learning factors interplay to influence language learning motivation. Second, participants declared learning English for intrinsic reasons, as having access to reliable and updated sources of knowledge. Finally, age was an important factor for students to learn the language, while younger's priorities were to have fun and socialize, university students wanted to increase their proficiency levels and saw language as an instrument to achieve goals. However, this study was very limited since the sample was just made taking six students out of 1,800 in a language school therefore, the results cannot be generalized or translated to other contexts.

Another study was made by Ordorica (2011) with university students, to confirm the existence of personality factors that enable or intricate English learning as a foreign or second language, including values, attitude and motivation. They chose 60 students (30 of them studying English 30 studying other languages). According to the results they found that there were intrinsic and extrinsic types of motivation in those students to learn English and other languages. Most of the results demonstrated that they studied for instrumental reasons, to obtain a benefit, similar to the benefit they have the ability of technology, which is also required in some professional fields. They did not consider culture as an important part of learning English, but they were willing to do it with Italian and French cultures. The conclusions corroborated that English was important for instrumental reasons, for a better position in the professional field.

One more study in Mexico made by Sandoval (2010) who carried out a qualitative and quantitative study in a Mexican university with the aim of examining the relationship between attitude and motivation towards English language learning, she used the Attitude/Motivation Test Battery (ATMB) from Gardner (2002) adapting the instrument to the Mexican context, she also used a survey and a group interview. The results were the following: most of students demonstrated positive attitude and motivation to learn foreign languages in general and English in particular, most of them showed an intermediate-high interest and others evaluated their motivation intensity



the same way. A lower percentage of students evaluated their attitudes and motivation towards learning a foreign language including English.

The previous studies demonstrate that personal factors such as attitude and motivation are important issues in English learning in the Mexican context. Students seem to have different reasons to learn it, some of them instrumental, others integrative. What reminds to investigate is whether the context and direct interaction with English speakers influences or not English learning, being the aim of the present research.

When I was asked to carry out a research study for the propaedeutic of my Master degree I started thinking of different topics related to language mastering, in my years of experience I have seen students' failure and low performance in English learning, this concern is especially due to low academic progress and sometimes failure leads to scholar drop outs. Reflecting on those facts, there occurred a special question drawing my attention: *why do some students seem to learn English more easily than others?* Several reasons have been given to these facts, but from my personal reflection I roughly noticed that there is something more than laziness or lack of aptitude for learning a language. As this came around my mind, surprisingly by one of those days an extraordinary situation happened with one of my high school students.

After asking for a piece of homework, one of my students started complaining about English as a subject in school, she angrily asked me the reason why she had to learn a language of people she hated. This situation and a subject I was teaching related to culture in a Foreign Languages University awoke my interest to investigate the aspects of success when learning a language related to context and culture, since "learning a language is not learning other subjects that are making something foreign a part of one's self. Taking behavioral characteristics of others and this has implications for the individual. Therefore, it involves some modification of the self" (Gardner, 1985, p. 3) I started comparing the achievement of these students and the ones from UTRM, where there is great opportunity and need to interact with English language speakers. My interest to see how students viewed English, and the motivation they had for learning a language started growing and made me to have a deeper understanding of the dynamics surrounding language learning motivation, taking as a central point intercultural contact.

According to my experience, students in Playa del Carmen seemed to have a more positive attitude on learning the English language, which I found eminently in contrast with students to whom I taught English in high school, thus I saw this research paper as a welcome opportunity to

blend my interest in where my students' motivation comes from with my curiosity in how intercultural contact with foreign language learners affects motivation.

One of the most important aspects of this research was to establish whether there was a relationship between the intercultural contact and motivation to learn a language. Also, this research aimed to approach the internal attitudinal and motivational students' reasons towards English learning. Furthermore, this work could narrow the gap between what teachers think is important concerning to motivation in language learning.

Determining how language learning along with intercultural contact could help to reverse negative attitudes toward a second language and culture is another aim of the present research. This could lead to open students' minds to be more motivated to learn the second language, which will help to optimize the teaching-learning process in university students in the affective as well as the sociocultural area. The obtained results are intended to help professors understand their students' situation better in terms of motivation whether integrative or instrumental in the environment they live in, and the influence contact may have on it

Finally, I consider this study is of great importance for language teachers as well as for institutions where English is taught as a subject because it may have an influence in their institutional programs policy for curriculums, especially for the institution where this study is being made, Universidad Tecnológica de la Riviera Maya (UTRM).

## **General objective**

The aim of this study is to investigate the importance of intercultural direct and indirect contact generated by tourism that speak English language in Playa del Carmen, and determine whether this is directly related to motivation of students who learn English as a foreign language in Universidad Tecnológica de la Riviera Maya (UTRM).

## **Particular objectives**

- To analyze whether the direct and indirect contact is related to motivation in UTRM students.
- To analyze to what extent direct and indirect contact is related to instrumentality in UTRM students.
- To determine to what extent direct and indirect contact is related to integrativeness in UTRM students.
- To determine whether students' milieu opinions are related to motivation (attitude) towards learning English.
- To analyze how direct and indirect contact is related to self-confidence and interest in UTRM students.

## **Hypothesis**

Intercultural contact is a major factor contributing to motivation in learning the L2 and enhance the desire for further intercultural communication, as Dörnyei (2005) states, therefore there will be a positive correlation between contact experiences of UT students with English speakers and their individual level of motivation intensity to learn the language.

## **Delimitations and limitations**

The current study is a quantitative research which sampling selected decreases scope for the findings since this is uncertain whether the correlational findings will generalize to other people or situations. The sampling were university students who were currently studying the Técnico Superior Universitario (TSU) program from fourth quarter in the fields of gastronomy, tourism, physical therapy, studying in Universidad Tecnológica de la Riviera Maya (UTRM), in Playa del Carmen, Quintana Roo whose professional profile requires them to have direct contact with

tourists. The main variables groups include the following items: language orientations, the reasons students have to learn the language, attitude towards the L2, attitudes toward the L2 community and its speakers, interest in L2, self-confidence and use of L2, language learning milieu and finally, contact variables, defined as two types of interpersonal contact:

Direct contact verbal interaction (either spoken or written) with native and non-native speakers of the target language and indirect contact involving encounters with members of the target language group with verbal interaction, and encounters with L2 cultural artefacts through various media (TV, Internet, books, movies, magazines and newspapers). (Csizér, and Kormos, 2008, p. 33).

## **Organization of the thesis**

The introduction includes the background, problem statement, rationale, general and particular objectives and hypothesis, limitations and delimitations of the study. Chapter 1 provides a comprehensive review of the literature with research over the past fifty years related to second language learning motivation and language contact. Some definitions about the key concepts will be included to have a better understanding of the present study: culture, intercultural contact, motivation and attitude towards learning a second language an introduction to Gardner's socio-educational model of second language acquisition. Chapter 2. This section reviews some stages of motivation, as part of the internal aspect that plays an important role in the language learning has been studied by several psychologists, the same as the concept of attitude, motivation is a complicated term to define and agree with. Chapter 3 describes the methodology that best suited to examine the research hypotheses set out in chapter one. It also contains the methodology, the instrument, variables, procedures, and context, participants who provided the data for this study, data collection and finally data analysis. Chapter 4 includes the main results obtained from the questionnaires administered to the students involved in this research focusing on the motivation and attitude towards English learning. Chapter 5 comprises the discussion the main results which proved to be the most useful tool to determine the relationship between the questionnaire results in comparison with the theoretical framework. Chapter 6 consists of the main findings as well as it offers recommendation for future researches that could lead to enhance student's motivation to

learn English as a second language. Finally the conclusions comprise the results gathered during the whole research, as well as the limitations and delimitations met in the study and some suggestions for further research.

## **CHAPTER I: LITERATURE REVIEW**

This chapter includes a review to studies related to motivation through the time, early and current theories of motivation to learn a language from different perspectives and periods most of them based on the seminal work from Gardner and Lambert (1972), evolving some researchers' contradictions in the relationship between language and intercultural contact interest. It also includes literature review regarding the main definitions that encompass this research including a brief definition of motivation, intercultural contact, attitude and culture, summarizing with a conclusion of the chapter.

### **1.1 Previous research on motivation in English learning**

Motivation has been studied through several decades dating back to 1859, with Robert Gardner and Wallace Lambert, they hypothesized motivation as a cause of variability in second language learning and that its effects were independent of abilities or aptitude. Gardner and Lambert cited in Dörnyei (1998, p.117) "Although language aptitude accounts for considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect". Without enough motivation, no matter that students have the most extraordinary skills, they would not reach their goals, neither with the best teachers or appropriate curricula to guarantee their achievement (Dörnyei, 1998, p.117). However, although students have a lack of aptitude and learning conditions, with high motivational levels, these negative factors can be dismissed and they have possibilities to succeed in language learning. "Motivation to learn a second language was considered to be a primary force responsible for enhancing or hindering intercultural communication and affiliation." Gardner and Lambert cited in Dörnyei Z. (2003, p. 5).

Ushioda, and Dörnyei (2012) provided a short introduction to the study of motivation through some decades where they presented the origins of the study of motivation introduced by

two Canadian social psychologists, Robert Gardner and Wallace Lambert, who investigated about language learning attitudes and motivation since 1959. In 1972 they theorized that motivation was an important cause of change in second language acquisition (SLA), and that its effect was independent of ability or aptitude. They also distinguished motivation to learn a second language from other types of motivation because learners are expected not simply to know about the language, but to identify with the target language community and adopt their ways to behave and speak.

In a social psychological framework, Gardner and Lambert (1959; 1972) first proposed two kinds of motivation orientation in language learning: *integrative orientation* that is the interest in the culture that represents the other group and *instrumental orientation* that represents the advantages that learning a new language has. This research gave origin to the *social-psychological framework* considering social context of SLA attitudes and relations between different communities.

By the 1980s-1990s, it was needed to complement the perspective and there was a shift to the *cognitive-situated* period of second language (L2) research characterized by 1) the need to study L2 motivation combining cognitive theories with motivational psychology and 2) to study motivation with a stronger focus on educational contexts. During this stage, motivation also was studied as its changeable nature throughout the learning process and more *process-oriented* approaches to the study of motivation were adopted. The main objective in this stage is to distinguish between motivation to engage in L2 learning and motivation during engagement. Dörnyei and Ottó (1998) divided this process into pre-actional, actional and post-actional phase influenced by internal, contextual and regulatory mechanisms. More recently, an interest about the relationship between individuals and context is having a change to the new *social-dynamic phase*, focusing on the complexity of the L2 motivation process and its role in interaction with internal, social and contextual factors, taking into account complexities of language learning and language used in a globalized world, using recent theories of self-identity (Dörnyei, 2005; Dörnyei and Ushioda, 2009a).

Finally, integrative and instrumental motivation concepts have maintained their influence of why people choose to learn some languages. However, it has been remarked whether it is important to talk about integrative motivation given the status of English as a global language, an

international lingua Franca and an important subject in education, the notion of integrative motivation has changed now to a generalized international view.

The following are some studies that view motivation as a relevant aspect in the language learning process. In 2010, Chalak, K., conducted a piece of research with Iranian English translation students, he based his work in Gardner's survey to know about the socio-psychological orientations and attitudes towards the language, considering motivation orientation constructs, as the key resource for success or the failure of the students using Lambert's model as the main basis of this hypothesis. He applied Gardner's Attitude and Motivation Test Battery (AMTB) using concepts as intrinsic and extrinsic motivation from Brown, D. and the integrative and instrumental constructs from Lambert and Gardner. He referred how a positive attitude towards language and its community helps second language learning. Results showed that students were intrinsically and extrinsically motivated as well as instrumentally and integratively oriented. The population in his study was university students majoring in English translation at IAUKB during the academic year of 2008. A sample of 108 Iranian university (20 males and 88 females) some of the students were local and others from other cities. They were chosen because of their availability. They were aged between 21-30 years old and their mother tongue was Persian.

This study delivered great results about what motivation and orientations could do with students who were really motivated and interested in learning a second language, apart from those results the author provided more tips to maintain high motivation by having different teaching strategies and encouraging students to cooperate in their own learning. He made some suggestions for people to help creating varied activities, and the use of a communicative approach. However, the author mentioned the results were only applicable for that group of students, nevertheless the result he obtained could be applied in different settings since needs are also similar for instance, in the Mexican context. Influenced by Lambert and Gardner studies on motivation and its components through the following years Chalak, K. (2010) kept on the line of motivation and integrative components, but now looking at English as an ends of communication for instrumental more than integrative reasons, not as associated with Anglophone cultures, but as part of a wide society where everybody could interact.

One of the investigations focused on this idea was made by Lamb (2004), who carried out a study with Indonesian students to identify factors associated with changes in motivation, and how integrative and instrumental motivation affected English language learning, what students



expressed about their feelings towards what they said and what they really did inside and outside the classroom. This was a qualitative and quantitative research directed to 219 students aged 11-12 in 2002, a first phase of a longitudinal study meant to see changes in motivation of serious formal study of English language. The following study would be applied 20 months later. The instruments used were: a questionnaire, a combined questionnaire survey with semi-structure interviews with 12 individual learners, observations to those students and interviews to their teachers.

Background results reflected that students had a previous introduction of English at school and most of them had contact with English outside college and they saw English as part of their lives, especially because of the media. Related to language importance, instrumental motives were predominant. Students as part of their culture wanted to satisfy parents' goals, only some of them saw English as one of the most important subjects, their desire to succeed was confirmed too. Most of students confirmed to like English. Regarding class activities, students preferred speaking activities and took any opportunity to interact in the English language. In extra comments students indicated to be highly interested in their future and all the benefits English could bring to them. Most of the students expressed to be willing to learn the language and seemed to know a lot about British culture and would like to become like native speakers. Even though their classes were not completely interesting, they knew they were of benefit for their future as part of the globalizing world.

Lamb (2004) concluded that it is difficult to separate instrumental from integrative motivation, and currently everything in the media has to do with English as an integral part of globalization process that changes society and affects lives, as well as it is shaping society to become bicultural. Lamb presupposed students from this research might be struggling to create a bicultural identity, they are not even western citizens and neither English speakers but a combination called "urban middle class Indonesian" who have acquired a foreign identity without contradicting to their native identity and themselves which would be called duality Lamb (2004, p. 15). Students are completely exposed to develop a vision of English speaking and involved into responsible future self, and this contributes to a high level of motivation to learn and speak the language. The study gave a wide vision of what could happen with highly motivated students, media, family and context, which were key factors of motivation in them.

Contrary to the previous study, Coetzee-Van (2006) in her article expressed disagreement with the construct of integrativeness and its influence on language learning using the world

“untenable”. This author criticized Gardner by saying that students do not lose their identities if they learn another language and generalized when she mentioned that people learn English without caring about Anglophone speakers and culture as owners of the most popular language in the world. The findings from Coetzee-Van Rooy’s project provided an important limitation of the use of SLA approaches that rely on the notion of Integrativeness. Reaffirming students’ own identities, and the role of the second language in the construction of those identities they seemed to promote successful second language acquisition in the outer and expanding circles.

Coetzee-Van et al. (2006, p.441) argued that “English is an international auxiliary language and said that that it is not even necessary to appreciate the culture of the country to use it effectively to communicate in their same language.” In her overview the concept of Integrativeness presupposes the direct contact with native speakers. Coetzee-Van was one of the researchers who started to see language as a means of communication more than a reason for feeling part of another culture or society, her point of view had to do more with English as an intermediate tool for communication.

## **1.2 Previous research on motivation and intercultural contact**

Based on the longitudinal Hungarian study by Dörnyei et. al (2006) where it was found that indirect contact and attitude toward L2 speakers/community were mediated through cultural interest and milieu, Csizér and Kormos (2008) studied a Hungarian group of children studying English and German to research the differences in the motivational and intercultural contact and some other determinants of the motivation of some students from those languages. The two main types of interpersonal contact are direct, where there exists an interpersonal interaction with speakers of the target language and indirect contact, which involves encounters with members of the target language without verbal interaction, and it is possible through media.

The participants of the survey were 1,777 students of English and German, (58.2% studying English and 37.5% German; 4.4% studying both languages) students were 13 and 14 years attending the final grade of primary school system and studied within a homogeneous curricular

and organizational framework. The sampling followed a stratified approach, students from each main region and type of settlement in Hungary.

The instrument used in this research was a questionnaire consisting of 71 items. Plus eight open-ended items, at the end of the question inquiring about students' background, all items used a five-point rating scale. The questionnaire used was made from two sources: some items were drawn from the questionnaire used in the survey Dörnyei and Gardner (2006), other questions were designed based on the results of Kormos and Csizér (2007) related to contact experiences of the same age group using a qualitative approach. The main variable groups in the questionnaire were as follows: Items concerning the target language, items concerning the direct and indirect aspects of cross-cultural contact, items measuring other motivational variables.

Firstly, the results were that motivational intensity rather than the language being studied affected what factors predicted the effort students were engaged to invest in language learning. Secondly, due to the English status as an international language and its high level of ethnolinguistic vitality, students displayed more positive attitude towards it and were willing to study harder than in another foreign language, for instance, German. Children who studied English had higher level of linguistic self-confidence, invested more energy into language learning, and received more support from their environment than children who received German instruction. Thirdly, intercultural contact played an important and a complex role in language learning since motivated learners of a language were higher than those of less motivated learners either because their contact experiences resulted in an increase of their level of motivation, or because they were highly motivated that had chosen to be involved in various contact situations.

A more recent research was the empirical study made by Dörnyei, and Ushioda (2009) which aim was to discuss the possible relationship of L2 self to international posture, a concept used as alternative in EFL context of the integrativeness posture. International posture is defined as a tendency to relate oneself to the international community rather than any specific groups.

This empirical study explored the constructs of international posture and the ideal self with two purposes: 1) To revise the construct of international posture and investigate its relations to the ideal self as a social psychological construct and 2) To investigate how international posture, WTC (Willingness to Communicate), an ideal self, related to the internationalization of learning into the self-concept. The participants in this study were 191 students from high school, the same high

school where a previous study on reasons to learn English conducted with Japanese EFL learners (2000) had been done.

The questionnaires were administered in February 2007. They included measures of international posture, L2 WTC, frequency of communication, ideal self, and SOT (self-determination theory) by Oeci and Ryan (1985) scales. Several scales from previous studies were adapted or updated in this research. SOT scales were translated adapted from Noels et al. (2000). As scales did not clearly represent the subscales hypotheses in SOT, some items were replaced or paraphrased. Apart from that, a shorter version of the WTC scale consisting of eight items, adapted from Ryan with three items changed to fit the Japanese EFL classroom situation. Also another scale was adapted from Ryan (1985) to assess the ideal self. Some updating to fit the international posture and some other scales were added.

The results of the correlational analysis showed that the types of extrinsic motivation with a higher level of self-determination correlated most strongly with international posture, the WTC, and frequency of communication, as well as the ideal self-international posture, theoretically and operationally captured both integrativeness and instrumentality. Those students who showed a higher level of international posture and frequency of communication tended to support the vision of ideal self-more strongly. Thus, when students learned English, and did not find a connection with the ideal self and found English classes boring and repetitive they did not find a clear objective or application in the real life.

In another context, Rajab, Far, and Etemadzadeh, (2012) carried out a study in Iran with Teaching English as a Second Language (TESL) students. The authors made a comparison between the concept of integrativeness by Gardner's Socio-cultural model theory (1985) and the Self-system proposed by Dörnyei and Ushioda (2009). Rajab et al. (2012) also compared the results of similar studies obtained in different contexts where it was proved a strong relationship between ideal self and intended effort to learn a second language. The participants in this study were students studying TESL in Mashhad Azad University in Iran. The sample were 308 students in their final year. All students shared the same background and all of them were Iranian volunteers. There were two instruments in this study. The first was a questionnaire with 33 items in a six-point scale Likert type, it was adapted from Taguchi (2010) and Gardner ATMB tests (1872) , to determine students integrative orientation. The intended effort, ideal L2 self, ought-to self attitudes to learn English and integrativeness consisted of 33 items and five variables in another instrument.

The results found by Dörnyei Self-system theory was that possible selves, especially the ideal L2 self could be a support for the relationship between L2 motivation and second Language acquisition. Ideal self and integrativeness are very similar, it means, L2 ideal self can be replaced for integrativeness. The correlation between attitudes, and the effort invested in mastering it, the ought-to-self and instrumentality showed that the role played by obligation in learning English gave negative results and fear.

Islam, Lamb & Chambers (2013) reported a study made in Pakistan based on motivation to learn English using Dörnyei (2009) L2 Motivational Self System as theoretical framework with two purposes: one, to validate Dörnyei's model for describing contemporary L2 motivation and to capture motivational factors which were salient in this under-researched global context. Second, to know the motivational factors important in L2 motivation in this context. The results reported positive validity to the L2 Self System and the usefulness in Pakistan context.

Another study was carried out in Pakistan. The participants were students from seven public sector universities situated in three major districts (Lahore, Faisalabad and Gujrat) of Central Punjab. The participants were young adults (16-23 years old) enrolled in various undergraduate programs. 975 respondents were included in the analysis. Students from higher and lower prestige institutions who studied English as a compulsory subject were chosen to have a wide representative sample.

A comprehensive motivational factors questionnaire (MFQ) including constructs from the L2 Motivational Self System and traditional social-psychological L2 motivational research was used in the above mentioned. The items were adapted from recent studies of Dörnyei et al. (2006), Taguchi, et. al (2009), Ryan (2009) and Yashima (2009). They also developed the scale of National Interest comprehensive motivational factor questionnaire (MFQ) including L2 self system and traditional socio-psychological L2 motivation research, taking into account motivation factor. The final questionnaire contained 71 six-point Likert type items ranging 13 motivational scales and took 25 minutes to complete them. The 13 scales used were: cultural interest, attitudes towards L2 community, integrativeness, instrumentality promotion (learners specific practical hopes and aspirations for their future) instrumentally promotion (learners' fears, duties and obligations in the future), English anxiety, milieu, intended learning effort, ideal L2 self, ought-to L2 Self, attitudes to learning English, international posture and national interest.

According to the results, participants in this study were highly motivated to learn English and there were multiple factors that influenced the desire to do it, intended effort had a high mean score that showed students were not only motivated, but willing to invest effort in learning English.

The correlation between attitudes to learning English and reports learning efforts were also quite high, which was influenced by context of participants. Attitudes towards learning English and the ideal L2 self were the strongest predictors of the criterion (intended effort) followed by milieu, international posture, and cultural interest and ought-to L2 self in the strength of their prediction. The regression models indicated that in instrumentality, promotion was associated with students hopes and aspirations for their future whilst prevention represented learner's fears, duties and obligations in the future too, thus they were the strongest predictors of ideal L2 self and ought-to L2 self-neither instrumentality contributed to the L2 self at all. Milieu contributed significantly to all three components of L2 motivation Self System but its contribution to the ought-to self was the strongest. National interest was a large scale relational motive encouraging them to learn more English for the benefit of a big community. It measured the respondents' perceptions of the benefits of English for the progress of their own country to the ideal L2 Self and participants' attitudes towards learning English. International posture was defined as the desire to participate in the contemporary globalized world and to learn English as a medium of communication with the world at large.

L2 Motivational Self System could prove its usefulness to assess motivation to learn English. Relevant factors in L2 motivation were: milieu, international posture and cultural interest, and the new variable "national interest" correlating with international posture contributing to participants' ideal selves. The new construct national interest in this study made a great contribution to the ideal L2 self, it means there is a need to understand the relationship of English language with national interest and identities of learners.

Dörnyei and Csizér (2005) study was part of a larger scale project, consisting of attitude/motivation surveys in Hungary, which aim was to analyze deeply the role of intercultural contact and its effects in attitude and dispositions effects according to students' contact opportunities and perceptions. Hungary was described as both a regional cultural traditional and quiet tourists' destination and an attractive and cosmopolitan city where Russian is the compulsory first foreign language to learn, but there are also different languages immerse inside this culture, also politics and economy have allowed cross-cultural contact.

One of the studies was carried out in the beginning of 1993 and the other during the last few months of the decade. In this research, they studied a group of Hungarian students to know how intercultural contact caused by tourism affected students' interethnic and language attitudes and motivation. The authors mentioned how intercultural contact had been important in second language (L2) acquisition across cultures for being a means of communication among communities and, it created learners' attitudinal/motivational disposition promoting motivation in learning. One relevant hypothesis that is described is Allport's Contact Hypothesis, based on the observation that contact changes the attitudes and behavior of groups and individuals toward one another and those changes will influence the following contact. Another point of view of contact effects in cultural/multicultural contexts from an L2 perspective was described by Clément and colleagues (1980) in Canada "self-confidence" of language learners was a key component determining motivation to learn the language of the other group, quality and quantity of intercultural contact were suggested to be the main antecedents of self-confidence.

The participants of the survey were 4,765 pupils in 1993 and 3,828 pupils in 1999 between the age of 13 and 14 attending the final grade (eighth) of the primary school system following a stratified sampling approach, students from each main region and settlement, frequented and unfrequented places. Students were in the final year of their primary school studies before entering secondary school and in this way, they could choose the foreign language they would like to study.

The questionnaire used was specifically designed for the purpose of the survey using 37 items with a 5-point rating scales, assessing various student attitudes towards five target languages (English, German, French, Italian, and Russian) and towards six L2 communities (the United States, the United Kingdom, Germany, France, Italy, and Russia), also asking about aspects of the learner's language learning environment and background. Items were adopted from established motivation questionnaires, with sufficient appropriate psychometric properties, validity and reliability coefficients. 21 of the 37 items focused on more than L2 or L2 community, to make the comparison the same instrument was used in both phases of the project. In 1993 and 1999 the data was administered and collected in a similar way. Intercultural contact supported positive intergroup and language attitudes and a direct positive relationship was observed between perceived self-confidence and milieu, on the one hand, and the amount of contact, on the other, concerning the positive impact of contact on self-confidence and, consequently, on L2 motivation.

The decrease of intergroup attitudes because of an increased level of contact is also in line with theoretical considerations based on the Contact Hypothesis as well as with empirical studies examining tourism. Increased contact promotes intergroup and language attitudes, as well as motivated languages learning behaviors, however, if contact exceeds a certain level it does not bring positive intercultural relations. Students' attitude toward meeting visitors decreased between 1993 and 1999. In the factor analysis of the contact variables in 1999 were found three different types of contact variables based on 1) students self-report measures, 2) statics data related to the number of visitor in a region, 3) expert panel judgment about the number of tourists visiting each region. To get a composite index of the degree of tourism in each region the three contact measures were factor analyzed. Factor 1 had to do with external objective contact characteristics of a given region. Factor 2 was determined by students' perceptions.

### **1.3 Motivational psychology**

This section reviews some stages of motivation, as part of the internal aspect that plays an important role in language learning studied by several psychologists, along with attitude the concept of motivation is a complicated term to define and agree with. Dörnyei and Ushioda (2011, p. 396) identified the mainstreams of motivational psychology and identified these phases:

- The social-psychological period (1959-1990), characterized by the work of Robert Gardner and his associated in Canada.
- The cognitive-situated period (during the 1990), characterized by work drawing on cognitive theories in educational psychology.
- The process-oriented period (turn of the century), characterized by a focus on motivational change.
- The socio-dynamic period (current), characterized by a concern with dynamic system and contextual interactions.

As Gardner (1985, p. 118) points out, motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Language is at the same time: a) a communication coding system that



can be taught as a school subject; b) an integral part of the individual's identity involved in almost all mental activities; and, c) the most important channel of social organization embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters knowing that an L2 also involves the development of some sort of "L2 identity" and the incorporation of elements from the L2 culture.

Dörnyei (1990) based his research carried out in Hungary, as a typical European foreign language learning environment. Dörnyei posited a motivational construct consisting of (1) an instrumental motivational subsystem; (2) an integrative motivational subsystem, a multifaceted cluster with four dimensions (general interest in foreign languages, a desire to broaden one's view and avoid provincialism, a desire for new stimuli and challenges, and a travel orientation); (3) need for achievement; and (4) attributions about past failures.

As Gardner and Lambert cited in (Dörnyei Z. 2003, p. 4-5) proposed two kinds of motivational orientations while learning: an integrative orientation "reflecting a sincere and personal interest in the people and culture represented in the group"; and an instrumental orientation "reflecting the practical value and advantages of learning a new language" Brown (2000) noted that it is possible to be both instrumentally and integratively motivated with different contexts and expectations.

Gardner proposed that attitude is the overall feeling of a person towards anything (Gardner, 1980, p. 255). Brown mentioned attitude as a part of one's perception of self, of others, and of culture one lives in (Brown, 1980, p. 271) Gardner proposed that attitude is an important element in language teaching (Gardner, 1985). Csizér and Dörnyei draw the same conclusion in their research and place attitude at an important position for language learning (Csizér, and Dörnyei, 2005, p. 328).

## **1.4 Intercultural contact**

Intercultural contact is also a key issue in second language (L2) acquisition, some of the most known studies, Dörnyei and Csizér (2005) mention that intercultural contact is important for at least two reasons: On one hand, one of the main aims of learning second language has traditionally

been seen to establish meaningful contact across cultures, because L2 proficiency creates the medium of communication between members of different ethnolinguistic communities. On the other hand, interethnic contact also creates opportunities for developing language skills and acts as a powerful influence shaping the learners' attitudinal/motivational disposition, thereby promoting motivated learning behavior. Thus, intercultural contact is both a means and an end in L2 studies.

The following section relates to some important definitions related to the research topic. Such as motivation, attitude, culture, and intercultural contact in language learning.

### **1.5 Motivation's definition**

Brown (1994) defined motivation as an inner drive, impulse, emotion or desire that moves people to an action. Similarly, some psychologists define motivation in terms of needs or drives. In his famous "Pyramid of Needs", Maslow mentioned in Brown (1994) presented his theory of motivation as a hierarchy of needs, which stemmed from basic physiological needs (air, food, shelter) to higher needs of safety, belonging, self-esteem, and the need for self-actualization. Maslow cited in Brown (2000) claimed that the last need placed at top of his "Pyramid" can only be achieved if all other needs are fulfilled.

Various definitions of motivation have been proposed over the decades, as we can see, according to Brown (2000).

From the behaviorist point of view, motivation is a reaction to a previous action where a positive reinforcement was given in previous experiences, to receive a reward.

In cognitive terms, motivation is focused on individual choices to get or avoid a result and the degree of effort they will exert in that respect. Some of the needs or drives that are behind our decision according to some psychologist are: the need for exploration, for proving the unknown, the need for manipulation, for acting on the environment and causing change, the need for physical and mental activity, the idea for people, ideas, thoughts and feelings stimulations, the need for knowledge, to quest for solutions to problems and self-consistent systems of knowledge and finally, the need from the self to be known and to be accepted and approved by others.

A constructivist view of motivation places emphasis on social contexts and on individual choices too, every person will act in a unique form within a cultural and social milieu.

Motivation has also been defined in terms of intrinsic and extrinsic motives. Those who learn for their own perceived needs, are intrinsically motivated, and those who pursue a goal to receive an external reward, are extrinsically motivated.

As we can see, several studies conducted in the field of EFL/ESL learning have shown that motivation is crucial to successful EFL/ESL learning. Crookes and Schmidt (1991) argued that intrinsic motivation, the one that stems from the interest in the activity itself and is independent from extrinsic reward, should be favored in the classroom.

## **1.6 Attitude's definition**

Another essential factor involved when learning a language is the attitude learners have towards it. It can be said that if students have a positive attitude towards what they are learning, they will be more motivated, but if they have negative attitudes, the results will be negative too. This could be the difference between successful and not successful students. It forms a part of one's perception itself, of others, and of the culture one lives in (Brown, 1980). Attitude may be defined as an original and consistent manner of thinking, feeling and reaction to people, groups, and social issues or to any event in the environment, and highly variable from person to person and from one time to another (Lambert, 1967).

## **1.7 Culture's definition**

Culture is another core in this research and this is the reason to include its definition. Culture might be defined as the ideas, customs, skills, arts and tools that characterize a group of people in a given period of time. But culture is more than the sum of its parts. "It is a system of integrated patterns, most of which remain below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its emotions" Condon (1973, p.4) cited in Brown (2000). The fact that no society exists without a culture reflects the need for culture to fulfill certain biological and psychological needs in human beings. Culture is a characteristic from humans.

"Culture establishes for each person a context of cognitive and affective behavior, a template for personal social existence. But we tend to perceive reality within the context of our own culture, a reality that has created, and therefore not necessarily a reality that is empirically defined." (Brown 2000, p. 179). "Language is a part of a culture, and culture is a part of the language; the two are intricately interrelated, they cannot be separated without losing the significance of either language or culture" (Brown 2007, Pp. 189-190). People cannot learn a language without knowing about its culture and vice versa, they will always be part of each other.

## **1.8 Intercultural contact's definition**

Intercultural contact is an important issue in second language acquisition for two reasons: on one hand, one of the main aims of learning second languages has traditionally been seen to establish meaningful contact across cultures, because L2 proficiency, it creates the medium of communication between members of different ethnolinguistic communities. On the other hand, interethnic contact also creates opportunities for developing language skills and acts as a powerful influence shaping the learners' attitudinal/motivational disposition, thereby promoting motivated learning behavior. Thus, intercultural contact is not a means and an end in L2 studies. (Dörnyei, 2005).

Studies mentioned in this section were mostly focused on identifying motivation based on Gardner's socio-educational model and the traditional integrative-instrumental motivation from different authors' perspectives. These views then gave birth a research with other relevant behaviors as well as the development of a contextualized in a more universal way of viewing complexity of the L2 motivation process and its role in interaction with internal, social and contextual factors involved with the use of English in a globalized world. These studies were caused by the L2 motivational self-system (Dörnyei, 2005) and from there on, more studies revealing the powerful forces hidden behind language learning secret exist. Other authors show disagreement in the construct of integrativeness and its roles on language learning and justifying English is not exclusive of Anglophone speakers, but it belongs to the whole world. Putting together the sociocultural model theory and the self-system it could be proved a strong relationship between the ideal self and the intended effort to learn a second language.

Finally, national interest and international posture are new concepts used as part of the interest of the contemporary globalized world and to learn English as a medium of communication with the world. They gave a clearer idea how motivation has changed through the years, but always having the essence of the seminal Gardner studies. I think there is a huge need for more research about this topic, even when this has been widely studied, it is important to highlight that context is an important factor overall to know how it and some circumstances shape motivational dispositions in students.

## CHAPTER II: THEORETICAL FRAMEWORK

In previous chapters, it has been stated that one key component of learning is motivation, and a core part of motivation is integrativeness it is important to mention that this former element will be also the basis of the present research. Integrative motivation refers to learners' desire to integrate with and know more about the target language culture and its people, as well as having a strong desire to communicate with them. (Dörnyei, 2003). This integrative part of motivation is very close to the importance of teaching culture in the classroom, and may be one of the easiest ways to encourage a positive change in students' motivational behavior.

Gardner's motivation theory (1985) conceptualized an integrative motive, which is defined as "motivation to learn a second language because of positive feelings toward the community that speaks that language" (pp. 82-83). This integrative motive has been the one that has attracted the attention of research carried out in the past decades. This motive is composed of three components: (a) integrativeness (encompassing the integrative orientation towards the target language and positive attitudes towards the community); (b) attitudes towards the learning situation (encompassing attitudes towards the teacher and the learning situation); and (c) motivation (which includes intensity, desire and attitudes towards learning a foreign or second language).

In early studies conducted by Gardner and colleagues, the integrative orientation emerged as a determinant factor for the success of language learning. Due to the context in which these studies were carried out, for instance, Canada, it is possible to understand those results. However, learners in different settings may not be so strongly integratively motivated but may have a high instrumental motivation and thus achieve good levels of proficiency. Later studies demonstrated that the classification was narrow and that learners may differ among a wide range of motivational orientations, and many may not have just one (Noels et al., 2000), especially if we focus on learning a language in an EFL (English as a Foreign Language) context in which learners are not learning English with the purpose of integrating into the culture of an English-speaking country, and some may not even have any motivation at all (e.g. children learning because of parents' desires).

## 2.1 Socio-educational Model

Gardner's theory on second language acquisition, the Socio-Educational Model of Second Language Acquisition, is not an elaborate model but a schematic outline of how motivation is related to other ID variables and language achievement. The model posits that language achievement is influenced by integrative motivation, language aptitude, as well as several factors.

Integrative motivation is a detailed, empirically based construct that is made up of three main constituents, each of which is further broken down to subcomponents.

- *Integrativeness*, which subsumes integrative orientation, interest in foreign languages, and attitude toward the L2 community, reflecting the “individual's willingness and interest in social interaction with members of other groups” (Gardner & MacIntyre, 1993a, p. 159).
- *Attitudes toward the learning situation*, which comprises attitudes toward the language teacher and the L2 course.
- *Motivation*, that is, desire, and attitude toward learning.

According to what Gardner declares in the previous model, shaping positive values of the second language culture can affect in a positive manner students' identification with the new culture and in this way, they can be motivated to establish intercultural communication. According to Gardner, (2001, p. 13) integrativeness and attitudes toward the learning situation are support for motivation. Integrativeness, positive attitudes and motivation should be linked to achieve learning.

## 2.2 The Attitude/Motivation Test Battery (ATMB)

The Attitude/Motivation Test Battery, was initially developed by the Gardner in 1958-1960 and extended by Gardner and Lambert in 1972. Consistency and reliability for the present version was initiated by Gardner and Smythe in 1975 according to Gardner (1985). It contains 11 scales measuring five constructs. The five constructs are Attitudes toward the learning Situation (ALS),

Integrativeness (INT), Motivation (MOT), Language Anxiety (ANX), and Instrumental Orientation (INO). For young students, there is one additional measure, Parental Encouragement (PE).

## 2.3 Language Orientation Questionnaire

Dörnyei and Csizér (2002) *Language Orientation Questionnaire* was applied in Hungary to assess students' attitudes toward five target languages (English, German, French, Italian, and Russian) and towards six L2 communities (the United States, the United Kingdom, Germany, France, Italy and Russia). This instrument was designed under the belief of variables that could be generalizable across various language situations and decision making prior to the planned learning process. After several models to describe the multifaceted nature of motivation, (Clement, Dörnyei and Otto (1998); Gardner (1985) Schmidt, Boraie and Kassabgy (1996); Schumann (1998); Tremblay and Gardner (1995); Williams and Burden (1997); there are still general factors that comprise the motivational disposition of L2 learners. Dörnyei (1998) presented a synthesis of 13 different constructs, but all the frameworks could be classified into seven broad dimensions (Dörnyei, 2001).

1. Affective/integrative dimension, refer to a general affective “core” of the L2 motivation complex related to attitudes, beliefs and values associated with the process, the target and the outcome of learning, including variables such as “integrativeness,” “affective motive,” “language attitudes,” “intrinsic motivation,” “attitudes toward L2 learning,” “enjoyment” and “interest;”
2. Instrumental/pragmatic dimension, referring to extrinsic, largely utilitarian factors such as financial benefits;
3. Macro-contextual-related dimension, referring to broad, societal and sociocultural factors such as multicultural, intergroup and ethnolinguistic relations;
4. Self-concept-related dimensions, referring to learner-specific variables such as self-confidence, self-esteem, anxiety and need for achievement;
5. Goal-related dimensions, involving various goal characteristics;



6. Educational context-related dimension, referring to the characteristics and appraisal of the immediate learning environment (i.e., classroom) and the school context; and
7. Significant others-related dimensions, referring to the motivational influence, family, and friends.

The different L2 models varied in the extent of emphasis they place on each of the seven dimensions, in the actual ways they operationalize them, and the way they linked the different factors to each other and to the general process of second language acquisition. Dörnyei (2001).

## 2.4 Kata Csizér and Kormos questionnaire

In Csizér and Kormos (2008) questionnaire, their questionnaire came from two sources, the first one from the one in a survey reported in Dörnyei et. al (2006) and the other part was based on the results of Kormos and Csizér (2007) interview study to investigate the differences in the motivational and intercultural contact and some other determinants of students' motivation of English and German. Ten items were taken from here to try to measure opinions about contact with foreigners. The questionnaire was piloted, revised and administered and contained some variable groups.

**Items concerning the target languages (German and English):** integrative motivation and Instrumental motivation.

**Items concerning the direct and indirect aspect of cross-cultural contact:** direct spoken contact, direct written contact, indirect contact and media usage.

**Items measuring other motivational variables:** linguistic self-confidence, language learning milieu, perceived importance of contact and motivated learning behavior.

L2 Gardner's motivation theory is still studied, he started observing motivation as a simple correlation between motivation and attitude to be successful in learning a second language, and as time has passed there is a need to contextualize the concept of motivation and intercultural contact. Back in 1945 with Allport cited in Dörnyei and Csizér (2005) indirectly contributed to the growing of this topic with his contact hypothesis that originally involved opportunities for members of one

group to share of themselves and empathize with others thereby increasing the possibility for more intimate contact than the one found in casual relationships. Such an intimate relationship was, then, assumed to lead to the generalization of positive attitudes through a three-step process by promoting cross-group empathy, then cross-group identification, and finally in-group reappraisal.

Attitude/Motivation Test Battery, was developed and clearly tested to discover the relation between motivation and language learning, initially developed by Gardner, and Lambert (1972) although some other SLA researchers such as Zoltán Dörnyei and Kata Csizér (2002) and Kata Csizér and Kormos (2008) have taken Gardner's research a seminal work including his ATMB.

## **2.5 Contact Hypothesis**

The study of the effect of intercultural/intergroup contact has a long history in social psychology, and the resulting Contact Hypothesis has been a high profile and much-researched theory in the field. The theory is based on the general observation that contact changes the attitudes and behavior of groups and individuals toward one another and, in turn, those changes will influence some further contact Allport cited in Dörnyei and Csizér (2005). However, it is clear contact in itself does not guarantee positive changes in the individual's attitudinal disposition; Allport had already pointed out that for favorable changes to take place, certain essential intergroup conditions had to be met, most notably: equal status between the groups in contact situation, the pursuit of common goals, the perception of common interests, and institutional support for the contact, as listed in Dörnyei and Csizér (2005).

Allport's seminal work inspired in a wide variety of research projects, ranging from naturalistic field work through highly controlled laboratory studies to representative surveys employing nationwide samples, all of the aimed to reveal how circumstances affected the outcome of inter-group contact. In an attempt to update Allport's original contact conditions, in his comprehensive review of literature, Pettigrew (1998) outlined five conditions for optimal contact: equal group status, common goals, intergroup cooperation, authority support, and friendship potential. The last condition, which Pettigrew considered particularly important, was an addition to Allport's original framework.

The purpose of the present research is to analyze how the contact between English speakers and students from college education is related to their motivation to learn the L2 language (English). The theory mentioned in the previous paragraph related the tourist contact is very interesting, but this may vary according the situations they are carried out; the perspective is different depending on the position of the visited society, sometimes the relationship between host and tourist can be characterized as superficial, without a real friendship interest and with no common goals. There should exist several reasons for a good relationship for this kind of intercultural and interlinguistic contact. Therefore, the aim of this study is to analyze college students' motivation and whether this factor is relevant to make them look for direct and indirect contact opportunities with people who speak the target language.

## CHAPTER III: METHOD

This chapter introduces the research design of this study best suited to examine the research hypotheses set out in chapter one. It also contains the methodology, the instrument, variables, procedures, context, participants, sample, data collection and finally data analysis.

### 3.1 Research design

Quantitative methods are an essential tool for researchers to find relevant data about their study. Creswell cited in Sukamolson, (2007, p. 2) has described quantitative research as a “type of research that explains phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” Numerical data, is the data we collect, and mathematically-based methods refer to statistics, to analyze the data. According to Kerlinger’s (1979) cited in Cresswell (2003, p. 61), quantitative research refers to a “set of constructs (or variables) formed into prepositions, or hypothesis, that specify the relationship among variables (typically in the term of magnitude or direction)”.

Quantitative method is built of two main concepts: the research units and the variables. The *research units* are described in Sukamolson, (2007, p. 20) as “people or things we collect data on or from, whilst *variables* are the data that we collect from these units, the characteristics of the unit we are interested in and want to collect.” Another essential part of quantitative research is the hypothesis which is a tentative explanation that accounts for a set of facts and can be tested by further investigation.

Quantitative design includes a great amount of literature in the beginning of the study to provide a direction for the research questions or hypothesis as well as for introducing a problem and theory. The present research is essentially about numerical data used to explain a phenomenon. It focuses on the aim of searching quantities to explain a phenomenon in this case focused to study and try to determine the intercultural contact and its effects on motivation and attitude to learn

English; it is those students who are studying the career of Tourism, Gastronomy and Physical Therapy who are supposed to have direct contact with foreign speakers in the community of Playa del Carmen, due to the nature of the characteristics of study groups and the milieu they are surrounded by, a hypothesis was established and a quantitative design was chosen as the most appropriate for this purpose.

Some of the advantages of using the quantitative design are that since the beginning you have a compass to give a direction to the research, it offers considerable assessment of population, it can indicate the extensiveness of attitudes held by people, the results that this provides can be condensed into statistics, it allows comparison between various groups, it has precision and it is definitive and standardized. However, some of the limitations are that the problem itself cannot be explored deeply due to the variables restriction that the researcher himself proposes to be studied since the very beginning of the research. A theory cannot be developed, but to use the ones that already exist. Therefore, the hypothesis may come from the preceding or literature review to be studied, all these former characteristics limit the scope of this type of research.

The quantitative data obtained in this present study will be used to offer a better understanding of the factors affecting students' motivation and attitude towards English language learning. This information is expected to be provided by the students, based on the answers of the questionnaires. Questionnaires are useful tools of data collection where the respondents are the subjects of the research. Questionnaires "provide structured often numerical data, being able to administer without the presence of the researchers, and often straightforward to analyze" Wilson and McLean cited in Cohen et. al (2007, p. 317).

The most important characteristics of self-administered questionnaires according to Sukamolson, (2007) is that respondents fill out self-administers questionnaires themselves. Upon receipt of the questionnaire, the respondent fills it out and returns it. They enable the researcher to elicit detailed information from respondents who may not be accessible otherwise. Questionnaires are inexpensive, and they do not require interviewer time, allows respondents to maintain their anonymity and reconsider all their responses. Some disadvantages are that if the questionnaire is by e-mail, response rate is low, they often require follow up, they may take a long time to receive sufficient responses, respondent self-select (potential bias), if used for material pretest, exposure to materials is not controlled and finally this may not be appropriate if audience has limited writing skills.

The results of this study are intended to associate the relationship between two or more concepts, categories or variables in a context and measure the association between those variables and analyze its correlation which is suggested in the hypothesis to be tested.

### **3.2 Instrument**

The questionnaire used for the present study was adapted from three sources, Dörnyei and Clément, (2001) *Language Orientation Questionnaire* items 1, 2, 3, 4, 5, 6, 9, 10, 12, 13, 24, 25, 26, 27, 28 and 30. Csizér, and Kormos (2008) items 14, 15, 16, 17, 18, 19, 20, 21, 22 and 29. *The Attitude Motivation Test Battery* (ATMB) Gardner (2004) items 4, 7, 8, 11 and 23.

In this questionnaire subscales were added, one item related to interest in foreign language was added, two items on attitude towards English speaking people and two items on integrative orientation. To ensure that the instrument has appropriate psychometric properties, this was adapted from motivation questionnaires with sufficient validity and reliability coefficients. This instrument was also translated into Spanish for quality control and students clear understanding; although according to Brislin (1970) there are many factors that affect the translation quality.

Language Orientation Questionnaire was applied in Hungary to examine how language related attitudes and language learning motivation concerning five target languages, besides investigating and comparing several some motivational aspects to know the students' beliefs toward the learning of each language.

The second questionnaire, from Csizér and Kormos (2008) was aimed to investigate the differences in the motivational and intercultural contact and some other determinants of the motivation of the students of English and German, some items were taken from there to measure beliefs about contact with foreigners.

Finally, the ATMB, from Gardner and Lambert (2004) which contains constructs related to instrumental motivation and attitude towards learning situations as well as integrativeness. Although most of the instrument content and design were taken from the instrument by Dörnyei and Clément, (2001) *Language Orientation Questionnaire* also some different resources were used, and features from the original design were modified.

The title was changed; the title might be better accompanied by the name of the organization conducting or sponsoring the study. The first paragraph statement declared confidentiality and anonymity, general instructions and examples of how to answer it were used in the beginning too. Some extra phrases were added to make students know the objective of the instrument. Statements and questions were examined thoroughly to make the necessary changes in the wording use to avoid misunderstandings or negative items. Finally, a thank you phrase and a smiling face graphic design as a courtesy were added.

The whole questionnaire used for this research consisted of 30 items. The 30 items took motivation and intercultural contact as a reference towards the English language. The scales that represent students' answers are as follow:

1. Strongly disagree
2. Slightly disagree
3. Neutral
4. Slightly agree
5. Strongly agree

### **3.3 Variables**

The main variable groups in the questionnaire were as follows (with the total number of items and the actual item numbers given in parentheses).

#### **Items used in target language (5-point rating scales)**

- Orientations, that is, the students' instrumental (2 items: Nos. 5, & 6) and integrative (4 items: Nos. 2, 4, 21 & 23) reasons for learning a L2.
  - I think learning this language would help me if travelling abroad in a future. (item 5)
  - I think learning this language would help me in my future career. (item 6)
  - I think knowing English would help me to become a more knowledgeable person. (item 2)
  - Studying English is important because it will enable me to better understand and appreciate the English way of life. (item 4)
  - I think interacting with English speaking people is useful to know about their lives. (item 21)

- Studying English is important because I will have the opportunity of interacting with people that speak this language easily. (item 23)
- Attitudes toward the L2, both: positive (2 items: Nos.1 & 3) and negative (2 items: Nos. 27 & 30)
  - I like English. (item 1)
  - I think English is an important language in the current world. (item 3)
  - English is not an important subject at school. (item 27)
  - Learning English is a difficult task. (item 30)

Items concerning the target language community/ies (5 point rating scales).

Attitudes toward the L2 community that is, the extent to which students felt positively toward the particular English speaking citizens (1 item: No. 8).

- I like meeting people that speak English. (item 8)
- Contact with the L2 and its speakers; quality items (5 items: Nos. 9, 10, 11, 22 & 24).
  - I like movies made in countries where English is spoken. (item 9)
  - I like TV programs in English that are produced in English speaking countries (item 10)
  - The more I know English speaking people, the more I like them. (item 11)
  - I think interacting with English speakers is useful to know their language. (item 22)
  - I like music from English speaking countries. (item 24)
  - Direct contact with the L2 speakers ( 4 items: Nos.13, 14, 15 & 16)
    - I frequently meet foreign people that speak English. (item 13)
    - I speak English in the city where I live. (item 14)
    - I speak English with friends from other countries. (item 15)
    - I frequently speak English when I am on vacation. (item 16)

Non-language-specific Likert scales (5 point scales)

- Interest in L2 (1 item: No. 7).
  - I would like to speak English perfectly
- Contact with L2 through media (4 items: Nos. 12, 17, 18 & 28).
  - I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)
  - I frequently chat in English on the internet. (item17)
  - I frequently write e-mails in English. (item 18)



- I frequently watch satellite programs on TV in English. (item 28)
- Self-confidence L2 learning and use (1 item: No. 25)
- I am confident that I will learn English very well (item 25)
- Language learning milieu, that is, the extent of the parents' (2 items: Nos. 19 & 29) people (1 item: No. 26) and the friends' attitudes toward L2 (1 item: No.20).
- My family frequently speaks about countries where English is spoken. (item 19)
- My parents consider that the English is not an important subject at school. (item 29)
- People around me think that learning English is a good thing. (item 26)
- My friends frequently speak about countries where English is spoken. (item 20)

### **3.4 Context**

The Riviera Maya has become a top international destination. In the midst of commercialization and tourism Playa del Carmen's local government has tried to keep the city's reputation as a small charming area, making it perfect for travelers who want a comfortable and fun-filled vacation. According to the previous information it is known that currently, people from different countries attain to this city for several reasons therefore, local residents have the possibility to interact with different speakers of several languages, and usually most of them use English as a lingua franca in Playa del Carmen.

### **3.5 Participants and sample**

The questionnaire was first piloted with a group of 14 students chosen randomly who were explained the purpose of this questionnaire and asked to give any observations they considered could be made for a better understanding. After this step, the data was computed in the SPSS software and made the analysis for reliability which results were not the expected (.749), containing 39 elements, some modifications were made in order to increase the reliability and the last result was a Cronbach's Alpha of .835 with 30 elements.

The participants of the survey were eight whole groups from TSU (Técnico Superior Universitario) fourth quarter, 69 students from gastronomy, 23 students from Physical Therapy and 33 from Tourism from a total of 145 students out of 345 of the TSU which represents the 19.4% of the whole population. This population was selected because they take English not only as a subject but also, they use it in their daily life because their career demands to have direct contact with customer service and in Playa there are many foreigners who speak English as a first language.

### **3.6 Data collection**

The data collection was done over a period of one week in November 2015. This process started with the questionnaires that were given to students in their own classroom. Answering the questionnaire took students 20 minutes, on average. The data obtained was transcribed according to the scales from the questionnaire that is based upon a 5 point Likert scale from I strongly disagree, neutral and I strongly agree which were analyzed quantitatively after computed them in the SPSS program V23.

### **3.7 Data analysis**

Analysis was performed using the 23rd version of the SPSS® computer software. The objectives of the study one to six were analyzed through the correlation coefficient method to see whether a high score variable is associated with a high score on the other. The Pearson's r correlation coefficient assumes linear relationships, that means where higher score on X are linearly related to higher scores on Y (Muijs, 2006), to confirm or disprove our hypothesis, a linear regression was performed respectively to find out those correlations.

## **CHAPTER IV: RESULTS**

This chapter provides the results obtained from the SPSS analysis research data gathered with reference to each dependable variable (the main variable groups were items concerning direct and indirect contact, attitude, instrumentality, integrativeness, milieu, self-confidence and interest) and its correlation with other predictors according to six objectives in order to prove or disprove the hypothesis stated in the present study. Quantitative results from the data collected by means of a questionnaire are presented and examined with the support of tables.

As a first step for the six objectives a Pearson's  $r$  correlation coefficient was used to identify the correlation between dependent and independent variables. Regression analysis was made to examine whether the direct and indirect contact is related to motivation and attitude in UTRM students. In total, 12 tables emerged, they illustrated how one independent variable (direct and indirect contact) was related to motivational scale using Muijs (2004) guide which suggests that in order to be able to say that the relationship is statically significant, the  $p$ -value must be as small as possible. Each independent variable includes a certain number of predictors. Model summary tables are also included to know how well the independent variables (direct and indirect contact) could predict the dependent variable. The values for model summary results of how well the model fits were as follow:  $\leq 0.1$ : poor fit, 0.11-0.3: modest fit, 0.31-05: moderate fit and  $\geq 0.5$ : strong fit.

### **4.1 Correlation between attitudes and direct and indirect contact**

The first objective was directed to an examination whether (direct and indirect) contact is related to motivation (attitude) in UTRM students. This objective included thirteen items for the independent variables. Six belonging to direct contact and seven to the indirect contact variable. Attitude was also integrated by five items.

**Table 1***Direct contact and indirect contact independent variables related to attitude dependent variable*

<b>Direct contact</b> →	<b>Attitude</b> ←	<b>Indirect contact</b>
I frequently meet foreign people that speak English. (item 13)	I like meeting people that speak English. (item 8)	I like movies made in countries where English is spoken. (item 9)
I speak English in the city where I live. (item 14)	I like English. (item 1)	I like TV programs in English that are produced in English speaking countries (item 10)
I speak English with friends from other countries. (item 15)	I think English is an important language in the current world. (item 3)	I like music from English speaking countries. (item 24)
I frequently speak English when I am on vacation. (item 16)	English is not an important subject at school. (item 27)	I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)
The more I know English speaking people, the more I like them. (item 11)	Learning English is a	I frequently chat in English on the internet. (item 17)
I think interacting with English speakers is useful to know their language. (item 22)	difficult task. (item 30)	I frequently write e-mails in English. (item 18)
		I frequently watch satellite programs on TV in English. (item 28)

*Source: Own authorship*

To examine whether the variables had any relationship, a correlation was performed. The Pearson method was performed in SPSS. The findings in table one reflect the significant statistical correlation between the attitude variable and direct and indirect contact variables. Being the strongest the attitude and indirect contact, followed by attitude and direct contact ( $p < .01$ ) (Muijis, 2006).

**Table 2**  
*Correlation of attitude to direct and indirect contact*

		Direct contact	Indirect contact
<b>Attitude</b>	Correlation	.354**	.386**
	Coefficient		
	Sig. (2-tailed)	.000	.000
	N	121	121

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Own authorship*

To confirm the model, a multiple linear regression analysis was done. In table two R square is .16 which means that indirect or direct contact accounts only 16% for attitude. Therefore, 84% of attitude variation is explained by other factors. Also, adjusted R square output was .14 which does not suggest that the predictors are particularly good at predicting the attitude variable because adjusted R lies between 0 and 1, the model is considered as modest fit in the present multiple linear regression analysis (Muijs, 2006).

**Table 3**  
*Model summary of table 2*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399 <sup>a</sup>	.160	.145	2.22372

a. Predictors: (Constant), Indirect, Direct contact

*Source: Own authorship*

## 4.2 Correlation between instrumentality and direct and indirect contact

Objective two had the goal of analyzing to what extent direct and indirect contact is related to instrumentality in UT students. This objective included thirteen items for the independent variables. Six belonged to direct contact and seven to the indirect contact variable. The dependent variable instrumentality was also integrated by two items.

**Table 4**  
*Direct contact and indirect contact independent variables related to instrumentality dependent variable*

Direct contact	Instrumentality	Indirect contact
I frequently speak English when I am on vacation. (item 16)	I think learning this language would help me if travelling abroad in a future. (item 5)	I like movies made in countries where English is spoken. (item 9)
The more I know English speaking people, the more I like them. (item 11)		I like TV programs in English that are produced in English speaking countries (item 10)
I think interacting with English speakers is useful to know their language. (item 22)	I think learning this language would help me in my future career (item 6)	I like music from English speaking countries. (item 24)
		I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)
		I frequently chat in English on the internet. (item17)
		I frequently write e-mails in English. (item 18)
		I frequently watch satellite programs on TV in English. (item 28)

*Source: Own authorship*

To analyze to what extent, the variables had any relationship, a correlation was performed. The Pearson method was performed in SPSS. The findings in table three reflect the significant statistical correlation between instrumentality variable and indirect contact variable ( $p < .05$ ) (Muijis, 2006). However, direct contact did not have a significant correlation.

**Table 5**  
*Correlation of instrumentality to direct and indirect contact*

		Direct contact	Indirect contact
<b>Instrumentality</b>	Correlation	.114	.180*
	Coefficient		
	Sig. (2-tailed)	.214	.048
	N	121	121

\* Correlation is significant at the 0,05 level (2 tailed).

*Source: Own authorship*

To confirm the model, a multiple linear regression analysis was done. In table four R square is .03 which means that indirect or direct contact accounts only 3% for instrumentality. Therefore, 97% of instrumentality variation is explained by other factors. Also, adjusted R square output was .017 which does not suggest that the predictors are particularly good at predicting the attitude variable because adjusted R lies between 0 and 1, the model is considered as poor fit in the present multiple linear regression analysis (Muijs, 2006).

**Table 6**  
*Model summary of table 5*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.182 <sup>a</sup>	.033	.017	1.03278

*Source: Own authorship*

### **4.3 Correlation between integrative motivation and direct and indirect contact**

Objective three was to determine to what extent direct and indirect contact is related to integrativeness in UT students. This objective included thirteen items for the independent variables. Six belonging to direct contact and seven to the indirect contact variable. The dependent variable integrativeness had four items.-The following table shows the items in a detailed form.

**Table 7**  
*Direct contact and indirect contact independent variables related to integrativeness dependent variable*

<b>Direct contact</b> →	<b>Integrativeness</b> ←	<b>Indirect contact</b>
I frequently meet foreign people that speak English. (item 13)	I think knowing English would help me to become a more knowledgeable person. (item 2)	I like movies made in countries where English is spoken. (item 9)
I speak English in the city where I live. (item 14)	Studying English is important because it will enable me to better understand and appreciate the English way of life. (item 4)	I like TV programs in English that are produced in English speaking countries (item 10)
I speak English with friends from other countries. (item 15)	I think interacting with English speaking people is useful to know about their lives. (item 21)	I like music from English speaking countries. (item 24)
I frequently speak English when I am on vacation. (item 16)	Studying English is important because I will have the opportunity of interacting with people that speak this language easily. (item 23)	I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)
The more I know English speaking people, the more I like them. (item 11)		I frequently chat in English on the internet. (item 17)
I think interacting with English speakers is useful to know their language. (item 22)		I frequently write e-mails in English. (item 18)
		I frequently watch satellite programs on TV in English. (item 28)

*Source: Own authorship*

To determine to what extent, the variables had any relationship, a correlation was performed. The Pearson method was performed in SPSS. The findings in table five output the significant statistical correlation between integrativeness variable and direct and indirect contact variables. Being the strongest integrativeness and indirect contact, followed by integrativeness and direct contact ( $p < .01$ ) (Muijjs, 2006).

**Table 8**  
*Correlation of integrativeness to direct and indirect contact*

		<b>Direct contact</b>	<b>Indirect contact</b>
Integrativeness	Correlation Coefficient	.263**	.326**
	Sig. (2-tailed)	.004	.000
	N	121	121

\*\* . Correlation is significant at the 0,01 level (2 tailed).

*Source: Own authorship*



To confirm the model, a multiple linear regression analysis was done. In table two R square is .10 which means that indirect or direct contact accounts only 10% for integrativeness. Therefore, 90% of integrativeness variation is explained by other factors. Also, adjusted R square output was .09 which does not suggest that the predictors are particularly good at predicting the attitude variable because adjusted R lies between 0 and 1, the model is considered as poor fit in the present multiple linear regression analysis (Muijs, 2006).

**Table 9**  
*Model summary of table 8*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327 <sup>a</sup>	.107	.092	5.41587

a. Predictors: (Constant), Indirect, Direct contact

*Source: Own authorship*

#### **4.4 Correlation between attitude and milieu**

Objective four was directed to determine whether students' milieu opinions are related to motivation (attitude) toward learning English. This objective included four items for the independent variable and five for the dependent variable.

**Table 10**  
*Milieu independent variable related to attitude dependent variable*

<b>Milieu</b>	<b>Attitude</b>
My family frequently speaks about countries where English is spoken. (item 19)	I like meeting people that speak English very much. (item 8)
My parents consider that the English is not an important subject at school. (item 29)	I like English. (item 1)
People around me think that learning English is a good thing. (item 26)	I think English is an important language in the current world. (item 3)
My friends frequently speak about countries where English is spoken. (item 20)	English is not an important subject at school. (item 27)
	Learning English is a difficult task. (item 30)

*Source: Own authorship*

To determine to what extent, the variables had any relationship, a correlation was performed. The Pearson method was performed in SPSS. The findings in table seven output that there is not significant statistical correlation between attitude variable and milieu variable ( $p > .01$ ) (Muijs, 2006).

**Table 11**  
*Correlation of attitude milieu*

		Milieu
Attitude	Correlation Coefficient	.161
	Sig. (2-tailed)	.079
	N	121

*Source: Own authorship*

To confirm the model, a multiple linear regression analysis was done. In table two R square is .02 which means that indirect or direct contact accounts only 2% for attitude. Therefore, 98% of attitude variation is explained by other factors. Also, adjusted R square output was .01 which does not suggest that the predictors are particularly good at predicting the attitude variable because adjusted R lies between 0 and 1, the model is considered as poor fit in the present multiple linear regression analysis (Muijs, 2006).

**Table 12**  
*Model summary of table 11*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.161 <sup>a</sup>	.026	.018	2.38408

*Source: Own authorship*

## 4.5 Correlation between self-confidence and direct and indirect contact

Objective five was directed to analyze how direct and indirect contact is related to self- confidence. This objective included thirteen items for the independent variables. Six belonged to direct contact and seven to the indirect contact variable. The dependent variable self-confidence had one item.

**Table 13**  
*Direct and indirect independent variable related to self-confidence dependent variable*

Direct contact	Self – confidence	Indirect contact
I frequently meet foreign people that speak English. (item 13)	I am confident that I will learn English very well. (item 25)	I like movies made in countries where English is spoken. (item 9)
I speak English in the city where I live. (item 14)		I like TV programs in English that are produced in English speaking countries (item 10)
I speak English with friends from other counties. (item 15)		I like music from English speaking countries. (item 24)
I frequently speak English when I am on vacation. (item 16)		I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)
The more I know English speaking people, the more I like them. (item 11)		I frequently chat in English on the internet. (item 17)
I think interacting with English speakers is useful to know their language. (item 22)		I frequently write e-mails in English. (item 18)
		I frequently watch satellite programs on TV in English. (item 28)

*Source: Own authorship*

To analyze to what extent the variables had any relationship, a correlation was performed. The Pearson method was performed in SPSS. The findings in table nine reflect the significant statistical correlation between self-confidence variable and the two contact variables. Direct contact variable was slightly stronger than indirect variable ( $p < .01$ ) (Muijs, 2006).

**Table 14**  
*Correlation of self-confidence to direct and indirect contact*

		Direct contact	Indirect contact
Self-confidence	Correlation	.365**	.335**
	Coefficient		
	Sig. (2-tailed)	.000	.000
	N	121	121

\*\* Correlation is significant at the 0, 01 level (2 tailed).

*Source: Own authorship*

To confirm the model, a multiple linear regression analysis was done. In table two R square is .14 which means that indirect or direct contact accounts only 14% for self-confidence. Therefore, 86% of self-confidence variation is explained by other factors. Also, adjusted R square output was .12 which does not suggest that the predictors are particularly good at predicting the attitude variable because adjusted R lies between 0 and 1, the model is considered as modest fit in the present multiple linear regression analysis (Muijs, 2006).

**Table 15**  
*Model summary of table 14*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377 <sup>a</sup>	.142	.128	.73439

a. Predictors: (Constant), Direct, Indirect contact

*Source: Own authorship*

## 4.6 Correlation between interest and direct and indirect contact

Objective six was to analyze how direct and indirect contact is related to interest. This objective included thirteen items for the independent variables. Six belonged to direct contact and seven to the indirect contact variable. The dependent variable interest had one item.

**Table 16**

*Direct and indirect independent variables related to interest dependent variable*

<b>Direct contact</b> →	<b>Interest</b> ←	<b>← Indirect contact</b>
I like movies made in countries where English is spoken. (item 9)	I would like to speak English perfectly (item 7)	I like movies made in countries where English is spoken. (item 9)
I like TV programs in English that are produced in English speaking countries (item 10)		I like TV programs in English that are produced in English speaking countries (item 10)
I like music from English speaking countries. (item 24)		I like music from English speaking countries. (item 24)
I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)		I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)
I frequently chat in English on the internet. (item17)		I frequently chat in English on the internet. (item17)
I frequently write e-mails in English. (item 18)		I frequently write e-mails in English. (item 18)
I frequently watch satellite programs on TV in English. (item 28)		I frequently watch satellite programs on TV in English. (item 28)
Indirect contact		
I like movies made in countries where English is spoken. (item 9)		
I like TV programs in English that are produced in English speaking countries (item 10)		
I like music from English speaking countries. (item 24)		
I frequently watch movies/ TV programs produced in countries where English is spoken. (item 12)		
I frequently chat in English on the internet. (item17)		
I frequently write e-mails in English. (item 18)		
I frequently watch satellite programs on TV in English. (item 28)		

*Source: Own authorship*

To analyze to what extent, the variables had any relationship, a correlation was performed. The Pearson method was performed in SPSS. The findings in table eleven reflect the significant

statistical correlation between interest variable and indirect contact variable ( $p < .01$ ) (Muijs, 2006). However, direct contact did not have a significant correlation.

**Table 17**  
*Correlation of self-confidence to direct and indirect contact*

		Direct contact	Indirect contact
Interest	Correlation Coefficient	.172	.304**
	Sig. (2-tailed)	.059	.001
	N	121	121

\*\* Correlation is significant at the 0,01 level (2 tailed).

*Source: Own authorship*

To confirm the model, a multiple linear regression analysis was done. In table twelve R square is .09 which means that indirect or direct contact accounts only 9% for interest. Therefore, 91% of interest variation is explained by other factors. Also, adjusted R square output was .08 which does not suggest that the predictors are particularly good at predicting the interest variable because adjusted R lies between 0 and 1, the model is considered as poor fit in the present multiple linear regression analysis (Muijs, 2006).

**Table 18**  
*Model summary of table 17*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314 <sup>a</sup>	.099	.084	.60442

a. Predictors: (Constant), Direct, Indirect contact

*Source: Own authorship*

## CHAPTER V: DISCUSSION

This chapter provides a detailed analysis of key research findings presented in the antecedent section, regarding the hypothesis previously stated to dismiss or accept it. The results of the study are discussed in relation to prior research studies and Gardner's integrative motivation derived from his Socio-Educational Model of Second Language Acquisition complemented with Dörnyei's (2001) seven broad motivational dimensions. Allport's (1945) contact hypothesis was also considered to have a better understanding of students' direct or indirect contact motivation.

In addition, the significance of the findings for practical implications are added as well as some recommendations for further research. This discussion presents the six objectives previously stated: 1) to examine whether (direct and indirect) contact is related to motivation (attitude) in UTRM students. 2) To analyze to what extent direct and indirect contact is related to instrumentality in UTRM students. 3) To determine to what extent direct and indirect contact is related to integrativeness in UTRM students. 4) To determine whether students' milieu opinions are related to motivation (attitude) toward learning English. 5) To analyze how direct and indirect contact is related to self-confidence and; 6) to analyze how direct and indirect contact is related to interest. This chapter ends with a brief summary.

## Findings

The first analyzed objective was directed to an examination whether direct and indirect contact is related to the concept of motivation (attitude) in UTRM students. This objective relates to motivation as a dependent variable and direct and indirect contact as independent variables.

Correlation analysis indicated that the attitude caused by indirect contact variables strongly predicted the relationship between the indirect contact and attitude while direct contact weakly predicted the attitude towards it. This demonstrated that participants' attitude was consistent with their answers in the questionnaire. According to the results from the linear regression analysis in the same objective (direct and indirect contact towards attitude) only a small part of it seems to be affected, as those predictors do not seem to be particularly good at predicting attitude variable, but this variation may be explained by other factors included in the questionnaire.

These findings do not seem to fully support Gardner's integrative motivation specifically the integrativeness subcomponent where "the individual's willingness and interest in social interaction with members of other groups" (Gardner and MacIntyre, 1993, p. 159) should be present. It could be deduced that students did not appear to be motivated for intercultural communication through direct contact with the target language because of the results, something that appeared to be different with indirect contact since students favored this kind of contact outside the college.

Movies, music and TV programs seem to be more appealing to them than interacting face to face with speakers of the English language. However, this study seemed to share Pettigrew's view (1988) who assisted Allport's theory when listing the conditions for optimal contact: equal group status, common goals, intergroup cooperation, authority support and friendship potential, which makes contact interesting depending on the perspective of the visited society. In the context that this study was being done, most of the situations mentioned by All port for optimal contact, as far as these characteristics are concerned, students differed from group status, as they are seen as employees, which might cause to see the tourist as a boss at the moment they are paid for a product or a service exchange, common goals are also distinct, tourists usually travel to different parts of the world and Mexican culture is different, this is one of the reasons foreign people visit this place, intergroup cooperation is not similar either since personal interests are different, authority support is shared considering that Playa del Carmen is a touristic destination supported by government.



The findings of the present study did support Coetzee-Van (2006) conclusion that argued that English is an international auxiliary language and that it is not even necessary to appreciate the culture of the country to use it effectively to communicate in their same language. In the present study, direct contact did not seem to be related to students' motivation, whether they communicated effectively or not was not one of the objectives researched in this study.

Results were expected to be more predictive regarding the importance of direct contact between students and foreign English speaker visitors because of context and major however; they seemed to be quite different from the conclusions found by the authors involved in the theoretical framework, but pretty like those of the literature review mentioned in the previous paragraph. For instance, Coetzee-Van (2006), for her direct contact is not as important as the language per se but a means of communication so were the results reflected in this work.

Objective two was to analyze to what extent direct and indirect contact was related to instrumentality seen as a tool for a job promotion or for traveling abroad in a future. It also included items of direct contact and indirect contact as independent variables, and instrumentality as a dependent variable.

The results obtained from the correlation between instrumentality and the direct contact did not reflect a significant correlation, but a more significant relationship between the indirect contact as instrumentality. In the multiple regression analysis only a small significant part of direct and indirect contact was part of instrumentality, other factors may be explained by other items in the questionnaire.

Instrumentality or pragmatic dimension which referred to extrinsic, utilitarian factors such as financial benefits (Dörnyei, 2001) seemed to be more related to indirect contact due to students favor media contact over personal interaction, they reported to be more motivated to use indirect contact to achieve some goals like travelling abroad and a better career future. "The practical value and advantages of learning a new language", instrumental orientation (Gardner and Lambert, 1972, p. 14) seem to be achieved with indirect contact according to the students' answers because they appeared to be more motivated to understand the complexity of a language (vocabulary, syntax, history, culture, etc.) through it. Something similar happens when comparing the results with the Contact Hypothesis (Allport, 1945) cited in Kormos and Csizér (2004) it could be noticed with the present results that even when Playa del Carmen is a place where tourist contact happens regularly, students did not seem to be motivated to interact face to face with tourist using English. One of the

reasons the theory gives is the kind of relationship between host and tourist where friendship and common goals should exist for this kind of intercultural and interlinguistic contact.

Regarding Gardner's (1985) socio-educational model as part of the motivational theory there was not a positive correlation between the favorable attitudes toward the target language community, the results did not seem to be assertive. Considering that most of the items selected for this objective were part of the language orientation questionnaire (Dörnyei and Csizér, 2002) related to direct and indirect contact, however, outcomes did not reflect to have a great influence. Results found in this objective also differed from the quantity study made by Ordorica, D. (2011) in Mexico with BA students to find sources of students' motivation where results demonstrated that learners studied for instrumental reasons, to obtain a benefit and they did not consider English as being part of the speaking culture.

In another context by Chalak (2010) to investigate the various socio-psychological orientations in Iranian undergraduates towards learning English focused on motivation orientations and attitudes towards the target language and its community. Results revealed that those students who learn English for instrumental and integrative reasons, and their attitudes towards the target language community and its members were generally found to be highly positive.

The previous results appeared to have a great difference with the present study, this fact might be because of economic, educational or political reasons since people from Iran have started to move to English speaking countries and English is a prestigious language consequently, people have positive feelings towards it, while Mexico still faces challenges to achieve these desirable conditions.

It can be highlighted that in spite of all the opportunities people may have in the professional field and more opportunities of a profitable income, culture seems to play a crucial role in this aspect. For instance, many people did not like English language because of the negative stereotypes and prejudices that this language represents. Even when there is awareness of living in a globalized world and government efforts to create policies which implement English as the main foreign language in Mexico, students at the university did not seem to view its usefulness.

The study made by Ushioda and Dörnyei (2009) described by Yashima, T., aimed to discuss the possible relationship between L2 self to international or integrative posture (relating to international community rather than specific groups) where findings demonstrated extrinsic motivation with a higher level of self-determination correlated most strongly with international

posture, the WTC, and frequency communication, as well as the ideal self-international posture, as in theory as well as in practice hold both integrative and instrumentality.

The last study compared with this objective was the one made by Lamb, M. (2004) who wanted to identify factors associated with changes in motivation and behavior and their feeling toward the language and what they did inside and outside the classroom and high levels of motivation were found throughout the cohort, including the integrative and instrumental orientations, even though they were determined to be almost indistinguishable, which made the study to be different from this one.

In general results met in this second objective did not lend support to the previous studies made by other researchers in different kinds of contexts, especially in relation to direct contact. Students did not seem to view the relation between direct contact and instrumentality, as part of the motivation to learn the language. They tended to favor indirect contact even though the context they live in. For instance, students gave more importance to some factors which were related to communication through media and might be influencing their instrumentality due to students like to be surrounded by technology (internet, social network, cable) as a means of communication which makes them feel to be in contact with this foreign language through movies, music and in some cases with friends from other parts of the world who speak English. According to the results emerged from the items of this objective, instrumentality is a separated construct not highly related to direct contact with the goal community.

Objective three was aimed to determine to what extent direct and indirect contact was related to integrativeness, using seven items for direct and indirect as independent variables and four items as dependable variables.

The findings of the correlation between integrativeness variable and direct and indirect contact variables output the significant statistical correlation between integrativeness and direct and indirect variable, even though indirect contact was stronger than direct contact. To confirm the previous model there was found that only a small part of the factors were part of integrativeness component as the rest may be explained by other factors present in the questionnaire items.

Results reflected in the questionnaire were found to be somehow similar from the one that is part of Gardner's motivation theory referring to the socio-educational model in the integrativeness side, which includes interest in foreign language, integrative orientation and favorable attitudes towards the target language community, even when the results point slightly

more to the indirect rather than the direct contact. Also, they agreed with Chalk (2010) who investigated the various socio-psychological orientation of Iranian undergraduates towards learning English where results appeared to support that students learned English for instrumental and integrative reasons in a high sense.

Another study that agrees with the previous one was Lamb (2004) who used also the socio-educational model for SLA to identify changes in motivation and disposition to learn a language and results revealed throughout cohort that, as well as integrative and instrumental orientations were important although he did not discover which one was higher than the other. Whereas in the present study it seemed that learners gave indirect contact a little higher importance, it is necessary to clear that both types of contacts were viewed as paramount related to the motivation. Students seemed to acknowledge the importance of interaction with English speaking people and how this could enable them to understand and appreciate better the English way of life.

Csizér & Kormos (2008) in the Hungarian context investigated the differences in the motivational and intercultural contact as determinants of behaviors between learners of German and English and found that motivational intensity rather than language that is being studied is what affects how willing students are to learn language, there is not a significant correlation between his results and the affective factors met with students from the present study, even students are learning English which is one of the most important languages around the world they did not feel identified with the English speakers, but with the advantages this language represents they felt more motivated with the indirect contact.

Dörnyei & Ushioda (2009) discussed a possible integrativeness posture concept in relationship with the L2 self in an international context and the tendency visualized that those students who showed a higher level of international posture and frequency of communication tended to support the vision of ideal more strongly, this view presents a link with the present study considering the importance students gave to the international importance of English as international language, overall related to indirect contact, students knew they can keep communicated with the world that surrounds them with English language as a lingua franca. Rajab (2012) study in Iran wanted to show the relationship between L2 motivational self-system” using integrativeness and students intended effort to learn English, where it was found that possible selves, especially ideal self could be seen as a support for the relationship between L2 motivation and second language acquisition. Ideal self and integrativeness similarities were very close, it

means that L2 ideal self could be substitute for integrativeness, compared with this work there was also a relationship between how open students' are to another culture and everything this implies.

Islam and Chambers (2013) carried out a study in Pakistan related to motivation to learn English based on Dörnyei (2009) Motivational Self System as theoretical framework, among the interests included in his research were: the motivational factors seen as important in understanding L2 motivation in that context, particularly the perceptions of their national interest related to their future L2 selves and to their reported leaning behavior, the present research indicated there was a relationship when students thought of contact with English language through international media.

Finally, in contrast to the studies mentioned previously, Coetzee-Van Rooy (2006), made several studies in different parts of the world to demonstrate integrativeness as an illogical reason for students to learn English, results found that the notion of this concept as part of identity of second language learners and the incorrect assumptions about the sociolinguistic context of learners of English as a second language around the world without being criticized. For her, students were acquiring a variety of world English today and; sociolinguistic realities of world English speakers needed to be adjusted, the results of this study were quite similar to this study due to the fact that students did not seem not to be engaged with English language culture or people, but language per se as a media for communication. The differences met comparing this research with the present study may be part of contextual differences including culture, even most of the studies were derived from the socio-educational model for second language acquisition or the motivational self-system and most of the studies were quantitative, as the present study.

As it could be seen, there exist a great difference in studies which integrativeness was used as a variable responsible of motivation in a second language acquisition, several authors agree that integrativeness is an important component in motivation when learning a language. Coetzee-Van Roy, has a different point of view and sees English as a general tool no matter the kind of country or personal relationship learners have, results obtained from UTRM students according to the questionnaire seemed to slightly contradict, and motivation is slightly more affected by indirect contact than direct one. Results were expected to be similar, since hypothesis was to prove the influence of the contact with motivation in learning language and communicate with English speakers in Playa del Carmen.

Objective four was directed to determine whether opinions of the milieu were related to motivation (attitude) toward learning English. To do so this objective included nine items, four for

the independent variables and five for the dependent variable, milieu. Results from the correlation performed did not show a significant statistical correlation between the independent and dependent variables. The linear regression was done too in order to confirm the previous model and results did not suggest being good predictors, most of attitude variation may be explained by other factors and only a very small part was explained by this variable.

Milieu, referred to the physical social environment contact were people live and interact in the case of this questionnaire items included direct interaction with family and friends which seems to be one of the main factors when learning a language, according to Gardner sociocultural model as part of the sociocultural model. In a Mexican context, Mora, Trejo and Roux (2010) tried to explore L2 motivation in learning and how learning context blended with society influences to determine it. As a conclusion it was found that learning factors had a great influence in language learning motivation. As in the present study learning factors and context were not of great influence, but the milieu referring especially to family and friends' opinion and interaction are one of the strongest factors which influence in English language learning students' success according to the questionnaire results.

Lamb (2004) in his study made in Indonesia, with the aim to identify factors related to changes in motivation results suggested that students were exposed to a powerful discourse conducted specially through parents, school and media has encourage them to develop a vision and all these contributed to a high level of motivation to learn the language. The present study obtained similar opinions according to the results due to the fact that students' family members' opinion and media usage are factors that impact students' attitude and motivation to learn English, they feel they use English mostly in an indirect way.

Csizér and Kormos (2008) study made in Hungary included three investigation questions, but the one related to the determinants of motivated behavior variation for students of English and German and the findings were that due to the English status and its vitality, students demonstrated positive attitude towards it and were willing to study harder than other foreign language, in this case German children who had higher linguistic self-confidence invested more energy in learning and receive more support from the environment. Contrasting Hungary and Playa del Carmen, students from UTRM are in a similar situation to Hungarian students since they both share a milieu with a mixture of languages and intercultural contact generated by international tourism and although English is a global language and students from UTRM have the opportunity to interact

with English native speakers, however; they did not seem to be so positive towards it according to the results in the study of this objective.

Dörnyei, Z. and Csizér (2005) study made in Hungary aimed to analyze three questions, one of them determined that intercultural contact lays an important and complex role in language learning since motivated learners of a language were higher than those who were not involved in various contact situations. In the case of UTRM students do not feel the need to interact with foreigners in agreement with the questionnaire, analysis results revealed that students' interest in interaction and direct contact as positive as it was expected.

Islam, M.; Lamb, M. & Chambers G. (2013) study in Pakistan based on motivation to learn English using Dörnyei (2009) Motivational Self-System to see motivational factors in L2 motivation, results reported milieu contributes significantly to all three components of L2 motivation Self-System and its contribution to the ought-to-self is the strongest. Dörnyei and Csizér (2005) studied the role of intercultural contact and its effects in attitude and dispositions effects according to students' contact opportunities and perceptions also reported that intercultural supported positive intergroup and language attitude and a direct positive relationship was observed between perceived self-confidence and milieu.

Rajab, A., Far H., and Etemadzadeh A. (2012) studied the Iranian TESL pupils, one of the variables used in their instrument as the attitudes to learning English dealing with immediate learning environment experience which demonstrated a certain status of English and the effort invested. This objective is closely related to the language questionnaire from Dörnyei and Csizér (2002) which includes seven dimensions as factors related to motivational nature of L2 learners that is related to significant others-related dimensions, it is, the motivational influence, family and friends, who according to the studies mentioned in this section, are of great influence in students' positive motivation to learn the language.

Milieu according to the study made with UTRM students did not correspond to the studies presented and compared with it. Even for most of the studies intercultural contact and milieu were determinant factors for the motivation and attitude in L2, however in the present study, motivation did not seem to be affected by the factor of opinion given by milieu since according to the results from the questionnaires students' friends and relatives did not have a high influence in students' decisions.

Objective five aimed to analyze how direct and indirect contact was related to self-confidence. This objective included six items for direct contact and seven for indirect contact variables as the dependent variable was self-confidence. The findings reflected a significant correlation between direct and indirect contact, even when direct contact was slightly stronger. The item included in this objective was taken from the language orientation questionnaire Dörnyei and Clément (2001) where results found in English students from UTRM context were somehow supported by previous studies.

Clement and colleagues (1980) mentioned that self-confidence is a key component determining motivation to learn the language of the other group, quality and quantity of intercultural contact were suggested to be the main antecedents of self-confidence, a positive relationship was observed between perceived self-confidence and milieu. In their study, Csizér and Kormos (2008) also found that children who study English had a higher level of linguistic confidence, invested more energy into language learning, and experienced more support from the environment than children who received German instruction due to the English status as an international language.

The findings for this objective reflected significant correlation between self-confidence and the two contact variables, being direct contact slightly stronger than the indirect variable. This results may reflect students' context, due to the fact they usually have direct contact in real life with English language speakers. As a result, positive motivation led by self-confidence in students rises self-confidence and as a consequence, it keeps students learning the language and achieve their goals. The results of objective five seemed to be somehow contradictory to the previous ones because students favored direct contact to feel more confident, which may lead to the believe that they look for face to face interaction opportunities and when they do not do it, they are at least aware of the benefits that direct contact could provide, for instance self-confidence. However, the answers given in previous objectives did not reflect this and one would expect they believe indirect contact is more than enough to be self-confident in the target language.

Finally, objective six aimed to analyze how direct and indirect contact was related to interest in learning. In this objective, there were items for the independent variables, six to direct contact and seven to indirect contact variables, and the indirect variable included only one item. Correlation analysis indicated a significant statistical relationship between interest and indirect contact variable, but direct contact did not have a significant correlation. The results in the multiple



regression analysis indirect and direct contact accounted in a low grade, as the interest variation might be explained by the other items included in the questionnaire. In relation with the results from the UTRM students as a factor that influences students' low interest towards learning English.

These results did not agree with Gardner motivation theory (1985) conclusions where that integrativeness was that reflected a general interest in learning a language to come closer to the other language community, it must be taken into account that context and cultural differences were one of the most remarkable responsible issues for these results considering this study was done in Canada. Relations between the construct included from the AMTB were not significant in relation with the expected results due to the fact that it included interest as an important motivational factor that affected learning achievement significantly. They neither agreed with Garner's theory of second language acquisition, the Socio-Educational Model where integrative motivation is made basically by three constructs, integrativeness including interest in foreign languages, as one of the core factors to learn another language.

Chalak (2010), study among translation students in Iran, based on Gardner's survey about psychological orientations and attitudes towards the language and using Gardner's Attitude and Motivation Test Battery (AMTB) the results were positive and students were really motivated and interested in learning a second language. Dörnyei (2001) classifies seven dimensions that integrate motivation and the first one in his list is the affective/integrative dimension among the affective factors interest in languages is also included.

Results did not seem to be supported by previous studies or literature review, as students widely differed from the reviews and previous studies made in Mexico and in other foreign countries where it was found that direct contact is one of the main elements in the motivation and attitude that could be determinant for positive language learning. Integrativeness is composed by affective factors that are involved in motivation towards language learning and interest is one of them.

This chapter has summarized the findings for the present study, and discussed with reference to each of the objectives researched, and the results have been considered according to relevant previous studies. The study confirmed that not all students from Universidad Tecnológica de la Riviera Maya saw direct contact mostly, in the majority of the results as a positive motivation to learn English as a foreign language. According to the data obtained from the questionnaire, it could be observed that only 2%, 3%, 9%, 10%, 14% to 16% of students were directly affected for

the called dependent variables (motivation and attitude, instrumentality, integrativeness, milieu, self-confidence and interest), while the other variables may be explained by different factors involved in the items in the questionnaire. Foreign language instruction in a university setting is a remarkable factor of how attitude and motivation is believed, compared to second language instruction in an immersion environment. For most of the students, social interaction was limited to the classroom where students interact with each other for output to take place.

According to the results of the present research, students did not display a high positive attitude when having contact with English speakers in general. Finally, this study is a window to research more deeply to intercultural contact and language motivation in the Mexican context where milieu is characterized for being multicultural and there is a presence of different cultural groups sharing different interest but one common language for communication. There are other studies related to motivation but as far as the present research is concerned, they are not too linked to the interaction with people who use English as a *Lingua franca* or as a first language and this is an opportunity for new questions and further research in foreign language learning.

## CONCLUSIONS

This section presents, firstly, the major results gathered in the study related to the importance of intercultural contact in foreign language learning motivation in UTRM students based on the hypothesis that intercultural contact is a major factor contributing to motivation in learning the L2 and enhance the desire for further intercultural communication. Followed by some implications for the English program in UTRM, recommendations for further research and limitations of the study are also addressed. The chapter concludes with a brief summary of the previous sections.

The aim of this research was to study the relationship between intercultural direct and indirect contact generated by people who speak English and motivation to learn it in students from UTRM. For this purpose, several independent variables for direct and indirect contact were set regarding attitude as dependent variables. The study was carried out at a Technological University in Solidaridad, Playa del Carmen with students from different technical careers. A questionnaire adapted from three resources based on prior studies related to motivation and attitude when learning a foreign language was used to collect the data. Although results of quantitative analyses indicated some relationship between the direct and the indirect contact with English language speakers and motivation, these relationships could not be generalized beyond the specific learners and context involved in this study.

Preliminary findings from this research were the following: learners' motivation to English learning is related to some extent to the direct and the indirect contact. The indirect contact variable appeared to be stronger than the direct contact variable to determine students' motivation in terms of integrativeness and interest. The direct contact variable appeared to be slightly stronger than the indirect contact variable when correlated to the self-confidence variable. The instrumentality variable did not seem to be related to the direct or the indirect contact variables at all, neither the milieu with the attitude.

Although other studies found that the direct contact was considered as a major factor for the success in language learning, this study stated that different factors affected motivation to learn a language in the classroom depending mainly on student's context, and factors such as indirect contact and milieu, related to family and friends influence were stronger than other factors related to direct contact.

The present study was limited by the context in which it took place and its particular situation where students living in Playa del Carmen need to have certain oral proficiency in English to cope with social and professional issues. Students in this context usually acquiesce to cover the need in their professional field although English is not mastered exclusively for job communication.

What this study found is that the context and the milieu are of great importance and affect learners' motivation too. Identifying the influences of family and friends on students' motivation to learn a language would be of help. In addition, this study provided evidence that superficial contact experiences are a bit unimportant, also, depending on the situation in which students and foreign visitors have contact; as a result, the intercultural contact, attitude and motivation intensity did not have a close relationship with English language learning as it was believed in the statement of the hypothesis in this study which is null ( $H_0$ ). Contact factors did not seem to shape the motivation or disposition of participants in Playa del Carmen. However, there was a positive relationship between the indirect contact given by media and local people, family and friends.

The study results clearly imply that teachers should encourage students to be in contact with English language speakers and thus it can be perceived as a part of students' daily life. This also helps us to understand that teachers should help students to be autonomous and look for more language learning opportunities outside the classroom. Teachers and school policies should create spaces for face to face interaction that helps students to engage in interaction opportunities that later would be of benefit giving as a result a positive relationship with the language community outside the class.

Another goal should be to raise students' awareness of the required competences that English as a lingua franca in the current globalized world is demanding now. This exercise could be done daily by English language teachers who also should be updated in education. They should be able to choose and design tasks, and material that meet students' immediate needs in which they use language as a tool more than as a goal, with topics that engage students' attention and promote their language development for instance, using authentic materials and introducing them native speakers or taking them outside the classroom.

What was found in the present research was the situation in which students preferred having indirect contact than direct one, this situation might be possible because the speaking skill is usually the most difficult to develop and produce. Students most of the time express they understand, but

cannot perform in the real communication. This may lead to a suggestion for teachers to design more practical activities to create more output.

As part of the socio-educational model by Gardner and Wallace (1985), it was expected that participants in the current study were motivated by the intercultural contact. However, it was also interesting to know that they somehow felt motivated of being part of the globalized world by having indirect contact with the language, mainly by media, television, music, magazines and some of them having contact with friends and foreigners through email or by the phone. The reasons for the former results could be seen as a generational change. Nowadays more and more people have a wide range of technological devices in their every day's life. It is not surprising at all that students might feel more confident with the use of technology as a way of practicing and learning a language than interacting face to face with speakers of the target language.

However, some students seem to realize that having direct contact opportunities with the language through foreign English speaking people help them to acquire and practice the language more naturally. Also, they tend to focus more on their future career for instrumental reasons. In addition, factors such as context, personal interest and individual characteristics appeared to have influence in the learning language motivation.

This study provided a starting point for a future research from a qualitative point of view in order to know deeper position students may have towards direct and indirect contact. Several areas were not addressed, such as students' attitude towards the course, or towards the English program. Further research should be targeted at how students voluntarily engage in contact situations without any relation with their job or school. It would be of great help to compare direct and indirect contact in other places in this country, Mexico, to try to measure how different kinds of contexts affects motivation and attitude to learn a language. Further research incorporating a larger size would be valuable since the present study was limited to a very small number of participants and also to the place it was carried out, UTRM.

Additionally, the information obtained could be useful to assist teachers and curriculum developers to anticipate behaviors that affect students' achievement, so those programs could address students' needs and ways of thinking towards foreign people. Extending this research to longitudinal studies would provide richer data related to motivation and attitude change within the same and different generations. Other factors could be combined such as teachers' influence in motivation.

The quantitative method of research employed in this study was valuable not only because of the instrument validity and reliability, but also, because it was carefully adapted to the context through a pilot stage. However, a semi structure interview would have been of great help for this particular context to obtain qualitative data and as a result a better understanding of the current situation students from UTRM are immersed in.

Some of the limitations for this research were time constraints and the context in which this study was made, since this prevented for a generalized application. The obtained results are almost only applicable in Playa del Carmen. The number of participants was also too small to address this study beyond the context, with a larger simple and application in different careers it would make more difference and some contrasts among contact preferences could have emerged. Still, the results accomplished are of great importance for the institution where the study was made. The study was further limited by the instrument used, it was only applied once, the complement of a qualitative data to have a mixed method would have helped to have a more complete study.

## REFERENCES

- Ajzan, I. (1988). Attitudes, personality and behavior. Chicago: Dorsey Press.
- Battye, J.M. Mak, A.S. (2008). Intercultural communication barriers, contact dimensions and attitude towards international students. In Voundouris, N. & Mrowinsky, V. (Eds.), Proceedings of the 43<sup>rd</sup> Australian Psychological Society Annual Conference. 21-21, Hobart, September 23-27.
- Busse, V. (2013) Why do first-year students of German lose motivation during their first year at university? 30 (7) 951-971, <http://dx.doi.org/10.1080/03075079.2011.602667>
- Briones, Trillo, M. (2011). Metodología basada en competencias. Competitividad y estrategia. Retrieved from [http://web.uas.mx/negocios/gestione/Desp\\_Arts.asp?titulo=479](http://web.uas.mx/negocios/gestione/Desp_Arts.asp?titulo=479)
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1, 185-216.
- Brown, H. (1980): Principles of Language Learning and Teaching. Englewood Cliffs, N.J. Prentice-Hall.
- Brown, H. D. (2000). Principles of language learning and teaching. New York, NY: Pearson Education.
- Brown, H. D. (2007). Principles of language learning and teaching. New York, NY: Pearson Education.
- Chalak, A. (2010). Motivation and attitude of Iranian undergraduate EFL students Towards Learning English. GEMA Online. *Journal of Language Studies* 10(2) 1-20. ISSN: 1675-8021
- Chung-hong, Z., (2010) A review of foreign researches on influential factors Affecting students 'engagement in English classroom. 7(12) No. 84 *Sino-US English Teaching*, ISSN 1539-8072, USA
- Coetzee-Van Rooy S. (2006) Integrativeness: untenable for world English learners? *World Englishes*, 25(3/4), 437-450.
- Cohen, M., Manion, L., & Morrison, K., (2007) *Research Methods in Education*. (Sixth ed.). London and New York. Routledge.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit, Strasbourg. Retrieved from [https://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

- Cresswell, J., W., (2003) *Research Design. Quantitative, Qualitative, and Mixed Methods Approaches*. 3<sup>rd</sup>. edition. USA. SAGE Publications, Inc.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. *Language learning*, 41(4), 469-512. <http://dx.doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Csizér, K. and Dörnyei, Z. (2005). "The internal structure of language learning motivation and its relationship with language choice and learning effort." *The modern language journal* 19-36. Prentice-Hall, Inc. (112)
- Csizér, K. and Dörnyei, Z. (2005). The effects of intercultural contact and tourism on language attitudes and language learning motivation. *Journal of Language and Social Psychology*. 24 (4). 327-357. doi: 10.1177/026192
- Csizér K. & Kormos J. (2008). The relationship of intercultural contact and language learning motivation among Hungarian students of English and German. *Journal of Multilingual and Multicultural Development* 29(1), 30-48.
- Del Mote S. R. (2013) *Análisis de las causas de la reprobación de inglés de los estudiantes de la Universidad Tecnológica de la Riviera Maya*. Solidaridad, Quintana Roo.
- Dörnyei, Z. (1998) Motivation in second and foreign language learning and language Teaching, 31, pp 117-135 doi: 10.1017/S026144480001315X
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*.
- Dörnyei, Z. (2003) *Attitudes, orientations and motivation in language learning: advances in theory research and application*.
- Dörnyei, Z. (2003) *Questionnaires in Second Language Research*. Laurence Earlbaum. Chapter 3 Pp. 70-95.
- Dörnyei, Z. (2005) *The psychology of the language learner individual differences in second language acquisition*. University of Nottingham.
- Dörnyei, Z. & Ushioda E. (2009). *Motivation, language identity and the L2 self*. Great Britain: MPG Books Ltd.
- Gardner, R. & Lambert, W. (1959): *Fifty Years and Counting*. R.C Gardner. Department of Psychology. University of Western Ontario.
- Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.



- Gardner, R. 1980. "On the validity of affective variables in second language acquisition: Conceptual and statistical considerations." *Language Learning*.
- Gardner, R. (1985). *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (1985). *The Attitude/Motivation Test Battery: Technical Report*. Retrieved from <http://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf> University of Western Ontario.
- Gardner, R. C. (2001) *Integrative motivation: Past, present and future*. Temple University Japan, Distinguished Lecturer Series, Tokyo, February 17, 2001; Osaka, February 24, 2001. Retrieved from <http://publish.uwo.ca/~gardner/>
- Gardner, R. C. (2004). *Attitude Motivation Test Battery: International AMTB Research Project*. Canada: The University of Western Ontario. Retrieved from <http://publish.uwo.ca/~gardner/docs/englishamtb.pdf>
- GardnerPublicLecture1.pdf.Ushioda E., Dörnyei Z. (2009). Motivation, language identities and the L2 Self: A theoretical overview. (pp. 4-5).
- Gardner, R. C. (2004). *Attitude Motivation Test Battery: International AMTB Research Project*. Canada: The University of Western Ontario. Retrieved from <http://publish.uwo.ca/~gardner/docs/englishamtb.pdf>
- History Playa del Carmen travel guide. (n.d.). Retrieved from <http://www.donquijote.org/travel/guides/playa-del-carmen/history.asp>
- Islam, M., Lamb, M. & Chambers G. (2013) The L2 motivational self-system and national interest: A Pakistani perspective. *System* 41(1), 231-244. doi: 10.1016/j.system.2013.01.025
- Jacot, A., Frenay, M., Cazan, A.-M. (2010), Dropout of adult learners returning to university: interactions of motivational and environmental factors that take them to leave university before they get a diploma completion. *Bulletin of the Transylvania University of Bracov*. 3(52)-2010. *Series VII: Social Sciences. Law*
- Lamb, M. (2004) Integrative motivation in a globalizing world. *System* 32(1), 3-19. doi:10.1016/j.system.2013.02.025
- Lambert, R., Wallace L. (1973) *Culture and Language as Factors in Learning and Education*.
- Mora, A., Trejo, N. P., & Roux, R. (2010). A small scale investigation into Mexican university students' language learning motivation. *Actualidades Investigativas en Educación*, 10(1), 1-15. Retrieved from: <http://www.redalyc.org/articulo.oa?id=44713068005>

- Morrison, K. (2007). *Research Methods* 6th Edition. Routledge. Chapter 6. Validity and reliability. pp. 133-148 y 157.
- Motivation in Businessdictionary.com (n.d.). Retrieved from <http://www.businessdictionary.com>
- Ordorica D. (2011) Motivación de los alumnos universitarios para estudiar inglés como lengua extranjera”. En *Leaa Lenguas en Aprendizaje Autodirigido*. Revista electrónica de la Mediateca del CELE-UNAM. [en línea] México: UNAM, CELE, 2010. Año 3, Núm. 2 Retrieved from <http://cad.cele.unam.mx/leaa/cnt/ano03/num02/0302a04.pdf>
- Rajab, A., Far, H.R., & Etemadzadeh, A. (2012). The relationship between L2 motivational self-system and L2 learning among TESL students in Iran. *Procedia Social and Behavioral Science* (66), 419-424.
- Sandoval, P., Angelica. (2011) Attitude, motivation and English language learning in a Mexican college context. The University of Arizona Graduate College. Arizona.
- Sukamolson, S., Ph. D. (2007) *Fundamentals of quantitative research*. Language Institute. Chulanlongkorn University.
- Sung-Hyun, S. (2002) Motivation in foreign/second language learning: some problems and implications. *Information Analyses. Speeches/Meeting Papers*. 1-27.
- Universidad Tecnológica de la Riviera Maya about us (n.d.). Retrieved from <http://www.utrivieramaya.edu.mx>
- Ushioda, E., & Dörnyei, Z. (2012). Motivation. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 396-409). New York: Routledge.
- Warschauer, M. (2000) The changing global economy and the future of English teaching. American- middle east *educational & training services*. Cairo, Egypt. (pp. 24).

## APPENDIX A

### Cuestionario sobre contacto intercultural y su relación con la motivación en el idioma inglés



UNIVERSIDAD DE QUINTANA ROO



Consejo Nacional de Ciencia y Tecnología

Ayúdame contestando las siguientes preguntas sobre la motivación para el aprendizaje del idioma inglés. Esto no es una prueba así que no hay respuestas “correctas” o “equivocadas” y no es necesario escribir tu nombre en él. Estoy interesada en tu opinión personal.

Por favor responde con sinceridad ya que solo esto garantizará el éxito de la investigación. Los datos manejados serán tratados y usados con confidencialidad para fines de investigación únicamente. Muchas gracias de antemano por tu ayuda.

I. Contesta del 1 al 5, utilizando la siguiente escala:

<b>1= en total desacuerdo</b>	<b>2= ligeramente en desacuerdo</b>	<b>3= neutral</b>	<b>4= ligeramente de acuerdo</b>	<b>5= en total acuerdo</b>
-------------------------------	-------------------------------------	-------------------	----------------------------------	----------------------------

En el siguiente ejemplo: *Me gusta la pizza*. Si estas **en total acuerdo**, entonces tu respuesta sería como sigue:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
0. Me gusta la pizza					<b>X</b>

Escoge solamente un número en cada declaración. No dejes ninguno en blanco. ¡Por tu ayuda, gracias!

En total desacuerdo	Ligeramente en desacuerdo	Neutral	Ligeramente de acuerdo	En total acuerdo
1	2	3	4	5

	1	2	3	4	5
1. Me gusta el inglés.					
2. Considero que el conocer este idioma me ayudaría a volverme una persona más culta/conocedora.					
3. Creo que el inglés es un idioma importante en el mundo actual.					
4. Estudiar inglés es importante porque me permitirá entender y apreciar mejor la cultura angloparlante.					
5. Creo que saber este idioma me ayudaría durante un viaje al extranjero en un futuro.					
6. Creo que saber este idioma me ayudaría en mi futura carrera.					
7. Me gustaría hablar este idioma perfectamente.					
8. Me gusta mucho conocer gente que habla inglés.					
9. Me gustan las películas hechas en los países en donde se habla el inglés.					
10. Me gustan los programas de televisión producidos en los países de habla inglesa.					
11. Entre más conozco a personas angloparlantes, más me agradan.					
12. Frecuentemente veo películas/programas de televisión producidos en países donde se habla inglés.					
13. Frecuentemente me encuentro con extranjeros que hablan inglés.					
14. Hablo inglés en la ciudad en la que vivo.					
15. Hablo inglés con amigos de otros países.					
16. Hablo con frecuencia en inglés cuando estoy de vacaciones.					
17. Frecuentemente chateo en el internet en inglés.					
18. Frecuentemente escribo e-mails en inglés.					
19. Mi familia platica con frecuencia sobre los países en donde se habla el inglés.					

20. Mis amigos platican con frecuencia sobre los países en donde se habla el inglés.					
21. Creo que interactuar con personas de habla inglesa es de utilidad para conocer sobre sus vidas.					
22. Creo que interactuar con hablantes del inglés es útil para aprender su idioma.					
23. Es importante estudiar inglés porque tendré la oportunidad de interactuar más fácilmente con gente que habla esa lengua.					
24. Me gusta la música de los países de habla inglesa.					
25. Estoy seguro(a) de que podré aprender bien el inglés.					
26. La gente a mi alrededor tiende a pensar que aprender inglés es bueno.					
27. Creo que la materia de inglés es poco importante en la escuela.					
28. A menudo veo programas en inglés transmitidos por cable en la televisión.					
29. Mis papas consideran que la materia de inglés es poco importante en la escuela.					
30. Aprender inglés es una tarea difícil.					

¡Muchas gracias por tu colaboración!

