

### 3 Affect in lifelong learning: Exploring L2 motivation as a dynamic process

Amel Shoaib and Zoltán Dornyei

The study reported in this paper addresses a largely uncharted area within motivation research, the temporal progression of student motivation over a longer period within the lifespan. A qualitative research approach involving 25 interviews was used to identify and document different motivational influences and various temporal patterns in language learners over a period of about two decades. The method of data analysis employed in our study followed a qualitative 'template approach' (Miles and Huberman 1984, 1994; Crabtree and Miller 1992). According to this approach, large volumes of text are coded, using an 'analysis guide' or 'template', so that segments about an identified topic (the codes) can be assembled into larger themes as part of the interpretive analytical process. The use of this approach resulted in several insights into the temporal progression of motivation, some of which have not been afforded much attention in the literature before. The paper concludes by discussing implications for future work in this novel area of research.

#### Motivation to learn a foreign language

Research on language learning motivation was first initiated and then consistently pursued by Robert Gardner and his associates in Canada (e.g., Gardner and Lambert 1959, 1972; Gardner and MacIntyre 1991, 1993; Tremblay and Gardner 1995; Gardner, Tremblay and Masgoret 1997; Clement and Gardner 2001; Gardner 2001). These researchers have adopted a social-psychological perspective and developed a motivational theory centred around language attitudinal variables and firmly grounded in empirical data obtained through scientific research procedures using standardized assessment instruments.

In the 1990s, drawing on the Canadian initiative, there was a broadening of perspectives in second language (L2) motivational research, exploring a number of different motivational dimensions that were largely 'imported' from both educational research and the psychology of learning (for reviews, see Dornyei 1998, 2001a). This 'cross-fertilization' led to an unprecedented boom in L2 motivation studies; a variety of new

models and approaches were put forward in the literature, resulting in what Gardner and Tremblay (1994) have called a 'motivational renaissance'. A common feature of these new research attempts was the move towards a more *situated approach* to the study of motivation, examining how the immediate learning context influences the learners' overall disposition and how motivation, in turn, affects concrete learning processes within a classroom context. It was argued by several researchers (e.g., Julkunen 1989; Brown 1990; Crookes and Schmidt 1991; Dornyei 1994; Oxford and Shearin 1994) that the classroom environment had a much stronger motivational impact than had been proposed before, highlighting the significance of motives associated with the L2 course, teacher and learner group. It is interesting to note that this change in thinking in the L2 field was parallel to a similar shift in educational psychology towards a more grounded and contextualized approach to motivation research (e.g., Stipek 1996; Hickey 1997; Wentzel 1999).

The situated approach soon drew attention to another, rather neglected, aspect of motivation: its *dynamic character* and *temporal variation*. As Dornyei (2000, 2001a) has argued, when motivation is examined in its relationship to specific learner behaviours and classroom processes, there is a need to adopt a *process-oriented approach* that can account for the daily 'ups and downs' of motivation to learn, that is, the ongoing changes of motivation over time. Looking at it from this perspective, motivation is not seen as a static attribute but rather as a dynamic factor that displays continuous fluctuation, going through certain ebbs and flows. Indeed, even during a single L2 course one can notice that language learning motivation shows a certain amount of changeability, and in the context of learning a language for several years, or over a lifetime, motivation is expected to go through very diverse phases.

#### Motivational change over time

The study of the temporal aspects of student motivation is not without antecedents in the psychological literature; we can find examples of work that has incorporated certain elements of time into the research paradigms (cf. Karniol and Ross 1996; Covington 1998; Husman and Lens 1999), but the focus of the research along these lines has typically been on general issues such as past attributions or future goals. The most important impact in this area has come from the work of the German psychologists Heinz Heckhausen and Julius Kuhl (e.g., Heckhausen 1991; Heckhausen and Kuhl 1985), who constructed a process theory of motivation, which is often referred to as the *Action Control Theory*. This

theory is based on the assumption that there are distinct temporally ordered phases within the motivational process, most importantly:

1. the '*predecision* phase', which can be seen as the decision-making stage of motivation, involving complex planning and goal-setting processes during which initial wishes and desires are articulated and evaluated in terms of their desirability and chance of fulfilment, and subsequently goals and intentions are formed;
2. the '*postdecision* phase', which is the implementational stage of motivation, involving motivational maintenance and control mechanisms during the enactment of the intention that determine action initiation and perseverance, and which help to overcome various internal obstacles to action.

Heckhausen and Kuhl believed that these two phases were energized and directed by largely different motives. As Heckhausen (1991, p. 163) concluded, 'Why one wants to do something and that one wants to do it is one thing, but its actual implementation and successful completion is another.'

The importance of a temporal perspective and the notion of various motivational phases has also been recognized in the field of second language acquisition. Williams and Burden (1997, p. 121), for example, separated three stages of the motivation process along a continuum: 'Reasons for doing something' → 'Deciding to do something' → 'Sustaining the effort, or persisting'. As they argued, the first two stages involved *initiating* motivation whereas the third stage involved *sustaining* motivation, and this distinction bears a close resemblance to Heckhausen and Kuhl's theory. Similarly, Ushioda (1996, 2001) has also emphasized that when it comes to institutionalized learning, the common experience appears to be motivational flux rather than stability, which warrants the 'notion of a temporal frame of reference shaping motivational thinking' (Ushioda 1998, p. 82). She argued that, in order to uncover the intricacies of the temporal dimension, a more qualitative research approach should be adopted instead of the traditional, questionnaire-based quantitative approach.

How can we operationalize the notion of motivational development? In response to this challenge, Dornyei and Otto (1998) have put forward an elaborate conceptualization of the temporal aspect of motivation (see also Dornyei 2000, 2001a). Their model synthesizes a number of different lines of research in a unified framework, detailing how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of

the process. Following Heckhausen and Kuhl, they suggested that from a temporal perspective at least three distinct phases of the motivational process should be separated:

1. *Preactional stage*: First, motivation needs to be *generated* - the motivational dimension related to this initial phase can be referred to as *choice motivation*, because the generated motivation leads to the selection of the goal or task that the individual will pursue.
2. *Actional stage*: Second, the generated motivation needs to be actively *maintained* and *protected* while the particular action lasts. This motivational dimension has been referred to as *executive motivation*, and it is particularly relevant to sustained activities such as studying an L2 and to learning in classroom settings, where students are exposed to a great number of distracting influences, such as off-task thoughts, irrelevant distractions from others, anxiety about the tasks, or physical conditions that make it difficult to complete the task.
3. *Postactional stage*: Finally, there is a third phase following the completion of the action - termed *motivational retrospection* - which concerns the learners' *retrospective evaluation* of how things went. The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future.

Figure 3.1 summarizes the main motives that influence the learner's behaviour/thinking during the three motivational phases. These motives include many of the well-known concepts described both in the psychological and L2 literature (for a detailed discussion, see Dornyei 2001a). What is important to note about the lists of relevant motives is that - in accordance with Heckhausen and Kuhl's claim - the different motivational phases appear to be fuelled by largely different motives.

The research reported in this paper was inspired by the process-oriented approach outlined above, but the direction of this research was different from earlier studies. Rather than looking at how motivation is generated, sustained and after the completion of the action analysed, we took a broader perspective and examined how motivation evolved over a longer period of time. Thus, our study concerns the macro-processes that are involved in motivational dynamics. This approach ventures into uncharted territories (for a recent exception, see Lim 2002) but is not without parallel in contemporary motivational psychology; during the past few years a number of researchers have started to frame motivational development within a broad, lifespan perspective, for example J. Heckhausen's (2000) work on 'developmental regulation across the life span' and Smith and Spurling's (2001) research on 'motivation for lifelong learning'.

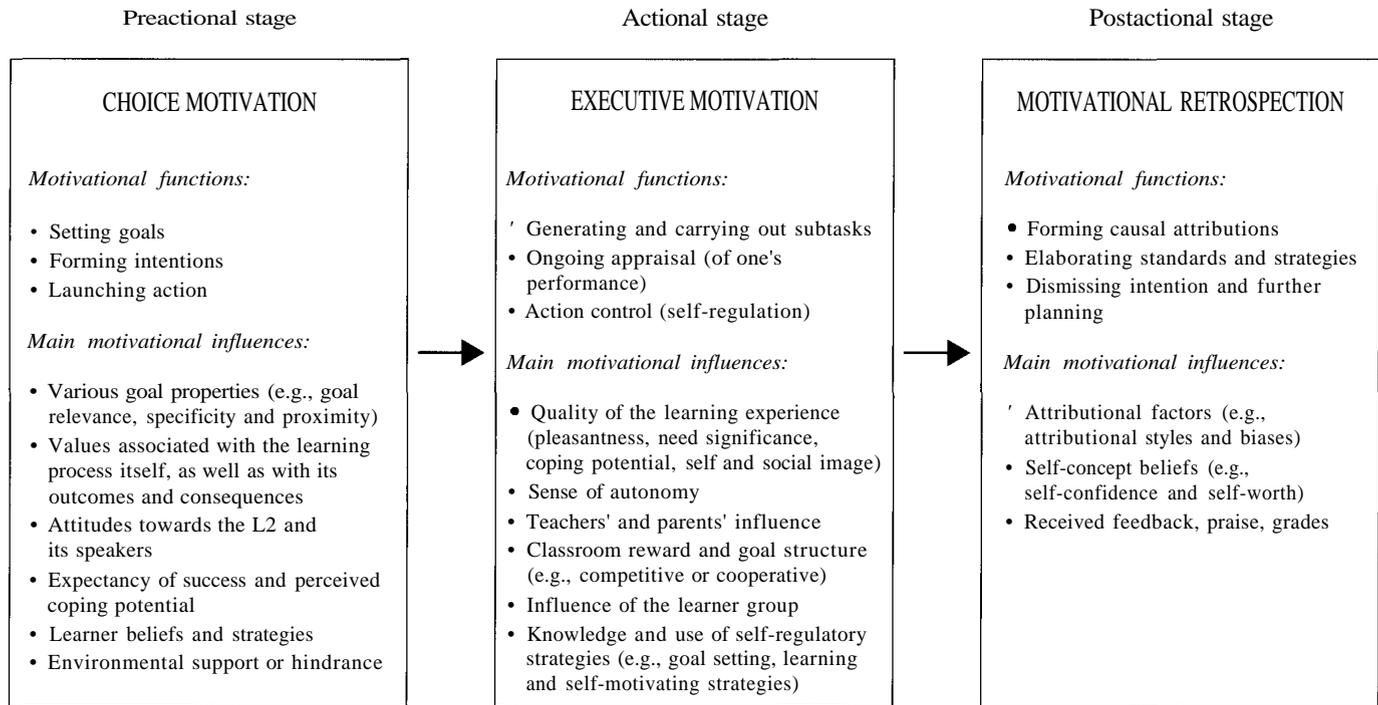


Figure 3.1 A process model of learning motivation in the L2 classroom (based on Dörnyei 2001b, p. 22)

## **The study**

### *Participants*

The participants of our in-depth interview study included 15 female and 10 male participants, all between the ages of 18 and 34. These interviewees were of mixed nationalities (European, Asian and Middle Eastern) and were selected on the basis that they were young non-native learners of English known by the interviewers who were actively engaged in developing their English proficiency either by themselves or through institutionalized learning. They all had a working knowledge of English but showed some variance in terms of how advanced their competence was.

### *Interviewers*

The interviews were conducted by a group of research assistants who were recruited from two specialization courses at the School of English Studies, University of Nottingham. In the end, 25 of a total of 47 interviews were used for the purpose of the study. We selected only those interviews in which the interviewers were skilled in the way they conducted their interviews and knowledgeable in the topic being investigated; they had good conversational skills; and they had generated sufficiently long interviews that contained rich data about the interviewees and the cause of their motivational change. We discarded interviews if it was felt that they were rushed; the interviewers did not encourage their interviewees to talk about their motivational change but concentrated instead on general motivational issues; the interviewers asked leading or loaded questions; and lastly the interviewee was over the age limit set for this study (over 34 years of age).

### *Interview procedures*

A semi-structured interview type was adopted for the study, involving a relatively fixed interview schedule but also allowing, and even encouraging, the interviewees to elaborate on the particular issues. The interviews took 15-20 minutes on average and were recorded and transcribed.

The interview schedule consisted of two parts. The first line of questioning involved general questions to gain background knowledge and to set the scene. They focused on topics such as the reasons for learning English; attitudes towards English; satisfaction with current level of language proficiency; description of the language classes the person had

attended; level of motivation; and the positive/negative factors that affected the learning commitment. The second set of questions concentrated on how the interviewee's motivation changed over the years. We were particularly interested in some prominent motivational ups and downs. The interview was concluded by narrowing the topic further down by 'zooming in' on the interviewees' motivational changes during the past year.

#### Date analysis

As described in more detail in Miles and Huberman (1984, 1994) and Crabtree and Miller (1992), the method of analysis employed in this study followed a 'template approach' to data processing. This is a special organizing style of interpretation that uses an analysis guide, or template, as the starting point of the analytical process. We first prepared a template of codes that were relevant to our research questions and then applied them to the actual data. Much of the focus of this interpretation style is on systematically reducing the data so that it can be displayed in an explicit form for interpretation. The grouped extracts corresponding to the various codes were then considered together, and interconnections forming broader patterns were established. We also prepared individual 'time charts' to describe each participant's temporal motivational progression.

#### Findings

The following analysis of the dataset will take two directions: the first is aimed at identifying the various motivational factors that were found to influence our subjects throughout their English language learning experience. Although this might sound similar to the standard approach in motivational research, namely to identify motivational factors relevant to the students' learning behaviour, what makes our study different is that, by looking at these factors within the context of the participants' learning history, we could establish increased validity for the identified motives. That is, the list we have obtained was distilled from real-life learning experiences rather than from self-report questionnaires, and therefore the validity of the factors was guaranteed to a certain extent by their salience in the interviewees' personal accounts.

The second direction is aimed at documenting any recurring patterns or themes that resulted in the profound restructuring of the motivational disposition of the language learners, as well as identifying some salient

'motivational transformation episodes'. We consider this direction the main aspect of our investigation and therefore it will be discussed in more detail than the first direction.

#### Motivational influences affecting the language learning process

Our initial analysis guide was based on a classification scheme taken from Dörnyei's (2001a, p. 65) summary of the main motivational constructs in the L2 motivational field. We found, however, that the original dimensions listed by Dörnyei were not always sufficiently defined for the purpose of our fine-tuned analysis, and some of the motives found in the dataset did not fit into these categories or overlapped two dimensions. Consequently, we modified this scheme by discarding one dimension ('Macrocontext-Related Dimension') and adding a new dimension to subsume motivational issues related to the 'Host Environment' (which will be explained below). The final seven dimensions that were used are as follows:

1. Affective/Integrative Dimension
2. Instrumental Dimension
3. Self-Concept-Related Dimension
4. Goal-Oriented Dimension
5. Educational-Context-Related Dimension
6. Significant-Other-Related Dimension
7. Host-Environment-Related Dimension

The table in the Appendix lists these dimensions and all their subcategories along with illustrative quotes, also specifying the frequency of the cases when the factors had a positive, negative or neutral impact on the person's motivational development. As can be seen in the table, the observed motivational influences are not equal in terms of the frequency of their occurrence. The highest motivational factor perceived by the subjects to have a *negative* influence was the *Debilitating affective influence* within the Self-Concept-Related Dimension. Each of the interviewees (even those with an overall positive outlook on life) mentioned something related to this subcategory. There were three further motivational factors, mentioned by at least ten interviewees, which had a negative influence on the participants' language learning experience: *Teachers* (15 out of 25), *Satisfaction* (13 out of 25) and *Methodology* (15 out of 25). Of these, *Satisfaction* also belongs to the Self-Concept-Related Dimension, further attesting to the fact that language learning is a highly face-threatening and often negatively loaded emotional experience. The other two factors belong to the Educational-Context-Related

Dimension, and their emergence is in accordance with the potential harmful effect of language teachers and language teaching methodology that has been well documented in studies focusing on 'demotivation' (for a review, see Dörnyei 2001a, Chapter 7).

The other side of the coin is, luckily, that several motivational factors had a positive effect in our learners' language learning experience. The salience of various instrumental factors was to be expected, given that the target language under investigation was English, the undisputed world language. It was no surprise either that factors belonging to the Affective/Integrative Dimension had more of a positive than a negative impact, given that our sample consisted of fairly motivated learners.

It was reassuring to see that *Teachers* and *Methodology* can also play a beneficial not just a harmful role (as highlighted by 15 and 10 out of 25 participants, respectively). The fact that these two components had a marked impact on both the negative and the positive side underscores the importance of the teacher and the immediate learning situation in the language learning process. The complexity of the role of satisfaction is underscored by the fact that, besides the 13 negative frequencies mentioned, *Satisfaction* was also mentioned 6 times as a positive influence. This, accompanied by the fact that *Confidence* was also mentioned in a positive sense 5 times, indicates that a great deal of further research is needed to find 'recipes' on how to boost the interrelated feelings of satisfaction and confidence, in the spirit of the saying 'success breeds success'.

The emergence of *Goal specificity* underscores the importance of setting concrete learning goals in L2 studies. The origins of some of these goals were found to go way back in the learner's life and they became a reality, or more specified, only as the learners grew older.

Our investigation identified two factors as salient motives that are less frequently mentioned in the L2 literature: *Parental influences* was mentioned 11 times (out of 25), indicating the importance of the home environment. It is interesting that this factor was mentioned only in positive contexts, even though it is common knowledge that parents can influence their children in either way. It may be that more subtle and focused questioning would have revealed less-than-positive effects. *Partner influences* is also a somewhat overlooked motivational component (although, see Campbell 1996). However, common sense suggests, and five occurrences in our dataset confirm this, that the relationships of young adults and adult language learners with a 'significant other' may, directly or indirectly, influence their overall motivational disposition, including their learning experiences, desires and goals.

### *Temporal patterns of language learning motivation*

Going through the dataset many times, we could not fail to notice some recurring patterns of motivational change that seemed to be present across varied learning situations. These patterns are related to the motivational factors identified in the previous section, but they appear to be broader in scope and relevance, and result in the profound restructuring of the individual's motivational disposition. They can therefore be seen as *motivational transformation episodes*. Six such salient temporal patterns were identified in the dataset:

1. Maturation and gradually increasing interest
2. Stand-still period
3. Moving into a new life phase
4. Internalizing external goals and 'imported visions'
5. Relationship with a 'significant other'
6. Time spent in the host environment

In the following sections, each of these temporal patterns will be discussed and illustrated individually.

#### Maturation and gradually increasing interest (17 out of 25)

Some of the participants in our study mentioned that they had gone through a period in their life - typically some time during their school years and when they started work - in which they felt that they 'matured' or 'gradually became more interested' in learning the English language. They felt they did not understand the significance behind learning English at the beginning of their language studies for a number of reasons: they were too young; they were not aware of what to expect from learning English; it was not their choice; they were not aware of its importance to their future; they thought it was just another school subject; they only learnt it so that they could be distinguished from those who did not know it or just because it was something new. For example:

I think I was so young that I didn't really realise what it was going to be for me, how important it was going to be. (#20)

However, as they grew older they became more mature and as a result decided that learning English was 'good for them':

but then, well, I guess it has to do with my age, then I grew up, I start thinking in another way, a mature way, and then I decided that it was good for me. (#19)

Alternatively, they gradually started to become more interested in learning English:

in the beginning it was not my choice, I must admit it, but then, when the years went by, I started liking it. (#5)

#### Stand-still period (9 out of 25)

It seems to be a typical feature of the evolution of L2 motivation that it is not a continuous process. There are sometimes quite considerable stand-still periods in which learners put their language learning motivation on hold because they concentrate on something else. However, when their circumstances change and they again have some free capacity, these learners often re-enter the motivational process at the point where they suspended it. The following two extracts illustrate this well:

When I finished high school I stopped studying English for several years. The reason was that my degree was in law, I didn't get the chance to choose any subject related to English. During those years, the only contact I had with English was through music. When I finished my degree, I started to learn English again. (#19)

Well, when I was at university my other lectures were hard and I was focusing on them. So I neglected to continue learning English . . . I neglected it for many years. But after I graduated from university I started learning it again, reading books and learning new words. So all and all I didn't study English for nearly four years. So I had forgot many things I have learned. But then I started again and I remembered. (#2)

#### Moving into a new life phase (25 out of 25)

When our subjects entered a new life phase, for example left school and started work, this transition often brought about a change in their learning goals:

I didn't use my English for several years simply because I didn't need to. In Italy I didn't have many opportunities to speak English and well then I got a new motivation after my degree in the university when I decided to do research and then I needed English and well I had to study English before starting my PhD in law, so I had a new motivation. (#8)

Interestingly, just as people's general life goals often develop gradually throughout the years, we can see a sharpening of the focus in language

learning orientations as well. For example, during their early school years many learners wanted to learn English so that they could communicate with others, pass exams, understand songs or movies, or be the teacher's favourite. In later school years goals often became more specific, for example by becoming associated with further studies:

In high school, my motivation for learning English was to pass the college entrance examination. (#14)

Goals tended to become even more specific when the learner entered university because at this point their whole future career was at stake:

I really wanted to have some good grades because now it's so difficult to have a job in Portugal so the better your grades are the more your chances are. (#5)

Lastly, goals became even more focused during the 'employment' phase of a person's life. This is a common phase, as illustrated by the following two extracts:

so when I was seventeen and eighteen, I just learned English at school, but I didn't make any efforts to learn at home . . . when I started working, I realised that I had to learn English to be successful in my job, and to find out what's happening in my area of work. (#24)

And later on when I started to work, and I had to communicate with people, with my customers, with my colleagues, in the company I work for my motivation changed because of the requirements of the job. (#23)

#### Internalizing external goals and 'imported visions' (16 out of 25)

Traditionally, intrinsic and extrinsic motivations have been seen as antagonistic counterparts. However, a shift in self-determination theory suggested that extrinsic motivation could lead to more intrinsic involvement either by the internalization of motives or by discovering new intrinsic aspects of a task through longer engagement in it (Deci and Ryan 1985). This type of temporal pattern also emerged in our dataset: several learners who were originally forced to learn a language became intrinsically interested in it after a while. For example, for some of our subjects English was a compulsory school subject to start with but after a period of time they became more involved in it and started to really enjoy it:

then because we had to study it so I thought I must learn it well. I started to spend more time on it and gradually I was interested in it. (#1)

This internalization process is particularly interesting when it concerns the parents' visions. Some parents more than others play a big role in shaping their children's future. They put an idea into their child's head at an early age and keep reinforcing the idea (e.g., either by talking about it continuously or by doing something like enrolling the child in a private English school) until it becomes internalized by the child by the time he/she has grown up. One of our subjects described this temporal pattern as follows:

my parents wanted me to study English, you know, it was not really my choice, I didn't come home and say 'oh, now I want to study English', no, it was their choice because they thought at that time that it would be important for my future . . . Yes it was a good choice. Definitely yes, because now I'm studying to be an English teacher, so I guess they chose my career a little bit, you know, because they gave me the opportunity of learning another language at an early age and that influenced my life a lot and now I'm here in England, a thing I would never dream of and in college, in college studying English Studies so yes, it's important. (#10)

#### Relationship with a 'significant other' (5 out of 25)

As was already discussed in the previous section, partners played an important role in the learning development of some of our subjects:

My girlfriend moved to England for half a year, and this of course was a big motivation to speak English better, if you wanted to visit her, or things like that, I naturally had to come in contact with many English-speaking people. (#24)

The ultimate motivational force in this respect was forming a relationship with a native speaker of the target language:

I have an English girlfriend now, and things are going very good. I hope very much to settle here. (#9)

#### Time spent in the host environment (14 out of 25)

With the increase in international travel and communication, spending some time in the host environment is becoming a realistic possibility for a growing number of language learners. Our data suggest that this experience can have a significant motivational impact, both in the positive and the negative sense. Sometimes a holiday, a short visit or attending an international school in an English-speaking country can boost the learner's confidence and motivation:

Yes, positive my travel to Ireland. I enjoyed it very much, I learnt very much and when I came back to Spain I was looking for everything written in English, like magazines, books, and everything filmed in English. I was very interested in English. (#16)

Interestingly, in a recent study using an autobiographical approach, Lim (2002) also highlights the significant motivating potential of a trip to the host environment (in her case, Australia). Her account is an excellent illustration of the fact that a *motivational transformational episode* constitutes more than a mere increase in motivation; it restructures the learner's motivational disposition, putting it on a new, often fast, track:

This trip [to Australia] changed my perceptions about learning a foreign language. I was very surprised by the fact that I didn't have much trouble travelling by myself for a month. I could speak with other English speakers and made friends with no problem. I started to believe that my English must not be so bad and I didn't have to produce perfect pronunciation and sentences to be understood. Because I no longer believed that perfection was necessary to communicate and because I had shown that I could communicate, I now regained control over my own learning. . . . That experience - managing with my English - gave me great inspiration and motivation to continue to improve. I discovered that what my teachers had been telling me was not true. I could reach my goal without being perfect.

(Lim 2002, p. 100)

On the other hand, putting one's L2 proficiency to the test in real encounters can also turn out to be a demotivating experience if the learners realize that the L2 tuition in their home countries has not prepared them sufficiently for communication with native speakers and for coping with the everyday needs of living in the host country.

But in fact, when I looked at my level of English I could realize that my English was not so good as I thought. So my motivation decreased. (#19)

#### Conclusion

The purpose of this exploratory study was to identify and document the different motivational influences and temporal patterns that seemed to play a role in our participants' language learning development over an extended period. Our findings support arguments in the literature (cf. Dörnyei 2001a) that motivation is not a stable state but a dynamic

## *Exploring L2 motivation as a dynamic process*

process that fluctuates over time. In our participants' accounts we found a variety of factors that had either a negative or a positive impact on their motivational disposition. During the second phase of the analysis, we identified several salient 'motivational transformation episodes', which were more general in their scope than the various motivational influences found earlier. Although these findings are admittedly preliminary, they confirm our belief that adopting a process-oriented perspective is a particularly promising future direction for motivation research.

Within a process-oriented approach, the analysis of long-term motivational moves and shifts is a central issue, and therefore this approach lends itself to biographical/autobiographical research. We have found that learning histories can shed new light on the L2 motivational complex by presenting the various motives that are normally considered in isolation in a contextualized and interrelated manner. In addition, the contextual information concerns both the environmental and the temporal context, thereby offering a genuinely 'rich description'. Finally, there is a further layer of biographical/autobiographical data that is unique: the emphasis and value that the informant inherently assigns to the various episodes by placing them in the whole life sequence and outlining their consequences and corollaries. As we have argued before, the validity of this attached value is guaranteed to a certain extent by the salience of the particular episode within the interviewee's personal account. In sum, taking a biographical/autobiographical approach has been a surprisingly positive and fruitful experience - we hope that the current study, as well as the other contributions in this volume, will inspire further research along these lines.

# Appendix

List of the motivational factors identified in the study, with frequency counts and illustrative examples.

Dimension	Frequency of positive influences	Frequency of negative influences	Frequency of neutral influences	Illustrations
<i>Affective/Integrative Dimension</i>				
• Attitudes towards the target language	11	—	—	<i>I like English because ah it's not so complex. I mean for lay people to start English it's a little bit easier than to start Russian because the grammar is not so complex and also the pronunciation, I like the English pronunciation very much. And the way of speaking, I think that I . . . more than love this language, I adore it. (#6)</i>
• Attitudes towards language learning	9	2	—	<i>Yes, I enjoyed learning English when I was in primary school because I got good marks at that time. But I thought English was very interesting at that time and because it was a fresh thing you know and I liked interesting and fresh things. (#15)</i>
• Attitudes towards the target community	10	5	—	<i>Interviewer: Have you ever thought of giving up? Participant: Learning English? Never, never! I am learning lots of things and . . . it's not only about the language, it's also about the culture . . . (#20)</i>
• Mood	5	5	—	<i>It depends firstly on the mood of the person, sometimes we don't feel that motivated, that is something to do with your inside, your feelings. (#10)</i>

## Appendix (cont.)

Dimension	Frequency of positive influences	Frequency of negative influences	Frequency of neutral influences	Illustrations
<i>Instrumental Dimension</i>				
• Current job	7	—	—	<i>When I started to work, I realized that I had to learn English to be successful in my job and to find out what is happening in my line of work (#24)</i>
• Desired job	15	—	—	<i>You have to learn it because your future career as a lawyer, ah will depend mostly on a person's knowledge of English. (#14)</i>
• Colleagues	1	—	—	<i>another thing that motivated me is that many of my colleagues that I got to know recently come maybe from Slovenia or Italy, and English is the only language I can communicate in with them. (#24)</i>
• Further study	13	3	—	<i>to me it was important to study English, as that would help me pass the university exams . . . (#12)</i>
• English as a lingua franca	12	—	—	<i>if you can speak English, you can communicate with people all over the world almost (#17)</i>
• English is part of the image of a modern person	1	—	—	<i>I believe that nowadays being able to speak at least one foreign language especially English is essential. (#12)</i>
<i>Self-Concept-Related Dimension</i>				
• Confidence	5	—	—	<i>Well, I think that mainly ups, because I feel more confident speaking English than I was before, because I almost always practice at school. (#25)</i>
• Satisfaction	6	13	—	<i>I am so disappointed with my English! I have studied English for so many years and I still can't speak it freely or fluently. (#5)</i>
• Acceptance of one's limits	6	1	1	<i>I've got a limit, I can't go beyond it. I will never be a native speaker and I don't even want other people to expect that I'm perfect in English . . . (#18)</i>
• Debilitating factors	—	25	—	<i>Last year I applied for a scholarship and I thought that I gave them a very good application . . . but unfortunately I didn't pass, and after that time I had a soul search and my motivation to learn . . . weakened for a while because of this unlucky situation. (#6)</i>
• Self-determination (own decision to learn English)	2	—	—	<i>When I finished my degree it was a personal decision to start learning English again, so it made me more interested to learn English than I was before . . . (#19)</i>
<i>Goal-Oriented Dimension</i>				
• Mastery orientation (learning for knowing)	4	—	—	<i>Yes, because if we are motivated and if we really like that subject we will look for more information about it. If we're not, we'll just write the exam and then, never talk about that subject again. (#5)</i>
• Performance orientation - Demonstrating ability	4	—	—	<i>There are many aspects of motivation. I mean many factors that affect my motivation. But the main factor is to be successful in the coursework that I do here and to communicate with people easily and to be characterized as a person that knows a foreign language very well. (#2)</i>
- Getting good grades	8	—	—	<i>Interviewer: Ok, so what motivated you then, being in this kind of class, what motivated you to continue to study? Participant: To have high marks! (#22)</i>
- Outdoing other students	3	—	—	<i>We are in a group in which almost all the students were interested in English. So there was a big competition between us. (#11)</i>
• Goal specificity	12	—	—	<i>And why I started the learning of English? - I mean, I think that a person who had uh goal uh-has to have first of all a very . . . precise goal . . . (#6)</i>

Appendix (cont.)

Dimension	Frequency of positive influences	Frequency of negative influences	Frequency of neutral influences	Illustrations
<i>Educational-Context-Related Dimension</i>				
• Teacher	15	15	—	<i>Since the beginning I liked it and when I was in high school I started enjoying it a little bit more because of a teacher I had, she was really, ah, a role model for me you know, the way she, she taught us, it was really good and that made me love this language even more and that made me understand that 'OK, now I want to be an English teacher.'</i> (#10)
• Fellow students/ classmates	2	4	—	<i>Well, if the group I'm in is composed of people I dislike then I won't feel motivated towards that class . . . Yeah in my first year it was, apart from being a big class, it was full of people that I didn't know and people that I didn't consider nice.</i> (#5)
• Curriculum	3	—	—	<i>And another main difficulty I can think of is the educational system. Maybe you don't think it's very serious, but I think it is. When we were in high school, we were taught English in order to take exams, to pass the entrance exam of high school and university . . . So, I think the direction of our education system is not correct.</i> (#23)
• Methodology	10	15	—	<i>The classes were a little bit boring because the teacher didn't give us the opportunity to participate in class. He explained the grammar and the vocabulary, but we couldn't speak in class or listen to native speakers.</i> (#19)
• English as a compulsory subject	1	1	14	<i>I learned it actually because I had to learn it in school, so this was my initial motivation, just, I did it because I had to do it.</i> (#24)
• Class size	—	3	2	<i>Our classes in Portugal are too crowded. There are a lot of people in the same class. So I think it's not really motivating.</i> (#5)
<i>Significant-Other-Related Dimension</i>				
• Parents	10	—	1	<i>Well, I started when I was just five years old, and the main reason was because my parents thought it was going to be interesting to start learning a new language, and I was really, really young, and they thought it was easier to do it then.</i> (#20)
• Family	4	—	—	<i>I see my brother here, first because he speaks good English and second he has a life here. So I think maybe I can do the same.</i> (#9)
• Friends	4	3	—	<i>/ made a lot of friends during that year. I lived with another family, my host family. I am still in contact with them now, even though it has been three years ago and I call my friends, I write to them so that is obviously a big motivation.</i> (#1)
• Partner	4	1	—	<i>My girlfriend moved to England for half a year, and this of course was a big motivation to speak English better, if you wanted to visit her, or things like that . . .</i> (#24)
<i>Host-Environment-Related Dimension</i>				
• L2 contact	8	3	—	<i>But here I'm talking from when I wake up till I go to bed. I talk with everybody and then I go to classes and I listen to the teachers and I listen to everybody who is speaking, you know, to improve my accent and this is really good, it's really interesting.</i> (#10)
• Inability to integrate	1	7	—	<i>Little, very little because I have not got so many English friends here or can't find friends. Because I live with my friends, my Turkish friends, so we always speak to each other in Turkish. So it is very bad to live with people from your own nationality.</i> (#2)
• Length of stay	2	—	—	<i>If I stay here for long time, ten years, I can speak like a native speaker . . .</i> (#4)