UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

Types of Motivation in English Language Learning among CBTIS 214 students
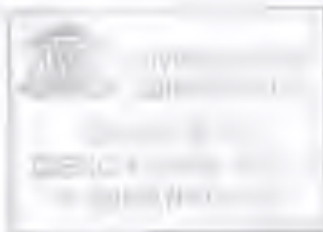
TESIS
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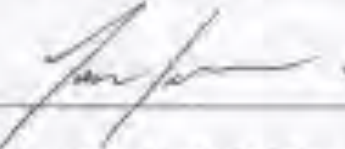
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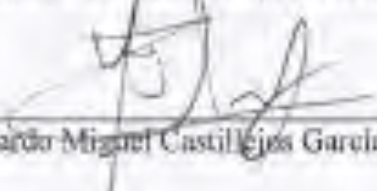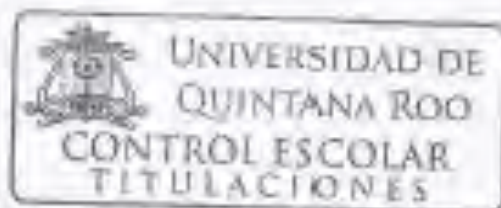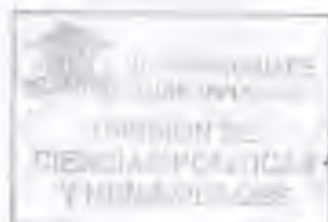Dra. María del Rosario Reyes Cruz

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CHAPTER 1

ABSTRACT

The main objective of this research study was to determine CBTIS 214 students' motivation or amotivation according to self-determination theory along with how the experiences of English learners are related to motivation and amotivation. In addition, external factors such as grades, teachers and shift were investigated to establish the impact of those factors in students' motivation. The theory used for this project was based on the self determination theory from Ryan and Deci (2002). The recent study used a qualitative method. Results showed that most of the students are located in extrinsic motivation according to the self-determination. Moreover, results demonstrated that external factors such as teachers and shift have a strong influence on students' motivation. Outcomes also showed that experiences play an important role in participants' motivation when learning English.

Key words: motivation, English learning, preparatory, self-determination.

INTRODUCTION

"Motivation is the force that moves people to accomplish a goal," Dörnyei and Ushioda (as cited in Warwick, n.d). Second language learning benefits from motivation because with the former students are able to fulfill different kinds of goals. Motivation not only brings the desire to start learning a second language but also sustains the learning process Dörnyei (as cited in Ché, 2016). Therefore, we all are motivated to learn, but this motivation depends on the different stimuli that students experience throughout their lives; positive input means willingness to move forward, while negative input can be a factor that slows people's desires to perform any activity.

Otherwise, a negative experience may trigger some students to improve and be better, for example, a student who failed a test can be determined to pass it. However, just as some students may have a good reason to be motivated to learn, others may not be interested in what amotivation brings: "Amotivation, which is the state of lacking an intention to act" (Ryan & Deci, 2002 p.61).

Motivation and amotivation are two characteristics that any person may experience when doing an activity. While motivation moves a person to do a task, amotivation triggers a lack of interest in doing an activity. Nevertheless, with regard to the expansion of our literature research, there are several studies on motivation, but there are few studies that include amotivation as a part of the field of the study of motivation.

However, there are many studies on motivation. Romero *et al.* (2013), for example, have framed a meta-analysis of different types of research in Mexico on motivation (Ocampo, Toledo & Vaca 2009; Chrová, 2009; Lugo, 2011; Ordorica 2011; Mora, Trejo & Roux, 2010; Sanchez 2009). Romero *et al*. (2013) disclosed that studies based on motivation are

concerned with motivation factors that have an impact on school dropout in language majors (Chrová,2009), the relationship between teachers' and students' perspectives on motivational strategies (Lugo 2011), the extrinsic motivation represented on its three types of regulation: external, introjected and identified (Vaca, Toledo & Ocampo 2009), university students' motivation to learn English in a professional context (Ordorica, 2011), a small-scale investigation into Mexican university students' language learning motivation (Mora, Trejo, Roux 2010), mixed-method research on language learning motivation in the Mexican context (Sanchez 2009). Two studies have recently been conducted within the same context of the present study: these studies are focused on the fluctuations of English (Madera, 2016) and French teachers' motivation (Contreras, 2016). Nonetheless, no study regarding amotivation as part of a continuum in the field of motivation was identified. There is then a need to conduct studies of the relation between motivation and amotivation.

Learning a language is influenced by motivation factors since, as Dörnyei (2003) explained, motivation provides the initial impulse to undertake often monotonous processes. Furthermore, motivation is thought to help maintain the momentum of such action, thus leading the learner closer to their language learning goal.

For years, English has played an important role in Mexican students' education. At both preparatory and university levels, English learning has been mandatory for many decades, while, at primary school, the implementation of English programs started in 1992. Educational initiatives such as Programa Nacional de Inglés (PRONI) and Programa Nacional de inglés en Educación Básica (PNIEB) have been implemented in Mexico. These initiatives have brought encouraging results such as the design of didactic material and the use of technology to support the programs. At the same time, they have outlined some shortcomings and problems (Reyes, Murrieta & Hernandez, 2012). According to Reyes, Garduño, and Chuc (2014) some of these problems are of institutional and socioeconomic aspects as well as the lack of trained teachers. Teachers may then feel demotivated as their context of teaching does not seem to meet their needs. Anecdotal evidence suggests that teachers who work at the English Educational programs above mentioned do not work there for a long period of time as teachers who have earned a post only have the former available for two years (México Gobierno de la República, n.d). Moreover, children might also be demotivated by the troubling context in which they are to learn English at school. Henceforth,

researching motivation and amotivation within Mexican students may corroborate at what point all the former mentioned problems have influenced students' motivation towards learning English.

PRONI was designed to be implemented from kindergarten to secondary school. The principal aims of this program were three: a) to be able to use the language for communicative purposes, b) to know and use the linguistic system, and c) to promote interculturality (Calderon, 2015). By the end of their basic education, students are supposed to reach a B1 English level, according to the Common European Framework of Reference for Languages. Nonetheless, due to the complexity and magnitude of the Mexican educational system, PNIEB is considered idealistic and with few possibilities to materialize in the medium term (Reyes et al., 2012). The foregoing makes us think that these problems may not have changed within PRONI.

The expectations of the programs are too demanding and expensive; these expectations mean that government institutions cannot continue to execute the programs as expected. Elements such as unqualified teachers, shortage of material and lack of time interfered in the process of teaching and learning a second language (Perales, Reyes & Murrieta, 2012; Reyes & Murrieta 2014).

Furthermore, PNIEB coverage in kindergarten and primary school was not sufficiently expanded throughout the country. It reached only a few states such as Baja California, Coahuila, Nuevo León, Morelos, Sonora and Tamaulipas (Reyes et al., 2012). It was until 2011 that PNIEB was implemented in Quintana Roo (Reyes et al., 2014). It is worth mentioning that there were not enough English teachers to run the English program at basic school groups. Calderón (2016) stated that in 2013, the number of English teachers in public schools was around 50,724 (20,000 below the expected average). In 2016, only 50% of secondary schools had an English teacher, 10% in primary schools and only 5% in kindergarten. This alarming data along with the rest of the afore mentioned problems have made learning English a difficult task for students. Years have gone by and today we still cannot see the expected results. Bu 2016, the level of English of secondary school students, according to the results obtained in the *Examen del Uso y Comprensión del idioma Inglés para egresados de secundaria* [EUCIS] (Examination of the use and understanding of the

English language for preparatory graduates) is A0, a level that does not exist in the Common European Framework of Reference for Languages (Calderón, 2016).

These depressing results show the ineffectiveness of the PRONI throughout the country (Calderón, 2016). Some studies blame both teachers and students (Mora, Trejo & Roux, 2010) while others blame the institution and the program itself (Perales et al., 2012). In the end, the problem might be that students are not acquiring the language, and this generates a chain of failures. Therefore, the main objective of this study is to discover the type of motivation and amotivation from CBTIS 214 students who may have studied English with PRONI program along with how the experiences of English learners are related to motivation and amotivation.

1.1 Objectives

The objectives of this study are four:

1. To determine the type of motivation of CBTIS 214 students according to the self-determination continuum.

2. To identify the changes that may exist in the motivational or amotivational type depending on the different teachers and shifts in which students find themselves.

3. To identify if there are any differences in motivation and amotivation according to student's academic achievement.

4. To determine if students' previous English learning experiences have played a crucial role in their current motivation.

1.2 Research questions

The research questions are four:

1. What type of motivation or amotivation do CBTIS 214 students have according to Ryan and Deci's self-determination continuum?

2. Is there any variation in motivation and amotivation according to teacher or shift?

3. Is there any difference in motivation according to the academic achievements of the students?

4. Have previous English learning experiences played a crucial role in the students' current motivation?

1.3 Significance of the study

The results of this study may, therefore, be of benefit for learning and teaching a foreign language. This research paper can be significant for those teachers seeking to help their students to learn English. Teachers may find it useful to know the different levels of motivation among their students, which would allow them to use appropriate strategies to improve students' readiness to learn.

Also, with the results from this study, teachers could help students identify disappointing or amotivating factors present in the classroom. Furthermore, if students are motivated, teachers might use this kind of motivation to influence other students' attitudes towards English. Students will also be benefited from this research because by knowing their strengths and weaknesses, they may be able to change their attitude in order to be better students. In Quintana Roo, no study to identify preparatory students' motivation to learn English has been conducted. Thus, this paper on students' motivation to learn English is to be done at a preparatory school, *the Centro Bachillerato Tecnológico Industrial y de Servicios 214* from the Capital city of this State. This will be a pioneering research in this context. Many benefits will come with the former research since the institution (CBTIS 214)

will have data to train its teachers regarding the need to use motivational strategies not only in the field of English but also in other branches such as math or computer science.

CHAPTER 2

LITERATURE REVIEW

The following section is divided into sections reviewing studies related to the field of motivation and amotivation.

Within the first part, motivation studies are scattered, the second part reviews papers on demotivation due to its proximity to amotivation, the third part scattered some studies on motivation and amotivation that were conducted using scales; in fourth place, some studies done at the State of Quintana Roo are outlined. To close the literature review section, there is a monograph on experiences to motivate students.

Olivares (2017) conducted a research on Internet using articles, books, magazines, monographs and a variety of blogs to identify some factors that contribute to students' lack of motivation to learn a foreign language. The problem raised in this research is the low attendance of students to English classes at the Academic Tourism Unit despite the efforts of teachers to motivate their students.

Through the studies reviewed from Internet, Olivares found that in other countries other than Mexico, cultural, emotive, affective, didactic and even geographic reasons can explain students' lack of interest in learning a language. In the particular case of Mexico, the reason found was that English class is a support not a mandatory course within the syllabus of the tourism major.

Rodríguez-Pérez (2012) conducted a qualitative study in which teachers from several educational scopes expressed their opinions on the personal, academic and methodological causes that intervene in pupils' motivation within the language teaching-learning process. The participants were language teachers from primary school, middle school and university, just 58 out of 90 participants answered the questionnaire. The results showed that half of the participants think that personal causes affecting students' motivation are the family context and the cultural environment in which students live; the most important academic cause is the academic record and communication for the methodological aspect. The demotivating

factors, according to the participants, for personal reasons are embarrassment or fear of speaking in public and making mistakes. In the academic scope, the most common demotivating cause is that the subject is mandatory. As a result, students whose family is supportive and who have favorable economic and sociocultural conditions are motivated. On the other hand, demotivation and failure are associated to the lack of stimuli, family indifference and the environment where they live.

Öztürk (2014) conducted a quantitative study to investigate the connection between university students' attitudes towards learning English and their language learning motivation, and to identify the factors which result in the differences in both the attitudes and motivations of the learners who were participants in this study. The former were 511 prep class students, 193 females and 318 males, from elementary, pre-intermediate and intermediate English. The results showed that there is a positive relation between the learners' attitudes towards learning English and their language learning motivation. This means that when the motivation raises, students' language learning increases too. Moreover, it was found that students' motivation and attitudes vary according to different factors such as age, language proficiency, and father's level of education. On the other hand, there is no great difference in terms of gender, the type of high school they graduated from, their mother's level of education and the time they have spent studying English.

Qashoa (2006) conducted a mixed study to examine the students' integrative and instrumental motivation for learning English as well as to find the factors that affect students' motivation. The participants for this study were 100 male students from four state secondary schools in a range of sixteen to eighteen years. Also, the students were asked to rate themselves to indicate how proficient they felt they were at English from a scale of 1 (very poor) to 5 (very good). Additionally, 10 teachers and three supervisors of English were interviewed to obtain more detailed information about the topic of study. The results showed that the participants are, to a certain extent, integrative motivated, but they have a higher degree of instrumental motivation because there is a desire to learn the language for certain purposes. The results about the factors that affect students' motivations showed that the aspects of the language (vocabulary, structures, spelling) were the first factors of demotivation. Teacher's personality and teaching style were also a demotivator for some students claiming that sometimes bad words and teacher's nervousness affected the

motivation of students. Finally, the textbooks were seen as a demotivator by relatively few students who expressed their disappointment at the content of the books.

Alresheedi (2014) conducted a study with a quantitative design. The main objective of this research was to understand the different types of motivation that female Saudi university students have when attending their mandatory classes. A total of 75 female students were asked to participate on Alresheedi's survey. The instrument for this investigation was taken from Vaezi (2008). In this case, results were divided into five categories: instrumental motivation, integrative motivation, extrinsic and intrinsic motivation. Integrative motivation results showed that Saudi female students have integrative motivation because there was a strong agreement on the next two prompts "I would like to live, work, or study in an English-speaking country someday" and "I think English is an important tool for learning about other cultures". In the case of instrumental motivation, both prompts: "English will be important for me for my future" and "Studying English is helpful to me because I do research and find information on the internet for my classes" had the highest level of agreement in Saudi female students. Intrinsic motivation results showed that Saudi female students are intrinsically motivated because there was a strong agreement on the next two prompts: "I enjoy speaking English outside of class" and "Learning English gives me a feeling of success". In the case of extrinsic motivation, both "English is more important to my professional and academic development" and "It is important to me to learn English well because I will be more respected by my classmates and colleagues" showed extrinsic motivation on Saudi female students.

Similar to the first two but with different theory, Tort (2015) conducted a study in which she investigated the relationship between L2 Self System and Language achievement. The number of participants who were interviewed for this study were Twenty-Nine Catalan high school students from Barcelona. A questionnaire was developed and adapted from Taguchi's *et al*. (2010), Papi's (2010) and Islam's *et al*. (2013). Results disclosed that the Ideal L2 self and the L2 Learning experience correlated with achievement scores. The ideal L2-self fosters students' proficiency. Results also showed that there is a strong relationship between some of the components of the L2 Motivational Self System, and between the Ideal L2 self and the L2 Learning experience. Contrary to the former results, the Ought-to self-dimension had the least relation not only to achievement scores but also to the Ideal L2 self

and L2 Learning experience. In addition, the results determined that students with better achievement have a strong level of motivation while students with a low scoring have a low level of motivation.

Adding an extra emphasis on the type of motivation, Ghazvini and Khajehpour (2011) carried out a study in which the aim was to find the attitudes and motivation of Iranian students. Gardners' Attitude/Motivation Test Battery was adapted to accomplish the main objective of the study. A total of 123 second year students were selected for this study. Results demonstrated that male students are more instrumental motivated and female students are more integrative motivated to learn English. In addition, female students' attitude to learn English is more positive than males' attitude. Moreover, there is no significant difference between types of motivation (instrumental and integrative) in high school students. Furthermore, in this study, findings revealed that high school students have a positive attitude towards learning English as a second language.

Similar results were found in Taiwan when Lai (2013) conducted a study with 266 students of both night and day shifts from an applied English department of a science and technology university in New Taipei. The study investigated English learning orientation of university students from the perspective of various L2 motivation concepts and the notion of English as an international language. The instrument is based on Gardner's integrativeness/instrumentality and Dörnyei's L2 motivational self-system. Results showed that both shifts shared a similar orientation when studying English. Moreover, outcomes revealed that the majority of the students study English for travelling reasons followed by instrumental motivation, integrative orientation, and the ideal L2 self and intrinsic motivation. On the other hand, students do not learn English for external pressure or the ought-to L2 self.

Long, Ming and Chen (2013) conducted a quantitative research which aimed to identify students' motivation. Participants selected for this study were 45 junior middle school students from No.5 Middle School of Gejiu. A questionnaire made by the own researcher was applied to students. Findings revealed that most students were internally motivated to learn. Goal setting was the main motivating factor for students to learn English. Half of the participants expected to communicate with others in English.

In addition, most of the students wanted to get high grades in English. However, most students do not believe in the importance of English. Some of the sources of students' motivation are obtaining good results on examination, avoiding parents and teacher punishments, having interest to go abroad or finding a good job in the future.

Palombizio (2015) conducted a mixed study in which the main aim was to validate Dörnyei's L2 Motivational Self-System (2005) among Italian students of a public high school. The questionnaire was adapted from Taguchi, Magid and Papi (2009). Being this one a mixed study, sample was divided into two parts. The first part consisted of 97 students who answered the questionnaire, while, for the second part only two girls and one boy answered the interview. The results showed that one of the factors that most motivated students is instrumentality promotion, while the one that least motivated is the Ought L2 Self and Instrumentality prevention.

Lai and Ting (2013) explored the changes in Taiwanese university students' motivation to learn English and the causes of these changes. A qualitative design was employed for this study. Participants selected for this study were twenty students: 9 English major students and 11 non-English major students. The outcomes revealed that 19 out of 20 students' motivation changed in different ways. Most students agreed that important people on students' life tend to influence the most on students' motivation. The next factor that had fostered changes on student's motivation is curriculum. Students claimed that there is a huge difference among their expectations and the curriculum. Contrary to common believes, exams did not play an important role arousing changes on student's motivation. In addition, other factors affecting motivation were provided by students. Some of the later are group dynamics, social experiences, and learning environment.

Mora, Trejo and Roux (2010) looked into the connections between the learning context of EFL students and the socio-cultural influences within which it operates. Six young adults were interviewed in a focus group in order to obtain results that match the objectives.

Most students explained that the most crucial factors fostering their motivation are teachers. In particular, teachers' attitudes were considered to play an important role in motivation. Furthermore, students discussed the importance of having a good environment that promotes their willingness to communicate and to learn. Moreover, students placed their colleagues as a factor that fosters or hinders motivation. Focusing on societal and cultural

forces, students saw English as a tool that portrays achievement and motivates students to learn the language.

Students believed that knowing a second language might broaden their possibilities of becoming successful in order to satisfy their individual needs and achieve professional goals. Similarly, students believed that certain knowledge was unavailable in their mother tongue, forcing them to search English-language websites. This is another factor that motivated students to learn English. Finally, socioeconomic forces influenced student's motivation to learn English.

Al Zubaidi (2014) did both a qualitative and quantitative study to investigate students' perceptions of the learning environment and whether this influenced their motivation and self-regulation in learning English as a second language. The sample for this study comprised a total of 994 students from 13 different schools. The instruments were adapted from Fraser, McRobbie, and Fisher (1996), and Velayutham, Aldridge and Fraser (2011). One of the instruments made by Fraser et al. (1996) is called "What Is Happening In this Class (WIHIC)." The other instrument made by Velayutham et al. (2011) has for name "Engagement in English Language Learning and Self-Regulation (EELLS)." The results showed a positive correlation among all seven WIHIC scales and Self-Regulation scale. The overall results suggested that the seven aspects of the psychological environment influenced the orientation of the learning objective, the value of tasks and self-regulation in learners' learning of English as a second language, and that six of the seven learning environment aspects, with the exception of cooperation, probably influenced self-efficacy. Furthermore, results suggested that the three motivation scales foster students' self-regulation in English language learning.

Che (2016) explored non-English major students' motivation to learn English as a foreign language in Mexico through an interpretation guided by the theoretical framework of the L2 Motivational Self System. A qualitative study with an interview as an instrument was applied to accomplish the results based on the main goal. Six students from Commercial Systems Major were selected for this research. Findings revealed that the most influential

and contextual characteristic is the factor which influence the most on students' motivation, that is teacher and teaching approaches. Five out of six students explained that teacher center activities influence on their motivation. The second most influential factor for students' motivation was the influence of peers. Students may feel anxiety because of their more competent peers.

Ahmad (2015) study was quantitative and qualitative. The goals of this case study were to consider the reason why English language instruction was less welcomed in Saudi Arabia and to find possible strategies to build up English language instruction from school to tertiary levels. In this case, it was proven that religion beliefs have a strong influence on EFL learners' motivation and on their attitudes regarding English. The participants were not just EFL learners but also parents, journalists and EFL/ESL teachers from schools and universities. Most respondents agreed with the first statement that says "English is considered as a non-divine language" and this belief somehow affects English language learners' motivation. Notwithstanding, educated Saudi realized the importance of English in a globalized world and they do not take interest in the fact that English is a non-divine language. Other influential factor in English learners is the belief that prestige and prosperity are blessed by divine force with only a few remain neutral to this assertion

Also, the assertion that some Saudi parents' lack of academic ambition for their children does not instill an intrinsic motivation to learn English showed that most agreed and only a few respondents disagreed. All in all, religion plays an important role in the motivation of English learners and most of them do not believe that English language is important.

Al Othman and Shuqair (2013), in a metanalysis research, aimed to explore the types of motivation factors that affect students in learning English as a second language. In this research, motivation was analysed through three studies where results revealed the following findings: students hold positive attitudes towards learning English (Noursi, 2013), and also high levels of motivation in students learning were observed (Randall & Samimi, 2010).

So far, the review of studies analyzed on motivation. Next, studies on demotivatioin are presented.

Although our thesis objectives are not based on demotivation, the former is useful for this study because of its proximity to amotivation. Since there is a lack of amotivation studies, many studies analyzed in the literature review, are focused on demotivation.

Hamada made two studies about demotivation among Japanese English learners. In the first study, Hamada (2008) aims to answer the following questions: How do Japanese school learners change their state of demotivation through? How does each demotivator contribute to learners' demotivation and when does demotivation start? and what contributes to junior high school demotivation? In the second study, Hamada (2011) aims to answer the following questions: What are the differences between demotivators for junior high school learners and high school learners in Japan? Which factors are ranked higher or lower as demotivators for junior high school learners and high school learners in Japan respectively? And how do the strong demotivators change over time in high school? The findings of these studies are similar. In both studies, teachers are seen as demotivators for students but at different levels. In both studies, Hamada (2008) and Hamada's (2011) lack of confidence and teachers are repeated as factors for demotivation. Nonetheless in Hamada (2008), teachers are perceived as a weaker demotivator among students compared to other factors in the study, while in Hamada (2011), teachers are perceived as a strong demotivator for high school freshmen students but not for university freshmen. In addition to teachers, environment is another factor that affects students' motivation to learn English.

Alavinia and Sehat (2012) conducted a quantitative research in which the aim was to set the foundation for an in-depth investigation on demotivation. The instrument used to measure the findings was adapted from Sakai and Kikuchi (2009), Warrington (2005), and Muhonen (2004). A total of one hundred and sixty-five students were used to collect helpful information to fulfil the aim. The outcomes of the previous research unveiled learning environment, simultaneous learning of other languages, learning material and course content, teaching method, experience of failure, lack of success, teachers' personality and behavior, and learners' characteristics and attitude as the factors that demotivate students. Most students agreed that the learning environment was the factor that most influenced their demotivation and that the least likely to influence was attitude.

Ghadirzadeh, Hashtroudi and Shokri (2013) conducted a study to determine the factors that influenced poor performance in English learning among students. The instrument used to collect the results was based on Sakai and Kikuchi (2009). Two hundred and sixty students participated in this research where the results indicated that only the lack of perceived individual competence, the lack of intrinsic motivation, the inappropriate

characteristics of the teachers, the teaching methods and the content of the course were the subscales of demotivation that predominate on the study. Furthermore, results revealed that there was a significant difference between the means of lack of perceived individual competence, lack of intrinsic motivation and inappropriate characteristics of teachers' teaching methods and course contents.

As mentioned before, the next section of the literature review portrays two studies that study and corroborate the use of a scale that goes from amotivation to extrinsic and intrinsic motivation to identify where students are placed according to this scale.

Ngo (2015) conducted two studies, in the study number one they used questionnaires and focus groups in study number two. There were other two research questions but just three of them were taken into account in study number one. The reason for using only some research questions from Study one is because the fulfilled motivation requirements aimed to 1) identity the types of motivation to learn English reported by English major and non-English major students of English learners, 2) explore whether English major and non-English major students differed in their motivation and 3) consider whether English major and non-English major students differed in their levels of motivational intensity (effort) spent on their English learning and on the self-perceptions of autonomy, competence and relationship with other significant people.

The participants for study 1 were second-year students in a multi-disciplinary university in Hanoi, Vietnam. A total of 422 students completed the questionnaire given. Out of this number, there were 180 English major students (167 females, 13 males) and 242 non-English major students (119 females, 123 males). The types of motivation for the first and second questions were 1) intrinsic motivation, 2) personal/professional development motivation, 3) amotivation and 4) obligation/avoidance motivation. The results for inquiry 1 showed that both English major and non-English major students reported the highest level of personal/professional development motivation and both groups reported that the lowest type of motivation is amotivation.

Vallerand, Blais, Brière, and Pelletier (1989) conducted two quantitative French studies. The first one aimed to develop the first version of Academic Motivation Scale, namely the *Echelle de Motivation en Education* (EME), that permitted to measure the types of Intrinsic and Extrinsic motivation as well as amotivation and to analyze the items of this

first version of the Motivation Scale with the purpose of building one experimental scale of motivation to demonstrate the acceptable psychometric characteristics. The instrument was adapted from Ryan and Connell's (1986), Vallerand and Bissonnette's (1988). Findings corroborated that the internal coherence of the subscales, the study of averages of the subscales, the intercorrelation between the subscales and the correlations between the subscales of the Motivation Scale and other different variables represented the background and the consequences of motivation. The second study had several aims. One of them was to carry out an evaluation of the factorial structure of the Motivation Scale through one factorial analysis corroborated by the software LISREL VI. Findings revealed that four out of five variables came from the statements of the subscale of amotivation while the other statement came from the subscale of identify regulation. The most important forms of motivation according to the students were seven and they are presented in decreasing order: Identification, intrinsic motivation to know, external regulation, interjected regulation, intrinsic motivation towards accomplishment, intrinsic motivation to experience stimulation and amotivation.

Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres (1992) carried out a study with four objectives. The first one aimed to translate the EME into English using appropriate cross-cultural procedures; the second aimed to replicate the seven-factor structure of the AMS through confirmatory factor analysis; the third one aimed to assess the reliability of the seven subscales; and the last one aimed to address whether the results from Vallerand et al. (1998) would be replicated with a population of English-speaking students. The instrument was adapted from Vallerand et al. (1998). Results showed that the most important forms of motivation for the students were in decreasing order: identification, external regulation, intrinsic motivation to know, introjection, intrinsic motivation toward accomplishments, intrinsic motivation to experience stimulation, and amotivation.

In this section of the literature review some studies that are based on fluctuations in teachers' motivation were included to give additional information on studies that have been done in Quintana Roo following a continuum.

Madera (2016) conducted a research study to analyze and describe the fluctuations of UQROO English teachers' motivation. For this qualitative research study, the participants were three teachers from UQROO, two of them were full-time teachers while one was an

hourly lecturer. The results of the participants showed that all of them presented fluctuations in their motivation because at certain stages they could be motivated but also demotivated by certain factors such as students, financial benefits and work environment, among others. In general, teachers presented more extrinsic motivation than intrinsic motivation, but this does not mean extrinsic motivation is the dominant one. Finally, this revealed that students were the most important factor of motivation or demotivation for teachers, because if the teacher noticed their students were not interested in the class, he felt demotivated.

The work environment played an important role in the confidence of the teachers; if the teacher felt he or she was respected as an instructor, the confidence was higher. Also, the aspect of the financial benefit was one of the core contributors to the motivation and demotivation. One of the participants experimented, at some point, demotivation about the income he was generating. One aspect of demotivation all the participants had in common was the amount of work they had to do.

A similar study was conducted in UQROO as well. Contreras (2016) sought to see if French teachers from UQROO presented fluctuations in their motivation. The factors considered for the study were students, work environment, financial benefits, activity of teaching and language. This research study provides an insight on the motivating and the demotivating factors for French teachers. From the five participants two of them felt demotivated by students due to students' bad attitudes towards the language. The rest of the participants were demotivated by their work environment as a result of negative experiences they had in the past. On the contrary, all of the participants said that the most motivating factor for them was the language.

In a monograph, Anaya (2015) relates the experiences, issues and challenges he faced while teaching English in a private school: Harmon Hall. In his work, Anaya contends that teenagers are the most difficult age group to teach English because they are not motivated to learn anything. Anaya worked with kids, pre-teens and adults. For him, pre-teens seemed to get bored easily because they had a good English level or just lacked motivation and they always wanted to have their cellphones with them. At this point, Anaya noticed his students were into music and video games, so he adapted his classes for their likes. Some problems with pre-teen students were that they seemed to hate each other or did not want to work with their classmates, there was no much tolerance among them, and they had personal problems.

When the teacher tried to let them work the way they wanted, their progress went down because students were not doing what was assigned, therefore he realized he had to be strict and set rules in the classroom.

From all the previous studies, a tendency towards quantitative studies is undeniable, while qualitative and mixed studies are far less than quantitative ones. Among quantitative studies, the instruments that outgrew other instruments were questionnaires. On the other hand, interviews were the most frequently used referring to qualitative instruments. Moreover, each quantitative study displays its level of reliability. In the same vein, the majority of the studies had either a big or a sufficient sample to generalize. Also, a greater number of the quantitative samples were representative. In the case of qualitative research, most of the studies presented their reliability by triangulation.

In addition, the majority of the results in both the quantitative and qualitative studies coincided with this study's objectives and with the seeking of motivation. Many students had several variables such as teachers, syllabus, teaching style, environment, significant others, attitudes, perspectives, and teacher's perspectives. Only few studies showed opposing results. For instance, while Hamada (2008) placed teachers as a weak demotivator, Hamada (2011) reported teachers as a strong demotivator. Furthermore, a great number of studies were based either on Dörnyei L2 Learning Motivation or Gardner instrumental and integrative motivation. Some other studies that had no theory as the base are descriptive inquires that only explain the factors that motivate or demotivate a student.

After finishing all the literature review, what could be said is that there is a big number of studies that aim to investigate motivation and demotivation; however, most of the studies are conducted on college and very few are applied on high-schools. As it was stated in the introduction, and as far as we have investigated, practically all the investigation in this literature review researches motivation and only few investigated demotivation. Furthermore, as mentioned above, most studies are based on Dörnyei or Gardner rather than on "newer" theories (see, Ryan & Deci's, 2002). Both studies, Vallerand et al. (1989) and Vallerand et al. (1992) are based on the former theory; however, the focus point is not on learning a second language but just learning in general. It is worth mentioning that the former studies were conducted in Canada. Therefore, there is a need to investigate more with Ryan and Deci's theory.

2.1 Theoretical framework

In this section there is a brief explanation of some theories that are relevant for this research. Going from general to specific, this section begins with some definitions of motivation and finally the theory this study will be based on is presented. The theory this study will be based on is the Self continuum of Ryan and Deci (2002).

According to Cambridge dictionary, motivation is the need or reason for doing something. According to the Oxford dictionary, motivation is the desire or willingness to do something. The former concepts are too wide, for that reason, it is important to provide some authors' definitions.

According to Schmidt, Palminteri, Lafargue and Pessiglione (2010), motivation is generally understood to denote the strength of a person's desire to attain a goal. In addition, Mcdonough (2007) defined motivation as what drives us to act. Williams and Burden (1997) state that motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and that gives rise to a period of sustained intellectual and/or physical effort to achieve a previously set goal or goals.

2.1.1 Motivation in language learning

Gardner (1985) refers to motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. According to Dornyei's model (1994), culture, community and usefulness of language influence the goals learners set and the choices they make. Motivation not only brings the desire to start learning a second language, but it also sustains the learning process. Even

though the former authors covered a wide area of motivation, there was still the need of a theory that covered all aspects of motivation as a continuum line (Noels, Pelletier, Clément & Vallerand, 2003). It is worth mentioning that this continuum approach is recent in some way because it was launched in 1985 (Ryan & Deci, 2002).

2.1.2 Self-determination theory

The Self Determination Theory (SDT) by Ryan and Deci (2002) is a wide framework of the motivation scales (intrinsic and extrinsic) which allows to see how some external factors (community, family, culture) influence/affect the volition, initiative, welfare and the development of any activity. This broad framework, unlike other theories, is not delimited to intrinsic and extrinsic motivation but also encompasses amotivation. Additionally, Ryan and Deci extended the continuum by adding subtypes for each range of extrinsic motivation from no regulation to autonomy.

2.1.3 Self-determination continuum

According to Ryan and Deci (2002), intrinsic motivation generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. The same research hypothesizes that when people are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents. For instance, a student who feels pleasure towards learning the language is intrinsically motivated. Vallerand et al. (1989, 1992) provided a three-part taxonomy of intrinsic motivation. The first type is intrinsic motivation knowledge (IM-knowledge), which is the motivation to perform an activity for the feelings associated through exploring new ideas and developing knowledge, for example, a student who wants to learn English because he longs to know the culture of the English-speaking country. The second type is IM-

accomplishment, and this one refers to the sensations related to attempting to master a task or achieve a goal. An example is a student who is interested in learning English to master its understanding within films. The third type, IM- stimulation, relates to motivation based simply in the sensation stimulated by performing the task. An example could be a student who feels high levels of pleasure while studying English.

On the other hand, extrinsic motivation is based on actions taken to achieve some instrumental end such as a reward or to avoid a punishment (Noels et al., 2003). Whenever a reward or the desire not to be punished are implicated, there is an extrinsic motivation to do something. Ryan and Deci (2002) claim that there are variations of extrinsic motivation, which are external regulation, introjected regulation, identified regulation and integrated regulation. According to Ryan and Deci (2002), the external regulation is the least autonomous form of extrinsic motivation because this category represents behaviors performed to accomplish an external demand or to obtain an external reward. An example of this can be a student who wants to pass a test; he or she will study to avoid failure or a punishment. Another type of extrinsic motivation is the introjected regulation, which refers to reasons pertaining to the performance of a task due to pressure that another individual has incorporated into oneself (Noels et al., 2003). For instance, a student who wants his/her classmates to think he/she is great in English will study to keep their expectations of the good performance of the language. Regulation through identification is a more autonomous form of extrinsic motivation (Ryan & Deci, 2002) because people identify themselves with the importance of a behavior and have accepted the regulation as their own. For instance, a person whose mother tongue is not English but can talk to an English speaker feels motivated because is able to understand and express ideas in the target language. Finally, the most internalized form of extrinsic motivation is the integrated regulation (Ryan & Deci, 2002) owing to the individual's investment of energy in an activity because they have chosen to complete it for personally relevant reasons (Noels et al., 2003). For instance, a student who learns English because it would portray several benefits to the student's life.

2.1.4 Amotivation

According to Ryan and Deci (2002), amotivation refers to the situation in which people see no relation between their actions and consequences. In such situation, people have no reason to perform an activity and they would be expected to quit the activity as soon as possible. A student who does not have any interest in learning English and who cannot see any benefit from learning the previous language is amotivated.

CHAPTER 3

METHOD

3.1 Participants

As this is a qualitative study, a small sample was ideal to work with. A purposeful sampling (Cresswell, 2007) was needed to select the participants for this study, who represented the fourth semester from *Human Resources* career and technical program. A total of eight fourth-semester students from CBTIS attending both shifts took part in this thesis research. The eight participants were chosen based on their academic achievement and shift. Two high-graded students and two low-graded students from the morning shift; two high-graded students and two low-graded students from the afternoon shift.

It is important to mention that academic achievement was subjective as the teachers from both shifts were the ones who ranked students based on participants' current grades. As the participants were unknown to us, a permit was handed to obtain permission to research students' motivation and amotivation.

3.2 Context

The present study was conducted in the *Centro de Bachillerato Tecnológico Industrial y de Servicios 214* (CBTIS 214) which is a public preparatory school. According to the webpage of the preparatory school, CBTIS 214 opened its gates in September 11, 1984 with

433 students registered in, and, at that time, it administered three different programs which were *Construction*, *Accounting* and *Clinical Laboratory Scientist.* Currently, more than 30 years later, the preparatory school rooms roughly 1, 800 students and holds five programs which are *Human Resource Management, Construction, Accounting, Programming and Graphic Designer.* In 2010, as a result of a contest, the school received the name of "Ignacio Allende."

3.3 Instruments or materials.

In order to obtain effective and controlled answers an interview was the best option. Unstructured, open-ended questions are highly suitable to collect the data. This interview was based on Noels, et al. (2003). Guide-interview questions drew out helpful information to accomplish these thesis objectives. The interview was conducted in Spanish since this is the mother tongue of the students. Thereafter, students felt comfortable to provide detailed answers. Each interview lasted around 30 minutes per subject. Students were interviewed twice to clarify certain ideas from the first interview. All the interviews were recorded and transcribed.

Furthermore, visual material specifically "drawings" was selected as secondary source because they provide a greater variety of responses than interviews do. First, visual material elicits more information from participants since they feel freer to express what they think, they do not feel limited by what the researches want to know. Drawings are useful to obtain new information that might not be provided with controlled instruments. Moreover, world technique together with auteur-theory were selected in order to provide uniqueness and personal meaning as well as avoiding misinterpretations (Mannay, 2016).

3.4 Procedure

Interviews took place in a quiet place where students were called one-on-one. First, the interviewee was provided with both the reason of the interview and the anonymity of the project. It was important for students to feel confident. If not, information may not be provided as expected. Visual material was obtained on the same day that the interview was applied. After students have finished answering the interview, they were asked to draw a representation of how they see themselves both in current and future time regarding English learning. After participants had finished drawing, they were asked to explain what was depicted on the piece of paper. According to Mannay (2016), participants' explanation the visual material gives participants the opportunity to show and narrate their own experiences.

For the sake of analyzing data, each interview was recorded and transcribed. The interview guide functioned as a structure to follow, and to make students feel comfortable to portray acceptable information. As researchers, we took a passive role rather than an active one; therefore, the interviewers limited themselves to asking the questions of the guide. After the interview came to an end, researchers thanked participants for the time granted.

3.5 Data analysis

As this is a qualitative research, analyzing the data in a standard way was not possible; therefore, data was analyzed with a unique diagram (Díaz, 2018). Data analysis was conducted as followed.

First, all recordings were transcribed. After that the data was read to preview both first notions and ideas. Then, with the view of a second reading some units were identified. Later, as stipulated in Creswell (2007), data was sorted and arranged in different categories depending on the sources of information, in other words, looking for codes that grouped the information.

According to Hernandez, Fernandez-Colado & Baptista (2006) the codification is divided into two parts: first units are codified into categories, then categories are compared one another to identify all the possible correlations. Thereafter, first codes were assigned to visualize the minimal unit, once codes were defined, the previous were grouped into categories, then those categories were reviewed and corrected to create topics. Topics were named according to amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, intrinsic motivation to accomplish, intrinsic motivation to stimulate, intrinsic motivation to know. All the former components were taken from the determination theory. After topics were delimited, a model was created to both interpret the results and answer the research questions.

Drawings were scanned and pasted to a file in the software named Word®. Furthermore, drawings explanations were transcribed to portray the unique and personal meaning that each participant placed within their drawing.

Analysis of drawings was carried out as presented next. First, the elements within each drawing were scattered apart to provide the different meanings that students have portrayed within each drawing. Then, researchers' interpretation was written individually to compare both researchers´ interpretation with participants' explanation. Finally, all the elements, (interview, drawings, and students' explanation of drawings) were triangulated one another to validate data.

3.6 Validity

Qualitative research is judged to be subjective; therefore, validation of the data would need the application of different strategies. There exist different ways to validate data. However, the one used for this study was triangulation; researchers compared the information from both the interview and the drawings to determine corroboration Weirsma (as cited in Oliver-Hoyo & Allen, 2006). Therefore, the deficiencies portrayed within the previous

methods (interviews, drawings) would average out, leaving a true estimate of a single result

Brinberg & Kidder (as cited in Oliver & Allen, 2006).

CHAPTER 4

RESULTS

4.1 Interviews

In the next chapter the interpretation of the interviews will be displayed. First, the types of motivation predominating on the participants would be explained. After explaining the first research question, the second research one that refers to teachers and shift influence over students is displayed. Leading out to the influence of achievements within students' motivation, and concluding with students' experiences and the impact those experiences have played on students' motivation.

4.1.1 What type of motivation or amotivation do CBTIS 214 students have according to Ryan and Deci's self-determination theory?

Extrinsic motivation surpasses intrinsic motivation and amotivation due to the grand number of participants placed within this type. Three among 8 participants show external regulation. These three participants, Eduardo, Laura and Saulo, are considered to be externally motivated to learn English because learning the former language is seen as an obligation, it is imposed by family or the language is learned to avoid external punishments. These three responses fit with Ryan and Deci's 2002 theory in which they mention that in external regulation behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency (Ryan & Deci, 2002).

In the case of Eduardo, external regulation was genuinely appreciated as a result of provided answers which were full of family influence rather than emerged by himself. In

many cases, family was involved, for instance, "my family says" was part of all Eduardo's answers. Therefore, an external regulated participant is well perceived due to provided answers. Thence fore, a variation in volition due to family is acknowledged as stipulated by Ryan and Deci (2002).

Next some extracts of what externally regulated students said during the interview are laid out. "I study English mainly because it is mandatory and because when you are looking for a job, it is required to work" (Eduardo), "My family tells me that in order to get a good job, basic English is a requirement, therefore, I must learn English" (Eduardo), "I have two half-brothers who live in the United States, they only speak in English. That is why I would like to learn English to talk with them" (Laura), "In the future I would like to travel abroad and be able to communicate" (Saulo).

Two other participants within the introjected regulation due to ego-involvement and internal rewards or punishments. In Silvia´s case, her high self-esteem placed her in this type because she wants to prove she is the best in English just to reach pride goals. A person who falls in introjected regulation performs an activity to keep the feeling of worth (Ryan & Deci, 2002). Silvia's interview reference is stated: " I like English because I would like to prove my knowledge in English or my good grades. I like it when my classmates ask me something, and I can answer" (Silvia).

Silvia's case is different from Santiago´s because he is motivated to learn English to satisfy an internal reward to exempt tests and to avoid an internal punishment (failing). As he has created his own internal punishments and prizes (Ryan & Deci, 2002), Santiago reported introjected regulation. The following is an extract of Santiago's answer in the interview: "I'll do whatever it takes to improve my grades, besides I don't want to fail" (Santiago).

Continuing with extrinsic motivation subtypes, it is time to display the third type of self-determination continuum: identified regulation. As it would be appreciated in Lucia's comment, this participant has identified a value in learning English and has accepted the regulation as her own thus, she is within the identified regulation type. Accordingly, Lucia stated that "Well, at the beginning I didn't like it that much, but now I am interested because it is something that I would like to develop more in the future" (Lucia).

None of the eight participants displayed an integrated regulation and only one participant was placed within Intrinsic motivation. Diana's motivation to learn English is by reaching new language standards and by learning something new, therefore she is oriented towards intrinsic motivation-knowledge and intrinsic motivation-accomplishment. The former agrees with the three types of intrinsic motivation added by Vallerand et al, 1987(as cited in Vallerand et al. 1989). Diana said "I remember it was because I met many of my friends spoke English, and some of them attended English classes that I also wanted to learn to speak English like that"(Diana).

Amotivation was found in one participant among the eight. This type of motivation was hard to determine because Gabriela gave many answers that might have been interpreted as external regulation; however, when she was providing the answers, her facial expressions were different from her answers as if she were telling us what we "wanted" to hear. The only answer that confirms amotivation is the fact that, for her, no benefits are found while learning English. Moreover, this participant indolence towards the language is another reason why Gabriela was placed within amotivation:

Do you see any benefit in studying English?

"I don't know what the benefit may be there…I have never liked being out of my routine, English was not part of my curriculum in primary school. At secondary school taking English was a change. Now in preparatory school I have adapted to learn English." (Gabriela).

It is worth to mention that the eight participants share many features of external regulation because many of them are motivated somehow by external reasons such as internationalization, communicating with English-native speakers and travelling to English-speaking countries. Within the following sentences, a few examples would be appreciated. "It is important to know languages to get a job; moreover, English is helpful to travel to English-Speaking countries" (Santiago), "English is a worldwide spoken language; thereafter, learning English brings not only professional achievements but also internationalization" (Diana).

In Table 1, participants' type of motivation according to the continuum of Ryan and Deci's theory is observed.

Table 1. Participants' types of motivation

Participant	Type of motivation	Regulation
Gabriela	Amotivation	
Eduardo	Extrinsic motivation	External
Saulo	Extrinsic motivation	External
Laura	Extrinsic motivation	External
Santiago	Extrinsic motivation	Introjected
Silvia	Extrinsic motivation	Introjected
Lucia	Extrinsic motivation	Identified
Diana	Intrinsic motivation	
	knowledge	

Alresheedi (2014) claims that the results on intrinsic motivation on Saudi female students are due to a strong agreement on two statements which are, "I enjoy speaking English outside of class" and "Learning English gives me a feeling of success". This is consistent with Diana's comment "I get excited when I succeed in something because I feel as if I have achieved a new goal". Moreover, this study, also agrees with Alresheedi (2014) in the aspect of extrinsic motivation because some of the Saudi female students' answers state that "English is more important to my professional and academic development" and "It is important to me to learn English well because I will be more respected by my classmates and colleagues". The first statement agrees with most of our extrinsic cases, for example, Santiago claims that "learning English is good for working". Also, Eduardo said that "English is mandatory if you want to find a job". These comments express the importance that English has when looking for jobs. The second statement is consistent with Silvia's because she has expressed "I like it when my classmates ask me about any doubt they have about English".

Another agreement unveiled was with Rodríguez-Pérez (2012) and Gabriela´s answer. Rodrigo-Pérez (2012) states that one factor that affects motivation is that the subject is mandatory. This was an issue for Gabriela because she did not have English classes in primary school, but at the moment she started secondary, she had to take English classes, and

this was a change in her routine. During the interview, Gabriela said "I do not like changing my routine."

Long, Ming and Chen (2013) findings are diverse. The first one revealed that half of the participants expected to learn English to communicate with others. This finding agrees with Silvia and Saulo's answers as they stated that they would like to speak English to communicate with English speakers. Silvia would like to be able to answer any doubt that an English speaker might have and Saulo would like to communicate with people who speak English. Another finding was that students wanted to get high grades and to avoid punishments. Santiago expressed that he would do anything to get better grades besides he did not want to fail. On the other hand, Saulo said that his grades were a positive experience. Finally, another finding indicates that students were interested in going abroad or finding a good job in the future. In this case, Eduardo said that he thought he would speak English when traveling or working in the future. Silvia also thought she would apply her knowledge in English for traveling.

4.1.2 Is there any variation in motivation and amotivation according to the teacher or shifts?

According to the eight participants there is no major change if they attend either the morning or the evening shift. The participants claimed that it depends on every person to organize and to manage their own time to study and to complete any unfinished work. Furthermore, one participant claimed that the subject's content teachers followed were the same for both shifts; therefore, no variation is found between shift and students' motivation within this study.

No, that has nothing to do with it because at night you get home and there is time to study. I have to go bed late, when I get home, I do the easy tasks so when I get up, I do the tasks that require more concentration (Eduardo).

However, according to what was found students' motivation varied substantially regarding shift. The majority of evening shift showed external regulation, only one case was found as introjected regulation. This only case differs from others due to ego-involvement.

As mentioned before, Silvia looks for recognition, which puts her apart from the external regulated cases.

On the morning shift, all participants have different types of motivation. Placed in a continuum, it is said that most of morning-shift participants have adjusted their external regulation. Diana and Gabriela are two opposite cases. As Diana has not had the need of an external pressure to act, she has always enjoyed learning English, contrary to Gabriela who has no interest on learning English.

Therefore, participants from the morning shift have internalized the benefits for learning English, while most participants in evening shift have not. As participants have lived their English-learning process differently, it is understandable for their motivation to be so contrasting between one another. For instance, community, together with family, has mainly played an important role in students' motivation regarding shift. According to what was reported by participants, morning-shift students have had more opportunities with regard to learning English. Some participants such as Diana and Luna, both from the morning shift, have taken English outside the school. Santiago have been to Belize and he also has Belizean relatives; while afternoon shift students have had little or non-interaction with English outside school. The following are extracts from the interviews with Luna and Santiago, "I took English outside school, I started at the age of twelve, however, one year ago I stopped studying English in that school" (Luna), "I have relatives in Belize who have helped me to learn English specially my grandmother" (Santiago).

In the case of teacher, all participants reported that there were teachers who made them feel good with the activities given; however, none of the provided answers proved to affect the type of motivation. Moreover, a participant mentioned that regardless the shift, all teachers are expected to follow the same syllabus; therefore, as teachers teach the same content, there exists no change in the motivational level.

No, because the morning teacher knows what he is going to teach us, I mean, he knows at what level we are and what he should teach us, and in the evening is the same, the teacher knows in what level we are at and what level he should teach us" (Silvia)

Even though students did not point out teachers as a factor affecting their motivation, findings revealed otherwise. For instance, some students expressed teachers from other levels

did not provide them with relevant information to boost their English. "In my opinion, preparatory-school teachers just teach basic English, and this bothers me" (Diana).

Furthermore, another participant explained that the way preparatory teachers taught demotivated him for the way teacher switched from language to another without providing the same information in both languages. Santiago said: "The teacher code-switches without explaining the same in both languages, and this bothers me because I do not understand what the teacher is trying to say".

Moreover, another participant pointed out that there are teachers who just give a PowerPoint Presentation® but do not make emphasis on the topic or do not implement any other explanation or activity in classroom "In my opinion, preparatory school teachers just assign tasks or read their PowerPoint Presentation but do not explain it. Furthermore, if a question is asked and there is no answer given by the students, teachers provide the answer" (Luna).

Despite the former comments, participants do not specifically blame the teacher as a cause of variation in motivation. Actually, those comments may provide a reason why many other students might not see English as something different from an obligation or a punishment. A new community, in this case school community, influences the development of learning English (Ryan & Deci 2002).

Mora, Trejo and Roux (2010) and Ché (2016) found that one of the crucial factors fostering students' motivation was teachers, and Ché (2016) also found that teaching approaches is important for students. Talking of amotivation, the closest case found was in the study of Qashoa (2006) about teachers' personality and teaching style. Both were not a case for amotivation but for demotivation. The students from Qashoa's study claimed that bad words and teacher's nervousness affected their motivation. This case occurred to Lucia as she said that in secondary, when bothered, her teacher would be rude or even throw things at the students. Contrary to these study's results, in which motivation varied consistently in both shifts, Lai (2013) found no changes in orientation between both shifts.

4.1.3 Is there any difference in motivation according to academic achievements of students?

Table 2 depicts the participant's grades and their place in the Self-Continuum Theory. This table and gives a visual reference of student's academic achievement and their motivation for a clearer comparison.

Table 2. Comparison between grades and type of motivation

Student's Names	Student's achievement (teacher)	Grades	Motivation
Gabriela	Low grade	6, 7	Amotivation
Eduardo	Low grade	6	External regulation
Laura	Low grade	8, 9	External regulation
Saulo	High grade	From 8 to 9	External regulation
Santiago	Low grade	------	Introjected regulation
Lucia	High grade	8, 9	Identified regulation
Silvia	High grade	9, 10	Introjected regulation
Diana	High grade	8, 9	Intrinsic motivation

The motivation of high-grade participants differs from low-grade students. Students deemed to be high-graded by the teacher seem to be more motivated to learn English than students with low grades.

From the evening shift, Saulo and Silvia are high-grade students, while Saulo is located in the external regulation, Silvia is in the introjected regulation. Silvia is a participant who showed a positive attitude when talking about her abilities when learning English and she expressed how proud she feels when others recognize her as one of the top students in the class. Her grades are very significant for her as in this way she demonstrates she is the "best" in the classroom regarding English, "Usually my grades were high, so when they went down, I got overwhelmingly disappointed as the teacher thought my grades were not real" (Silvia).

On the other hand, Saulo is a participant whose grades mattered but not in a significative way since he thinks English is an easy subject, "My grades make me feel great because as English is not hard for me, I have good grades" (Saulo). However, during the second interview an interesting thing happened, according to the teacher, even though she had seen Saulo as a high-grade student, during the second exam Saulo's grades had decreased. When asked about his results, he said he went from 9 to 8 because he did not attend classes; therefore, when he went back, there were new topics that were hard for him to understand. After that, he explained this made him realize he should not be overconfident. This showed a level of self-awareness and reflection. According to Stone (1993) overconfidence did not increase effort, attention to strategy or performance; therefore, all Saulo's overconfidence keeps him from moving in the continuum. It might exist a possibility that after having a decrease in his grade, he might now be able to boost not only his grades but also his regulation.

Other two high-graded students were located in the most regulated and autonomous levels in the continuum. First, Lucia's grades have helped her to achieve the regulation in which she is placed because grades are one of the many benefits, she has identified in her process of learning English. Therefore, Lucia's remains the same as her grades are not a factor to lessen her motivation: "As my grades are good, I do not worry about them" (Lucia).

Continuing with the other participant, Diana's grades are a proof of her strong desire to know more about the language because the more she knows the better she becomes in English. However, grades play an important role in Diana's feelings as she gets sad every time she gets low grades "if I have low grades, I feel sad as I was expecting more" (Diana).

Even though grades affect Diana's feelings, they do not lessen her intrinsic motivation knowledge, on the contrary she wants to be better.

Once high-grade participants have been described, low-grade students will be addressed in next paragraphs.

Gabriela, Santiago, Eduardo and Laura are low-grade students whose motivation falls within the least regulated levels in the continuum. Gabriela expressed that back in secondary school, her grades did not affect her, but when she started preparatory school, her grades decreased and that bothered her. Despite the previous decrease in her grades, Gabriela did not want to change either her grades or her motivation. As mentioned in the first research question, this participant is careless about English and that may be the main reason why her grades do not create any effect on changing not only her motivation but also her indifference towards the language.

At secondary level I had high grades such as 9 or 10 but when I started preparatory school my grades went down to 6 or 7. Those grades demotivated me as I thought I was not going to be able to get better (Gabriela).

Santiago is also on the morning shift and a low-grade student. His grades are not clear because he is the only participant who did not say anything about them. Therefore, the teacher is the one who deemed him as a low-grade student. Despite his low grades, his motivation has been changing to a higher range on the continuum, and this indicates that even if his grades are low, his motivation has grown; thereafter, Santiago's grades have somehow helped him to improve his motivation because, as he expressed, his internal desire is not to fail: "I'll do whatever it takes to improve my grades, besides I don't want to fail" (Santiago). Furthermore, there exists a possibility in which Santiago's grades may improve since his motivation has improved.

On the other hand, Laura, whose grades from previous terms in preparatory school are not low but was referred to a low-grade student by her teacher, expressed that grades demotivated her as she feels she is not doing or learning as she should: "If I have low grades, I get downcast because I feel as if I were not paying attention to the subject" (Laura). Therefore, her grades play an important role in maintaining or hindering this participant's motivation.

Finally, Eduardo is a participant who falls into the external regulation. As mentioned before, this participant is influenced by his family. Grades are not the exception for this influence as Eduardo has mentioned that his father told him that even though he gets a 6 he must learn: "Grades affect me because my father has taught me by telling me that no matter the grade, I should learn, and in order to prove my effort I must have got the minimal passing grade" (Eduardo).

In conclusion, students with high grades are more motivated than students with low grades and this level of motivation depends on how important students see their grades in English Moreover, the variation in motivation exists due to students' experiences. Some students have had more opportunities to learn English in different ways and with different teachers. For this research question, there is a concordance between Long, Ming and Chen (2013) and this thesis, as participants in both researches find grades as a motivating factor. Even though this research question aims at grades, there are some studies where the grades are showed as exams, one example is the research Lai and Ting (2013) did where the results revealed that exams did not play any role in students' motivation which is contrary to the results from this research paper as grades affect participant's motivation. Besides grades or exams, another form to corroborate if the academic achievement of students plays an important role in students' motivation is through studies based on the ought-to L2 self. In Lai (2013), Palombizio (2015) and Tort (2015) studies, the ought-to L2 self-results revealed that there was no change in students' motivation contrary to this paper because students' motivation is affected by grades. One important agreement was found in Tort (2015) since the results showed that students with good grades have a higher motivation than students with low grades who have a low level of motivation.

4.1.4 Have previous English learning experiences played a crucial role in the current motivation of students?

Gabriela's secondary previous experience has brought both a sense of conformity and a lack of intention to change her perception about English language. According to the

interview, Gabriela used to have an English teacher in secondary who would only assign homework without even teaching. The later experience keeps this participant in amotivation because since secondary, her perception of English as a mandatory subject has restrained her from being provided with a motivational input that could transform her amotivation into an external regulation. Therefore, Gabriela's experience does play an important role in the motivational scale. Below is an extract of Gabriela's interview.

It was not that I didn't like English, it is just that when I was in secondary school, the teacher we had didn't teach us well, I mean, she just gave us homework, we had to copy and that was all; she never explained what we had to do, so I feel that prevented me from learning and now I can't learn it. It is difficult to me (Gabriela).

Eduardo

In this participant's case, the secondary-school previous experience made Eduardo turned his motivation into demotivation. As Eduardo had an absent-from class teacher in secondary school, he did not feel as if he had learned English, and that is why he got demotivated. However, the first three semesters in preparatory school turned Eduardo's demotivation into an external regulation due to his teachers in first semesters. This participant explained in the interviews that his first preparatory-school teachers explained well, and the activities were interesting for him: "I got motivated by the way teachers explained and interacted with the students" (Eduardo). Accordingly, it is crucial to explain that previous experience with high grades had also motivated Eduardo. Therefore, his positive experience with those teachers' together with good grades had led Eduardo to turn his demotivation into his current motivation.

Saulo

In this case, previous experiences have not played a crucial role because this participant is motivated to learn English only with the purpose to communicate with native-English speakers. Saulo's previous experience with a "bad" teacher may have had influenced Saulo's decision to move forward on the continuum because he explained he did not want to know more about English in secondary, "I knew a little English, but I did not want to learn English in secondary school: as I had a teacher whose attitude demotivated me to learn" (Saulo), but in another statement, he claimed that even though he did not like English during secondary education, he got motivated to learn the language in preparatory school: "Here in

preparatory school I got motivated as my first teacher helped me to change my view by teaching me well and by correcting my mistakes" (Saulo).

Laura

In this case, our participant Laura had an absent-from-class teacher during secondary school: "My secondary-school teacher used to work in two schools; therefore, she did not arrive to classes, she only sent us homework with other teachers, but the topics were not explained as she was absent" (Laura).Despite this, she did not restrain herself from learning and got help somewhere else: "the former does not demotivate me because I was worried about learning English as it is mandatory; therefore, I look for external help" (Laura). By taking this action, Laura got interested on learning English by her own but only to satisfy an external demand in which English is seen as an obligation. This is how her previous experience positioned Laura in her current motivation.

Santiago

Santiago was first amotivated to learn the language: "I was not interested in learning English in the past (Santiago)", then his experience in Belize in which two kids laugh at him: "Being in Belize was a traumatic experience for me because some Belizean kids mocked at me for not speaking English as them" (Santiago). This anecdote made him motivated to learn English. Moreover, Santiago's previous experience with students who had exempt English tests provided him with a desire to satisfy an internal reward placing him in his current motivation: "I have friends who have exempted because their parents took them to English classes, in this moment I would like to exempt as they have" (Santiago). This is a case in which the continuum order is appreciated according to what Ryan and Deci (2002) suggest. In self-determination as a continuum, internalization describes the variation that can go from unwillingness to act, to passive compliance, to personal commitment (Ryan & Deci,2002). The only step Santiago needs is personal commitment.

Silvia

In this case, this participant had no troubles with English during secondary school as she had a patient teacher, therefore at secondary stage Silvia may have also had an introjected regulation as she had always wanted to prove to others that she is good at English. Silvia explained that in the previous semester her grades went down so she thought her previous teacher had assumed she was not good at English: "Usually my grades were high, so when

they went down, disappointment overwhelmed me because the teacher could think my grades were not real" (Silvia). With this previous experience, it could be said that Silvia's motivation has always been determined by her ego.

Lucia

During the secondary level, Lucia was taken away from her jazz and ballet classes and was forced to take English in a private school. As English was a punishment for her, she disliked English. It was only a few months later that she found she liked English: "First, I thought: 'why am I being punished with English classes?' Then, I started to change my mind and I liked the language to the point of asking my mother to keep taking me to English classes" (Lucia).

Now in preparatory school, Lucia values learning English so highly that her desire is to study abroad in an English-speaking country. Furthermore, she explained that she would like to study English deeper as the following extract shows: "One of my desires is to both live and study abroad; thereafter, I need to keep improving my English abilities" (Lucia).

As it could be appreciated, Lucia's motivation has varied according to her previous experiences. First, she had an external motivation to learn as she only learnt English as a punishment, but later her motivation turned into identified motivation because in a few years, she has recognized the value of learning English. Lucia's previous experience (punishment) played an important role in changing her external regulation into an identified one. Contrary to what is expressed by Ryan and Deci (2000), Lucia did not go through the continuum which starts on unwillingness to act, then, unwillingness converts into passive compliance ending with personal commitment; rather Lucia had jumped from unwillingness to personal commitment without stepping passive compliance.

Diana

In primary school 5th grade, Diana liked the way her teacher taught to her "my first English teacher at primary level was great, he taught well, his classes were dynamic; his love towards teaching English was evident, and this motivated me to learn English" (Diana). With this, it could be argued she was a bit influenced by an external source. As being her first encounter with English, the teacher played an important role because it could be said that those English classes inspired her and may have aroused her interest .

In secondary school, Diana got interested in learning English because she wanted to accomplish her desire of speaking English as many friends around her: "I remember it was because I met many people who spoke English, and some of them attended English classes. So, I also wanted to learn to speak English like that" (Diana).

Diana's previous experience helped her to be intrinsically motivated to learn English, and even though she has always followed external role models, her internal desire to learn English has always been present in Diana's English learning process.

Lai and Ting (2013) conducted a study to explore the changes on students' motivation to learn English. One of the findings in Lai and Ting's study is that most students agreed that important people on student's life tend to influence their motivation. This finding is congruent with this study because previous learning experiences, which played a crucial role in changing in students' motivation, involved people such as teachers or family.

Table 3. Experiences

Participant	Primary		Secondary		Preparatory school		External	
	Negative experience	Positive experience	Negative experience	Positive experience	Negative experience	Positive experience	Negative experience	Positive experience
Eduardo	None		Absent teacher	None	Bad grades	Good grades	Not taken	
Saulo	No English		Teachers' attitude	None	None	Good grades	Not taken	
Laura	None	English in all primary school levels	Absent teacher	-----	None	Unexpected learning	None	External teachers

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Santiago	No English		Absent teacher	None	Not understanding English	None	Belizean kids	English-speaking family
Silvia	No English		None	Good grades	Low grades	Proving English knowledge	Not taken	
Luna	No English		Rude teacher	Teachers' attitude	None	None	None	External classes
Diana	None	Wonderful teacher	Possibility to fail	Being "the best"	Tedious learning	None	None	Challenging classes

4.2 Drawings

The next section portrays each drawing the participants have made. The interpretation of each drawing is laid out behind each drawing to be able to validate data by triangulating both interviews' and drawings' interpretations.

Figure 1. Santiago's drawing

In Santiago's drawing two people are appreciated, one is talking in English, but the other person is not understanding what the first person says. A piece of paper that says *"inglés"* is also noticeable in the drawing, next to each side of the previous paper there are two arrows indicating each speaker. A brain was drawn at the top of the person talking while an "x" was put on the top of the "confused" one.

In Santiago´s explanation regarding his drawing, he explained that the book is knowledge of English that some people posses and it is easy for them but for him is not. The question mark means he does not understand English.

According to what is represented in this drawing it could be inferred that this student aims to learn English to talk with foreigners, however, the question mark in one of the balloons might show student's confusion when trying to understand English. Furthermore, the "x" and the brain may indicate a person who has learned English, so, as this person has the knowledge in his brain, he can talk in English while the other character with the "x" does not know English, thereafter, he does not understand the language. During the interview Santiago expressed that the book is the knowledge of English; some people have it, but he does not. All the former is related to motivation as the drawing indicates an external

motivation to learn English to be able to communicate with the speaker who speaks in English or also, to be able to acquire or "obtain" English knowledge.

Comparing the drawing, the explanation of the drawing and the interview, there exists little coherence between the results. First, the answers given in the interview have placed Santiago with introjected regulation, however, according to the drawing Santiago might be seen with external regulation. Even though both regulations are part of extrinsic motivation, a kind of relapse occurred comparing both interpretations. That relapse might have occurred for two reasons: first, communicating with foreigners overpasses Santiago's different aims such as avoiding failure or exempting; second, Santiago feels he does not know English, therefore, his desire is to obtain English knowledge as other people have already obtained the language.

Figure 2. Gabriela's drawing
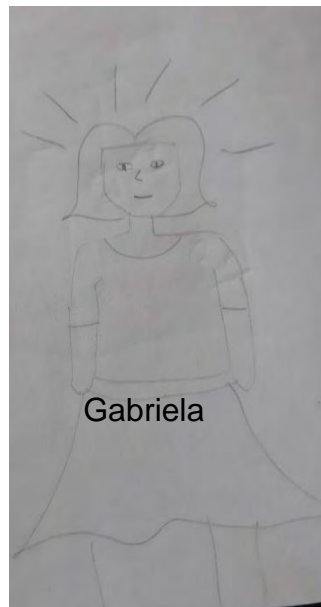
Gabriela's drawing shows a girl with six lines emerging from her head.

When Gabriela was asked to explain her drawing, she expressed having headaches when thinking about English. The headache might represent a symptom of demotivation as she gets confused when trying to understand English. In addition, the girl's face is expressionless.

The lack of expression may reflect her lack of interest towards learning English. The type of motivation shown in the drawing might be amotivation and demotivation.

Therefore, the relationship between the drawing and the interview shows coherence as the interview also focuses on Gabriela's expressions. Demotivation is the only one that does not correlate with the interview because demotivation was not as evident as amotivation, however, she showed demotivation when referring to her past experiences.

Figure 3. Lucia's drawing
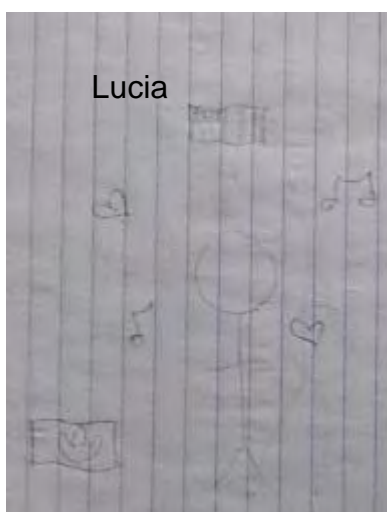
Lucia's drawing has two flags, the one on the top is from the United states while the one at the bottom left is from Canada. Lucia is represented by the person drawn in the middle: next to the girl's shape there are hearts and musical notes. As explained by Lucia, both flags represent her desire to study or live abroad, while the musical notes are a sign of her interest towards English music.

Based on the drawing all the elements may bring a sense of external regulation, however, as Lucia has internalized those external benefits, she does not only want to learn English to travel but rather to satisfy her internal desires which are studying and living abroad. Therefore, both the drawing and the interview are related to one another since Lucia is still perceived with identified regulation.

Figure 4. Eduardo's drawing
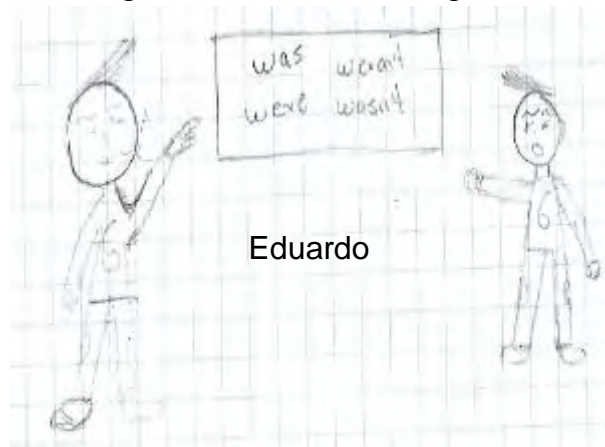
In this drawing there are two people; one seems to be explaining a topic in English to the other person. The type of motivation stated in this drawing is external regulation because the drawing shows the participant in his "expected" job.

What Eduardo expressed when talking about his drawing was that the biggest person is him as an English teacher while the other person is a student.

In this case, Eduardo remains in external regulation because when he explained his drawing he stated that his aim was to become a teacher. The difference is that during the interview he did not express what job he would like to do, but in the explanation of his drawing he says he would like to teach English to others.

Figure 5. Diana's drawing

Diana

In Diana´s drawing, she is surrounded by different elements such as the world, musical notes, and books. She looks happy which is an indicator of enjoyment. According to what Diana stated, the world is a representation of internationalization, the music indicates the English music she likes to listen to, while the books represent her knowledge. All the elements in this picture may indicate external outcomes. Therefore, based on the drawing, the type of motivation portrayed might be external regulation. Nonetheless, as the girl in the middle is truly happy, this might mean that she enjoys all those elements but not as external rewards but rather as internal ones.

Thereat, the drawing and the interview somehow correspond in the aspect that the participant has intrinsic motivation, nevertheless, the intrinsic motivation from the interview is intrinsic to know and intrinsic motivation to acknowledge while the intrinsic motivation represented in the drawing is intrinsic motivation to stimuli because she might find pleasure between the elements expressed in the drawing.

Figure 6. Laura's drawing
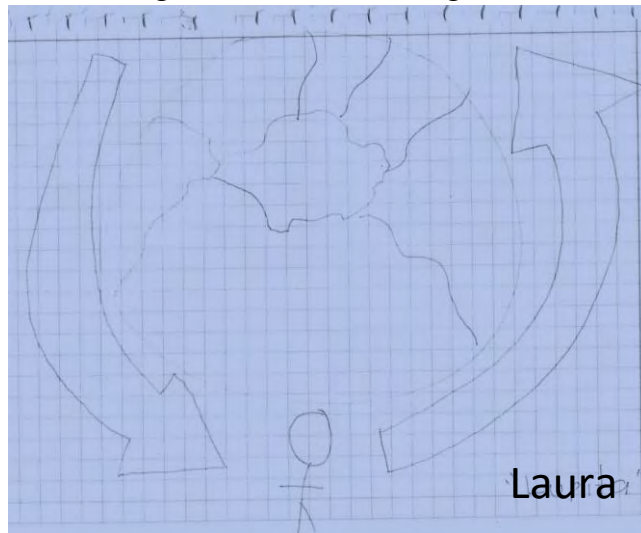
In this drawing, there is the world and two arrows that represent the world turning around and the person at the bottom is Laura.

The explanation Laura gave was that the girl within the drawing represents her, while the world with the arrows is a representation of the worlds' rotation, she explained that to be able to rotate with the world it is important to learn how people speak around the world.

This drawing is the representation of Laura's desire to go around the world to be able to communicate around the world. The drawing might be associated to external regulation because the reason to learn English is to travel around the world.

This result concides with the result obtained in the interview as the participant was found to be in the external regulation according to her answers. Even though the drawing and the interview resulted in external regulation, the drawing is external regulation due to travelling and worldwide communicative purposes, and the main reason to learn English in her interview is to be able to communicate with her brothers as they only speak English.

Figure 7. Saulo's drawing
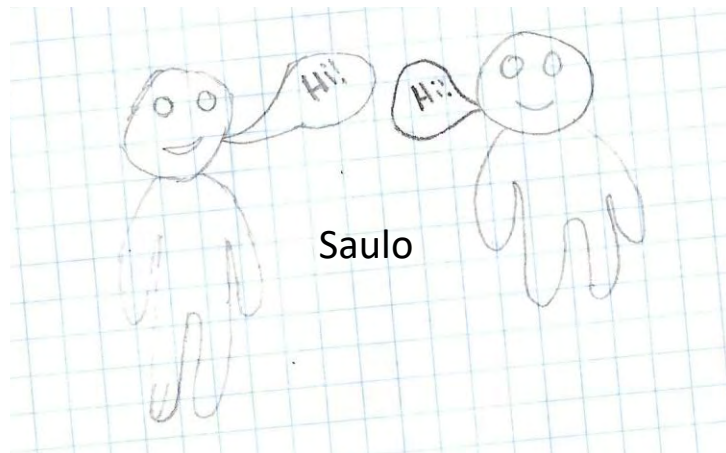
Saulo

Saulo's drawing portrays two people speaking in English. One of the subjects drawn is Saulo and the other person is someone who can speak English. The main idea as explained by Saulo is to be able to communicate to others in English; therefore, this is an example of external regulation as he wants to communicate to foreigners.

This shows a relation with the results from the interview as Saulo claimed that he wants to communicate to foreigners. That is his main reason to learn English, to understand it and to be able to communicate through the language. Based on the interview, Saulo was found to be in the external regulation, which fits with the drawing.

Figure 8. Silvia's drawing

Silvia

In this drawing, Silvia drew herself surrounded by things she likes and that have been a support for her to learn English. She explained that she likes music and some artists she singing in English. Silvia is interested in her textbooks and the activities. *People who know English* represent English speakers who come to Chetumal.

About Silvia's drawing, she explained she wants to understand native English speakers and help them if they have any question or doubt. Silvia also drew movies in English because she likes to listen to the pronunciation and to identify some words; moreover she feels watching movies help her and she learns. Another point is that Silvia drew her mother because she is the person who bought her a kit to learn English that included cards, books and more. Finally, the fruits and colors are vocabulary she likes, and that she wanted to know in English.

This drawing portrays the external regulation because music, books, English speakers, movies and Silvia's mother are considered as external outcomes for Silvia. The only indicator for intrinsic motivation is the vocabulary she is curious to know which is fruits and colors. The results from the drawing and the interview do not agree as the types of motivation from the representation are external regulation and a little bit of intrinsic motivation, whereas the interview highlighted introjected regulation as Silvia wants to be recognized as the best student by her classmates and teachers. The inconsistency between the drawing and the outcome of the interview might be due to Silvia's different focal point. For the interview, she based her answers on her scholar life and surroundings, while in both the drawing and its explanation, she portrayed her personal and internal goals.

Table 4. Triangulation

Participants	Types of motivation interview	Types of motivation drawing
Santiago	Introjected regulation	External regulation
Gabriela	Amotivation	Amotivation/demotivation
Lucia	Identified regulation	Identified regulation
Eduardo	External regulation	External regulation
Diana	Intrinsic motivation to know/accomplish	Intrinsic motivation to stimuli
Laura	External regulation	External regulation
Saulo	External regulation	External regulation
Silvia	Introjected regulation	External regulation

CHAPTER 5

CONCLUSION

The main objective of this research study was to determine CBTIS 214 students' motivation or amotivation according to self-determination theory. Moreover, external factors such as grades, teachers and shift were searched to establish the impact of those factors in students' motivation. The research questions that guided this research were four. 1. What type of motivation or amotivation do CBTIS 214 students have according to Ryan and Deci's theory of the self-determination continuum? 2. Is there any variation in motivation and amotivation according to the teacher or shift? 3. Is there any difference in motivation according to academic achievements of the students? 4. Have previous English learning experiences played a crucial role in the current motivation of students?

The current project research bore eight participants from CBTIS 214 Preparatory school who were studying their fourth semester in Human Resources. Four students on the morning shift and four students on evening one; in addition, four students had low performance while other four had high performance. One semi-structure interview was applied two times to the former eight participants.

An analysis to look for the most prevalent type of motivation according to Self-determination theory was conducted. Extrinsic motivation prevailed among other types of motivation as the majority of the participants learn English only to achieve external goals such as satisfying parents or school demands, communicating with foreigners and obtaining a job. Just one participant was found with intrinsic motivation since learning English for this participant is not an obligation but rather an internal satisfaction.

Results also proved a change in motivation regarding shift and teachers. While some students were motivated by their teachers, others were demotivated or in one case amotivation was attributed to teachers. In the case of shift, a variation was found but not because shift was a factor motivating, amotivating or demotivating students; rather, this

variation appears because most of the participants from morning shift have regulated their motivation or they learn for intrinsic purposes; on the other hand, most from the evening shift have not regulated the external regulation to learn.

As for academic achievement, most participants with high grades were catalogued with high levels of regulation in extrinsic motivation and one with intrinsic motivation; however, participants in the lowest grades were placed in the least levels of regulation from extrinsic motivation. There is even one case in low grades in which motivation is not even regulated as the student found no benefits in learning English. This was the only case of amotivation.

Participants experiences demonstrated to play a crucial role in students' motivation as students with positive experiences were placed with the highest regulation or in intrinsic motivation while participants with bad experiences were considered with the least regulated types of motivation. Moreover, those bad experiences might have made participants see English mainly as an obligation. In the only case where amotivation was found, experience was fundamental to determine some of the reasons why this participant was put in amotivation. This participant experience is full of indelible impressions that stop this student from regulating her motivation.

Data was validated through a triangulation of the interview, the drawings and the explanations of the drawings. Most of the participants' types of motivation corresponded one another within the former elements; however, there were only two cases in which an inconsistency was found. These were the cases of Silvia and Santiago, who both showed an introjected regulation in the interview, while both participants' drawings and explanation indicated external regulation. Both inconsistencies took place because of different elements, such as the focal point and a strong desire to communicate proficiently in English.

The results about students' motivation pair with those of Long, Ming and Chen (2013) and Lai (2013) as students from those studies together with the participants from this study are extrinsically motivated to learn English either it is for travelling purposes or communicating with foreigners. Moreover, this study agrees with Mora, Trejo and Roux (2010) and Ché (2016) regarding teachers affecting students' motivation in either a positive or negative way; however, Lai's (2013) findings about shift are against the results obtained previously in our research since current students' motivation from both shifts differ

considerably. Continuing with the last research question Lai and Ting (2013) and Mora et al. (2010) findings are congruent with the current study as significant others played an important role in affecting students' experiences either on motivation or other incidents.

Previous findings portray some implications for practice, for instance, experience was deemed as one of the main factors affecting students' motivation; thereafter, both institution and teachers are exhorted to create environments free of anxiety in which students would create or keep positive experiences while learning a language. By following the former exhortation, a change in students' motivation would be appreciated as students might love learning a language.

Moreover, outcomes revealed a tendency towards extrinsic motivation since most of the students learn English only to satisfy external demands such as work or communication with foreign people. That may be due to society influence. The society commonly expresses that English is helpful to obtain a job or to get better education. Therefore, not only CBTIS 214 but also the society in general are advised to encourage students with both intrinsic and extrinsic benefits for learning a language. In this way, language learners may value to the language learning process, causing improvement not only in grades but also in personal achievements with the language.

Based on the results obtained, what the current research contributes to education is the implementation of a theory that has not been wholly applied with anteriority in Quintana Roo. This might be explained in terms of Ryan and Deci's (2002) theory being limited to teachers so far. Moreover, those cases used demotivation instead of amotivation. Also, this study was the first on motivation made in Quintana Roo with preparatory students, and provided a wide new framework applied to preparatory schools in Quintana Roo.

As a qualitative study, only a small sample was selected to be investigated; thereafter, a quantitative research would be optimal to be implemented in further research in order to get richer and more generalized data. Moreover, a similar research within secondary students would be a good idea for future investigation as many of the stated "problems" affecting students´ motivation happened at that level.

One of the main limitations of the present study was not having the support from the deputy director of CBTIS 214 as she was apparently not interested in giving us permission

to carry out the interviews within the institution. Furthermore, it was difficult to find the deputy director as most of the time she was absent or busy.

The selection of the participants was thought to be subjective as by the time data was going to be collected, students had not taken exams yet. Therefore, teacher selected students according to what she has observed during class rather than the grade in the exam. It was until the second visit to conduct the interview again that the information about students' actual grades was accessible.

Moreover, another limitation was not finding the students from the interview to be reinterview, in a particular case there were two participants who were not found over due to either absence or academic issues. As a consequence, some blank spaces were left for us to complete the results as expected. In addition to the former, there was one student (Santiago) who was not asked about his previous grades and by lacking a 2nd interview the grade kept unknown.

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