



Motivation Toward Learning English in Prework Training Programs

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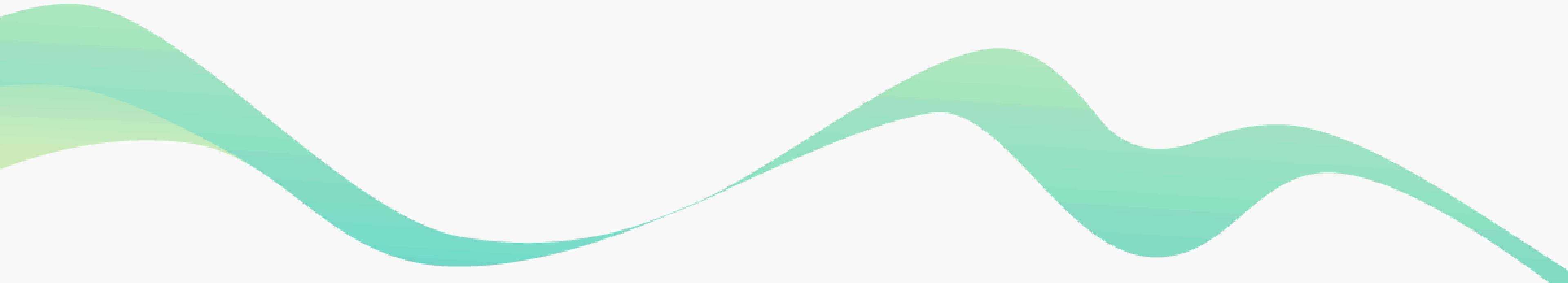


Table of contents

01

Context of the Study

02

Problem Statement

03

Methodology

04

Results

05

Professional Development

06

Q&A

Context of the Study

Pework programs	• Work-school arrangement (Duplex or PPFP) • Mandatory subjects (Math, French & ESL) • Work training • Goal: helping at-risk students graduate high school
Working/training fields	• Construction • Mechanics • Agriculture • Customer services
Participants	• Students from la Polyvalente Benoît-Vachon • 36 boys and 7 girls (n=43) • Aged between 15 and 18 years old

Problem Statement

Problem: Students lack motivation in ESL (shown by: low self-esteem, high rate of absenteeism, low scores, negative perception of school)

Purpose of the study: Determine students' main sources of motivation to eventually make pedagogical adjustments and shift students' perception of English

Instrumental vs Integrative Motivation



Instrumental

Refers to a learner's desire to learn a language for "personal growth and cultural enrichment" to eventually integrate into the L2 community. (Alizadeh, 2016)



Integrative

Refers to learner's intention to learn a language for external reasons which lead to attaining aims, such as accessing more job opportunities, passing examinations, or getting a monetary reward. (Alizadeh, 2016)

Methodology: Mixed Approach



Quantitative

- **Survey**
- Administered in class
- Likert scale

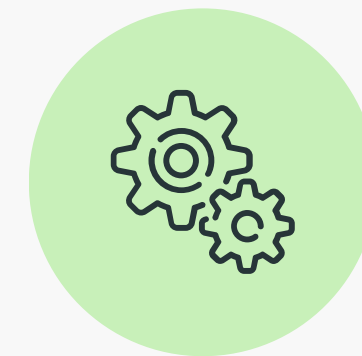
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Qualitative

- **Observation grids**
- Filled by the researcher/student teacher

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Sources of motivation

- Instrumental vs integrative

Appendix A

Students' Motivation Questionnaire (Google Form)

Section 1: Multiple Choice and Short Answer

1. Quel âge as-tu? *How old are you?*

☐ 15 ans *(15 years old)*

☐ 16 ans *(16 years old)*

☐ 17 ans *(17 years old)*

☐ 18 ans *(18 years old)*

2. Dans quel programme es-tu? *What program are you in?*

☐ Centre d'Aide Individualisé (CAI)

☐ Tremplin Projet Particulier Préparatoire à la Formation Professionnelle (PPFP)

☐ Duplex

3. Dans quel domaine complètes-tu ta formation? (stage, emploi, DEP) *In which field are you completing your training? (practicum, job, DEP)*

Short answer text: _____

Section 2: Multiple Choice

1. J'étudie l'anglais pour obtenir de bonnes notes et compléter ma formation scolaire.

I study English to get good grades and complete my schooling.

☐ En accord *(Agree)*

☐ En désaccord *(Disagree)*

☐ Neutre *(Neutral)*

2. Apprendre l'anglais pourrait m'aider à obtenir un meilleur emploi et/ou salaire dans le future. *Learning English could help me get a better job and/or salary in the future.*

☐ En accord *(Agree)*

☐ En désaccord *(Disagree)*

☐ Neutre *(Neutral)*

3. Apprendre l'anglais me donnera plus d'opportunités d'emploi (à l'extérieur du Québec et/ou pour des entreprises internationales). *Learning English will give me more job opportunities (outside of Quebec or for international companies)*

☐ En accord *(Agree)*

☐ En désaccord *(Disagree)*

☐ Neutre *(Neutral)*

Section 3: Multiple Choice

1. Je souhaite améliorer mon anglais pour pouvoir communiquer avec des personnes du monde entier en voyageant. *I want to improve my English so that I can communicate with people from all over the world when travelling.*

- ☐ En accord (*Agree*)
- ☐ En désaccord (*Disagree*)
- ☐ Neutre (*Neutral*)

2. Apprendre l'anglais me permettrait de mieux comprendre les films, les séries et les chansons en anglais que j'aime. *Learning English would allow me to better understand the movies, series, and songs in English that I love.*

- ☐ En accord (*Agree*)
- ☐ En désaccord (*Disagree*)
- ☐ Neutre (*Neutral*)

3. Apprendre l'anglais pourrait me permettre de communiquer plus facilement avec des collègues de mon domaine de formation et/ou des clients anglophones. *Learning English could allow me to communicate more easily with colleagues in my field of training and/or English-speaking clients.*

- ☐ En accord (*Agree*)
- ☐ En désaccord (*Disagree*)
- ☐ Neutre (*Neutral*)

Section 4: Multiple Choice

1. Ma moyenne dans mon cours d'anglais est de... *My grade average in my English class is...*

- ☐ A (85% - 100%)
- ☐ B (75% - 84%)
- ☐ C (65% - 74%)
- ☐ D (60% - 64%)
- ☐ E (0% - 59%)

2. Dans le dernier mois j'ai manqué volontairement... *In the last month, I missed on purpose...*

- ☐ 0 période (*0 class period*)
- ☐ 1 à 3 périodes (*1 to 3 class periods*)
- ☐ 4 à 6 périodes (*4 to 6 class periods*)
- ☐ 7 à 9 périodes (*7 to 9 class periods*)
- ☐ 10 périodes et plus (*10 or more class periods*)

Appendix B

Observation Notes

March 14th to April 9th, 2024

Instrumental Motivation	Integrative Motivation
- The student mentions he wants to work in the forestry industry in British Columbia and that he needs to speak English since it is an anglophone province. - The student mentions that if he improves his language skills, he could receive a bilingualism bonus in his customer service job. - The student mentions that he needs to pass his English course to get accepted into the DEP program he wants to pursue next year.	- The student mentions wanting to move to Texas, USA in the future since he particularly appreciates the Texan and country culture. - The student mentions that sometimes he does not understand the lyrics of an English song and would like to be able to understand everything. - The student mentions that there are complex English words in his video game that he would like to understand.

Results



Instrumental motivation

88%

Desire to obtain more job opportunities (outside of Quebec or for international companies)

79%

Desire to get good grades and complete schooling.

79%

Desire to get a better job or salary in the future.



Integrative motivation

86%

Desire to communicate with people from all over the world while travelling.

81%

Desire to better understand and appreciate series, songs, and movies in English.

79%

Desire to engage in communication with anglophone individuals in the workplace to develop closer social ties.

Results: Observed Trends

Students aged 15 years old showed the strongest agreement with integrative motivation, with 90% of them relating to the statements; those aged 16 years old agreed at 85%, and then the 17-year-olds agreed at 76%. Thus, it appears that younger students are more strongly influenced by integrative motivation factors.

The participants working in agriculture and customer services demonstrated the highest agreement with integrative motivation toward learning ESL, with 100% and 88% agreement rates, respectively.

Conversely, students in construction and mechanics showed lower agreement rates with integrative motivation, with only 77% and 66% agreement with the given statements of the survey.

Instrumental motivation seems more influential to participants in mechanics, with an agreement rate of 94% and only 66% for integrative motivation

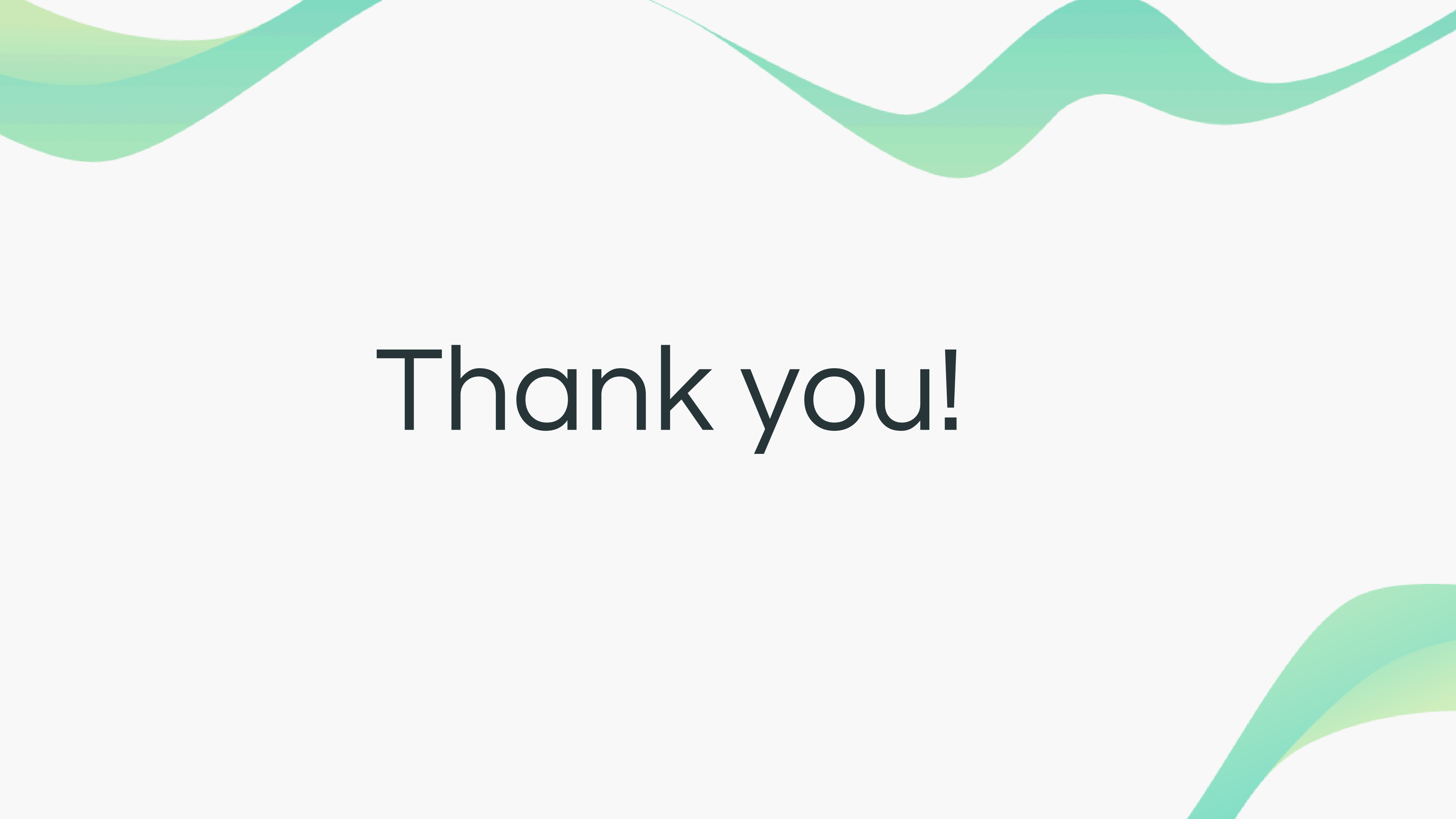
Conclusions:

Students in prework training programs at the Polyvalente Benoit-Vachon are equally motivated by instrumental and integrative factors.

- Therefore, ESL teachers in this specific context should put efforts into providing learning opportunities that target both types of motivations.
 - For example: activities connected to students' fields of training and by encouraging authentic communication experiences related to travel.
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Professional Development

- Deepened my understanding of research methodology (a skill valuable in my Master's studies and in my future professional practice).
- Allowed my research partner and me to use our strengths and share tasks, which made the research process more effective and rewarding.
- Helped me realize how important it is to consider students' different sources of motivation to make learning more engaging and relevant.
- Helped me recognize the importance of evidence-based practice in education.
- Recognized the empowering potential of conducting context-specific research.



Thank you!

Bibliography

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education*, 11-15.