

Motivation Profile of Education Degree Students in English Language Learning

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Abstract

The adoption of the English language as lingua franca, has increased the demand for English language teachers, however, the percentage of Education Degree students electing to specialize in English has dropped considerably. The objective of this research is two-fold: to tackle motivation factors which influence ELL in Primary and Early Childhood Education Degree students, and, to analyse any differences in motivation patterns between these degrees. Drawing on Dörnyei's L2 motivation self-system (2005, 2009), a questionnaire was elaborated to explore 12 factors which influence motivation in ELL. 106 Education Degree students took part in this study. The results obtained showed that there were 7 factors which explain the model's variance. While Primary Education Degree students opted for career opportunities abroad, living-abroad experiences, and previous L2 learning experiences; Early Childhood Education Degree students chose previous experiences in L2 learning, sociocultural interest and L2 anxiety.

Keywords: motivation, L2 learning, L2 experiences, L2 anxiety, career opportunities

1. Introduction: Motivation Profile of Education Degree Students in English Language Learning

In the era of globalization, the knowledge of the English language is part and parcel of our daily lives. Rapidly expanding world-wide, the English language has become a requisite for study, mobility, international communication, work, and job opportunities. Therefore, in 2002 the European Union (EU) set the objective to ensure that all citizens be able to communicate in two languages apart from their mother tongue, putting the focus on multilingualism. The English language was placed among the three official languages of the EU, which enjoy a higher status as they are used on a daily basis (Bessie, 2018). As a result, English language learning (ELL) has been promoted by all the governments of the EU.

In Spain the teaching of the English language was introduced in all the stages of education: obligatory (Primary and High school) and optional (Early Childhood). Furthermore, in 2004-5 the regional Ministry of Madrid initiated a cutting-edge bilingual programme, which expanded to other autonomous communities. Nowadays in the region of Madrid, for instance, there are more than 369 bilingual primary schools and 152 bilingual secondary schools in the public sector. Besides English language classes, other subjects are taught in English as a vehicular language, such as Natural and Social Sciences, Physical Education, etc., which amount to 30% of the curricular time (BVCM016456). Inasmuch, Spanish students are learning English for 14



years at school, bilingualism remains a far-reaching reality. A number of critical voices assert that students' English language competences are not up to the established standards proposed by the EU: "...students' language skills at the end of compulsory education are far below the desired level of competence, and this low command often puts them off from taking subjects taught through English at university level" (Lasagabaster, 2011, p. 5). Likewise, in the report elaborated by the Commission Communication on boosting growth and cohesion in EU border regions the results are far from promising: "Almost half of Europeans report that they are unable to hold a conversation in any language other than their first language" (European Commission, 2017, 534).

In further analysis of this situation, the EU tackles a series of reasons among which motivation in ELL and the shortage of teachers of Modern Foreign Languages are stated (Council of the European Union, 2019). Two seemingly unrelated phenomena have a common nexus, as the schoolchildren of today will become the teachers of English of tomorrow. Mendez Santos (2020), who conducted her research with undergraduate students who enrol in the subjects taught in English at Spanish universities, states general demotivation towards ELL. The latter is intrinsically intertwined with the undergraduate students' choice not to study the English specialization in the Education degrees. As a result, although the demand for teachers of the English language is on the increase, schools have difficulty in finding teachers with qualifications to teach English. Several empirical studies corroborate this phenomenon (Donitsa-Schmidt & Zuzovsky, 2016; Swanson & Mason, 2018), and, sadly, Spain is not an exception (Martin del Pozo, 2013, Warburton, 2017). Education Degree students' interest in studying the English specialization at our university is waning.

With this in mind, the pivotal objective of this study is to develop a motivation profile towards ELL of undergraduate Education degree students through the lens of Dörnyei's L2 motivational self-system framework. Moreover, the specific objectives are, on the one hand, to analyse the motivational factors of ELL of Primary Education Degree students and Early Childhood Education Degree students; and, on the other hand, to compare the differences in motivation of ELL in the aforementioned degrees.

2. Motivation in ELL

2.1. The L2 Motivational Self System

Motivation as such is considered a driving force to stimulate any kind of action, therefore, its importance to second language learning (SLL). The learning of a second language heavily relies not only on the learner's intellectual capacities but also on a wide array of other factors, such as learners' individual differences, determination, current attitude towards SLL, future expectations, etc. There is vast research that attributes paramount importance to motivation in SLL (Dörnyei, 2019; Lasagabaster, 2016; Ushioda, 2012).

The most accurate definition of motivation was proposed by Ryan and Dörnyei (2013):

The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. (p. 173)

Thus, motivation is viewed as a multi-layered dynamic construct, which encompasses not only the learner's past experiences and present effort and determination, but also their capacity for reflection and setting of future goals. This temporal effect of motivation was explored by Dörnyei and Otto (1998) in their Process Motivation model. The authors identified three stages

in ELL: pre-actional, actional and post-actional. While in the pre-actional stage the focus is placed on goal-setting strategies, forming of intentions, and initiating of action, in actional stage the importance is given to reaching and sustaining the goals set. Furthermore, the post-actional stage englobes the learners' evaluation of the previous stages, which directly affects their future. In this model, the relationship of the learner with the language is viewed as a synergy of possible selves (Markus & Nurius, 1986). Drifting away from Gardner's (1985) socio-educational model, Dörnyei (2005, 2009) envisions motivation in SLL as tightly linked to the learner's self-identity. Drawing on the concept of possible selves (Markus & Nurius, 1986) and Higgins's (1987) self-discrepancy theory, this author proposes an innovative construct of L2 Motivational Self System (L2MSS). The latter incorporates an *ideal L2 self*, an *ought L2 self*, and the *L2 learning experiences* in its framework of L2 learning.

Dörnyei (2005, p. 106) describes an *ideal L2 self* as "the L2-specific aspect of one's ideal self," which represents an ideal image of the learner as a fluent speaker in relation to L2 usage in the future. This ideal image of future self as a proficient speaker able to communicate with the people from other communities serves as a motivational engine which fuels the learner's interest and effort in L2 learning. *Ideal L2 self* incorporates in its domain not only intended effort (Ryan, 2009) but also the aspect of integrativeness, previously explored by Gardner (1985). In their wide-scale L2MSS study in Hungary, Dörnyei and Csizér (2002, p. 453) proved that integrativeness was one of the most important components of motivation in ELL. Nevertheless, integrativeness as such is conceived differently in L2MSS. As Gardner performed his research in a bilingual society (Canada), he projected the learner's motivation of ELL towards their positive attitude regarding L2 and native speakers, as well as their integration into an English-speaking community. This narrow approach, which limits L2 motivation only to a target linguistic group, received criticism (Coetzee-Van Rooy, 2006; Dörnyei et al., 2006) since nowadays English has much broader implications of usage. Dörnyei (2005) re-defines the L2 community in relation to L2 as a *lingua franca*, making the shift towards a global community of English speakers. In L2MSS framework, an *ideal L2 self* transcends the frontiers of self-identification with a native community, thus allowing the learner to keep his own cultural identity, albeit projecting oneself towards opening up to the world. Therefore, this construct incorporates positive instrumental motives: future job opportunities, having better chances to study abroad, or to become a more knowledgeable person. In her recent study in higher education in Spain, Brady (2019) concluded *ideal L2 self* as the strongest variable in relation to intention. *Ideal L2 self* is contemplated in the Process Motivation Model as part of the pre-actional stage of L2 motivation and the post-actional phase when the learner evaluates his progress in relation to setting future goals.

Ought L2 self, in turn, is less intrinsic and is related with the pressures a learner may be experiencing from the outside, such as the opinions and expectations of significant others. Dörnyei (2009, p. 29) defines *ought L2 self* as "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes." Hence, extrinsic types of instrumental motives, such as sense of duty, responsibilities, parents' expectations, as well as avoidance of failure, form part of the *ought L2 self*. Instrumentality as such was proved to be one of the driving forces in ELL (Csizér & Dörnyei, 2005; Dörnyei et al., 2006), however, a distinction should be drawn between two types of instrumentality: the one with a promotion focus, e.g., learning English to be accepted at university; and the one with a prevention focus, e.g., learning English in order not to fail an exam (Dörnyei, 2005). While promotion-instrumentality forms part of an *ideal L2 self*, prevention-instrumentality is related to the *ought L2 self*. Negative instrumentality was already contemplated as part of *ought L2 self* by Higgins (1987, 1996) in his self-discrepancy theory. External pressure to learn a language as well as the fear of negative outcomes are factors to be considered and may be idiosyncratic to certain

cultures. In countries with traditional upbringing, where family members exercise high pressure on the children, the *ought L2 self* is the strongest (Lockwood et al., 2005; Markus & Kitayama, 1998). In their correlational analysis to validate L2MSS construct in Japan, China, and Iran, Taguchi et al. (2009) found a substantial correlation between instrumentality promotion and the *ought L2 self*, which not only reflect the current situation in these countries, but also contemplate the cultural aspects. In their recent study with sports science university students in Spain, Bobkina et al. (2021) concluded that the *ought L2 self* was the strongest in low intermediate students. Thus, it seems that language level can also influence one's motivation towards ELL.

The third component of L2MSS, the *L2 learning experiences*, embraces the influence of the learning environment and students' classroom experiences, explained as "situation specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p. 106). This innovative dimension, which requires further study (Dörnyei, 2009), is the least explored among the three constituents of L2MSS. The *L2 learning experience* is allied to all the components of formal and informal instruction in L2, as well as different temporal dimensions, past and present, which are closely related to the previously discussed Process Motivation Model (Dörnyei & Otto, 1998). Methodology, teacher-student interactions, curriculum, and even the experience of success form part of this complex psychological construct. All the above-mentioned factors interact with the other two self-constructs: an *ideal L2 self* and an *ought L2 self*.

The current view on motivation in SLL is greatly influenced by Dörnyei's L2MSS (2005). The research to validate this L2MSS framework was carried out in many countries all over the world (Liu & Oga-Baldwin, 2022; Martinovic & Burec, 2021; Pack et al., 2022; Taguchi, 2009), however, research carried out in Spain with the L2MSS framework is scarce (Bobkina et al., 2021; Brady, 2019; Lahuerta, 2014; Sandu et al., 2020).

2.2. L2 Anxiety

Foreign language anxiety, a particular situation-specific feeling, was demonstrated to be a factor to consider in motivation in SLL (MacIntyre & Gardner, 1989; Martinović & Burić, 2021; Papi, 2010). MacIntyre (1999, p. 27) defines L2 anxiety as "the worry and negative emotional reaction aroused when learning or using a second language." Both the learning context and an affective negative disposition of an L2 learner, such as frustration, insecurity, fear, can influence the learner's desire to learn an L2 and, consequently, their performance (Horwitz 2001; MacIntyre 1999; Oxford, 1999). Therefore, L2 anxiety has been always viewed as an affective factor which hinders SLL (Matsuda & Gobel, 2004) and can affect the development of all the language-specific skills. Furthermore, Horwitz et al. (1986) distinguishes between three types of L2 anxiety: communication apprehension/speaking in public, test anxiety, and fear of failure/negative evaluation.

Earlier studies in SLL have already delved into complex interlacing between L2 anxiety, L2 proficiency, L2 self-esteem, and motivation. Different researchers performed correlational analysis between L2 anxiety and other components of SLL. Martinović and Burić (2021), concluded that L2 anxiety directly affects learners' performance in an L2. Moreover, Djigunović (2002) found that the students with higher levels of L2 anxiety received lower grades, and their level of self-confidence was also lower. In the empirical study carried out with Spanish undergraduate students, the results demonstrated a direct relationship between L2 anxiety and self-perceived communication competence (Lahuerta, 2014). Goñi-Oscar and Lafuente-Millan (2021), who delved into the sources of L2 anxiety of Primary and Early Childhood Education Degree students in Spanish university, concluded that the factors that

triggered the anxiety were low proficiency, low self-efficacy, and fear of speaking in public. Consequently, L2 anxiety formed part and parcel of many L2 motivation frameworks (Dörnyei, 1994; Gardner, 1985; Tremblay & Gardner, 1995).

3. Materials and Methods

This research study has been carried out with the aim to discover how prior educational experiences together with future professional expectations have influenced motivational characteristics of current university students towards the ongoing learning of the second language. The main objective is to establish a motivational profile regarding the study of ELL amongst Early Childhood and Primary Education degree students.

3.1. Sample

Within the framework of a larger study carried out on a total of 616 first- and second-year undergraduate students from different degree programs in a private university located in the region of Madrid, Spain, the target sample herein analysed is made up of 106 participants from the Education Degrees, 62 from Early Childhood and 44 from Primary.

Table 1.
Sample distribution

| Field of study | Gender | | Total |
|---------------------------|--------------|--------------|--------------|
| | Male | Female | |
| Early Childhood Education | 11 (10.38 %) | 51 (48.11 %) | 62 (58.49 %) |
| Primary Education | 5 (4.72 %) | 39 (36.79 %) | 44 (41.51 %) |
| Total | 16 (15.09 %) | 90 (84.91 %) | 106 |

As shown in Table 1.85% of the 106 surveys completed by participants in the field of Education correspond to women and 15% to men, of which 58.5% are currently studying Early Childhood Education, while the remaining 41.5% are studying Primary Education.

3.2. Instrument

In the initial phase of this research, quantitative data was collected using a questionnaire. The latter was based on Ryan's MFQ (2009), who incorporated in his psychometric scales Gardner's (1985) concept of integrativeness and the factors of Dörnyei's L2MSS (2005), and Brady's MFQ (2019), which was designed for undergraduate learners in Spain. While in Ryan's MFQ, there are 16 psychometric scales (106 items), Brady's MFQ incorporates 14 scales (44 items); both questionnaires include an additional component for 'intended learning effort'. The questionnaire elaborated for the present research incorporates 11 scales from the above-mentioned questionnaires, adding one new one: *Self-esteem* (Coopersmith, 1967). This shortened version was deemed essential due to the target audience age and the time allocated to doing it.

Table 2.
MFQ questionnaire used in the research

| | Scales | Items | Research Questionnaire Items |
|---|--------------|-------|--|
| 1 | Preventive | 1 | If I don't learn English, I won't be able to work in what I want to. |
| | motivational | 2 | Given the economic situation in Spain, I will need English if I want to work abroad. |
| | instrument | 3 | Studying English is important for me because I don't want to be considered an uneducated person. |

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|----|--|----|---|
| | | 4 | Not studying English will have a negative impact on my life (personal and professional). |
| 2 | Promotional motivational instrument | 5 | With English I can work in international enterprises and institutions. |
| | | 6 | With English I plan to complete my studies in foreign institutions. |
| | | 7 | With English I will obtain a better paid job position. |
| 3 | Integrativeness | 8 | Knowing more about the culture of other countries motivates me to study English. |
| | | 9 | I would like to live and work for an extended period in another country, where it is necessary to use the English language. |
| 4 | Interest in culture | 10 | I like English music. |
| | | 11 | I like to watch movies and/or series in original version in English. |
| | | 12 | I read novels, magazines, the news, etc., in English. |
| | | 13 | I follow influencers from other countries in English. |
| 5 | Interest in the English language | 14 | I like to listen to people speaking English. |
| | | 15 | I feel curiosity towards the structure, the grammar, the phonology and the vocabulary of the English language. |
| 6 | The ideal self | 16 | When thinking about my professional future, I visualize myself using English at work. |
| | | 17 | I can visualize myself speaking in English with international friends. |
| | | 18 | I can't imagine my future without English. |
| | | 19 | I want to learn English, because the people I love think it is important. |
| | | 20 | In truth, I feel obligated to learn English. It's not my wish. |
| | | 21 | I need English for certification, which will allow me to work in my field. |
| 8 | Family support | 22 | My friends play a positive role in my eagerness towards English. |
| | | 23 | My parents have always encouraged me to study English. |
| | | 24 | My parents sent me to classes or English camps since I was little. |
| | | 25 | My parents think it is important that I spend time abroad to learn English. |
| | | 26 | My parents would be just as happy with me if I never studied English. |
| 9 | Attitude towards learning (past and present) | 27 | I loved English classes in elementary/high school. |
| | | 28 | I have had very good English teachers. |
| | | 29 | I enjoy being in an English class. |
| 10 | Intention to strive | 30 | I am doing everything I can to learn English. |
| | | 31 | I will probably continue studying English when I finish my degree. |
| 11 | Self-esteem | 32 | If I strive, I will master the English language. |
| | | 33 | In general, I always expect most things I set out to do to go well. |
| 12 | L2 anxiety | 34 | I would get very nervous if I had to speak English with a native speaker. |
| | | 35 | I don't speak English because I am afraid of making mistakes. |

The content of the questionnaire as well as its feasibility were validated by nine experts in the fields of ELT and evaluation systems. Given that the target population majority language was Spanish, the questionnaire was elaborated in the Spanish language. Responses were based on a Likert scale of 1-6 (*1 – Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4 – Agree; 5- Strongly agree; 6 – Totally agree*).

3.3. Data Collection Procedures

The questionnaires were administered by the authors of this study during in-class lectures to the 106 first- and second-year students in September 2021. Before carrying out the survey using a QR facilitated link downloaded to their personal cell phones, students were informed of the aims of the research project. Furthermore, participants were assured that participation was voluntary and anonymous and asked to complete a QR facilitated consent form, before accessing the survey itself. The presentation together with the questionnaires took approximately 30 minutes to complete.

4. Results

The main objective of this research was to establish a motivational profile regarding the study of ELL amongst Early Childhood (hereinafter ECE) and Primary Education (hereinafter PE) undergraduate degree students, for which an Exploratory Factor Analysis (EFA) and a Confirmatory Factor Analysis (CFA) were used.

Prior to the performance of these analyses, a reliability study of the questionnaire used was carried out demonstrating internal consistency. To do this, Cronbach's Alpha and Guttman's split-half reliability coefficient were performed. The results obtained ($\alpha=0.934$; Guttman=0.872) indicate a high level of reliability allowing for the subsequent analyses to be carried out. The necessary assumptions for the use of the technique were then verified. Both Bartlett's sphericity test ($p=.000$) and the Kaiser-Meyer-Olkin sample adequacy test ($KMO=.852$) ensured the adequacy of the data.

In the case of ECE, 8 factors were obtained from the initial extraction (Main Components) that explain 77.247% of the variance in the model. One of them was discarded from the analysis due to the collection of saturations of a single item.

Table 3.

Early Childhood Education group factors

| Factor | Percentage |
|---|------------|
| Previous positive experiences studying English | 41.028% |
| Interest in aspects related to English culture | 9.519% |
| Anxiety and fear towards English | 5.885% |
| The need for English as a requirement for professional exercise | 5.101% |
| The desire to get to know the culture of other countries and interest in completing their education and training in foreign countries | 4.733% |
| Interest/influence on behalf of the family | 3.985% |
| Anticipation of the need to find a job or to continue studying abroad and studying English as a personal challenge | 3.560% |

In the case of PE, 8 factors were also obtained from the initial extraction (Main Components) that explain 76.684% of the variance in the model. As in the analysis of the ECE group, one of the factors was discarded due to the collection of saturations of a single item in the questionnaire.

Table 4.

Primary Education group factors

| Factor | Percentage |
|---|------------|
| The need for English as a requirement for professional exercise | 29.739% |
| Interest - one's own or the family's - in living abroad for an extended period of time | 15.869% |
| Previous positive experiences studying English (classes, teachers, etc.) | 7.582% |
| Perception of comfort and security in situations in which the use of English is necessary | 5.958% |
| Anxiety and fear towards English | 5.187% |
| Anticipation of the need to find a job or to continue studying abroad, as well as an interest in personal recognition | 4.693% |
| Interest in aspects related to English culture | 3.913% |

When comparing the ECE group factors with the PE group factors, two distinct motivational profiles come to the foreground. Whereas *previous positive experiences studying English* (41%) tops the ECE student's overall motivational profile, it is the *L2 as a professional requirement* and *interest in living abroad* (a combined 46%) which define the PE student's profile; the former also being shaped by some *interest in culture* (9.5%) and some *L2 anxiety* (5.9%); the latter, by comparison, being only slightly (7.6%) influenced by *previous positive experiences*, *L2 anxiety* (5.2%) and *interest in culture* (3.9%).

The CFA technique was applied to confirm the validity of the overall profile obtained. The main values confirmed an adequate model fit (CFI=0.934; TLI= 0.911; RMSEA=0.0588). However, it was not possible to apply the technique for the confirmation of the model fit in the fields of Early Childhood and Primary Education due to the insufficient number of observations.

5. Discussion

According to the prior reliability study the questionnaire used in the present research proved internally consistent. The first data of relevance found is the value of the reliability index, understood as the internal consistency of the questionnaire which was applied in the present study. In comparison to the scale reliability of the MFQ (Brady, 2019, p. 55), where the value of Cronbach's α coefficient in the various scales is mostly higher than the minimum considered acceptable for this type of studies ($\alpha = 0.70$) and the MFQ (Taguchi et al., 2009) for the Asian context, where the same coefficient is higher, though always below 0.80; the MFQ used in the current study, obtained a value of Cronbach's α coefficient equal to 0.93, much higher than those herein mentioned.

Regarding the scales used in the present questionnaire, unlike the results attained in Taguchi et al.'s (2009) research, *Parental encouragement* explains a much lower percentage of variance in the model, like the results attained by Brady (2019). These findings may be explained both due to the different idiosyncrasies and to the different age ranges of the participants, which lead to a lesser parental influence.

As for the motivation profiles of the ECE and PE groups, the results obtained show significant differences. One of the strongest explanatory factors for the motivation of the PE group is promotional motivation (29.739%), which forms part of an *ideal L2 self* construct. This coincides with the results derived in Brady (2019), since the current requirement of official C1 certification is paramount to obtaining a teaching position in Primary Education in Spain. However, in ECE this factor is not the most influential (5.101%) as the knowledge of the English language is not a must to get a job in kindergartens.

Previous positive experiences, which form an integrative part of the *L2 learning experiences* component in L2MSS, were also signaled by the participants of the study. Likewise, Brady (2019) and Sandu et al. (2020) allude to their importance in the motivation profile of undergraduate students in their findings. As can be observed in the results of the current analysis, *previous L2 learning experiences* constitute the factor which explains the highest percentage of variance in the model within the ECE group (41.02%) in contrast to a much lower percentage in the PE group (7.582%). However, in Brady's (2019) study, the degree to which these variables correlate with an interest in continuing to study English is low ($\rho=0.16$), which forms a striking contrast with the high correlation between future expectations and interest in continuing to study English ($\rho=0.69$). Without a doubt, these results demand a more detailed further analysis, requiring the inclusion of interest in ELL in the study.

Furthermore, the attitudinal factor, *interest in aspects related to English and global culture*, is another aspect which seems to be prominent in the ECE group, perhaps, due to the fact that a knowledge of English is not a requisite for their professional future. Therefore, the students in this group seem to learn English for enjoyment. English *per se* is seen by them as a tool to explore the world culture. The PE group, in turn, valued *interest in living abroad* as the second motivational factor (15.869%). Due to their pragmatic interest in ELL, experiences abroad provide an opportunity to polish and improve their English language level (Sandu et al., 2020).

Regarding *L2 anxiety*, the ECE group have a slightly lower level (5.885%) compared to those

of PE (5.958%). Further correlational research with the language proficiency levels is required to delve into possible reasons for these findings. According to Bobkina et al. (2021), the English proficiency level must be contemplated as a variable, which influences the motivation profile in Spanish undergraduate students.

6. Conclusions

Due to the low number of Education degree students enrolling in the English specialization at our university, the objective of the current study is to identify those motivation factors which influence ELL in Early Childhood and Primary Education Degree students and to analyze the differences in motivation patterns between the two groups through the lens of the L2MSS model. Motivation and its origin have been one of the variables most studied, although we are aware that it is not the only one that affects these results and that the relationship between the two is not necessarily causal.

In the present study, we have tried to identify and then compare the specific characteristics of the motivation of Education students for the study of English, for which, Dörnyei's (2009) L2MSS has served as a model. For the characterization of this motivational profile an MFQ questionnaire was elaborated to measure this motivation in a way that ties in better to the culture-specific reality of Spanish private universities. The reliability measures of the questionnaire allow us to affirm its high internal consistency ($\alpha=0.93$). In addition, from the EFA applied to the data collected, a factorial structure was obtained to identify which factors make up this motivational profile. As expected, given the diversity between students in the two degrees studied, the profiles are quite different. In the case of Primary Education Degree students, the motivation arises from the institutional requirement to certify a minimum level of English to complete their studies and practice their chosen profession. However, for Early Childhood Education Degree students, who do not have to meet this requirement, their motivation is based more on previous experiences in relation to the study of English. These are results that, without a doubt, illuminate possible subsequent actions in relation to the planning and development of English teaching/learning at the university, specifically in the degrees studied herein.

Nonetheless, further research is required to tackle the relationship between motivation and ELL in undergraduate education degree studies. Indeed, the discussion of the results has shown us a way forward that needs to be explored; that of the relationship between motivation and oral proficiency, which is developed in the study of ELL, and the determination of the weight of previous experiences in the development of these attitudes.

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