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Learners' Motivation to Participate in Course-Adjunct English Activities: A Case Study of a High- and a Low-Motivation Learner

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Abstract

This research employed a case study to examine motivational factors which influenced two learners' participation in course-adjunct English activities. The first participant was a high-motivation learner who joined many of the activities, while the second one was a low-motivation learner who rarely attended the activities. An in-depth interview was conducted with each of them to investigate the cases, and the interviews were described narratively. Three main motivational factors based on self-determination theory: autonomy, competency, and relatedness, were used as the framework for the analysis. The findings revealed that the high-motivation learner was clearly driven by intrinsic motivation, a sense of autonomy, mastery experiences in improving her own English proficiency, and feelings of relatedness in the learning context. The low-motivation learner, on the other hand, did not show a sense of autonomy. For him, scores were the main motive for completing the activities. If they had not been compulsory, he would not have joined the activities as he did not experience feelings of relatedness in the learning context. The findings implied that the two learners' motivational factors played a crucial role in their decision of whether or not to participate in course-adjunct English activities.

INTRODUCTION

Learning is ubiquitous. It can occur everywhere, and this holds true to English language learning. To master English language skills, learners need to extend their learning beyond the confines of the classroom to get enough exposure and opportunities to practice English. At King Mongkut's University of Technology Thonburi, a public university in Thailand, course-adjunct activities are employed as an extracurricular part of the first compulsory English course to foster students' English development, independent learning, and positive attitudes towards English and English learning. The course-adjunct English activities refer to various forms of extracurricular English activities or independent learning activities related to an English course. These activities range from language-focused workshops such as 'grammar in use' and 'online practice via self-study

materials' to more meaning-oriented edutainment activities such as 'watching movies', 'playing games' and 'cooking clubs'. The activities are organized by a self-access learning centre to facilitate learning for learners outside class time. Learners have the freedom to choose any activities to attend. To provide some extrinsic motivation at the initial stage of their independent learning, 10% of the course assessment is dedicated towards participation in these course-adjunct activities. It is hoped that their favorable experience and valuable learning opportunities from the course-adjunct activities would sustain their language learning and motivate them to continue after finishing the course.

However, records revealed that not all of the students participated in the course-adjunct English activities, despite the 10% evaluation score which may eventually affect their grades in the course. Noticeably, most students simply enrolled in two course-adjunct activities, which were the minimum requirement in obtaining the score. Only about 5 percent of the students did more than required, and around 4 percent ignored this independent learning segment of the course. It is, therefore, interesting to investigate the causes behind such action and the motivational factors that influence learners' participation in the course-adjunct activities, as motivation is an important attribute that helps explain why people choose to do or to refrain from doing anything, or to sustain their behavior at any stage of the action (Dörnyei, 1990).

Exploring learners' motivational factors in participating in the course-adjunct activities would contribute to our understanding of their learning behaviours, and factors that increase or decrease their motivation. That information, in turn, would provide useful implications to enhance students' independent learning.

Apart from unpacking motivational factors for pedagogical implications, the researchers were also inspired by the advantageous position of participating in the study as a non-teaching staff member of the self-access learning centre. In this position, one of the researchers served in facilitating the students and established good rapport and a friendly relationship with them. Therefore, it was more comfortable for students to speak freely with her and discuss issues that they might not want to share with other teachers.

The researchers were also particularly interested in the case of high-motivation learners who participated in far more course-adjunct activities than required and the case of low-motivation learners who participated in fewer course-adjunct activities than required. Specifically, the researchers would like to shed light on the motivational factors of both high- and low-motivation learners to initially understand them and ultimately, deduce pedagogical implications for guiding learners in learning independently.

In terms of motivational factors, many research studies employed questionnaires to investigate the factors (Garcia & Pintrich, 1996; Saheb, 2015; Vukman & Licardo, 2010). These studies mostly highlighted the broad notions of motivation placing much emphasis on general factors rather than specific situations or contexts related to the factors. As motivation is a complex phenomenon, it requires a holistic ecological perspective for its investigation (Lightbown & Spada, 2013). Moreover, each individual learner is a different and unique agent that should be viewed as a whole person. Thus, research employing a more holistic ecological perspective

that allows a qualitative exploration of the complex and dynamic nature of motivation is required. This research emphasizes a case study which employed a qualitative investigation into the cases of a high motivation and a low motivation learner to understand the motivational factors that influenced their performance. Hence, the research question is "What are the motivational factors influencing learners' participation in the course-adjunct activities?"

LITERATURE REVIEW

The study focuses on learners' motivational factors employing self-determination theory (SDT) as the theoretical framework, as this macro theory is widely recognized and influential for understanding motivation and human behavior (Ryan & Deci, 2008). SDT also strongly emphasizes the inherent psychological needs of individuals, including autonomy, competence, and relatedness. It acknowledges that people have innate needs for self-determination and social connection. Due to its human-centric nature, SDT yields promising results for motivation studies (Dörnyei & Ushioda, 2010). Apart from this, the researchers included task expectancy-value as an additional framework to investigate how the learner values and self-determines investment in their learning activities. These background studies are reviewed and discussed in the following sections.

1. Motivation and motivational factors in language learning

Motivation is an important attribute, especially in language learning. It paves the path to success. Ryan and Deci (2000a, p. 54) state that "To be motivated means to be moved to do something." That means people who are motivated to do something are enthused in doing it. Motivated learners invest more time, energy, effort, and persistence to achieve their language learning goals (Tohidi & Jabbari, 2012). They demonstrate a heightened eagerness to engage in the language learning process and seek language exposure and opportunities to practice; a willingness to confront and overcome challenges and be active and have sustained participation in learning activities; and an insatiable appetite for further learning. Highly motivated learners are likely to experience 'flow' while performing a language learning task. During the flow stage, they are intensely engaged and absorbed in the task at hand, gaining a sense of competence and control with a lack of self-consciousness and losing track of time (Csíkszentmihályi, 1997). Dörnyei (2001) posits that without sufficient motivation, even individuals with remarkable abilities cannot accomplish long-term goals. Low-motivation learners and unmotivated learners, on the other hand, lack the desire to learn. Lack of motivation, intention, and a sense of agency are serious problems in language learning. Learners with low motivation do not enjoy learning and are not willing to face challenges; they give up easily and have no resilience when problems occur.

Noticeably, motivation determines learners' investment or devotion to the learning process. The intensity of learners' investment or devotion, and their degree of involvement in the learning process are dependent on levels of individual motivation (Ryan & Deci, 2000a). Learners exhibit varying degrees of motivation and are influenced by a range of motivational factors (Legault et al., 2006; Ryan & Deci, 2000a). These individual differences play a pivotal role in

determining the levels of success in their learning (Alizadeh, 2016). Motivational factors encompass a wide array of variables, including but not limited to types of motivation, kinds of learning goals, expectations, learners' preferences, emotions, feelings, mindsets, anxiety, physical condition, attitudes, self-concept, learning context, group dynamic, learning materials and task types, among others. These variables could be examined using the overarching framework of motivation types (integrative, instrumental, intrinsic, and extrinsic motivation), and the macro theory of SDT which includes the core principles of autonomy, competence, and relatedness as well as task expectancy-value as these theoretical constructs collectively shape individuals' self-perceptions, behaviors, and the factors that exert an influence upon them (Ryan & Deci, 2000a).

2. Types of motivation

Roles of motivational factors have long been discussed in second language learning (L2). Gardner and Lambert (1972) first proposed the notion of a social group of language users as an important factor that influences learners' integrative or instrumental motivation. They clarified that these two distinctive reasons formed different motives or motivational factors for students' learning. Learners with the goals of using L2 for utilitarian values such as getting a better job or earning a promotion are driven by instrumental motivation. On the contrary, learners with integrative motives are interested in L2 learning in order to be well-accepted as a member of the target community. This latter group of learners is believed to be highly motivated, and they wish to learn as much as possible about L2 and its socio-cultural community.

From this view, L2 motivation comprises three components: motivational intensity or effort, desire to learn the language, and attitudes towards learning the language (Gardner, 1985). Instrumental and integrative motivation lead to different levels of effort and desire in learners to learn as well as their attitudes towards L2. Empirical research revealed that integrative motivation exerted stronger impacts on learners' behavior and language achievement than instrumental motivation did (Gardner & MacIntyre, 1991). However, the influence of instrumental motivation cannot be overlooked. Research studies demonstrated that instrumental motivation plays a pivotal role, especially in a foreign language learning situation where utilitarian values seem to be more significant (Dörnyei, 1990; Gardner & MacIntyre, 1991). L2 and foreign language learners will invest intensively to achieve instrumental goals.

Another pair of motivations focuses on the distinction between intrinsic and extrinsic motives. Intrinsic motivation refers to the drives that lie within the activity itself. The reasons for performing the learning activity come from the learners' own interest and thereby, they generate enjoyment in the activity. Extrinsic motivation, on the other hand, is related to external factors such as passing an exam or obtaining rewards. Cognitive psychologists argue that both intrinsic and extrinsic motivation are very influential (Anjomshoa & Sadighi, 2015; Dörnyei & Ushioda, 2010). These two types of motivation laid the foundation for SDT, which will be further discussed in the next section. Most work in education research suggests that it is important to provide tasks that promote learners' intrinsic motivation at the stage of initiating and sustaining motivation, as this helps trigger learners' interest, engaging and challenging them throughout the learning process (Williams & Burden, 1997). Rewards and other extrinsic

motivation can also be used to reinforce learners' learning, as one form of motivation influences another.

3. Self-determination theory

With the influence of the cognitively situated period, recent studies on L2 motivation have delved more deeply into enhancement through the application of SDT, a macro theory that focuses on human motivation and personality (Deci & Ryan, 1985; Ryan & Deci, 2000b). The concern is on people's inherent growth tendencies and their innate psychological needs. SDT explores the degree to which human behavior is self-motivated and self-determined. It attempts to explain human personality and motivation in relation to how individuals interact with something, and depends on the social environment (Legault, 2017).

SDT was first developed from research on extrinsic and intrinsic motivation. It posits that both types of motivation are a powerful drive of human behavior. It also provides a fundamental understanding of how external events like rewards or praise sometimes produce positive effects on motivation, but at other times, can be quite detrimental (Ryan & Deci, 2008). SDT extends these sources of motivation to a more complex concept consisting of autonomous motivation and controlled motivation (Ryan & Deci, 2008). When an individual is driven by autonomous motivation, they will feel self-directed and autonomous; but if they are driven by controlled motivation, they will be less autonomous (Ryan & Deci, 2008). The motivational factors underlying SDT can be further explained based on three main concepts: autonomy, competency and relatedness.

Autonomy is key to understanding behavioral regulation. Dörnyei and Ushioda (2010) state that autonomy is viewing oneself as the origin of one's behavior. It comprises the needs of experiencing a sense of volition and psychological freedom (Van den Broeck et al., 2010; Martela & Riekki, 2018). Learners need to gain control over their own lives and behavior. If learners have a strong sense of autonomy, they will believe that they are in control of their own learning. They would be able to manage their own learning and drive themselves towards success. Autonomous learners feel that learning actions come from themselves and reflect who they are, instead of being pressured from external factors (Martela & Riekki, 2018). Autonomy comes from the individual mind and without external factors. People decide to do something because they enjoy doing it without being forced. For example, in learning a language, learners who have a sense of autonomy would join activities in which they are interested without being coerced to do so.

Competence is the need for achievements, knowledge, and skills. Wang et al. (2019) state that competence is the need to experience mastery and to achieve the desired results. The sense of mastery is closely linked to self-efficacy, which is essentially a belief in one's own ability (Martela & Riekki, 2018). Feeling efficacious usually leads to accomplishment (Dörnyei & Ushioda, 2010). Everyone has a need to feel competent and develop mastery experiences in something. When learners master skills and gain competence over a task, they would also want to learn more. Success would bring further success. Competency is, therefore, an important motivational factor in learning and development. It is the feeling of being effective and having

a sense of success (Van den Broeck et al., 2010; Dörnyei & Ushioda, 2010). In terms of language learning, learners participate in activities or join courses because they feel that such activities and courses enable successful learning.

Relatedness refers to a sense of belonging and connectedness with others. It is an interpersonal dimension; the feeling of being loved, cared for, connected to others and belonging to a community (Van den Broeck et al., 2010; Dörnyei & Ushioda, 2010; Martela & Riekki, 2018). Wang et al. (2019) state that relatedness is the need to feel connected to others. People need to feel that they belong to or are part of a community. When learners feel that they are part of a learning community and see the meaning in what they are doing, they will enjoy learning and want to learn more. To sum up, the sense of relatedness that people need to experience is a feeling of belonging and connection with other people, to feel cared for by others and to care for others. The feelings of connection to others do not come from an individual's internal factors. They decide to do something because they feel an activity makes them relate to others or feel that they belong to a group of people in that activity.

4. Task expectancy-value

Task expectancy-value theories emphasize determination and expectation as the consequences of action. This helps understand why an individual is either motivated or not motivated to invest in the L2 learning process. The main principles of the expectancy-value framework involve two key variables: expectancy of success and value (Dörnyei & Ushioda, 2010; Wigfield & Eccles, 2000). Expectancy of success is the person's expectation of achievement in a given task and the rewards obtained from success of the task.

The perceptions about the values of the task can determine levels of task investment. If learners think that the task at hand is not valuable, they might not want to do it even though it is easy. In other words, the task is not worth doing. However, if learners see the value of the task and think that they would gain a lot of benefits from it, and they realize that with their present ability they would be able to achieve it, they would definitely invest their time and energy in doing the task. The task is worth doing, and they are confident that they can do it. Tasks with high value, however, may not always be motivating. If learners view that they are not capable or think that the task at hand is too challenging, they may feel that success is too far beyond their grasp. In this case, the task is not worth investing in either. Expectancy-value theories show the relationship between learners' ability, their expectations about success and the values they attach to the tasks (Weiner, 1985; Williams & Burden, 1999).

5. Previous research on motivational factors

Many studies have investigated learners' motivational factors by employing questionnaires to investigate the types and levels of motivation (Garcia & Pintrich, 1996; Roman & Nunez, 2020; Saheb, 2015; Vukman & Licardo, 2010; Zuniarti et al., 2016). These studies revealed crucial roles of intrinsic and extrinsic motivation in students' learning. Many students study English because of their real interest in the language and this intrinsic motive drives their investment and fosters their success. Others are extrinsically driven by good marks, grades, rewards and

appreciation from teachers. The findings of these studies also pointed out that students learned English to fulfill academic and professional goals. This mirrors instrumental motivation and the utilitarian value of English that were covered earlier.

Saeed and Zyngier (2012) focused more specifically on how motivation and engagement were linked. In their study, students with intrinsic motivation demonstrated authentic engagement in their education, while students with extrinsic motivation showed ritual and retreatist forms of engagement. Students with both intrinsic and extrinsic motivation showed authentic, ritual, retreatist and rebellious engagement. Remarkably, the study implies that different types of motivation influence learners' behaviors. Engagement, refraining and rebellious behviours are determined by motivational factors. Learners may decide to participate or not participate in a learning activity due to the types and levels of their motivation.

Said et al. (2023) extended the research on motivational factors to the context of extracurricular speaking activities. They distributed questionnaires to 25 university students to explore their motivation in participating in a speaking activity. The findings revealed that the participants were motivated by both intrinsic and extrinsic motivation; they would like to be able to communicate in English and also to get a certificate. Noticeably, the study emphasized the value of extracurricular activities claiming that "the intracurricular activity leads the students to be competent, whereas the extracurricular one leads to performance" (Said et al., 2023, p. 361). In other words, language mastery requires reinforcement from outside class learning.

In a Thai context, Srithep (2023) reviewed the use of an extracurricular activity entitled 'Love Guru'. Although the study did not directly focus on motivational factors, it reflected an attempt to promote novelty in the activity types. This out-of-class learning stepped out of traditional activities such as debate clubs, writing sessions, or a movie analysis. It intended to employ issues on love and relationship to encourage learners to use English and to boost their self-esteem. The study showed that learners were motivated to learn outside class time. However, no clear motivational factors were identified. In order to foster successful implementations of extracurricular activities, more research is required to understand the motivational factors underlying the activities.

From the studies reviewed, most research highlighted broad notions of motivational factors, especially learners' motivation to learn in a formal class. Only a few investigated out-of-class learning. As motivation is complex and context-dependent (Lightbown & Spada, 2013), case studies are promising in terms of offering insights into learners' motivational factors and behaviours within a specific context.

RESEARCH METHODOLOGY

This research employed a case study approach to qualitatively explore the participants' motivational factors in participating or not participating in course-adjunct English activities. The detailed explanation of the methodology is as follows.

1. Research participants

The participants in the case study consisted of two volunteers; one was a high-motivation learner, and the other was a low-motivation one. Their levels of motivation were determined from the number of course-adjunct activities they each enrolled in. As mentioned earlier, most students enrolled in the minimum of two course-adjunct activities. Only about 5 percent of the students did more than required, and around 4 percent did not participate in the activities at all.

The high-motivation learner participated in 21 course-adjunct English activities. She was one of the top 5 students enrolled in this independent learning segment of the course. She was personally approached by one of the researchers who was an assistant in the self-access learning centre. She agreed to participate in the study and was willing to share her experience expecting that her case would be beneficial to others. This high-motivation learner was a second-year student from the Faculty of Science. She explained that she would like to participate in as many English-learning activities as possible.

The low-motivation learner was a second-year student from Computer Science. His motivation to participate in the course-adjunct English activities was considerably low. He participated in only one course-adjunct activity throughout the entire semester. He was introduced to the researcher by his peer. The researcher explained the purpose of the study to him and he agreed to participate in the study. Due to the advantageous position of the researcher as a non-teaching staff, he felt comfortable in share his information with her. He also expected that his case would contribute to others' understanding of students who were not motivated to participate in course-adjunct activities.

2. Research instruments

In-depth interviews were used to investigate the cases. The interview questions were structured to focus on 1) the participants' background, and 2) details of their course-adjunct activities and motivational factors. The theoretical frameworks encompassing different types of motivation, SDT and task expectancy-value were deployed as guidelines to prepare the interview questions (See Appendix 1). These questions were piloted with a non-participant student to ensure that it could yield rich data for the research question.

3. Data collection and analysis

After the two participants agreed to participate in the study and were given a clear explanation of the objectives of the study, they were asked to sign a consent form to allow data collection and use of the data for this study. They were given a clear explanation that the study would not affect their performance in their English course, and they would remain anonymous through the use of pseudonyms.

The data was collected via an individual interview with each participant at their convenience,

in an informal setting with a friendly atmosphere. Each interview lasted about an hour, and Thai was the medium of communication. Informal follow-up talks were also carried out to clarify some points.

The interviews were recorded and transcribed for analysis. Verbatim transcriptions were prepared for data presentation based on a narrative style using the main concepts of motivational factors to outline the participants' stories. The findings were presented case-by-case to illustrate what the participants had done, together with their motivational factors. In order to validate the data, one of the researchers showed the results of analysis to each participant and asked each of them to recheck the accuracy of the data and the interpretation.

FINDINGS

Stories from both the high-motivation and the low-motivation participants are outlined based on the motivational factors that influenced their behaviours in the course-adjunct activities. These include their general background, attitudes towards English, types of motivation, sense of autonomy, competence and relatedness, as well as their views on the expected value of the task.

1. Findings from the high motivation participant

Sue (a pseudonym) was a 20-year-old female student from the Department of Mathematics, Faculty of Science. She had graduated from a high school in northeastern Thailand and for this particular semester, had joined a lot of course-adjunct English activities (21 times in a semester). She was very enthusiastic about joining the course-adjunct activities, and said that she started loving learning English when she studied at the university.

Sue's attitudes towards English

Sue did not like English when she was young. She thought studying English, especially in the classroom was boring, and her attitude was negative. She reported:

> *When I was young, English classes in my school were **very boring** due to the teachers' teaching styles. I had to memorize the contents a lot. For example, the teacher had students memorize three types of verb (the base form, the simple past, and the past participle), such as 'the word: is, am, are, was, were' or 'begin, began, and begun'. For me, I was **unhappy** with learning English in classrooms. Everything about English was so **difficult**. I did **not enjoy** it at all.*

She changed her attitude because of her direct experiences in the university class. When she studied in the foundational English course, she met an attentive English teacher. She started to love learning English, and it changed her life. In the interview, she said:

> *An impressive feeling of learning English was when I studied with an English teacher in the Fundamental English course. The teacher was an attentive person and she was good at teaching English. Her teaching made me realize that English was not difficult. The teacher illustrated how a person could use English to advance their lives. And when I had questions, I would directly ask the teacher. After learning,* ***I realized how important English was for our life****.*

Sue's change in attitude towards English seemed to affect her learning and performance both inside and outside the course. This was her reason for participating in a lot of English-related activities.

Enjoyment from the activities: Intrinsic motivation and sense of autonomy

As previously mentioned, Sue loved English and enjoyed her English class at the university. This seemed to be her main reason for joining many English clubs and other self-study sessions in her free time. She noted that she was happy when she did this. This intrinsic motivation is strongly related to her sense of autonomy. She found her 'self' in the 'new place' or a learning space where she could enjoy things that she liked at her will. She clearly stated that the self-access learning centre (SALC) was "[her] place". She had control over her own learning:

> *I wanted to improve my English skills. Fortunately, I found SALC.* ***It was my place****. I always went there when I had free time or finished classes. … SALC was a place where I could learn English at any pace. I could read English books, watch English movies, or play games.* ***I enjoyed it. It was great! … I could learn English any time in the way that I liked****. I did not know why the others went there, but I went there because* ***it was an attractive place for me to learn English*** *and read some English books.*

She emphasized her enjoyment and happiness that she derived from SALC and and the course-adjunct activities throughout the interview. Her enjoyment and love of English had driven her to seek more opportunities to learn. She would like to participate in more activities in a way that suits her preference and new attitude towards English. She even learned English by herself every day through many enjoyable activities such as songs and news using available resources on her smartphone. She enjoyed learning even when there were no scores or rewards involved. For example:

> ***I discovered new experiences*** *(in joining the course-adjunct activities). It changed my attitude towards learning English. In the past, I thought English was hard to learn and speak. … In joining clubs,* ***I really enjoyed any adjunct activities****. I learned new knowledge outside of the classroom. … In my opinion,* ***I did not want to get scores; I wanted teachers' suggestions to improve my English****.*

She admitted that previously, the scores had triggered her to join the activity, but her feelings changed after joining the first activity. As she explained:

> *At the beginning, I thought about the scores, … but after joining once it did not matter*

> *at all. …After joining the first club,* ***I really enjoyed it!*** *I realized that I could learn English not just in the classroom. I sometimes learned English through English songs. My attitudes changed to the point that there was no stress and I did not need to force myself to remember vocabulary, but* ***I could enjoy it. I thought I wanted to join the clubs more****."*

Apart from joining SALC, she also managed her own English learning by choosing enjoyable activities.

> *Every day,* ***I practiced English by myself, and I was happy to learn it****…. When reading, I learned more words… It is convenient nowadays to look up unknown words using online dictionaries on my smartphone. At this time, I read more English books and news, listened to more English songs and radio [such as BBC], …and I used an online dictionary like the Cambridge dictionary to improve myself.*

Improvement and success: Sense of competence

Another motive that pushed Sue to participate in more learning activities was her own language improvement. She strongly wished to improve her English, and felt that she could do it. Sue thought that she was not good at English; when she was asked to evaluate her English proficiency, she gave herself a 5 out of 10. In Sue's opinion, she was halfway on her language learning journey, and there would still be a lot more to learn. Sue thought learning never ended, and she always did her best in every class and club. Sue observed:

> *I discovered new experiences while learning… I thought I had not achieved my goal yet;* ***I needed to learn more****. Then, I could succeed in it. … I thought I was successful to some degree. I needed to improve my English. I had to work harder … When I joined every club, I always did my best. … Before joining it, I did not expect everything to be perfect; I just did my best. …* ***It was great [to join the course-adjunct activities]. I could do it. I was successful already****, but* ***I still wanted to learn and improve****. … In the past, I lacked confidence when speaking because I was afraid that I would speak with incorrect grammar. Then, after I joined the clubs,* ***I had more confidence while speaking English****. Even though I used grammar incorrectly,* ***I had more confidence. … I thought I could improve my English proficiency more and more, and the clubs guided me to have more confidence****. They (the course-adjunct activities) seemed to be fundamental in learning English.*

'Belonging to the group': Sense of relatedness

Another factor that motivated Sue to be very active in the course-adjunct English activities was the feeling of relatedness. She felt that she belonged to the group. She was part of the club. She was familiar with the teacher who organized the activities and the club's procedures. From her interview, she reported:

> *He (the teacher) made students become more confident when speaking in any situation, regardless of how accurate their speaking was. … I was happy and impressed because the teacher gave us a lot of chances to speak and ask questions. …* ***It was my place****… During class, I also helped my friends to answer and encouraged them to speak…* ***We are friends and we learned together****. … At first, I was excited, but after I had attended many times,* ***it seemed the teacher could remember me. The teacher realized I joined it because I loved it****. I did not need to introduce myself, because* ***the teacher could remember me****.*

Course-adjunct activities are worth doing: Task expectancy-value

Sue was well aware of the value of participating in the course-adjunct activities. She noticed the course-adjunct activities were quite useful, and she enjoyed doing the activities. She wished to participate in as many activities as possible. She thought that the activities helped her improve her English, which would be useful for her future. She did not seem to view them as a mere course requirement. Therefore, she participated in the activities.

> *Apart from scoring, I am interested in this area (learning English) and really want to join any course-adjunct activities even without extra scores. … In my opinion,* ***it was a valuable experience; I gained more than scores.*** *… I love activities, especially cooking club. … If I had more time, I would have joined this club every week. … I really love learning through the cooking club activity because* ***I could cook and learn English****…. In the club, I cooked pasta with white sauce, learning the ingredients and recipe. … The teacher explained in English but sometimes spoke in Thai such as what the ingredients are called in English. I was enthused while learning because I learned English and enjoyed the activity. Also, I discovered a* ***new experience*** *in cooking in case I might have a restaurant in the future or I perhaps cook by myself… I recommend organizing this activity every year.*

2. Findings from the low motivation participant

Mark (a pseudonym) was a 20-year-old student. He was a second-year student from Computer Science. He had graduated from a high school in Bangkok. He joined only one course-adjunct activity in the whole semester, enrolling in the activity in the last week just before the end of the semester, and he was also late for the activity.

'I did not understand it at all!': Mark's experience and feelings

Mark was quite negative about learning English. He did not like to learn English and felt that English was boring. He did not understand it at all. From his interview, he said:

> *When I was a high school student in the science-math program, I learned two languages: English and Chinese. In my English classes, the teacher usually required students to take notes of grammar rules, but he did not explain how to use them; always taking notes and submitting assignments. … Honestly,* ***I felt bored****. I could say that* ***I did not***

> ***understand it at all****. I had learned it for 13-14 years, and I could not stand learning English, particularly when the school prepared students for the O-NET test.* ***I lost my interest in learning English****, and I wanted to focus more on mathematics and sciences.*

Lack of motivation and low task expectancy-value

Mark did not seem to care much about learning English or improving his English. He preferred Chinese and was influenced by his teachers. His Chinese teachers seemed to target language use more and seemed to be more supportive, while his unfavorable experience in the English class fostered a negative attitude that drove him away from learning. He observed:

> *The way my Chinese teachers taught seemed different from the teaching styles of my English teachers. For example, my Chinese teachers clearly explained the steps of writing each character and how to use Chinese expressions in everyday life. So,* ***I preferred Chinese****… because I could apply what I learned in class in my daily life. … Another reason why I preferred learning Chinese was that it was easier than English. Compared to English structure, the structure of Chinese is closer to that of Thai.… It [learning English] was* ***boring****. Ever since I was a high school student,* ***I did not understand English at all. I could not stand it!***

Mark' s negative experience from school made him feel discouraged to learn. Apart from scores from the course, he did not have other driving factors to join the activities. In this semester, he participated in only one course-adjunct activity, 'Creative Writing', which was organized by a foreign teacher. He explained that he joined this activity because his friend had joined it. However, he was late for the session, so when he was asked to introduce himself to the group, he felt nervous and uneasy. Also, because he was late, he did not get a chance to know the other students apart from his old friend. The session lasted about an hour and a half, so he did not develop a sense of relatedness with the others, the teacher, or SALC.

Moreover, Mark did not seem to be driven by the present need for English. He thought that he had other important things to do, such as his core department studies. He explained that he was busy with the courses in his field and could not manage the time. In the interview, when he was asked about the importance of English, he said he was aware that English could be useful in the future. He admitted that people who are good at English could obtain an advantageous position in a job market and the academic world.

> *I have many things to do in my department. I have* ***no real interest in joining the club.*** *My friends told me about Creative Writing. I don't know much about it. I know that I should attend it* ***to get some scores****, so I tried.* ***It's not a big deal****. I have* ***other important things*** *to do. … I was late that day so* ***I did not know anyone****. I was* ***embarrassed*** *when the teacher asked me to introduce myself. I said 'Hello' and sat with my friend. …It's ok. But it's not my first choice.* ***I'm not a club person****.*

He realized that his English was not good, as he evaluated himself as having a proficiency of 4 out of 10. However, he did not have a plan to improve his English. He simply wanted to pass the

requirement for the course. He explained that he had tried his best, and he did not feel guilty about it. He did not want to compare himself with others, so he chose not to do things that he did not want to.

> *My English proficiency was probably around 4 points out of 10. I know that I' m not good at English. In the final exam, I usually could not think of any words or sentences that I wanted to write on the paper. I did not do well. I think in a normal everyday life when I was relaxed, I could recall those words better. The same thing happened every time I met a foreigner; I could not figure out words or sentences to speak. I don't like English. … I don't feel bad about myself. I think I usually do my best. I need to manage my time well.* ***I'm busy and I try to meet the basic requirements****…I never compare myself with others when joining the activity. I thought I did my best.*

Not much improvement – no sense of competence or autonomy

Actually, Mark thought that the course-adjunct activity was good and was generally useful. However, from his experience in the course-adjunct activity, he did not think that he had improved or learned much from the session. He did not seem to gain any sense of competence from joining the activity, so he did not get any further motivation to enroll in other activities. He did not seem to get any sense of autonomy in joining the activity. He simply was required to do so by the course requirement.

Mark explained that in the session, the teacher suggested that he should practice more and keep writing, and that he did agree with the suggestion. If he had time, he might have tried other activities. He heard some friends talking about 'Cooking Club', which was fun, so he would try it. He felt that actually, the course-adjunct activity was more enjoyable than the English course itself. He did not seem to believe in learning English in a classroom environment, regarding it as ineffective. He said that he had learnt English for more than 13 years, but he did not gain much from the classes. Moreover, he felt that he had a lot of things to do already, especially at the end of the semester. English seemed to be important in the future, but there were other important things for him to do at that time. English was not his immediate need.

Besides, he did not have a clear goal to improve his English. He just wanted to finish the activity based on the course requirement. In other words, he simply wanted to be done with the course and pass it. He said, "*Whether my English would be improved or not, was not a big deal. I think I do my best, and I do not need to compare myself with others.*"

Scores were clearly Mark' s drive for joining the activity. He said," *My motivation… It might be scores. They (teachers) wanted us to join, then just join it.*"

Obviously, he did not seem to see the value of the course-adjunct activities, so he did not invest much time, energy, or effort in doing them. He seemed to take it for granted and did not relate the activities to either success or failure. He did not have much to say about the activities. However, he said that it was good to provide choices of activities for students and agreed that students should have the freedom to choose whether or not to do these activities,

and there should be scores for the activities to motivate students to join them. He admitted that without any scores, he might not have joined these activities. Mike respected his friends who did join a lot of activities, but said that doing so was "not me (him)" and insisted that he did not have to compare himself with others.

DISCUSSION

The findings from the two case studies clearly reflected the roles of the motivational factors discussed below.

Attitudes towards English and learning: The two participants were clearly influenced by their respective attitudes towards English and learning which were influenced by their past and present learning experiences. Both of them initially had negative attitudes and experience. However, Sue, the high-motivation participant, changed her attitude after participating in one adjunct course because of her new teacher. From this change, she became a 'new student' with high motivation and active engagement in English language learning. Mark, on the other hand, from his negative attitude and experience, did not engage much in the activity and simply wanted to pass the basic requirement. Dörnyei (2019) noted that the L2 learning experience has a strong influence on the quality of the learners' engagement with various aspects of the language learning process. The findings of this study clearly show that positive attitudes and learning experience could encourage learners to invest additional time and energy in the course-adjunct English activities.

Types of motivation: The findings also align with the study by Saeed and Zyngier (2012), which emphasized the role of motivation in determining students' engagement in the learning process. The two participants in the case studies seemed to be driven by different types of motivation. Sue had high intrinsic motivation, and she also had extrinsic motivation. Mark, on the other hand, did not have intrinsic motivation. He was driven solely by extrinsic motivation, if any. The roles of intrinsic and extrinsic motivation are recognized in many studies (Anjomshoa & Sadighi, 2015; Dörnyei & Ushioda, 2010). Intrinsic motivation, however, has been related to lifelong learning as it is the kind of motivation that decides whether students would continue to engage in learning without any further external drives. It also fosters affective factors which help explain why learners enjoy learning and doing related activities. Sue, the high motivation learner, was happy and keen on learning English as evidenced by the intensity of her enrollment, while Mark simply wanted to pass the course requirement and did not come back for other activities.

Sense of autonomy and sense of relatedness: In this study, only the high-motivation learner experienced senses of autonomy and relatedness. Sue felt that she could manage her own learning and could choose which activities to participate in. She enrolled in more activities than the course required and felt that the SALC was 'her place.' She clearly felt that she belonged to the group when she participated in the course adjunct activities. Mark, on the other hand, did not have the same impressions. Thus, he did not enjoy learning and was not motivated to join more activities. Sue, therefore, could be described as an autonomous learner who gained

control over her own learning. She was keen on studying and practicing English every day, by herself. She loved to learn and practice English everywhere and anytime she was free. When she faced an obstacle, she persisted in her effort to solve the problem. Autonomous leaners are highly responsible for their own learning and can regulate their learning well (Martela & Riekki, 2018).

Sense of Competence: Sue felt that she could learn and improve from the course-adjunct activities, while Mark did not feel that he had learned much from the activities. However, he did not feel bad about himself, as he also felt that he had tried his best and had other important things to do as well.

Buoyed by her sense of competence, Sue had high motivation to continue learning and participating in more course-adjunct activities. She wanted to learn more. Sense of competence is a motivational factor that drives learners' behaviors (Dörnyei, 2019). It is strongly related to 'can do' attitudes that provide psychological support and confidence for learners in doing activities, and it drives them to continue doing the activities. Motivation is responsible not only for why people decide to do something; it also defines "how long they are willing to sustain the activity, and how hard they are going to pursue it" (Dörnyei & Skehan, 2003, p. 614).

Task expectancy-value: Another motivational factor behind the two participants' involvement in the course-adjunct activities was the value that they perceived from the activities. Sue clearly had a strong will to do the activities and valued the results or the outcomes of her participation. She did not just want to get scores or simply meet the course's requirement. Mark, on the other hand, did not value the activities highly. He focused more on his main field of study. He did not devote much time to the activities and simply aimed to meet the minimum requirements of the course.

Task expectancy-value involves two key variables of expectancy of success and value. In this research context, the course-adjunct English activities were not difficult to complete, and students had many activities to choose from. The expectancy of success, therefore, could be quite high. The students only needed to be able to manage their time. Secondly, the value of the activities varied. Noticeably, even when the expectancy of success is high, but the value from the activities is not attractive, learners like Mark may not be adequately motivated to engage in them. Mark lacked all four types of task values: 1) attainment, or the importance of mastering a skill; 2) intrinsic value, or the enjoyment derived from performing a task; 3) extrinsic utility value, or the importance of the task in relation to current and future goals; and 4) cost, or the negative consequences such as extended effort and time. He did not want to spend any time on the activities (Dörnyei & Ushioda, 2010).

IMPLICATIONS AND CONCLUSION

The data from both participants contributed to our understanding of motivational factors that persuade language learners to engage or not engage in language learning activities and their

decision to sustain or abandon their learning. In conclusion, the high-motivation learner was clearly driven by intrinsic motivation, a sense of autonomy, mastery experiences in improving her own English proficiency, and feelings of relatedness to the learning contexts. The low-motivation learner, on the other hand, did not show a sense of autonomy. For him, scores were the main motivation for completing the activities. If it was not required, he would not have joined the activities. He also did not feel experience feelings of relatedness in the learning context. The findings implied that a sense of autonomy, competence and relatedness all play an important role in students' determination of whether or not to participate in learning activities.

As motivational factors play an important role in students' learning behaviors, teachers must understand and promote a sense of autonomy, sense of competence and sense of relatedness in learners, as well as helping them to see the value of the learning activities. Teachers need to help students recognize the value of the tasks and feel that they could be successful to gain a sense of competence. This could be done by starting with an easier task before moving on to a more challenging one. Providing a choice of activities would help students gain a sense of autonomy. Students should have the opportunity to choose to do things that they are interested in to promote the sense of autonomy. Moreover, when they do activities, they should feel that the task is relevant. Finally, if they join a group activity there should be a sense of relatedness to the task and the group, and no feeling of alienation.

The findings of this study also suggest that the framework from SDT is useful for understanding learners' motivational factors, as it appeared that the high- and low-motivation learners seemed to differ in their respective senses of autonomy, competence, and relatedness. However, as the study was a case study that cannot be generalized to other situations, future research could expand the concepts to explore more cases in different learning contexts. A longitudinal study could also be carried out as learners' motivation and behaviors are complex, dynamic and could be influenced by various factors. More insightful information is needed for a better understanding of learners' motivation and engagement in learning activities.

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Appendix 1

Interview questions

Part 1: Background information

1. Please tell me more about yourself, your educational background and your English learning experience.
2. What do you think about English and English learning?
3. Why do you like or don't like English?
4. What do you think is the best way to learn English?
5. What is your level of English?

Part 2: Course-adjunct activities and motivational factors to do the adjuncts

1. Please tell me about your experience about the course-adjunct activities.
2. What did you do in the activities? What was your role?
3. What do you think about them? How did you feel?
4. What was the atmosphere like? How was the group dynamic?
5. Were you satisfied with the experience? Why/why not?
6. How well did you perform?
7. What motivated/demotivated you to do the activities? Why did you choose them or did not do them?
8. What have your learnt? // What did you get from the activities?
9. What did you like and did not like about them?
10. What problems or difficulties have you encountered?
11. What did you think about the score obtained?
12. How did you value the activities?
13. What suggestions do you about the course-adjunct activities?