

Understanding the Role of Motivation in English Language Proficiency among Pre-Service Foreign Language Teachers

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Resumen

This chapter examines the relationship between motivation for learning a foreign language and English proficiency among university students preparing to become foreign language teachers in southern Peru. It first situates motivation within major perspectives on second-language learning, with particular attention to the L2 Motivational Self System and the role of future self-guides, social expectations, learning experiences, and sustained effort. It then describes a quantitative, cross-sectional, non-experimental correlational study conducted with the complete population of 116 students enrolled from the first to the fifth year of a Foreign Language Education program at a public university. Motivation was measured using a 45-item questionnaire adapted from the L2 Motivational Self System, while English proficiency was assessed through the Cambridge B1 Preliminary sample test and interpreted using Common European Framework of Reference levels. The chapter presents the descriptive and inferential analytical strategy, consolidates the main patterns in motivation and language performance, and interprets the associations between overall motivation, its dimensions, and proficiency. The final sections discuss implications for teacher education, curriculum planning, learner support, professional identity development, and future research on motivation and language attainment in higher education.

Keywords: motivation; language learning; higher education; language proficiency; university students.

Introduction

English language competence has become a significant educational and professional resource in post-secondary education, especially for students who will be working in the future in language instruction, international communication, research or access to specialist information. However, studying a foreign language does not ensure that all pupils will grow at the same pace or achieve the required competency. University students come from diverse backgrounds, have had different exposures, hold different assumptions about what they can achieve, have different career goals, and have varied desire to work. Such variations make motivation a prime candidate for explaining why students persist in hard language-learning activities and why others engage in such tasks inconsistently or fail to translate intentions into sustained practice.

Second-language learning motivation is not only a single emotion of excitement. These include the objectives that guide behavior, the work learners are willing to put in, the value they place on the language, the identities they envisage for themselves, and the social and educational contexts that enable or hinder involvement. Gardner (1985), highlighted the connection between attitudes, motivation and accomplishment. Later methods broadened the study to autonomy, internalization, identity, future self-guides and quality of the learning experience (Dörnyei, 2009; Ryan & Deci, 2000). This is especially pertinent to university programs where students are encouraged to assume greater independence and link their present studies to future professional jobs.

This debate is given practical urgency in the Peruvian setting. College students may view English as beneficial for jobs, certificates, travel and getting information, but usefulness alone does not usually translate into lasting learning habit. Instrumental reasons may be accompanied by restricted confidence, broken study patterns, anxiousness, or a lack of possibilities for meaningful contact. For the future foreign language instructors, the question is even more important: English is not an accessory subject, but a vital element of their disciplinary competence and professional identity. Their skill will affect their capacity to model

language usage, design teaching, access research, and help their own learners in the future.

The objective of this research is to investigate the link between motivation and English competency of students of the Foreign Language Education career of Universidad Nacional Jorge Basadre Grohmann, of Tacna, Peru. Four motivational elements are investigated: the criteria or degree of motivated engagement, future selves, social impact in the second language, and other motivational aspects such as instrumental orientations, attitudes, and learning experience. English Language Testing Performance related to the Common European Framework of Reference for Languages The study stresses distributional patterns, the strength and ambiguity of the connections, their educational meaning, and the limits of correlational evidence.

Motivation in second-language learning

From attitudes and effort to internalized engagement

Earlier social-psychological study defined motivation as the mix of desire, attitudes favorable to language acquisition, and effort toward language learning (Gardner, 1985). This definition is still useful, since, it separates the desire to know a language, from the continuous practice of learning it. A student could have a favorable attitude about English but not devote much time to it. Another student might study very hard due to outside pressures but might not build a strong personal attachment to the language. Goals, value, and continuous behavior complement each other, making achievement more probable.

Self-determination theory also separates the quality of motivation. Ryan and Deci (2000), outline a continuum of behavioral regulation from more regulated involvement to more autonomous participation, in which learners comprehend, value and endorse an activity. This is an important distinction in higher education. Students who study merely to avoid failure or to meet external expectations may comply in the short term, but autonomous motives are more likely to foster perse-

verance, strategic learning, and resilience when tasks get challenging. External objectives are not objectively bad, but their educational significance varies with the extent to which they are progressively absorbed and tied to individually significant desires.

The L2 Motivational Self System

The L2 Motivational Self System is a valuable paradigm for describing motivation in current language instruction. According to Dörnyei (2009), three main components are: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self is the language user that a learner wants to be. The ought-to L2 self is constructs that the learner feels he/she ought to create in an effort to satisfy expectations, duties, or avoid adverse consequences. The L2 learning experience includes motivation that is sourced from the surrounding environment, including teachers, classmates, curriculum, tasks, feedback, success, and past experiences with the language.

Future self-guides are motivating when they are vivid, personally relevant, credible, and action-specific. A good future self for a student studying to be an English teacher may include teaching with confidence, having an international certification, participating in academic activities, or finishing postgraduate studies. Such pictures can establish a real gap between present competence and a desired professional identity. But just thinking about a future self doesn't mean you'll get things done. The picture has to be supported with proximate objectives, regular practice, feedback and chances for the feeling of growth.

Research supports this contrast between motivated disposition and achievement. Al-Hoorie (2018) discovered, in a meta-analysis, that components of the L2 Motivational Self System were more consistently associated with planned effort than with objective performance. Papi (2010), further shown that self-guides can have distinct emotional and behavioral effects: aspirational identities and pleasant learning experiences can facilitate motivated action, but externally imposed expectations might be linked to fear. Moskovsky et al. (2016) and Subekti (2018), found that the relationships with objective proficiency can be

weaker or context-dependent. Hence, motivation should be seen as a crucial condition of learning, but not a sufficient cause of proficiency. Context is important for this process. Social support from instructors, classmates, and family may help affirm effort and give models and chances for using English. Simultaneously, pressure that is unrelated to the learner's own goals may promote compliance but not lasting engagement. Large scale and contextual scale research indicate that motivational patterns differ between educational environments and learner groups (Lamb, 2012; You & Dörnyei, 2016). In a professional language program, the link between English and future identity might be more direct than in programs where English is only a basic prerequisite. This makes the present population an interesting context in which to study how different characteristics of motivation may be associated with assessed proficiency.

English proficiency in foreign language teacher education

English competence is the development of receptive and productive skills: reading, listening, writing, and speaking. For prospective teachers, competency also offers the language basis for pedagogical explanation, classroom engagement, evaluation and professional learning. The Common European Framework of Reference for Languages describes development from basic to increasingly independent and skilled usage on a common scale. In this study, performance information was taken from the Cambridge B1 Preliminary sample exam and translated to Cambridge English Scale and Common European Framework levels. Scores from 100 to 119 equated to A1, 120 to 139 to A2, 140 to 152 to B1 Grade C, 153 to 159 to B1 Grade B, and 160 to 170 to B2 (Council of Europe, 2002; Cambridge University Press & Assessment, n.d.).

The adoption of an externally referenced measure of competence improves the understanding of the link with motivation since it is not based solely on course grades or self-reported ability. But competence is the outcome of a number of factors such as previous exposure, quality of education, intentional practice, language-learning tactics, anxiety, self-efficacy, and availability of real communication opportu-

nities. Therefore, it is theoretically possible that motivation is moderately related: motivated students may practice more and persist longer, but individuals with similar motivation may still differ in terms of opportunity, previous knowledge, and efficacy of study behavior.

Method

Design and participants

The study had a quantitative, basic, cross-sectional, non-experimental correlational design. The objective was to determine the direction and magnitude of the relationship between motivation and English competency without influencing either one. The design does not prove temporal order or causality as all measures were gathered within one academic session. Thus, claims regarding the findings are claims about correlations, trends and educational implications, not effects.

The population was composed of 116 students from the first to fifth year of the Foreign Language Education program at Universidad Nacional Jorge Basadre Grohmann, 2025. The population and the sample to be evaluated were the same size as the census technique was utilized. The participants were 83 women (71.6%) and 33 males (28.4%). The majority were 20 to 22 years of age (n=70, 60.3%). The students were split over the 5 years of study, with group sizes ranging from 21 to 25, ensuring representation of all stages of the curriculum.

Table 1.
Participant profile

Characteristic	Category	n	%
Gender	Women	83	71.6
Gender	Men	33	28.4
Age	17–19 years	19	16.4
Age	20–22 years	70	60.3
Age	23–25 years	17	14.7
Age	26–28 years	5	4.3
Age	29 years or older	5	4.3

Characteristic	Category	n	%
Year of study	First year	21	18.1
Year of study	Second year	24	20.7
Year of study	Third year	24	20.7
Year of study	Fourth year	25	21.6
Year of study	Fifth year	22	19.0

Note. N = 116. Percentages for year of study were calculated from the reported frequencies and may total 100.1% because of rounding.

Measures

Motivation was measured with a 45-item questionnaire adapted by Ramírez (2022) from the L2 Motivational Self System. Responses used a six-point agreement scale ranging from 1 (totally disagree) to 6 (totally agree), producing a possible total score from 45 to 270. The instrument organized motivation into four dimensions: (a) criterion, representing the degree of motivated engagement and willingness to invest effort; (b) future selves, including ideal and ought-to self-guides; (c) social influence in the second language, including family, peer, and teacher influence; and (d) other motivational factors, including promotion- and prevention-oriented instrumentality, fear of assimilation, ethnocentrism, and the L2 learning experience. Total scores were classified as low (45–119), medium (120–194), or high (195–270). A pilot study with 10 students from the Faculty of Education yielded a Cronbach's alpha of .97, indicating very high internal consistency. Three university researchers reviewed the questionnaire for content validity.

English proficiency was measured with the Cambridge B1 Preliminary sample test, which assesses reading, writing, listening, and speaking. Performance was interpreted through Cambridge English Scale ranges and corresponding Common European Framework levels. Unlike the motivation questionnaire, the proficiency test was not developed specifically for this study; it is an externally standardized assessment format supported by Cambridge English validation procedures. The use

of a proficiency test instead of self-report reduced common-method overlap between the two principal variables.

Procedure and analysis

Permission coordination was with the Foreign Language Education program and professors of courses. Students were told about the study and participated willingly after informed consent. The motivation questionnaire and proficiency evaluation were given on pre-scheduled days. Data were coded using Microsoft Excel and analyzed using SPSS. Descriptive data consisted of frequencies and percentages for participant characteristics, motivational levels, classifications of skill-level, and categories of the Common European Framework.

The Kolmogorov–Smirnov test was used to examine the distributional form due to the sample being more than 50 instances. The levels of proficiency were substantially different from normalcy, whereas the motivation ratings were not. More crucially, proficiency was described in ordered categories of the Common European Framework. Monotonic connection was consequently assessed using Spearman's rank-order correlation. Statistical significance was considered at $\alpha = .05$, and software values indicated as .000 were accurately reported as $p < .001$. Coefficients from .20 to .39 were characterized as weak, while coefficients from .40 to .59 were characterized as moderate. Approximate 95% confidence intervals were computed using the Fisher z transformation. Note that this approach is an approximation for Spearman coefficients. A cautious Bonferroni threshold of .010 (.05/5) was also applied to the five anticipated correlations. Magnitude, direction, uncertainty and resilience to numerous tests were interpreted in combination.

Results

Motivational profile

Overall motivation was heterogeneous but centered on the medium category. Forty-five pupils (38.8%) were at the medium level, 36 students (31.0%) were at the low level and 35 students (30.2%) were at the high level. The low and high categories differed by only one student, or 0.8 percentage points, indicating an almost symmetrical distribution around the middle category. At the same time, 81 pupils (69.8%) were classified at low, medium and not high levels. This pattern implies that there was a large subgroup with high motivation but that this was not the dominating profile in the program.

The criteria dimension had the highest concentration in the medium category ($n = 57$, 49.1%) and the lowest high-level group ($n = 23$, 19.8%). The low group included 13 pupils more than the high group, or 11.2 percentage points, demonstrating that consistently planned effort was less prevalent than partial or inconsistent participation. Future selves were largely middle ($n = 48$, 41.4%) with the low group exceeding the high group by eight pupils or 6.9 percentage points. Social impact was the most balanced factor, with a 6.0 point spread across the three categories. Other motivating factors followed a medium centered pattern with the low group being seven students, or 6.0 percentage points, higher than the high group. Across every motivational measure, the modal category was medium, but the size of the low-high imbalance differed meaningfully by dimension.

Table 2.
Distribution of motivational dimensions and overall motivation

Construct	Low n (%)	Medium n (%)	High n (%)
Criterion	36 (31.0)	57 (49.1)	23 (19.8)
Future selves	38 (32.8)	48 (41.4)	30 (25.9)
Social influence in L2	39 (33.6)	42 (36.2)	35 (30.2)
Other motivational factors	39 (33.6)	45 (38.8)	32 (27.6)
Overall motivation	36 (31.0)	45 (38.8)	35 (30.2)

Note. N = 116. L2 = second language. Percentages may not sum to exactly 100.0% because of rounding.

English performance

The medium category was also the mode for each of the four English skills. Listening had the largest medium-level group (n = 51, 44.0%), followed by writing (n = 48, 41.4%), reading (n = 47, 40.5%), and speaking (n = 43, 37.1%). Speaking showed both the largest low-level group (n = 38, 32.8%) and the largest high-level group (n = 35, 30.2%), producing the most polarized profile. Listening had the smallest low-level proportion (30.2%) but also the smallest high-level proportion (25.9%), indicating a stronger concentration in the middle. The spread between low and high categories was modest for reading (2.6 points), speaking (2.6 points), and writing (3.4 points), but wider for listening (4.3 points). Thus, no skill displayed a dominant high-achievement profile, and approximately three in ten students remained in the low category for every skill.

Table 3.
Distribution of English skill levels

Skill	Low n (%)	Medium n (%)	High n (%)
Reading	36 (31.0)	47 (40.5)	33 (28.4)
Writing	36 (31.0)	48 (41.4)	32 (27.6)
Listening	35 (30.2)	51 (44.0)	30 (25.9)
Speaking	38 (32.8)	43 (37.1)	35 (30.2)

Note. N = 116. Percentages may not sum to exactly 100.0% because of rounding.

The Common European Framework distribution provides a broader summary of proficiency. A2 was the largest category (n = 48, 41.4%), followed by B1 Grade C (n = 25, 21.6%), B1 Grade B (n = 19, 16.4%), B2 (n = 13, 11.2%), and A1 (n = 11, 9.5%). In combined terms, 59 students (50.9%) were basic users at A1 or A2, whereas 57 (49.1%) reached the independent-user range of B1 or B2. The difference between these combined groups was only two students, or 1.8 percentage points. However, the apparent balance should not obscure the concentration at A2 or the limited B2 group. Only about one in nine students reached the highest observed category, while approximately two in five remained at A2.

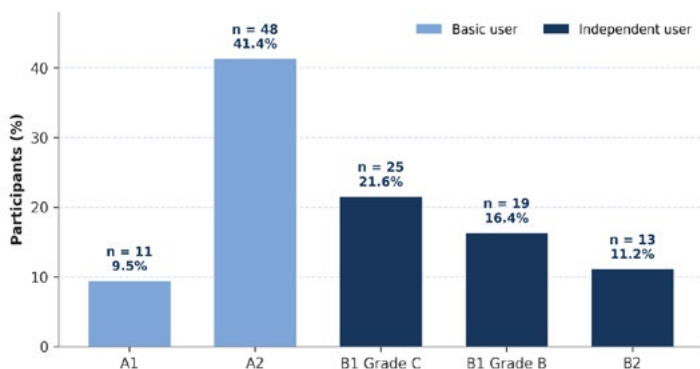
Table 4.
English proficiency according to Common European Framework levels

Level	Cambridge English Scale	n	%	Interpretive category
A1	100–119	11	9.5	Basic user
A2	120–139	48	41.4	Basic user
B1 Grade C	140–152	25	21.6	Independent user
B1 Grade B	153–159	19	16.4	Independent user
B2	160–170	13	11.2	Independent user

Note. N = 116. Level ranges follow the score interpretation for the Cambridge B1 Preliminary sample test.

Figure 1 makes the concentration at A2 and the comparatively small B2 group immediately visible while distinguishing basic from independent users.

Figure 1. Distribution of English proficiency across Common European Framework levels.



Note. N = 116. A1 and A2 are basic-user levels; B1 and B2 are independent-user levels. Percentages may not sum to exactly 100.0% because of rounding.

Association between motivation and proficiency

Overall motivation and English competence were positively linked, with a moderate effect size, $\rho = .526$, 95% CI $\approx [.380, .646]$, $p < .001$. Therefore, students with greater motivation ratings tended to be in higher categories of the Common European Framework and the uncertainty interval was completely above zero. The coefficient is educationally relevant as it displays a clear monotonic trend without approaching a level where desire may be considered interchangeable with competency or a substitute for teaching, prior learning, and purposeful practice.

Proficiency was also favorably correlated with all four motivational characteristics. Future selves had the biggest coefficient at the dimension level, $\rho = .468$, approximate 95% CI $[.312, .599]$, followed by other motivating elements, $\rho = .436$, CI $[.276, .573]$, criteria, $\rho = .412$, CI $[.248, .553]$ and social impact, $\rho = .385$, CI $[.218, .530]$. All p-values were $< .001$ and hence significant at the cautious Bonferroni-adjusted threshold of .010. The positive trend was therefore not dependent on an uncorrected significance criteria.

The coefficients at the dimension level were rather near. The difference between the highest and smallest point estimates was .083. Importantly, their confidence intervals overlapped widely, thus the ordering should be viewed as a descriptive pattern rather than as proof that future selves were statistically stronger than the other aspects. For the chosen categorization, the point estimate of social influence was small, but the interval stretched into the moderate range. Hence the most defensible conclusion is that all dimensions revealed positive evidence of relationship. The data do not support significant differences among the relative strengths of the associations.

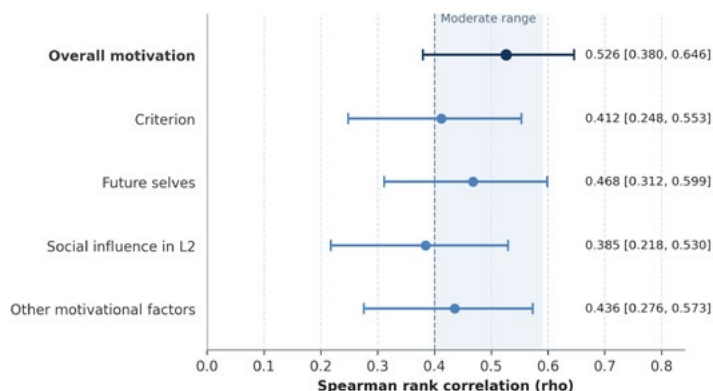
Table 5.
Spearman correlations between motivation and English proficiency

Motivational measure	Spearman ρ	Approx. 95% CI	p	Magnitude
Overall motivation	.526	[.380, .646]	< .001	Moderate
Criterion	.412	[.248, .553]	< .001	Moderate
Future selves	.468	[.312, .599]	< .001	Moderate
Social influence in L2	.385	[.218, .530]	< .001	Weak
Other motivational factors	.436	[.276, .573]	< .001	Moderate

Note. N = 116. Confidence intervals are approximate and based on the Fisher z transformation. Proficiency was represented by ordered Common European Framework categories. All tests were two-tailed. Every p-value remained below the Bonferro-ni-adjusted threshold of .010 for five correlations.

Figure 2 shows the shared positive direction of the associations and the substantial overlap among the dimension-level confidence intervals.

Figure 2. Spearman correlations with approximate 95% confidence intervals



Note. $N = 116$. Points represent Spearman rank correlations and horizontal lines represent approximate 95% confidence intervals. The shaded band marks the adopted moderate range from .40 to .59.

Integrated quantitative pattern

Taken together, the distributions and associations reveal three complementary features. First, medium was the modal category for every motivational measure and every language skill, indicating broad concentration in the middle rather than at either extreme. Second, the cohort was almost evenly divided between basic and independent Common European Framework users, but B2 attainment remained uncommon. Third, high overall motivation was more prevalent than B2 performance by 19.0 percentage points (30.2% versus 11.2%). This marginal contrast does not identify the same individuals and cannot be interpreted as a cross-tabulation; it nevertheless illustrates why motivation should be understood as a relevant resource rather than a direct equivalent of attained proficiency.

Table 6.
Integrated quantitative profile and educational signals

Indicator	Value	Analytical signal
Low or medium overall motivation	81 (69.8%)	Most students had not reached the high category.
High overall motivation	35 (30.2%)	Nearly one third showed a strong motivational profile.
Basic CEFR user (A1–A2)	59 (50.9%)	Slightly more than half remained at basic levels.
Independent CEFR user (B1–B2)	57 (49.1%)	Almost half reached independent-user levels.
B2 performance	13 (11.2%)	A limited subgroup reached the highest observed category.
Listening at medium level	51 (44.0%)	Largest medium-level skill group.
Speaking at low level	38 (32.8%)	Largest low-level skill group.
High motivation versus B2	30.2% vs 11.2%	A 19.0-point marginal gap; categories are not equivalent.

Note. CEFR = Common European Framework of Reference for Languages. Values are marginal summaries; they do not identify participant-level overlap between categories.

Discussion

The overall result indicates a favorable, moderate and statistically strong correlation between motivation and ability in English. The estimated confidence range for the overall coefficient did not include zero, and all five connections remained significant following the conservative adjustment for multiple testing. This convergence bolsters the conviction that the positive trend we found was not restricted to one motivating component or an uncorrected significance threshold. Students who indicated better reasoning, future orientations, learning experiences and involvement tended to have greater levels of English. The size is educationally significant, but this does not mean that motivation predicts accomplishment. Given the cross-sectional, non-experimental design, several explanations are still possible: motivation may promote practice and persistence, successful learning may reinforce

motivation, or both may be influenced by prior proficiency, quality of instruction, self-efficacy, anxiety, and opportunities to use English. This coincides with Valera Castro (2019), who found a favorable association between motivation and English learning among language students from another Peruvian public institution. It is also in line with research finding a relationship between L2 proficiency and internalized motivation and planned effort (Takahashi & Im, 2020). The coefficient here was lower than some local work and stronger than connections described in other international research. Direct comparisons should be made with caution because research differ in participants, tools, proficiency measures, curricula and analytical processes. Still, the convergence across settings highlights the pedagogical significance of motivation in university language acquisition.

The link is also consistent with a behavioral route. Motivational orientations alter the quantity and quality of effort. Effort over time adds to competence. Al-Hoorie (2018), observed that, on average, the correlations of the motivational self-system components with planned effort were higher than their correlations with objective performance. This difference may assist to explain why the coefficient in this study was mild. Motivation may motivate study, exposure, method usage, and persistence, but competence only increases when this energy is channeled into effective language-learning behavior over time. A highly motivated student may nonetheless make modest progress if the practice is not well planned or the possibilities are restricted.

The role of future selves

Among the particular dimensions, future selves provided the greatest point estimate, but overlapping confidence intervals do not imply that it was statistically stronger than the other dimensions. Nevertheless, the descriptive pattern is logically consistent with students intending to pursue a career in foreign languages. Becoming certified, speaking globally, becoming part of academic groups, or seeing oneself teaching English may make current study personally meaningful. The future professional identity gives direction and can help learners view every-

day work as stages toward a desirable position rather than as separate course obligations.

However, the descriptive distribution suggests that future orientation was not consistently strong with 32.8% of students being in the low group and just 25.9% in the high category. A professional program may generate an expectation that all students have a strong future identity as language users, but enrollment does not guaranty that such an identity is vivid or actionable. Students may feel uncertainty about employment, uneven growth, competing obligations, or a gap between imagined capability and current achievement. Busse and Walter (2013) showed that the motivation for language acquisition fluctuates over the duration of university study: the desire for competence might stay strong but the effort, the self-efficacy or the intrinsic drive can decrease.

Papi's (2010), results offer a significant caveat. Ideal and ought-to self-guides do not necessarily work in the same manner. Aspirational pictures can encourage motivated conduct whereas externally driven duties might heighten anxiety. The present study employed an aggregated future-selves dimension and hence cannot establish whether ideal and ought-to motives had unique associations with proficiency. Thus the positive coefficient should be read as evidence for future orientation in general, not as evidence that all future directed pressure is positive. Teacher education should concentrate on personally supported, credible professional identities and relate these identities to attainable short-term activities.

Criterion, learning experience, and social influence

Moderate correlation was found between the criteria dimension and proficiency, however only 19.8% of students achieved the high level. This data implies lack of correlation between valuation of English and persistent pattern of effort. Instructionally effective motivation is transformed from general reasons to observable behaviors: attention to feedback, purposeful practice, monitoring of shortcomings, exposure seeking, and persistence through communicative difficulties. Clear goals and frequent proof of accomplishment can help students consolidate this shift from intention to action.

Other motivating factors were somewhat associated with performance. This wide dimension encompassed instrumental orientations, attitudes, and L2 learning experience. The link to proficiency is consistent with the assumption that motivation is replenished or drained by the present learning environment. Appropriately hard tasks that are linked to true conversation can encourage a feeling of competence and growth. In contrast, students who need English for their professional life may become bored if they keep failing, get little feedback or do the same things over and over again. Thus, the learning experience is not a background variable, but one of the settings through which future identities and aspirations become sustainable behavior.

The social effect was considerable and favorable, although weaker than the other elements. Persistence may be normalized, encouragement can be offered and possibilities for contact can be increased by the support of instructors, classmates and family. However, external impact may be less directly associated with proficiency if it is not internalized or where help is generally provided and not tied to specific learning activities. The result is not to render social context meaningless. Instead, evidence implies that social support is most beneficial when it supports autonomy, competence, and personally consequential objectives. This explanation is consistent with contextual theories, where the influence of the motivational self-system is contingent upon educational and social settings (Lamb, 2012; You & Dörnyei, 2016).

Implications for university language teacher education

The findings indicate a coordinated strategy in which motivational development is integrated into language education rather than being a sporadic speech or extra-curricular activity. First, programs can undertake periodic diagnostic reviews of motivation and progress in the Common European Framework. The early academic help, advice and realistic study plans are then provided to students who are in low motivational categories or at A1–A2 proficiency. Diagnosis should be formative and private, and its objective should be to allocate help rather than to label learners.

Second, guided visualization, career-related projects, mentoring by advanced students and graduates, instructional simulations, international collaboration, and tailored certification programs may make future professional identities tangible. Each long-term picture has to be connected to a nearby target: a weekly speaking objective, a reading portfolio, a cycle of writing feedback, a practice test timeline, etc. This mix keeps the energizing power of a perfect future self but does not allow it to become simply a theoretical desire.

Third, instructors may promote motivated engagement by providing clear goals, autonomy-supportive alternatives, frequent formative feedback, and visibility of progress. Students may be able to relate effort to improvement through learning contracts, reflective diaries and skill dashboards. Because roughly one third of the sample did badly in several motivational and competence domains, therapies should provide repeated opportunities for feasible success. Mistake should not be noted, but the next logical step identified.

Finally, social support should be an adjunct, not an alternative, to autonomous motivation. Conversation groups, peer mentorship, cooperative effort, and positive instructor support may create an environment where English use is natural and purposeful. The concentration of learners at A2 also shows the requirement for continuous exposure and communicative practice throughout the curriculum. Programs can also coordinate reading, writing, listening and speaking objectives

so that students see cumulative gains, rather than a disconnected set of course demands.

Limitations and directions for future research

Limitations of the research include: Because it is cross-sectional, no judgment of causal direction or purposeful evolution is possible. The census, although covering one program in its entirety, cannot be broadly extrapolated to other institutions, disciplines, or areas. Motivation was self-reported and may have been subject to social desirability or momentary perceptions. The very high rating of internal consistency with factor-analytic evidence has to be enhanced in future study to support the structure of the updated questionnaire. Alternative motives are conceptually wide, and combining the scores may mask unique relationships between instrumentality, attitudes, cultural difficulties, and the learning process.

Future research should employ longitudinal approaches to investigate the reciprocal effect of motivation and proficiency over academic terms. Multisite studies that use probabilistic or stratified sampling may increase external validity. Different techniques may study the elements that lead to different proficiency outcomes for students with similar motivation. If the sample size is large enough and the measures are precise enough, structural equation models may be used to test the indirect routes including effort, self-regulation, anxiety and learning techniques. Intervention studies can also test whether mentorship, future-self exercises, autonomous goal planning, or improved communication techniques provide quantitative gains in motivation and competence.

Conclusion

Among 116 university students in training to be foreign language instructors, motivation and English ability were positively connected. Overall motivation was moderately correlated with Common European Framework levels and all motivational dimensions remained significant after cautious correction for multiple testing. The biggest dimension-level point estimate was for future selves, followed by other motivating variables and criteria, and the smallest point estimate was for social impact. This ordering is descriptive, rather than evidence of statistically separate effects, as the uncertainty ranges overlapped. Taken together, the results imply that professional identities, learning experiences, social environment and sustained engagement are positively related to language achievement in this context.

The descriptive data also show a development difficulty. Motivation was equally distributed at low, medium and high levels and 50.9% of the population remained at A1 or A2. The program consequently had both pupils with strong motivating resources and a significant proportion needing more structured help. The best way to make sense of the data is not that desire per se causes proficiency, but that it is a useful educational resource whose worth relies on how well it is transformed into purposeful practice, feedback, exposure and perseverance.

The crucial conclusion for teacher education is to link the future professional identity with the current learning behavior. Motivation may be built by consistency in curriculum, achievable objectives, real use of language, formative feedback, mentorship, and the opportunity to observe improvement. These factors may assist students progress from understanding the value of English to continuously behaving as emerging professionals using English with greater autonomy.

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Entendiendo el papel de la motivación en el dominio del inglés entre futuros profesores de lenguas extranjeras

Resumen

Este capítulo examina la relación entre la motivación para aprender una lengua extranjera y el dominio del inglés en estudiantes universitarios que se preparan para ser profesores de lenguas extranjeras en el sur de Perú. Primero sitúa la motivación dentro de las principales perspectivas sobre el aprendizaje de segundas lenguas, con especial atención al Sistema Motivacional del Yo en L2 y el papel de las guías del yo futuro, las expectativas sociales, las experiencias de aprendizaje y el esfuerzo sostenido. Luego describe un estudio correlacional cuantitativo, transversal y no experimental realizado con la población completa de 116 estudiantes matriculados desde el primer hasta el quinto año de un programa de Educación en Lenguas Extranjeras en una universidad pública. La motivación se midió mediante un cuestionario de 45 ítems adaptado del Sistema Motivacional del Yo en L2, mientras que el dominio del inglés se evaluó a través del examen de muestra Cambridge B1 Preliminary y se interpretó utilizando los niveles del Marco Común Europeo de Referencia. El capítulo presenta la estrategia analítica descriptiva e inferencial, consolida los principales patrones en motivación y desempeño lingüístico, e interpreta las asociaciones entre la motivación general, sus dimensiones y el dominio del idioma. Las secciones finales discuten las implicaciones para la formación docente, la planificación curricular, el apoyo al estudiante, el desarrollo de la identidad profesional y la investigación futura sobre motivación y logro lingüístico en la educación superior.

Palabras clave: motivación; aprendizaje de idiomas; educación superior; dominio del idioma; estudiantes universitarios.

Compreendendo o papel da motivação na proficiência em inglês entre futuros professores de línguas estrangeiras

Resumo

Este capítulo examina a relação entre a motivação para aprender uma língua estrangeira e a proficiência em inglês entre estudantes universitários que se preparam para se tornarem professores de línguas estrangeiras no sul do Peru. Primeiramente, situa a motivação dentro das principais perspectivas sobre o aprendizado de segundas línguas, com atenção especial ao Sistema Motivacional do Eu em L2 e ao papel dos guias do eu futuro, das expectativas sociais, das experiências de aprendizagem e do esforço sustentado. Em seguida, descreve um estudo correlacional quantitativo, transversal e não experimental realizado com a população completa de 116 estudantes matriculados do primeiro ao quinto ano de um programa de Educação em Línguas Estrangeiras em uma universidade pública. A motivação foi medida usando um questionário de 45 itens adaptado do Sistema Motivacional do Eu em L2, enquanto a proficiência em inglês foi avaliada por meio do teste de amostra Cambridge B1 Preliminary e interpretada usando os níveis do Quadro Comum Europeu de Referência. O capítulo apresenta a estratégia analítica descritiva e inferencial, consolida os principais padrões em motivação e desempenho linguístico, e interpreta as associações entre a motivação geral, suas dimensões e a proficiência. As seções finais discutem implicações para a formação de professores, o planejamento curricular, o apoio ao aluno, o desenvolvimento da identidade profissional e a pesquisa futura sobre motivação e desempenho linguístico no ensino superior.

Palavras-chave: motivação; aprendizagem de línguas; ensino superior; proficiência linguística; estudantes universitários.