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Research Report: Multiple Case Study Comparison of High School and University Students' Perceptions of Motivational Factors in Classes with Foreign and Local English Teachers

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Abstract

Motivation is one of the major forces in language learning. Teachers' support, or even more the way students perceive this support is an important factor for increasing Self-Determined motivation and fulfillment of their three basic psychological needs: autonomy, competence and relatedness. Local (LTEs) and foreign teachers of English (FTEs) in Japan are commonly generalized and categorized into two separate groups, and perceived quite differently in the classroom. The present research report reveals that foreign and local teachers' support of the basic psychological needs is perceived less fulfilling by students of older grades. The drop in satisfaction between younger and older students is bigger for FTEs than for LTEs. Another finding shows that students of different proficiency levels regard their local teachers of English differently. High level students expressed less satisfaction with the competence need support from LTEs, and low level students found them less intrinsically motivating.

Keywords: Self-Determination Theory, students' needs support, FTE, LTE

Introduction

The significance of English language education in 21st century Japan is undeniable. Most teachers and researchers would agree that motivation is a major driving force of successful language learning (Dörnyei, 2001; Deci and Ryan, 2002). In fact, English learning motivation has been a major research topic in Japan over the past ten years (Ushioda, 2013). However, Japanese students are not showing increased language skills and do not seem to be highly motivated to learn English despite the country's current emphasis on English education (Agawa and Ueda, 2013; Kikuchi, 2015). In 2018, two years before the Olympics, motivation is still one of the major concerns of English teachers in Japan.

In the language classroom situational interest, learners' perceptions of the dynamics of teacher-learner interaction are of growing interest among researchers. Currently, numerous and various foreign teachers of English (FTEs) are employed throughout Japan and no longer a novelty for the majority of English language learners. Local teachers of English (LTEs), who are usually non-native speakers of English with Japanese as their first language, come into

students' lives as early as in elementary school and continue teaching them English until they graduate from college.

The author of this article has been conducting research examining how teachers' subjective identity of belonging to one of the two distinctive groups of foreign and local teachers in Japan affect the students' English learning motivation (Yazawa, 2017; Yazawa and Inouchi, 2018; Yazawa in-press). The present article will summarize the findings up to now and compare three separate case studies in order to report similarities and differences and discuss a further possible path for development.

Literature Review

1. Brief Overview of Self-Determination Theory of Motivation

The motivational theory employed in the present research is the Self-Determination Theory (SDT). The recent popularity of SDT in the field of language education is attributed to its specific approach of regarding motivation as not fixed but rather fluid, residing inside a continuum of learner self-determination, ranging from non-self-determined and controlled motivation to highly self-determined, autonomous and internalized. There are three main types of motivation in the theory: amotivation, which is an absence of any motivation, extrinsic and intrinsic motivations (Deci and Ryan, 2002).

The main source of intrinsic motivation is situational interest (Gardner, 1985). Students are motivated to learn because they find the process of learning itself enjoyable. There is no particular reward or goal in learning except for the excitement of the process. In contrast, extrinsically motivated students are persistent in their studies because they assign a utility value to it. They understand the importance of the process for current or future goals. Knowing the causes of the teacher effect on different types of motivation, we can discuss what teachers can do to enhance their levels in students.

According to the SDT, different processes regulate each type of motivation. From the non-self-determined to the highly self-determined, these processes are defined as external, introjected, identified, integrated, and intrinsic regulations. Extrinsic motivation is controlled by external, introjected, identified, and integrated regulations. External regulation is the most externally controlled and the least self-determined among the four, and the most autonomous is integrated regulation, closely followed by identified, both of which employ internal sources such as interest to perform activities for the attainment of external goals (Ryan and Deci, 2000).

While intrinsic motivation is considered the best fuel for autonomous motivation in many fields of human life, in educational settings, it is identified or integrated types of extrinsic motivation that play a major enhancing role (Deci and Ryan, 2002). Learners who are driven by these two types of regulatory processes find personal value and importance in classroom activities, synthesize the activities with other parts of themselves, and perceive internal locus of causality during the performance. The process of shifting from external to integrated

regulation is called internalization and is a necessary aspect of becoming fully self-determined and highly motivated. To help students successfully move alongside the SDT continuum from less self-determined motivation to more, teachers need to provide adequate support of the students' basic psychological needs.

2. Psychological Needs

According to SDT, students experience highly self-determined, autonomous and internalized motivation when the settings they are in are perceived as satisfying to their fundamental needs for competence, autonomy, and relatedness (Ryan and Deci, 2000, 2002). A greater fulfillment of these three needs is directly related to a greater level of self-determined motivation in students.

Autonomy is considered the most important among these three psychological needs, and is known as a desire for personal endorsement of one's own behavior (Deci and Ryan, 2002). On the SDT motivational continuum the most autonomous motivation is intrinsic and the least is amotivation. In order to support students' autonomy, teachers are advised to consider the students' voices and opinions about learning process and provide choice of materials and learning styles.

A need for competence can be described as a desire to challenge and successfully master difficult tasks. The closest equivalent to competence in this context is self-efficacy. Bandura (1994: 71–81) defines self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance." Fulfillment of the need for competence is an important part of successful learning and can be achieved by improving the emotional state of the learners, assigning challenging, yet not too difficult tasks, and providing constructive feedback.

The SDT research in educational settings tends to accentuate the importance of fulfillment of students' competence and autonomy needs, and far less is known about teaching practices supporting relatedness. A need for relatedness is a psychological need to be connected to others. Students tend to internalize values and practices of those people to whom they feel connected in the classroom. Students' perception of their relationships with teachers is one of the factors directly influencing the fulfillment of their need for relatedness. The way teachers create meaningful connections, get involved into teaching emotionally with high dedication and dependability, support and care for their students, all and much more affect the satisfaction of this need and enhance self-determined motivation. Perceived relatedness "refers to the extent to which students believe teachers value and establish personal relationships with them" (Ryan and Patrick, 2001: 440).

3. Teacher Effect

Within the frame of SDT, teacher behavior is an important external force influencing students' regulatory styles. The effect of cognitive perception of teacher's support lays

anywhere inside the motivational continuum of SDT ranging from a highly autonomy-supportive to extremely controlling (Reeve, 2016). If the students' needs for autonomy, competence and relatedness are satisfied, their motivation is highly internalized and they are thus more willing to participate actively in the classroom (Reeve, 2016). Therefore, a teacher's attitude, behavior, teaching style, and identity are considered very important in influencing the process of the internalization of learner motivation (Oxford and Shearin, 1994; Peirce, 1995, Dörnyei, 2005, 2009).

The recent studies of teachers' effect in Asian educational contexts revealed that compared to other Asian countries, Japanese students are more willing to attribute their success in learning to teacher influence (Mori et al., 2010). Japanese students do not tend to asign their success to personal efforts and ability as students in such countries as Thailand or Malaysia do (Gobel et al., 2011). Therefore, teachers in Japan represent an influential and important factor for developing self-determined motivation in students.

It seems to be clear that, at least in Japan, local teachers of English and foreign teachers are perceived differently by their students. Over the last few decades, there have been several studies in other countries revealing many advantages and disadvantages of different types of teachers. Numerous researchers have reported that students appreciated the authenticity of culture and language, and diverse pronunciation of "native" teachers (Lasagabaster and Sierra, 2005; Gurkan and Yuksel, 2012). The students have a tendency to enjoy the friendly atmosphere, positive attitudes and enthusiasm of foreign teachers (Rao, 2010; Utsunluoglu, 2007; Benke and Medgyes, 2005). Many of the researchers in the educational field have shown that students perceive LTEs as more empathetic, understanding and sensitive to students' needs and finally providing a necessary support in students' first language (Gurkan and Yuksel, 2012; Utsunluoglu, 2007; Cook, 1999; Medgyes, 1994). In Japan, Kasai et al. (2011) reported that the students appreciated FTEs for the rich cultural knowledge and excellent communicative skills and surprisingly, even grammar skills.

However, there have not been any studies done comparing how different teachers affect the student satisfaction of the basic psychological needs of autonomy, competence and relatedness in the English classroom in Japanese educational settings. Considering all of the above, the purpose of the author's ongoing research is to explore in details what kind of support of the basic psychological needs FTEs and LTEs provide in the classroom, and in what different ways they influence the learner motivation to study English in university and high school settings.

Methods and Instruments

The current research employs mixed methods of multiple quantitative and qualitative case studies to better understand complex interactions between learners and their teachers by identifying and discussing major trends in various settings. There have been three independent studies conducted in the past two years, each of which was conceptualized as a "case" in this

article (Yazawa, 2017; Yazawa and Inouchi, 2018; Yazawa, in-press). All three cases relied upon the collection and analysis of both qualitative and quantitative data. Below is a brief description of the methodology and instruments used in each case.

Case 1

The first study was conducted in a Tokyo, Japan metropolitan high school (Yazawa, 2017). Students of both genders are enrolled in the school. At the end of the academic year in 2017, first and second year students (N＝386) completed a questionnaire adapted from a new SDT based motivational scale by Agawa and Takeuchi (2016). The adapted scale aimed to address the fulfillment of autonomy need with different types of teachers (Table 1). The items from Agawa's original scale examining competence and relatedness needs were not included in the study. The second part of the questionnaire consisted of three open-end narrative frames: "Compared to LTE, foreign teachers are...", "Compared to FTEs, Japanese teachers are..." and "During my English lessons there are the following things I want my teacher to do...".

Table 1　English translation of autonomy needs questions used in the questionnaire

I think my FTEs' demeanor makes it easy for students to ask questions.	I think my LTEs' demeanor makes it easy for students to ask questions.
My FTEs explain the value and/or meaning of activities and assignments.	My LTEs explain the value and/or meaning of activities and assignments.
I think my FTEs respect our opinions about class.	I think my LTEs respect our opinions about class.
I think my FTEs understand students' feelings.	I think my LTEs understand students' feelings.
My FTEs support us in learning English.	My LTEs support us in learning English.
My FTEs considere students' views in class.	My LTEs considere students' views in class.

Case 2

The second case study was conducted at a junior college in Tokyo in the summer of 2017 (Yazawa and Inouchi, 2018). The participants of this study were 111 freshmen, and 80% of them were female. First, a wide diagnostic survey was designed to detect general traits in the student perception of their teachers in terms of self-efficacy, interest, utility value and anxiety (Table 2). Following the first analysis of the diagnostic survey results, 25 students from high proficiency level (HLS) classes and 25 students from low proficiency (LLS) classes (average TOEIC Bridge test score is below 100), who participated in the first part of the study were given a follow-up interview, requiring them to define the sources of their interest as primary source of motivation towards FTEs and LTEs.

Table 2　English translation of the survey questions used in the case 2

Intrinsic Motivation Items
1. I am interested in FTEs' lessons.
2. I am interested in LTEs' lessons.
3. I think FTEs are interesting and fascinating.
4. I think LTEs are interesting and fascinating.
5. Learning from FTEs excites me.
6. Learning from LTEs excites me.
Extrinsic Motivation Items
7. I think LTEs' lessons are very important.
8. I think FTEs' lessons are very important.
9. I think FTEs' lessons are very useful.
10. I think LTEs' lessons are very usefu.l
Affective State Items
11. I do not feel uneasy (anxiety) with LTEs.
12. I do not feel uneasy (anxiety) with FTEs.
13. I do not feel nervous with LTEs.
14. I do not feel nervous with FTEs.

Case 3

The last case study was conducted in a Tokyo's middle-rank women's college in the spring of 2018. Freshmen and juniors from the Business Department were asked to participate in this study at the end of the spring semester (N＝350). The questionnaire used in this study was again a modified version of a new motivational scale designed by Agawa and Takeuchi (2016). This time all items were used to address the fulfillment of needs with two different types of teachers (Table 3). The last part of the questionnaire consisted of three narrative frames: "Compared to LTEs, foreign teachers are...", "Compared to FTEs, Japanese teachers are...", and "The main reason why I learn English is…".

Table 3　English translation of the psychological needs scale used in the case 3

1 I think my classes with FTEs have a cooperative atmosphere during pair and group work.	1 I think my classes with LTEs have a cooperative atmosphere during pair and group work.
2 I think my FTEs' demeanor makes it easy for students to ask questions.	2 I think my LTEs' demeanor makes it easy for students to ask questions.
3 My FTEs explain the value and/or meaning of activities and assignments.	3 My LTEs explain the value and/or meaning of activities and assignments.
4 I get along with my friends who are in the same class with FTEs.	4 I get along with my friends who are in the same class with LTEs.
5 I think I sometimes gain a sense of fulfillment when my efforts bear fruit in classes with FTEs.	5 I think I sometimes gain a sense of fulfillment when my efforts bear fruit in classes with LTEs.

6	I think my FTEs respect our opinions about class.	6	I think my LTEs respect our opinions about class.
7	I think there is a cozy atmosphere in my English class with FTEs.	7	I think there is a cozy atmosphere in my English class with LTEs.
8	I think my FTEs understand students' feelings.	8	I think my LTEs understand students' feelings.
9	My FTEs support us in learning English.	9	My LTEs support us in learning English.
10	I think I sometimes feel a sense of achievement in English classes with FTEs.	10	I think I sometimes feel a sense of achievement in English classes with LTEs.
11	I think I can get a satisfying grade in English in classes with FTEs.	11	I think I can get a satisfying grade in English in classes with LTEs.
12	My FTEs take students' viewpoints into consideration in class.	12	My LTEs take students' viewpoints into consideration in class.

Brief Review of the Findings

Case 1

Data derived from the motivational part of the questionnaire was analyzed in SPSS IBM software (2018) (Appendix 1). The results indicated that the participants had experienced a self-determined type of motivation to study English. After assigning a weight of +2 to intrinsic, +1 to identified, −1 to external motivation and −2 to amotivation, a single self-determined index (2.5) for the total sample was calculated (Vallerand and Bissonnette, 1992).

One sample *t*-test was conducted to compare autonomy need support perception from different types of teacher. It became clear that though the difference in student perceptions of their teachers was not as big as was expected (Mean difference: 0.1), the results were statistically significant (Sig 2-tailed: 0.000). Japanese high school students claimed to have a slightly higher autonomy fulfillment with their foreign teachers (Mean 3.56) than with local teachers of English (Mean 3.46).

The school year of the participants appeared to have significant correlation with the way they perceived their teachers. All second-year students reported to be less satisfied with the autonomy support than the first-year students, with a larger dissatisfaction gap for FTEs' (Pearson: −.248 sig: .000). At the same time, there was also a small but significant positive correlation between year and GTEC score (Pearson: .181 sig: .000). Thus, second-year students could be described as having higher English proficiency levels than first-year students, but lower autonomy need satisfaction levels.

The qualitative part of the questionnaire revealed that twenty-nine first-year students (19%) experience difficulties in communication with FTEs compared to LTEs: "I don't understand what they say", "Their pronunciation is too good to understand", "They use many new words" or "My English is very bad, so I can not talk to them". Even more second year students (30%) expressed difficulties in communication with FTEs compared to LTEs: "I do not understand

what they say", "It is a waste of class time, since I can not understand them" or "I can not talk to them", and similar answers were not uncommon.

Eleven first-year students (8%) expressed negative perceptions of LTEs: "They always tell us what to do. They think that they are always right, and I do not like this feeling", "Their teaching is so routine, that it is boring", "They can only do basics" or "They are nagging". Sixteen second-year students (17%) had negative feelings towards LTEs: "They are boring", "Bossy" or "They are critical".

Finally, twenty-three first-year students (18%) wished that they could learn more communicative skills: "I want to talk more", "Teach us communication", and "I want to talk in English". Nineteen second-year students (27%) had a similar wish: "Talking one-to-one", "Free talk", and "I do not want to write anymore, I want to talk more".

Case 2

According to the first diagnostic survey results, students on average had a higher interest, saw a greater utility, and higher self-efficacy levels when learning English from FTEs than from LTEs. According to the quantitative results of the first survey, HLS and LLS did not differ much in their perceptions of FTEs. However, low level students had considerably lower average scores for LTEs compared to high level students. The biggest gap between proficiency levels in student perception of local teachers was in the category of interest. While the average interest scores towards foreign teachers of HLS and LLS were practically the same, the difference between HLS and LLS perceptions towards LTEs was a full 1 point on 5-point Likert scale.

The qualitative results revealed connections and similarities between HLS and LLS perceptions of foreign teachers. Throughout the gathered data, some common themes and ideas consistently shown suggested that both groups shared common sources of interest for FTEs, because of the authenticity of English language and pronunciation FTEs are believed to bring into the classroom.

On the other hand, there were also remarkable differences in student perception between HLS and LLS groups toward FTEs and LTEs. It appeared that High Level Students found lessons with FTEs and LTEs equally interesting because they are interested in English language and its culture. Both FTEs and LTEs equally facilitated and enhanced the interest for HLS by sharing their experiences about the language and its culture.

Furthermore, Low Level Students had different interest levels towards FTEs and LTEs, because their interest seems to be based on pure enjoyment of learning English, rather than long-term goals. LLS are intrinsically motivated in FTEs classrooms through games and other fun activities. In terms of this intrinsically based perspective, the students clearly distinguish the atmosphere in classrooms with FTEs from LTEs, and the nature of their expectations is different.

Case 3

The data was analyzed in SPSS software and the overall results indicated that the participants had experienced a self-determined type of motivation to study English. Identification is reported as the strongest motivational regulation (4.1), with intrinsic following second (3.5), external third (2.8) and amotivation scoring the lowest (1.9). The positive SD Index of 4.6 in this study is above 0, therefore the students can be defined as very self-determined.

A *t*-test analysis of means was used to determine whether the students perceived fulfillment of the three psychological needs from FTEs differently than from LTEs. The results indicated that all three basic psychological needs were better satisfied in classes with foreign than local teachers. The need for autonomy revealed perceived levels of satisfaction of 3.8 for FTEs and 3.4 for LTEs. The need for competence was satisfied at 3.6 and 3.2 correspondingly. Finally, the need for relatedness surprisingly scored 4.1 and 3.4, resulting in the biggest gap between students' perceptions of FTEs and LTEs. A *p*-value of $<.001$ for all the results indicated a high level of significance for this difference (Appendix 2).

The results also showed that all three needs' satisfactions in classes with foreign teachers had significant positive correlations with self-determined motivation. At the same time, motivation had a positive correlation with fulfillment of only one psychological need in classes with local teachers: the autonomy need.

All participants across different age groups had relatively the same levels of intrinsic, identified, external motivation and amotivation. However, third year students showed lower levels of needs' satisfaction with foreign teachers than first year students. All three psychological needs of autonomy, competence and relatedness were significantly less satisfied with FTEs in the third year. For local teachers, only need for competence scored lower results, while autonomy and relatedness were equally satisfied at the same level as with the first year students. The students in third year had a relatively higher proficiency levels (Average TOEIC＝589) than the first year students (Average TOEIC＝380), so they could probably better understand their foreign teachers. Nevertheless, they did not feel enough psychological support in their classrooms especially with the foreign teachers compared to the first year students.

Finally, when comparing two different types of teachers in the qualitative part of the survey, the students described FTEs as having positive personality and being more enthusiastic than LTEs (n＝111, 41%). When the students described teaching style of FTEs, they commonly mentioned that foreign teachers provide a cozy and exciting atmosphere, use various group and pair activities, accentuate communicative learning and respect students' opinions and take into consideration their viewpoints. The majority of students had a tendency in their answers to mention ease of communication and approachability of local teachers.

The proficiency level according to the students' TOEIC test score did not appear to intervene with their perceptions of FTEs. At the same time, proficiency and competence need support from LTEs had a negative correlation. More proficient students showed a tendency to be less satisfied

with the competence need support in classes with local teachers.

When qualitative answers were divided and compared by students' year, no variance was found. The students had the same perceptions of their teachers, and the same aspirations. Since the quantitative part of the survey showed that the third year students had lower levels of satisfaction with their teachers, but open-ended questions did not reveal any difference in perceptions, further research needs to explore the reasons for such discrepancy, employing diverse qualitative methods, such as interviews and case studies.

Cross-Case Comparison and Discussion

The main goal of the present report is to offer general traits in students' perceptions of motivational factors in classes with foreign and local teachers of English in Japanese pre-tertiary and tertiary educational settings. One of the most distinctive similarities between the two of the case studies mentioned above is the fact that second year students in high school and third year students in college had a lower perceived satisfaction with both types of their teachers relative to first year students. Unsurprisingly, second-year high school students and third year college students had a higher proficiency level in English related to the first-year students; but despite this fact, they also reported a greater drop from first year in satisfaction with FTEs than with LTEs based on lack of understanding. Even more than first year students, older students in both cases felt a need for communicative practices in English classrooms rather than just academic skills training.

This fact that older students feel they understand less, even though they score higher, could be attributed to the possible stress students have from the grammar-based test preparation nature of English language instruction, and disappointment in not being able to achieve the desired language fluency to communicate with native speakers. The higher proficiency in English may not be "higher" after all, if it is solely judged by students' GTEC or TOIEC scores. The results of this research studies indicate that the more English Japanese students learn, the less they are satisfied with the fulfillment of their needs, the more they feel helpless, and the more they think that communication should be the prime goal of the English learning process. In this regard, they become even more unsatisfied with their foreign language teachers than local teachers, as they probably expected that having FTEs would help the students to enhance their communicative skills, only to learn at the end that the progress is still questionable.

Students' emotional state is an important part of their motivational engagement. The comparison of all three studies showed that while a majority of Japanese high school students felt more emotionally "safe" with LTEs than with FTEs, at the same time, college students reported to have higher feeling of relatedness in classes with FTEs, rather than LTEs. The feeling of insecurity and discomfort with FTEs among high school students was possibly due to the inability of foreign teachers to use Japanese in cases of misunderstanding.

The college students in this research felt more comfortable with foreign teachers possibly

due to a better fulfillment of relatedness and competence needs in classes with FTEs. FTEs' perceived friendly and supportive teaching styles alongside challenging "only English" settings may be more beneficial to satisfy both needs of relatedness and competence for Japanese college students. The reason why college students were more open than high-school students to challenging "only English" environments can be possibly explained by the fact that they had already achieved the last educational goal in Japan—passing an entrance examination and could feel more confident and ready to take on challenging tasks.

The way the fulfillment of the need for relatedness and competence affects overall motivation needs to be stressed more than ever. Until now, the need for autonomy was considered the major motivational force in language learning. However, the third case reveals that in Japanese settings, the need for relatedness and the need for competence in foreign language English teachers's classes have a similar or even greater impact on self-determined types of motivation in students.

Finally, two studies in this research showed that low and high English proficiency students regard their local teachers differently. The higher the proficiency level was, the lower their satisfaction was with competence need support from LTEs. High proficiency students showed a distinctively identified/integrated regulation of their extrinsic motivation and satisfaction with both types of teachers. Low proficiency students, on the other hand, proved to be highly intrinsically motivated and better satisfied in classes with foreign teachers. Their level of intrinsic interest with local teachers was much lower.

Conclusion

Self-determined motivation is one of the most effective boosters in language learning; therefore, it appears to be very important for both types of teachers to help students to increase it by internalizing their extrinsic motivation. All teachers have different styles and unique personalities, and in no way the author of this report intends to support native-speakerism by revealing who is better or worse. However, the fact is, English learners in Japan tend to have their own stereotyped perceptions about teachers, which intervene with the way the students are motivated in their classes. The present case-by-case comparison report showed that foreign and local teachers' needs support is perceived as being less fulfilling by students of older grades than by first year students. The gap in satisfaction between younger and older students is bigger for FTEs. The qualitative part of the research also showed that older students claim to understand foreign teachers less than first year students. Such learned helplessness in Japanese learners of English is a serious obstacle for successful learning and should be a focus of further research. Different perceptions of their LTEs between students of high and low language proficiency was another finding worth mentioning in the present report. High level students expressed less satisfaction with the competence need support from local teachers, and low level students found them less intrinsically motivating.

English is a compulsory subject for the majority of college students in Japan. Having a need supporting teacher to teach English adds positively to the students' intrinsic and internally regulated extrinsic interest. It also helps to satisfy the needs of autonomy, competence and relatedness. The author hopes this short summary of the present research in progress may serve as a useful tool for teaching professionals and researchers in the field of English language education to reflect on their teaching practice and to further explore methods and techniques to create a more needs supportive educational environment in Japanese classrooms.

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Appendix 1

T-Test Comparing students' perceptions of autonomy needs fulfillment with Foreign (AFTE) and Local teachers (ALTE)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
AFTE	376	3.5696	.70424	.03632
ALTE	380	3.4618	.74698	.03832

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
AFTE	98.286	375	.000	3.56959	3.4982	3.6410
ALTE	90.342	379	.000	3.46184	3.3865	3.5372

T-Test Different types of Motivation

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Intrinsic	386	3.0643	.93565	.04762
Identified	386	3.8346	.74220	.03778
External	386	3.1278	.92321	.04699
Amotivation	386	2.2000	.93164	.04742

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Intrinsic	64.346	385	.000	3.06434	2.9707	3.1580
Identified	101.507	385	.000	3.83463	3.7604	3.9089
External	66.563	385	.000	3.12781	3.0354	3.2202
Amotivation	46.395	385	.000	2.20000	2.1068	2.2932

School year and Autonomy fulfillment among students of first and second year

Group Statistics

	year	N	Mean	Std. Deviation	Std. Error Mean
AFTE	1	172	3.7597	.64593	.04925
	2	204	3.4093	.71295	.04992
ALTE	1	171	3.5916	.70853	.05418
	2	209	3.3557	.76238	.05274

Appendix 2

Table of correlations from the case 3

		TOEIC	Year	Intrinsic motivation	Identified motivation	External motivation	Amotivation
College Year	Pearson Correlation	.568**	1	.019	−.003	.011	−.038
	Sig. (2-tailed)	.000		.711	.959	.835	.465
	N	245	377	377	377	377	377
Autonomy needs satisfaction with FTEs	Pearson Correlation	.012	−.169**	.414**	.321**	−.216**	−.295**
	Sig. (2-tailed)	.846	.001	.000	.000	.000	.000
	N	245	376	377	377	377	377
Autonomy needs satisfaction with LTEs	Pearson Correlation	−.045	−.033	.269**	.204**	−.159**	−.181**
	Sig. (2-tailed)	.487	.527	.000	.000	.002	.001
	N	238	361	362	362	362	362
Competence needs satisfaction with FTEs	Pearson Correlation	.006	−.159**	.432**	.317**	−.266**	−.327**
	Sig. (2-tailed)	.935	.010	.000	.000	.000	.000
	N	200	262	263	263	263	263
Competence needs satisfaction with LTEs	Pearson Correlation	−.175*	−.135*	.255**	.137*	−.120	−.103
	Sig. (2-tailed)	.014	.033	.000	.029	.058	.104
	N	194	252	253	253	253	253
Relatedness needs satisfaction with FTEs	Pearson Correlation	−.059	−.210**	.263**	.316**	−.218**	−.326**
	Sig. (2-tailed)	.406	.001	.000	.000	.000	.000
	N	200	261	262	262	262	262
Relatedness needs satisfaction with LTEs	Pearson Correlation	−.109	−.006	.080	.099	−.067	−.055
	Sig. (2-tailed)	.132	.921	.205	.115	.288	.384
	N	194	252	253	253	253	253

*$p < 0.005$
**$p < 0.001$

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