



XXXV SALÃO de INICIAÇÃO CIENTÍFICA

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Evento	Salão UFRGS 2023: SIC - XXXV SALÃO DE INICIAÇÃO CIENTÍFICA DA UFRGS
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Local	Campus Centro - UFRGS
Título	Meninas gostam mais de inglês do que meninos? O incentivo dos responsáveis tem um papel relevante
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To explore what motivates students in the journey of learning a second language, Dörnyei proposed the L2 Motivational Self-System (2005), which comprises three key elements: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The present study is centered on the third element because it allows for the study of the unique bilingualism context in the country. Specifically, this research analyzed the difference in encouragement for learning an L2 by caregivers regarding sexes and how this behavior could affect motivation-related variables such as confidence, frequency of use, and self-rated proficiency. Thus, we asked students if and how they feel encouraged by their caregivers to study the L2, alongside their rates of confidence in speaking, writing, reading, and comprehending said language. We also asked them to self-rate their proficiency in the four skills and about the time they spent doing several activities in English. Data from 78 Brazilian students aged 12 to 17 with Portuguese as their L1 and English as their L2 were collected through questionnaires administered in the classroom, as part of a larger study. Results show that girls are more encouraged to study English by caregivers than boys. Additionally, more girls reported feeling confident regarding their L2 reading, speaking, listening, and comprehending skills than boys. These differences in support and confidence seem to be unrelated to proficiency, as both boys and girls rated themselves similarly in the four skills. Also, differences in the frequency of language use were only found for the number of hours listening to music and playing video games. Taken together, these findings point to the importance of parental encouragement for additional language learning. In the future, further research could be conducted to investigate the impact of caregivers' linguistic background on the relationship between gender and motivation.