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Título	A relação entre variáveis relacionadas à motivação e a proficiência autoavaliada de adolescentes brasileiros falantes de inglês como segunda língua
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Within the framework of the L2 Motivational Self-System (2005), Dörnyei has investigated what motivates students in the journey of learning a second language, proposing a theory made up of three components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Focusing on the third component, L2 Learning Experience, the present study was conducted to investigate foreign language learning motivation in the Brazilian school context as the bilingualism configuration in the country is highly distinct from the ones already studied in the field. More specifically, the research analyzed the relationship between motivation-related variables and the proficiency ratings of adolescents, learners of English as a second language. We asked students how much they liked English and their English classes, how important and difficult they considered English, and asked them to self-evaluate their English proficiency in writing, listening, reading, and speaking. Data from 78 Brazilian students between the ages of 12 and 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. Preliminary findings have shown significant correlations between the variables of interest, indicating that “how much students like English” is an important factor. For instance, the more they liked English, the higher they perceived their proficiency in English, and the more they liked English classes. On the other hand, “how much students like English” was negatively correlated with how difficult they considered learning the language, such that the more they liked English, the easier they found learning it. In the future, further research will be conducted to investigate the relevance of gender and parent encouragement in these students’ L2 Learning Experience.