



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

“MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “TÉCNICO AGROPECUARIO GONZANAMÁ” HIGH SCHOOL. ACADEMIC YEAR 2012-2013”

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

AUTHOR

Angélica María Camacho Camacho

THESIS DIRECTOR

Ing. Paola Moreno Ordoñez Mg. Sc.

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CERTIFICATION

Ing. Paola Moreno Ordoñez Mg. Sc.

**TEACHER OF THE NATIONAL UNIVERSITY OF LOJA, DIRECTOR OF
THESIS**

CERTIFIES:

To have directed and corrected this thesis work, previous to obtain the Licentiate's degree with the title of: **"MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT "TECNICO AGROPECUARIO GONZANAMA" HIGH SCHOOL. ACADEMIC YEAR 2012-2013"**, under the responsibility of the undergraduate student: Angélica Camacho. Therefore, I authorize its submission and defence.

Loja, November 2013



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Lcda. M. Sc. Paola Moreno Ordoñez
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AUTORÍA

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Cédula: 1103966444

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Autora: Angélica María Camacho Camacho

Cédula: 1103966444

Dirección: Gonzanamá

Correo electrónico: angelica.da.yana@hotmail.com

Celular: 0993746807

DATOS COMPLEMENTARIOS

Director de Tesis: Ing. Paola Moreno Ordoñez Mg. Sc

Tribunal de Grado: Lcdo. M.Sc. José Gregorio Picoita Quezada

Dra. M.Sc. Eva Margarita Samaniego Idrovo

Lcda. M. Sc. María Augusta Reyes Vélez

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THE AUTHOR

DEDICATION

I would like to dedicate this work to my God, who has given me the motivation to conclude this research work.

I, also, dedicate this research work with special affection to my parents and my whole family, who with their unconditional love supported me during my project of study life.

Thanks, my God.

Angélica María Camacho Camacho

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CROQUIS



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a. TITLE

**“MOTIVATIONAL FACTORS THAT INFLUENCE IN THE
ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT
“TECNICO AGROPECUARIO GONZANAMA” HIGH SCHOOL.
ACADEMIC YEAR 2012-2013”**

b. RESUMEN

El presente trabajo titulado: **“MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “TECNICO AGROPECUARIO GONZANAMA” HIGH SCHOOL. ACADEMIC YEAR 2012-2013”**, ha sido elaborado con el propósito de determinar la influencia de los factores motivacionales en el aprendizaje del Idioma Inglés.

Los métodos científico, descriptivo, deductivo, analítico-sintético y explicativo, fueron utilizados para desarrollar cada parte de esta investigación.

Una encuesta fue aplicada a los docentes y estudiantes para verificar las hipótesis a través del análisis lógico de los resultados y la estadística descriptiva para representar los datos en cuadros y gráficos.

Los resultados indicaron que los docentes esperan de los estudiantes una motivación intrínseca e interés en la materia, mientras los estudiantes esperan lo contrario es decir que los docentes apliquen factores de motivación extrínseca la mayoría del tiempo en la clase de inglés. Los estudiantes no son conscientes de la utilidad, relevancia e importancia de aprender el idioma Inglés, por lo tanto los estudiantes tienen bajo rendimiento en la materia de Inglés debido a la falta de motivación.

SUMMARY

The present research work entitled: **“MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “TECNICO AGROPECUARIO GONZANAMA” HIGH SCHOOL. ACADEMIC YEAR 2012-2013”**, has been developed with the purpose of determining the influence of motivational factors in the English language learning.

The scientific, descriptive, analytic-synthetic and explicative methods were used to develop every part of this research.

A survey was applied to teachers and students to verify the hypotheses through the logical analysis of the results and the descriptive statistics was used to represent the data in tables and graphs.

The results indicated that teachers expect from students a natural intrinsic motivation and interest for the subject while students expect the opposite, that is to say, that teachers apply extrinsic motivational factors most of the time during the English class; Students are not aware about the usefulness, relevance and importance of learning the English language, therefore students have a low achievement in the English subject because the lack of motivation.

c. INTRODUCTION

It is known that the more motivated a person is, the more and easily the person will learn a new language. This means that when the students are motivated to participate in their learning process, that will facilitate the teacher's task.

Most of the time, learners are learning just for some practical goals, such as: passing exams, promoting to a higher post, or being promoted to the next grade. But they are not interested in the language itself. They do not want to know more about the target language culture, and even do not want to experience the life of that culture. That was why, the researcher wanted to find out, how motivational factors influence in the English Language learning with the students at "Técnico Agropecuario Gonzanamà" High School. Academic period 2012-2013.

The main problem derived two sub problems that were: What kind of intrinsic motivational factors help in the English Language Learning and which extrinsic motivational factors help the English Language with the students at "Técnico Agropecuario Gonzanamà" High School? Academic period 2012-2013.

On the other hand, teachers do not usually motivate students to learn, most of them just take their classes without considering that there are some factors that

have an effect on the motivation of students to learn. These were the problems that inspired the researcher to investigate.

The specific objectives were: To describe the intrinsic motivational factors that help the English Language Learning and to establish the extrinsic motivational factors that support the English Language with the students at “Técnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

Among the reasons that made the researcher develop this work, it is the necessity of giving answers to the problematic found in the researched institution about the lack of application of motivation factors with the students of the researched High School which is limiting their learning of the English language.

In coherence with the main objective, it was stated a general hypothesis for this work that says: the motivational factors influence the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

The main method used in this work was the scientific one, which oriented the systematic steps to explain logical relations of the researched object and to arrive to the corresponding conclusions and recommendations. The particular methods employed were: the descriptive to describe the obtained results in the field work;

the analytic-synthetic that served to analyze critically the empiric information; and, the deductive one to interpret the logical implication of the hypothesis.

The present work in its structure is organized in the following way:

In the first part, it has the introduction that presents the thesis work in its main parts and it also describes the contextual frame of the problem that got the researcher to develop this work.

Then, it includes the revision of the Literature where the researcher synthesizes the main variables of the hypotheses and which served as indicators to prove through a logical analysis, the stated hypotheses.

Next, it has the summary that describes briefly, clearly and in an effective way, the pertinence of the research and it summarizes the main conclusions and outcomes that were obtained through this thesis work.

It also contains the materials and methodology used during the research process where the researcher describes the methods techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population.

It presents the obtained results through the research instruments that were applied to the teachers as well as to the students and the respective interpretation and analysis of every question.

After that, it describes the discussion of the questions with the more representative percentages and the verification of the stated hypotheses through a logical descriptive analysis.

It also refers to the conclusions drawn after having contrasted the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project.

Finally, it presents the recommendations or possible solutions to the problematic found and which worth the whole process of research developed in the researched institution and which could serve to improve their weaknesses regarding to the lack of motivation toward the learning of the English Language.

d. REVIEW OF THE LITERATURE

MOTIVATIONAL FACTORS

This part of a theoretical study of the integrative and instrumental motivational factors related to second language learning. In addition, it focuses on four key questions:

DEFINITION OF MOTIVATION

If asked to identify the most powerful influences on language learning, motivation factors would probably be high on most teachers' lists. Because of the multifaceted nature of the concept of motivation in relation to the knowledge of a foreign language.

(Narayanan, 2006) makes the connection between formal operations, the personality changes occurring at puberty' and language learning in the following terms:

According to McLeod, (2010), 'the ability to think abstractly, a characteristic of formal operation (sic), leads the adolescent to conceptualize his own thought' (p.66) Another consequence, is that the adolescent can now also 'conceptualize the thoughts of other people' The adolescent's resulting self-consciousness, his reluctance to reveal himself, his feeling of vulnerability, may have a great effect on second language learning' (Nayaranan, 2006).

WHAT IS MEANT BY THE TERM MOTIVATION?

The term motivation in a second language learning context is seen according to (Dornyei, 2009) as ‘referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10).’

According to the Pocket Oxford English Dictionary (2004), motivation is '1. the reason or reasons behind one’s actions or behaviour. 2. Enthusiasm.' (p.587).

Hence, the abstract term ‘motivation’ on its own is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated’ learner: one who is willing or even eager to invest effort in learning activities and to progress in the future, because they will be more successful in their lives than learners that do not learn a foreign language.

Yamashiro and McLaughlin (2001) maintained that students’ motivation and their language proficiency are positively internally related. In addition, a number of studies reported that there is a significant relationship between gender and language learning. Specifically, the findings of these studies suggested that females tend to “be more willing to exert effort in learning English” (Shaaban & Ghaith, 2000, cited in Salem 2006).

TYPES OF MOTIVATION

INTRINSIC MOTIVATION

“Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly give adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities”

In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is an extensive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a global readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills.

The inclinations to take interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to childhood, but is a significant feature of human nature that affects performance, persistence, and well-being across life's epochs (LaGuardia, 2000)

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task.

Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement.

Different definitions derive from the fact that the concept of intrinsic motivation was proposed as a critical reaction to the two behavioral theories that were dominant in empirical psychology from the 1940s to the 1960s.

Specifically, because operant theory (Ryan, R. and Deci, E., 2000) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task

characteristics make an activity interesting. In contrast, because learning theory (idem, 2000) asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs.

Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviors. Our own approach focuses primarily on psychological needs—namely, the innate needs for competence, autonomy, and relatedness—but we of course recognize that basic need satisfaction accrues in part from engaging in interesting activities. Thus, we do sometimes speak of intrinsically interesting activities, but when we do so we are really only talking about tasks that, on average, many people find to be intrinsically interesting.

There is considerable practical utility in focusing on task properties and their potential intrinsic interest, as it leads toward improved task design or selection to enhance motivation.

KEY ELEMENTS OF MOTIVATION

- ◆ Young people are intrinsically motivated to a high degree; many elements of the environment constitute challenges for them. Unfortunately after a number of years in education this intrinsic motivation is dampened.
- ◆ Intrinsic motivation is more easily undermined than created.
- ◆ Teachers need to be aware of the purpose of any extrinsic methods that they

use for motivating their pupils and have a clear rationale about how they foster intrinsic motivation.

- ◆ Tasks which best elicit pupil motivation are those seen by pupils to be challenging, difficult but achievable.
- ◆ Teaching poorly motivated pupils is a major source of stress for teachers.
- ◆ Role of home and parental encouragement is of major importance in influencing the level of pupils' academic motivation.
- ◆ The opportunity to learn from each other in the classroom is becoming recognized as a viable approach to increase pupil motivation and learning.
- ◆ Praise to criticism in the ratio of 4:1 will develop a more welcoming and positive climate for learning.

STRATEGIES OF INTRINSIC MOTIVATION

- ◆ Involves an interest in the learning task itself and also satisfaction being gained from task.
- ◆ Effective teaching must win the hearts and minds of pupils if the learning experience is to involve intrinsic motivation, curiosity, interest and a proper educational engagement useful way of eliciting pupils' interest is to pose a question or a problem at the start of the lesson
- ◆ A task can afford a way of working that is satisfying, such as learning as part of a group in a social context. Active involvement and co-operation between pupils fosters enjoyment
- ◆ Project work can act as a very important source of motivation through the

degree of choice and control it offers to pupils in undertaking the work.

- ◆ Select topics that are likely to interest pupils, particularly if they relate to pupils' own experiences
- ◆ Offering a choice can also elicit interest
- ◆ Provide pupils with regular feedback concerning how their skills and competence are developing. Review: Show what you know, understand and can do - rehearse, practice and memorize
- ◆ Draw their attention to what they can do and understand now compared with before the course of work began.

EXTRINSIC MOTIVATION

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated.

This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks.

In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.

“Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts

with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (Richard, 2000).

However, unlike some perspectives that view extrinsically motivated behavior as invariably non-autonomous, Symptoms of Demotivation Transition, support that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal end or segmented a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.

Given that many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own. This problem is described within SDT(Self-Determination Theory) in terms of fostering the internalization and

integration of values and behavioral regulations (Ryan, R. and Deci, Edward, 2000). Internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self. Thought of as a continuum, the concept of internalization describes how one's motivations for behavior can range from a motivation or unwillingness, to passive compliance, to active personal commitment. With increasing internalization (and its associated sense of personal commitment) come greater persistence, more positive self-perceptions, and better quality of engagement.

STRATEGIES OF EXTRINSIC MOTIVATION

- ◆ Teacher praise is a powerful motivator although its effect depends on skilful use
- ◆ Praise should be linked to pupils' effort and attainment, conveying sincere pleasure on the teacher's part and should be used with credibility
- ◆ Well judged, consistent, frequent and targeted use of praise that identifies the individual or group's specific behavior or attributes and celebrates them with positive unconditional language is very powerful
- ◆ Indicate to pupils the usefulness, relevance and importance of the topic or activity to their needs.

EXPECTATION FOR SUCCESS

- ◆ Teacher expectations can influence their behavior towards pupils in ways that promote greater progress and produce a ‘self-fulfilling prophecy’ effect
- ◆ Ensure the tasks are challenging and offer pupils a realistic chance of success, taking into account their ability and previous learning
- ◆ ‘Hook’ what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectations
- ◆ Expectations need to convey that the activities are worthwhile and of interest
- ◆ Monitor pupils’ progress closely providing quick and supportive feedback when a pupil has encountered major difficulties
- ◆ High expectations which are too demanding will not foster greater progress

Reflection and Discussion

“To what extent does pupil motivation play a part in effective learning?

How might a teacher’s expectations influence pupils’ efforts to learn?

Do you make good use of both intrinsic and extrinsic sources of pupil motivation?” (Brown, 1985).

Some Activities Relating To the Issue of Motivation		
Key element	Objective	Action
	Some examples and suggestions	
Intrinsic motivation	Provide pupils with regular feedback concerning how their skills and competence are developing.	The teacher and/or the pupils reconnect with the lesson overview and specific objectives and with agreed personal goals and targets.
Extrinsic motivation	Indicate to pupils the usefulness, relevance and importance of the topic or activity to their needs.	<p>Begin with some unconditional positive praise: 'You did that well'</p> <p>Then give the constructive educative feedback: 'This part could be improved if you...'</p> <p>Finish with unconditional positive praise: 'I really enjoyed marking that..'</p>
Expectation for success	'Hook' what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectation.	<p>Engage pupils in working through what relevance the learning has to their own lives and realities, own goals and aspirations</p> <p>Connect new learning to prior experience:</p> <ul style="list-style-type: none"> • How are we involved in this? • How can we use this? • Encourage learners to take part in the lesson.

e. MATERIALS AND METHODS

1. DESIGN OF THE RESEARCH

As it was stated, in the objectives this research work was considered as a **no experimental** work because the researcher did not manipulate the variables. The research object was described as it is seen in the reality and making a reflective analysis of the theoretical references and the things found in the field work.

2. METHODS, TECHNIQUES AND INSTRUMENTS

a) METHODS

As a general method the **scientific one**, which permitted to develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method the phases of observation, questioning of the object were developed, in the same way as it is in the reality and the verification on the hypothesis relating to the variables through empiric data and the theoretical referents.

As particular methods the research work include the descriptive, analytic-synthetic and explicative methods.

Descriptive Method, gave the rules to demonstrate the meaning of the research, to describe the problematic that was found in the educative institution, to describe the variables as the independent as the dependent ones, so that the researcher

could describe coherently the results of the field work. This method also served to describe the motivational factors that influence the English language learning.

Analytic Synthetic Method, was used to analyze the results that were obtained in the field work and to establish conclusions about the intrinsic and extrinsic motivational factors that the students and teachers face into the English Language.

Explicative Method was also used, in the explanation of all the reasons of every question made in order to obtain more reliable information which was contrasted with the theoretical referents about the topic.

b) TECHNIQUES AND INSTRUMENTS

To obtain the empiric information the following techniques and instruments were used:

A **Survey** was applied to obtain information about the motivational factors that the teachers and students face into the English Language Learning. Of course it was applied to teachers and students with the instrument of a questionnaire which contained different kinds of closed questions about the topic that is researched. It was applied to the population that is part of the investigation.

c. PROCEDURES

After applying the survey, it was necessary to process the data through the tabulation of the information.

Next, the information was organized according the specific hypotheses that were proved. Then, the obtained information was represented in statistics tables and graphic bars because it was necessary to facilitate its interpretation. After that, the empiric information interpreted taking into account the theoretical referents, the hypotheses and the results with major tendencies. Finally the main conclusions and recommendations were drawn based on the obtained results.

The hypotheses were demonstrated in a descriptive way through a process of logical analysis of the results, considering the most representative ones in relation to the stated variables.

3. POPULATION

It was taken the whole population of students in the high school because it was considered as a small population.

Regards to the teachers who work teaching the English language are three, so that it was also necessary to work with all of them.

CHART 1

Variable	Population
8 th year of basic education	24
9 th year of basic education	29
10 th year of basic education	24
1 st year of High School Curriculum	39
2 nd year of High School Curriculum	24
3 rd year of High School Curriculum	23
Total Students	163
Teachers	3

Author: Angélica María Camacho Camacho

f. RESULTS

TEACHERS AND STUDENTS' SURVEY

A: HYPOTHESIS No. 1

The Intrinsic motivational factors help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

1. Write an x in what do you consider is for you motivation into the teaching learning process?

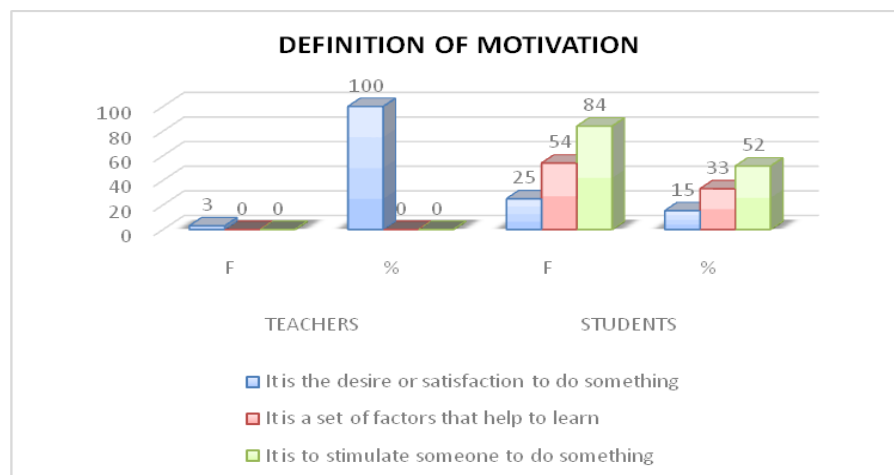
a) Chart 1

DEFINITION OF MOTIVATION	TEACHERS		STUDENTS	
	f	%	f	%
It is the desire or satisfaction to do something	3	100	25	15
It is a set of factors that help to learn	0	0	54	33
It is to stimulate someone to do something	0	0	84	52
TOTAL	3	100	163	100

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

According to the results all teachers answered that motivation is the desire or satisfaction to do something. However, the majority of students said that it is to stimulate someone to do something. As it can be seen, all the teachers identified the term motivation it is derived from the latin verb “movere” that means “move” or “be ready to”. So that motivate is, to predispose the students to learn through a series of strategies developed by the teacher. The motivation consists of the impulse to give the students a situation that induces them to an intentional effort towards a determined activity with successful results. That is why, students should know about it, because they need some reasons to learn the English language which is intrinsic motivational factors.

2. What kind of motivation do you think help to learn the English Language?

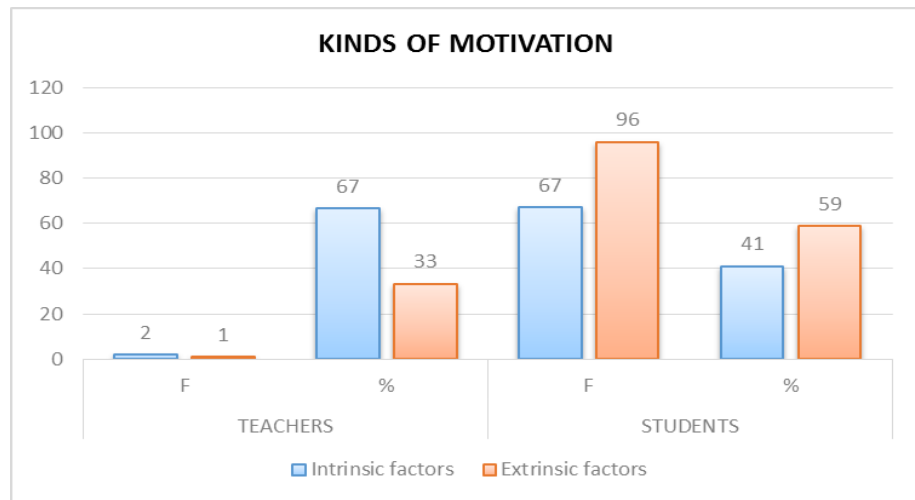
a) Chart 2

KINDS OF MOTIVATION THAT HELP TO LEARN	TEACHERS		STUDENTS	
	f	%	f	%
Intrinsic factors	2	67	67	41
Extrinsic factors	1	33	96	59
TOTAL	3	100	163	100

Source: Teachers and Students’ surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

The results indicate that the majority of teachers identified the intrinsic factors. On the other side, most of students recognized the extrinsic factors. If the results are analyzed, there is a contradiction between teachers and students because teachers expect that intrinsic motivation help students to learn the language while most of students expect that teachers motivate them towards the learning of the English Language. The theory shows, that intrinsic motivational factors move a person to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value”, what means that students need some intrinsic motivational factors that help them to learn better.

3. Which intrinsic factors do students affect to learn?

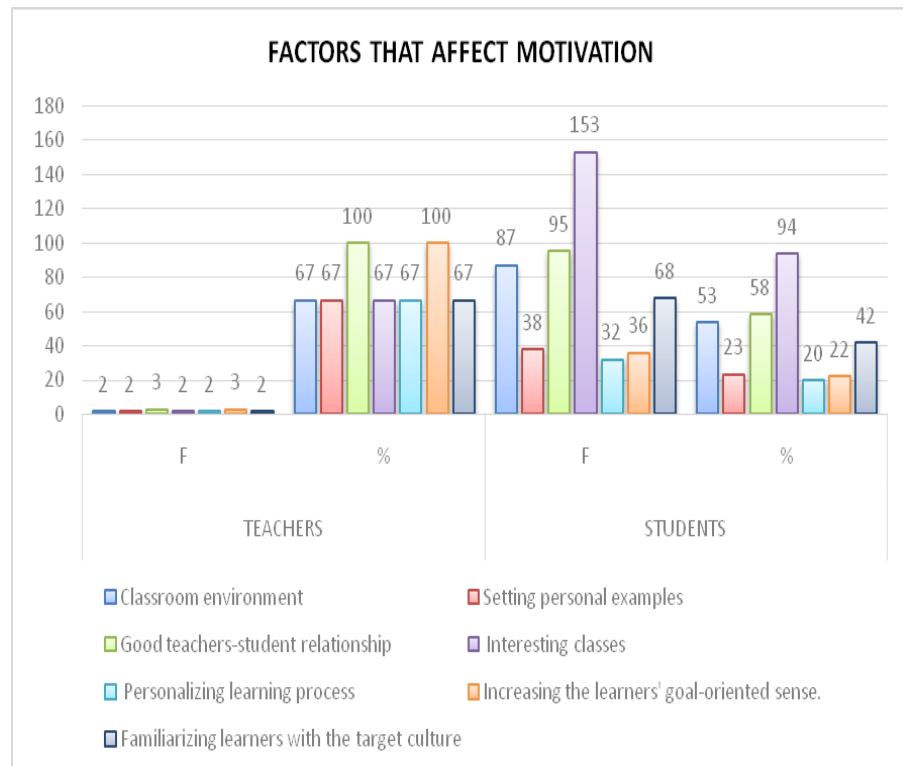
a) Chart 3

FACTORS THAT AFFECT MOTIVATION	TEACHERS		STUDENTS	
	F	%	f	%
Classroom environment	2	67	87	53
Setting personal examples	2	67	38	23
Good teachers-student relationship	3	100	95	58
Interesting classes	2	67	153	94
Personalizing learning process	2	67	32	20
Increasing the learners' goal-oriented sense.	3	100	36	22
Familiarizing learners with the target culture	2	67	68	42

Source: Teachers and Students' survey

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b) Graphic Representation



c) **Logical Analysis**

With regard to the results, all teachers opinion the factors that affect motivation is a good teacher-students relationship and increasing the learners' goal-oriented sense. Regarding to students' opinion the factors that affect motivation is interesting classes and good teachers-student relationship.

As it can be seen, the tendency is the same most teachers expect that students have set up their own goals about the reasons why they learn the English language which is in relation to their intrinsic motivations while most of students expect that teachers apply strategies of extrinsic motivation such as: interesting classes, a better classroom environment which helps them to improve their interest.

Theory, (ZOLTAN and CSIZER, 1998), points out that learners' expectations need to convey that the activities are worthwhile and of interest, teachers should hook what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectations, by ensuring the tasks are challenging and offer pupils a realistic chance of success, taking into account their ability and previous learning.

4. Which factors do you think help students to learn better?

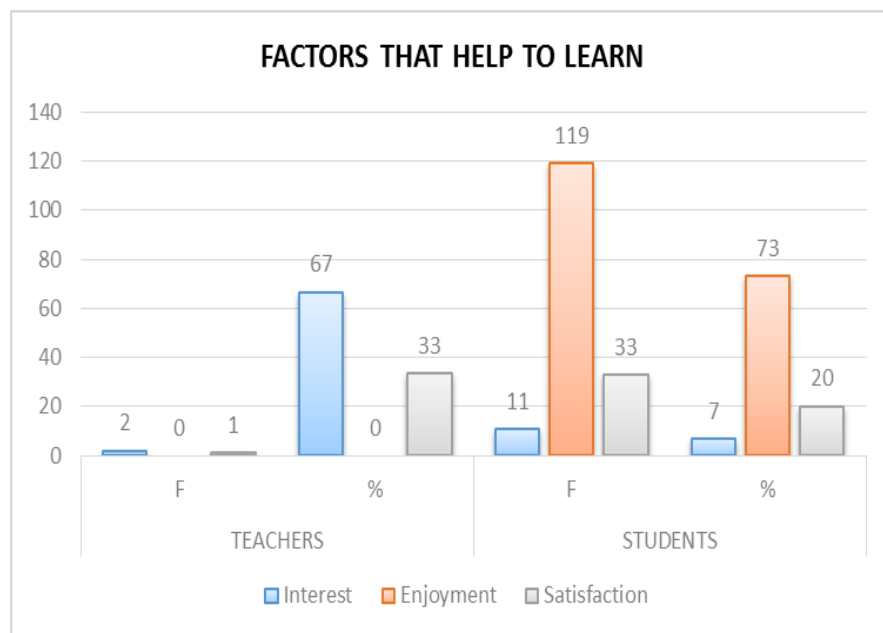
a) Chart 4

FACTORS THAT HELP TO LEARN BETTER	TEACHERS		STUDENTS	
	f	%	f	%
Interest	2	67	11	7
Enjoyment	0	0	119	73
Satisfaction	1	33	33	20
TOTAL	3	100	163	100

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

Concerning to the results, about the factors that help students to learn, most of teachers' answered that is the interest and satisfaction too. Meanwhile most of students pointed out to enjoyment. The

contradiction between teachers and students persists because the first ones stated that the interest that students have help them to learn easily but students think that they would learn better if teachers develop the classes joyfully. The theory states (ZOLTAN and CSIZER, 1998) that the interest in the learning task itself and also satisfaction being gained from task and it is in relation with intrinsic factors but effective teaching must win the hearts and minds of pupils if the learning experience is to involve intrinsic motivation, curiosity, interest and a proper educational engagement useful way of eliciting pupils' interest is to pose a question or a or a problem at the start of the lesson.

5. What's your natural interest for learning the English language?

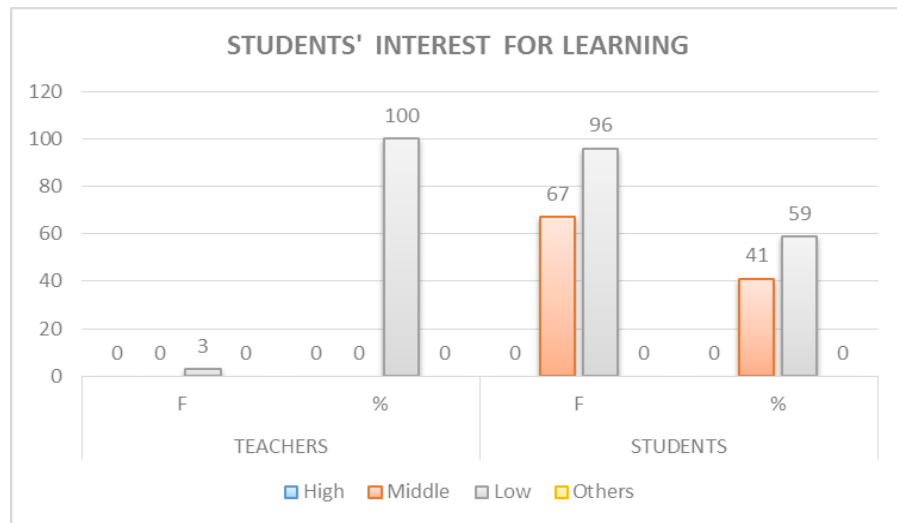
a) Chart 5

STUDENTS INTEREST FOR LEARNING THE ENGLISH LANGUAGE	TEACHERS		STUDENTS	
	F	%	f	%
High	0	0	0	0
Middle	0	0	67	41
Low	3	100	96	59
Others	0	0	0	0
TOTAL	3	100	163	96

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

According to the results, all teachers said that students' natural interest for learning the English language is low. About students said that their interest is low and their interest is middle. Although intrinsic motivation is clearly an important type of motivation, most of the activities people do, are not, strictly speaking, intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade, that is why intrinsic motivational factors are absent in teenagers and this affects their English language learning.

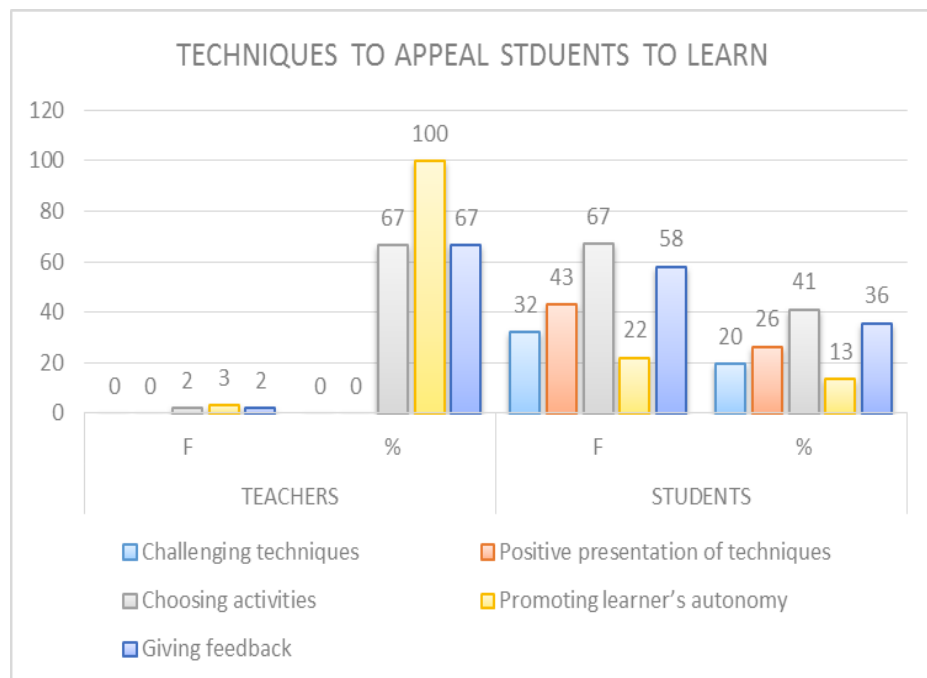
6. What kind of techniques does your teacher use to appeal you to learn English?

a) Chart 6

TECHNIQUES TO APPEAL STUDENTS TO LEARN	TEACHERS		STUDENTS	
	F	%	f	%
Challenging techniques	0	0	32	20
Positive presentation of techniques	0	0	43	26
Choosing activities	2	67	67	41
Promoting learner's autonomy	3	100	22	13
Giving feedback	2	67	58	36

Source: Teachers and Students' surveys
Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

According to the results, all teachers answered that the technique that they use to appeal students' to learn the English language is promoting learners' autonomy.

On the other hand, many students answered choosing activities. There are some good strategies that help students to develop their intrinsic motivation, so teachers are enablers, not re-warders. Therefore, when you teach, focus less on how to administer immediate or tangible rewards and more on how to get students to tune in to their potential and to be challenged by self-determined goals; learners need to develop autonomy, not dependence. Therefore, administer and praise selectively and judiciously, helping students to recognize their own self-satisfaction in having done something well; help learners to take charge of their own learning through setting some personal goals and utilizing learning strategies; give students opportunities to make choices in activities, topics, discussions, etc. They feel less like puppets on a string if you can involve them in various aspects of looking at their needs and self-diagnosing, of planning lessons and objectives, of deciding in which direction a lesson might go, and of evaluating their learning.

B: HYPOTHESIS NO. 2

There is application of little extrinsic motivational factors to support the English language Learning with the students at “Técnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

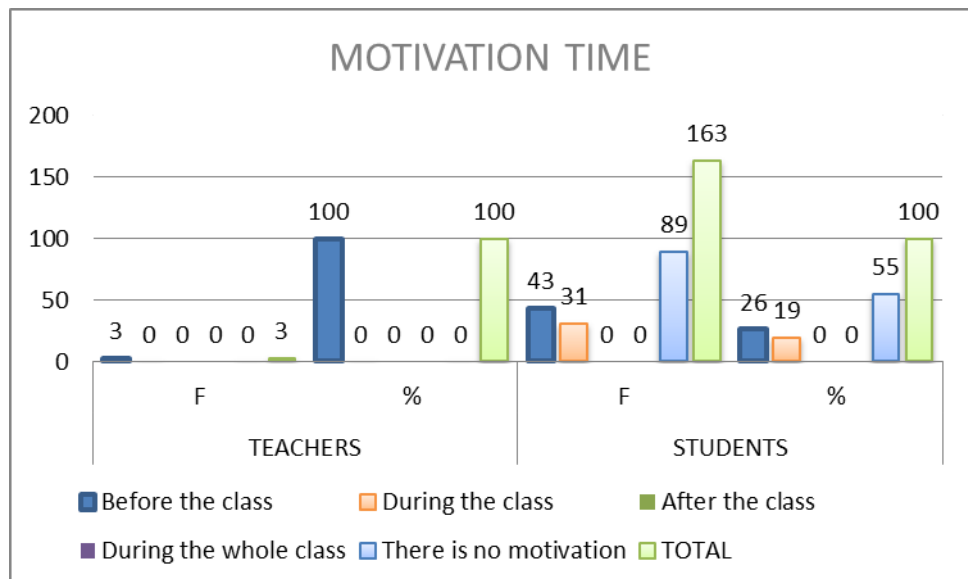
7. When does your teacher motivate you to learn the English Language?

a) Chart 7

MOTIVATION TIME	TEACHERS		STUDENTS	
	F	%	F	%
Before the class	3	100	43	26
During the class	0	0	31	19
After the class	0	0	0	0
During the whole class	0	0	0	0
There is no motivation	0	0	89	55
TOTAL	3	100	163	100

Source: Teachers and Students’ surveys
Author: Angélica María Camacho Camacho

a) Graphic Representation



b) Logical Analysis

About the moment of motivation of the students, all teachers said that they motivate before the class. While many students said that there is no motivation. As it is seen, teachers tend to do something to motivate students just sometimes before the class. These results show that most of the time there is no application of factors to motivate students' interest to learn the English language. The theory (BRIWN D. 2000) says, that the time that the teachers dedicate to predispose the students to learn is an advantage because they get a better students' participation in their learning construction. By applying some extrinsic motivational strategies, teachers wake up the students' interest and stimulate the wish for learning, guiding them towards defined goals.

8. How often does your teacher use motivational activities (interesting techniques) in English Language Process?

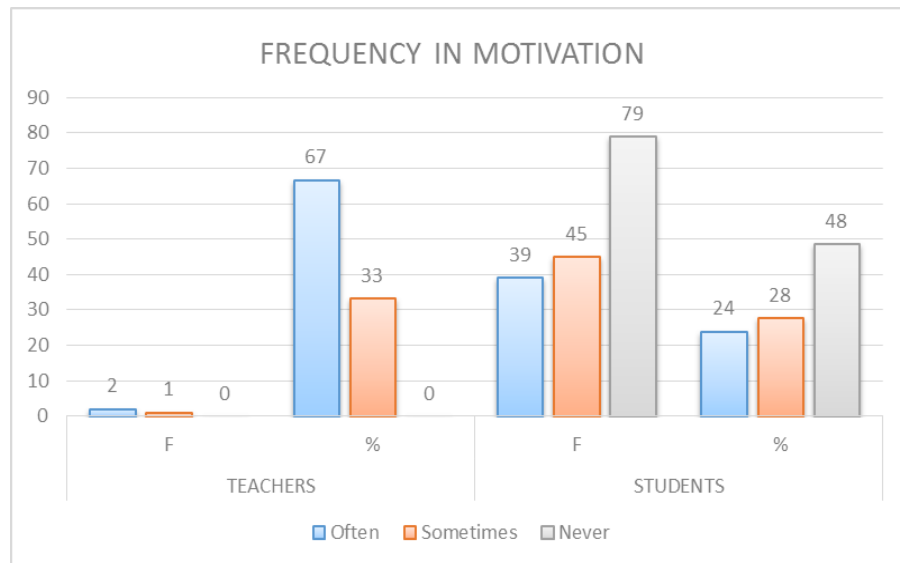
a) Chart 8

FREQUENCY IN MOTTIVATION	TEACHERS		STUDENTS	
	f	%	F	%
Often	2	67	39	24
Sometimes	1	33	45	28
Never	0	0	79	48
TOTAL	3	100	163	100

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

According to the results, the majority of teachers stated that they often motivate students towards the English language learning. On the other hand, most of students answered that there is no motivation by part of teachers. It is important to know that extrinsic motivational factors let students feel the necessity to learn and feel engaged in working through the relevance the learning has to their own lives and realities. Setting up specific goals and specific outcomes by the end of the class, make learners' reaction and involvement essential parts of the learning process. That is why, but if teachers do not apply some extrinsic strategies they will not predispose students to learn the English language.

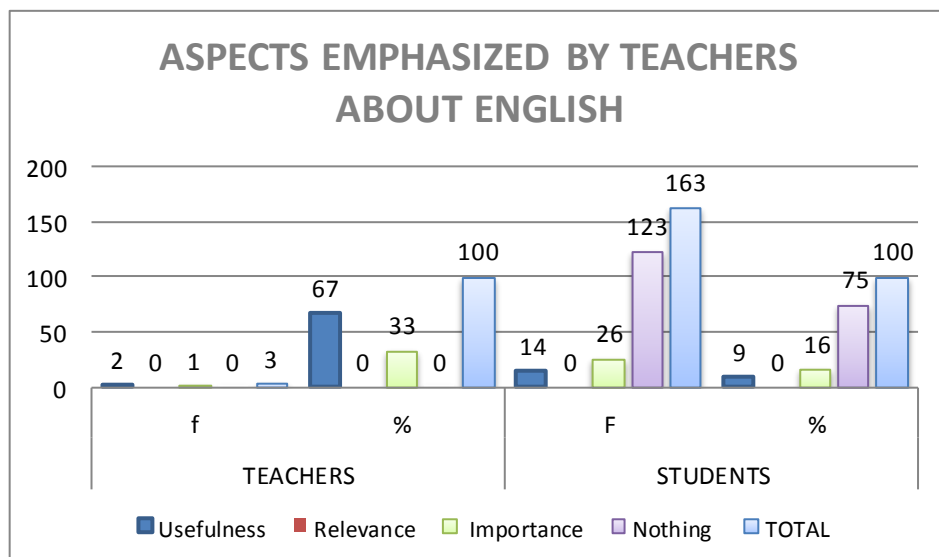
9) What kind of factors does your teacher emphasize about the English Language Learning?

a) Chart 9

ASPECTS EMPHASIZED BY TEACHERS ABOUT ENGLISH	TEACHERS		STUDENTS	
	f	%	F	%
Usefulness	2	67	14	9
Relevance	0	0	0	0
Importance	1	33	26	16
Nothing	0	0	123	75
TOTAL	3	100	163	100

Source: Teachers and Students' surveys
 Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

About the results, the factors that teachers emphasize about the importance English language, the majority of teachers stated that they talk about its usefulness. Most of students assured that teachers do not talk about nothing. The importance and usefulness of learning the English language, for the students should be focused by teachers in all the aspects because it is becoming the universal language which is useful not only in the academic field but also in business, work and use of ICTs (information and communications technology). It is considered as the language of globalization because wherever you are you can communicate in this language. In our country most students do not get a basic level of learning it that is why they miss a lot of opportunities that they could have if they spoke the English Language. Therefore teachers should insist of its usefulness, relevance and importance about learning this language in students' lives.

10. Why do you learn the English Language?

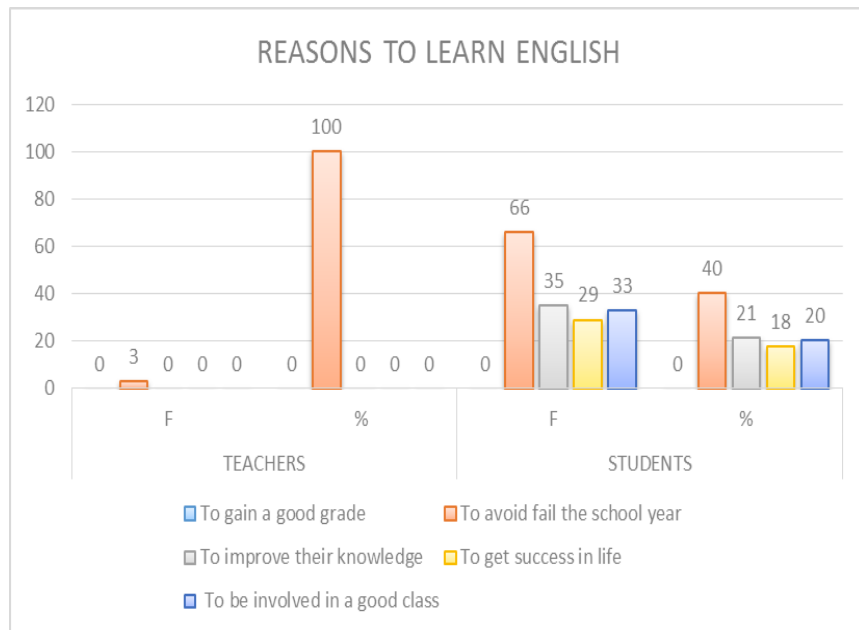
a) Chart 10

REASONS TO LEARN ENGLISH	TEACHERS		STUDENTS	
	f	%	F	%
To gain a good grade	0	0	0	0
To avoid fail the school year	3	100	66	40
To improve their knowledge	0	0	35	21
To get success in life	0	0	29	18
To be involved in a good class	0	0	33	20
TOTAL	3	100	163	100

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

Regarding the results obtained, all teachers responded that students have to study the English language, just to avoid fail the school year and some students agree with this opinion. The results show that students are not motivated to learn the English language because they think that they should get a score that is enough to pass the school year. It is necessary to get students aware about the importance of it. Learning English improves the chance of getting a good job. Companies which deal with international clients and suppliers rely on English-speaking employees to interpret for them with the day-to-day operations. People who understand English can travel much more countries by themselves than people who do not

speak English. And, learning English broadens one's social networking. For example, people who speak English have a better chance at being accepted into training programs or colleges in English-speaking countries. They can make friends easier if they know English. They can also make friends all around the world just by using instant messengers online. Knowing English broadens one's social networking because they can communicate with people around the world. Therefore, teachers must apply some extrinsic motivational factors that focus on the usefulness, importance and relevance of the English language with their students and this will help them to find out a good reason and feel motivated to learn it all the time.

11. What are students' expectations about the learning of the English language in the High School?

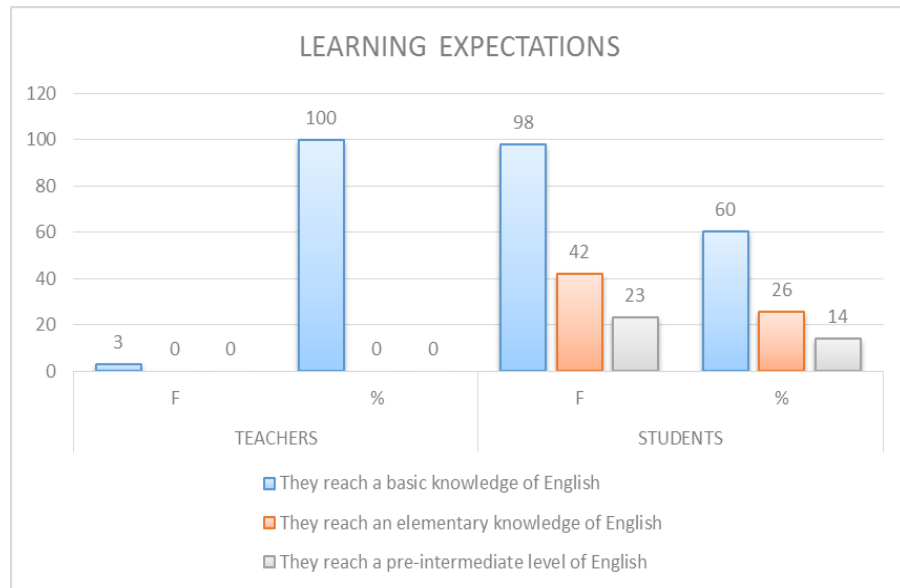
a) Chart 11

LEARNING EXPECTATIONS	TEACHERS		STUDENTS	
	f	%	F	%
They reach a basic knowledge of English	3	100	98	60
They reach an elementary knowledge of English	0	0	42	26
They reach a pre-intermediate level of English	0	0	23	14
TOTAL	3	100	163	100

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

Regards to the students' expectations about getting a good level of learning of the English Language, all teachers said that students' reach a basic level of knowledge and most of students agree with it. If the teachers do not work on extrinsic motivational factors they would not be able to improve the students' knowledge and interest in the English Language because students are not interested in learning it and this limits teachers work. Extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

12. How do you catalogue your learning of the English language

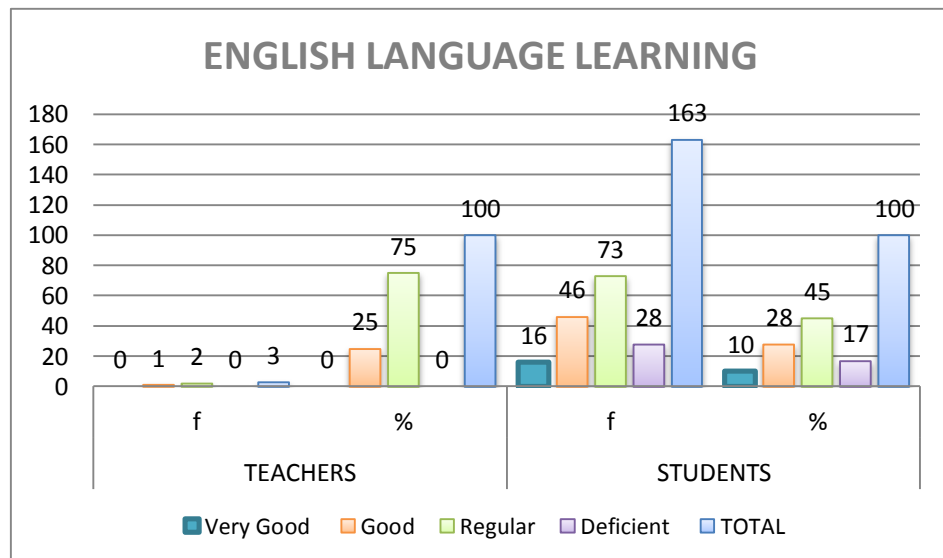
a) Chart 12

ENGLISH LANGUAGE LEARNING	TEACHERS		STUDENTS	
	f	%	f	%
Very Good	0	0	16	10
Good	1	25	46	28
Regular	2	75	73	45
Deficient	0	0	28	17
TOTAL	3	100	163	100

Source: Teachers and Students' surveys

Author: Angélica María Camacho Camacho

b) Graphic Representation



c) Logical Analysis

Regarding to the results, many of teachers catalogued the students' learning as regular. While some students stated their learning as regular. The motivation as itself and the extrinsic one are essential in the teaching learning process. It could be the difference between the

success and the failure in a program in a course or in a school year. If there is no application of extrinsic motivational factors, the learning level of the students also will be low and this could be the main reason for those results in the English subject learning in the researched High School.

g. DISCUSSION

1. HYPOTHESIS ONE

a) Statement

The Intrinsic motivational factors help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

b) Demonstration

The first hypothesis has two variables the independent one is the intrinsic motivational factors and the dependent variable is the learning of the English language in the students at “Tecnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

This hypothesis has been proved through the question number **ONE** of the survey where only 100% of teachers identified the concept of motivation which is the desire or satisfaction to do something; and, 52% of students did not do it because they pointed out that it is to stimulate someone to do something, that means that they have trouble with this definition because they are not intrinsically motivated.

Question number **TWO** which was about the kinds of motivation 67% of teachers identified the intrinsic motivation and 59% of students are identified with the extrinsic motivation. So that, there is certain confusion about recognizing these two types of motivation which are very important into the English Language learning.

In question number **THREE**, which was about the intrinsic factors that affect the motivation of students in the class, 100% of teachers said that a good teacher-students relationship is important and they also matched the importance of increasing the learning self-goal-oriented sense: while 94% of students said that for them the most important is to have interesting classes; this show us that students are not intrinsically motivated in the English class.

In question number **FOUR**, which was about the factors that help students in their learning, 67% of teachers said that interest but 73% of students pointed out the enjoyment. This is a thing that should make teachers think about, because students are not intrinsically motivated and they always expect extrinsic motivation the teacher.

In question number **FIVE**, 100% of teachers and 59% of students said that they have a low interest in learning the English Language. Interest is part of intrinsic motivation but it needs to be awakened on students because it is a very important factor that could avoid a lot of effort by part of teachers.

In question number **SIX**, which was about the techniques that teachers use to appeal motivation, 100% of teachers answered that it is important to promote learners' autonomy while 41% of students said that it is important choosing interesting activities by teachers. The first one is connected to intrinsic motivation which is a factor that helps students a lot to get success in learning but students on the contrary expect that teachers motivate them through extrinsically factors such as interesting activities in the development of the English class.

c) Decision

Taking into account the responses in questions addressed to the first hypothesis, it is accepted because it is proved that intrinsic motivational factors help students to learn the English Language at “Técnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

HYPOTHESIS TWO

a) Statement

There is application of little extrinsic motivational factors to support in the English language Learning with the students at “Técnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

b) Demonstration

As we can see in the second hypothesis we also have two variables the first one is the little application of extrinsic motivational factors is the independent variable and the second one, is the learning of the students at “Técnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

To prove this hypothesis, question number **SEVEN**, that was made in order to know when, teachers motivate students and 100% of teacher said that before class but 55% of students mentioned that there is no motivation by teachers which shows that do not feel like they want to learn this subject.

I also have question number **EIGHT**, which was to determine the frequency in the application of motivational factor by teachers and 100% of them said they hey often work on it while 48% of students mentioned that never is motivation by teachers which verifies the statement that there is little application of motivational factors in the researched High School.

In question number **NINE**, was to know if teachers talk to their students about the importance of learning the English Language and the result were: 67% of teachers matched the usefulness while 75% of students answered that teachers do not speak about usefulness, relevance and importance of this Language which limits their motivation towards learning it.

Question number **TEN**, was about the reasons that students have to learn the English Language and 100% of teachers and 40% of students told that they are just interested in avoiding failing the school year. This shows the little interest that students have on studying the English language due to the application of extrinsic motivational factors.

Question **ELEVEN**, was to know about expectations that students have in learning the English Language and 100% of teacher and 60% of students agreed that they just want to reach a basic level of English learning, because they do not like it, what limits their need to learn it.

Question number **TWELVE**, was about the students' learning of the English Language reached in the first term and 67% of teachers and 43% of students placed it in regular; what means that the students are not intrinsically motivated neither teachers apply extrinsic motivational factors into the English Language learning process.

c) Decision

Based on the results analysed through the survey applied to the teachers as well as to the students, it is accepted the second hypothesis that states that there is application of little extrinsic motivational factors to support in the English language Learning with the students at “Técnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

h. CONCLUSIONS

- ✓ All teachers and students identify the definition of motivation which is known as the desire or satisfaction to do something; but most students are confused about it because they seem to think that only the teacher is who has to apply motivational factors and they are not aware about intrinsic motivation definition.
- ✓ Most students think that interesting classes is a factor that affect their motivation while most teachers pointed out that it is important to increase the learners' goal-oriented sense. Therefore, there is a contradiction because teachers expect that students feel intrinsically motivated and students expect the opposite.
- ✓ Most students have a low intrinsic motivation because they think that enjoyment and interesting activities or techniques applied by teachers in the classes will help them to learn better. Meanwhile teachers expect that students wake their own interest and develop a sense of learning autonomy because this will make them feel motivated towards the English language learning.
- ✓ There is little application of extrinsic motivational factors by teachers because of the lack of knowledge about them and how they help the

students to learn not only by applying extrinsic motivational techniques, but working on the intrinsic factors that help students to improve the English language leaning.

- ✓ English teachers do not motivate their students by talking about the usefulness, relevance and importance of learning the language which is a very valuable tool that will let the students communicate around the world.
- ✓ Students learning expectations about learning the English Language are basic, that is why, most of them just have got a regular grade in the English subject and they are always expecting that teachers motivated them towards the learning through extrinsic techniques while teachers want that students feel some interest in this subject which is no favourable to get a good learning of the English language.

i. RECOMMENDATIONS

- ✓ English teachers should emphasize and let students know more about motivation as a tool which will help them to make the difference between success or failure into the English Language teaching learning process and this will let them get better learning outcomes in the students.
- ✓ Teachers should work more in applying intrinsic motivational factors which can be students' own expectations that will influence their behavior towards learning and offer students realistic chance of success, taking into account their abilities and making positive comments always pointing out high expectations.
- ✓ English teachers keep updated themselves about intrinsic motivational strategies which always engage pupils in working through what relevance learning has into their own lives and realities, own goals and aspirations. This is very useful to personalize the lesson topic with the students' own lives and consequently they would feel more interested in learning the English language.
- ✓ Authorities of the High School should provide some training to the English teachers about the extrinsic motivational factors that will help them to stimulate the students to learn and keep their attention actively during the whole class. They should apply a well judged, consistent, frequent and

targeted use to praise that identifies the individual or group's specific behavior or attributes and celebrate them with positive unconditional language.

- ✓ Teachers should emphasize frequently about the importance, relevance and usefulness of the language in their students' future lives. It will be a source of motivation that will help them to understand the importance of learning the language of global communication.
- ✓ Teachers should find out techniques to stimulate the students to learn the English language in order to enhance their intrinsic motivation. Active involvement and co-operation among pupils fosters enjoyment and this will also let them achieve competence and autonomy with the students so they will get a necessity and a better chance to improve their achievement in the English Language subject.

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K. ANNEXES



1859

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

“MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “TECNICO AGROPECUARIO GONZANAMA” HIGH SCHOOL, ACADEMIC YEAR 2012-2013”

AUTHOR

ANGÉLICA MARÍA CAMACHO CAMACHO

LOJA-ECUADOR

2013

a. THEME

“MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “TECNICO AGROPECUARIO GONZANAMA” HIGH SCHOOL, ACADEMIC YEAR 2012-2013”.

b. PROBLEM STATEMENT

b.1. BACKGROUND

The research will be carried out at “Técnico Agropecuario Gonzanamá” High School, which is located in Gonzanamá Canton, Loja Province. The institution was created on September 27th, 1943 according to the decree published on September 30th of the same year; it was a disposition of Dr. Carlos Arroyo del Río ex president of Ecuador.

Since its creation the High school has delivered 37 promotions of students on farming specialty. Since 1985 there is an average of 15 students by promotion who have gone on their studies at different universities getting some engineering on: Farming, and Veterinary science. In 1983-1984 the accounting specialty was created, students get Science, Business and Management diploma. “Técnico Agropecuario Gonzanamá” high school has delivered 20 groups in different specialties.

Its Institutional objectives are:

- To cooperate with the society to contribute in the development of Gonzanamá canton and others sectors through a human and specialized formation on farming, computing and accounting. In this way students are able to develop and organize micro-business at the Bachillerato level.

- To collaborate with the academic improvement of students to face some challenges, those current educative demands of society actors. It is an education that will guide students to improve their educational quality.
- To be an organized institution which guarantees the fulfillment of its goal, mission, vision, objectives and policies, taking into account its cultural identity, respecting characteristics of being pluri-ethnic and pluri-cultural, linking between us with productive sectors.

Its main authorizes are: Dr. Segundo Galvez who is the principal, Lic. Rosa Sarango working as viceprincipal; Ing. Luis Tene who is the inspector and Lic. Servio Correa who is the coordinator of the English Area. In “Técnico Agropecuario” High school there are: thirty- five teachers in general from which three are English teachers.

The vision of Técnico Agropecuario Gonzanamá high school is to be a public institution, recognized by the government, it is in charge of educating students with high ethic, moral and cultural values, it helps to uphold human rights and environmental protection, promoting social justice; through the formation with scientific, academic, technical and social capacities; students are engaged with social change and they are generating new cognoscitive instances due to an interaction process.

The mission of “Técnico Agropecuario Gonzanamá” high school is to form students, men and women from Gonzanama community education in Basic Education, continuing technical “Bachilleratos” specialized in farming, computing and accounting with a high scientific- technical and ethical- social potential able to work in productive lands through micro business, besides students are ready to go on their studies at university. It also strengthens and develops homely identity through diffusion, potentiating, and strengthening cultural and environment protection values. Finally it improves fairness gender respecting legal rights as for men as well as women under the slogan: “To teach, form and serve to the community”.

b.2. CURRENT SITUATION OF THE PROBLEM OF THE RESEARCH OBJECT

Motivation is an important field in language pedagogy since it is seen as one of the key variables contributing to the successful acquisition of a foreign or second language (Kormos & Csizer, 2010). Motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals.

Motivation is one of the main determinants of second/foreign language (L2) learning achievement. In the last thirty years, there had been considerable amount of research done that explores on the nature and role of motivation in the L2 learning process. Motivation refers to “the reasons underlying behavior” (Guay et

al., 2010, p. 712). Motivation is an internal momentum, reason, need, and activator, which cause a person to move to reach a particular purpose (Mahdavi Zafarghandi and Jodai, 2012).

According to Schunk, Pintrich,, & Meece (2008) “motivation can affect both new learning and the performance of previously learned skills, strategies, and behaviours”.Dörnyei (2001) defines motivation as follows: Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it, the effort expended on it.

The theorists of leaning and the teachers agree when said that motivated students learn faster and more efficiently than the students who are not motivated. The lack of motivation by part of teachers can become an obstacle in the development of the didactic action, So that it is necessary to motivate to who wants to learn.

The motivation is constituted in one of the determined elements of the learning, According to the “Psychological NothramERICAN Association”, It is so important in the teaching learning process that without it, it is not possible itself.

One the most frequent phenomena in the teaching practice is that the children have a good predisposition to learn when they start their studies in primary school. However it has been possible to verify that this enthusiasm decrease in the students while the formation goes ahead and sometimes they get an apathy

attitude. Nowadays we know that students who do not want to invest any kind of energy neither do any effort to effort. It is notable that the learning is related to the motivated classes and intense experiences rather than to the teaching methodology.

There are also some intrinsic factors that favor the students learning such as a positive attitude, the necessity to achieve a goal, the interest that the person has. However, students who are in secondary school are not conscious about the importance of learning a foreign language in a very competitive world where survive the best ones who are perseverant and have set up specific objectives.

On the other hand, there are also the extrinsic factors which are caused by external people who are around us. Teachers have a very important role because from them depend that students like or dislike the subject. Sometimes students use to say that they are not good at speaking another language, but teachers should stimulate students to learn the English language keeping in mind that it will give them a lot of opportunities in any field that they decide to work in. Therefore there are also extrinsic factors that help students to be motivated in learning a new language but most of the time teachers use coercive means which can cause a opposite effect of students making them feel some rejecting to the English language subject.

Based on the before mentioned problems the group has considered convenient to state the following research problem:

b.3. RESEARCH PROBLEM

How do motivational factors influence in the English Language learning with the students at “Técnico Agropecuario Gonzanamà” High School? Academic period 2012-2013.

b.4. DELIMITATION OF THE RESEARCH

a) Temporal

The research project will be done during the period 2012 and 2013.

b) Spatial

It will be carried out at “Técnico Agropecuario Gonzanamá” High School which is located in Gonzanama canton, Loja province.

c) Observation Units

The groups who will give us information about the research theme are:

- The students of “Técnico Agropecuario Gonzanamá” High School
- The English teachers

d) Subproblems

The subproblems that we divided the general problem are:

- What kind of intrinsic motivational factors help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School. Academic period 2012-2013.

- Which extrinsic motivational factors help the English Language with the students at “Técnico Agropecuario Gonzanamà” High School? Academic period 2012-2013.

c. JUSTIFICATION

It is very important to research about the factors that motivate students to learn a foreign language due to the importance that the present study has for improving the achievement in the English language subject at secondary school.

From the scientific point of view it is also valid because the research will give enough theoretical elements that will permit to state some recommendations that can be viable to improve the problematic found around them.

From the educational point of view is so important to develop the present research project because the motivational factors play an important role in the development of the English language learning process.

The present research is also pertinent because it is a theme that can help the English teachers to solve many problems and it is a fashionable and updated topic that is relevant in the world of education.

The project is also interesting to help all English language learners by engaging them in active learners who want to meet their goals, and acquire the knowledge and skills that they will need to achieve personal success and to participate and contribute to the society development.

The project is also possible because, as undergraduate of the English language department of the National University of Loja, the researcher has enough knowledge to propose some alternatives of solution in the researched problem

Finally, it is also a previous requirement for the researcher, in order to get the Licentiate's Degree in Sciences of Education, English language specialization. The researcher has the enough resources to carry it out in the established period in the timetable.

d. OBJECTIVES

❖ GENERAL

To determine how the motivational factors influence in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.

❖ SPECIFICS

- To describe the intrinsic motivational factors that help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.
- To establish the extrinsic motivational factors that support the English Language with the students at “Técnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.

e. THEORETICAL FRAME

e.1. MOTIVATIONAL FACTORS

This part of a theoretical study of the integrative and instrumental motivational factors related to second language learning. In addition, it focuses on four key questions:

e.1.1. What is motivation?

If asked to identify the most powerful influences on language learning, motivation factors would probably be high on most teachers' lists. Because of the multifaceted nature of the concept of motivation in relation to the knowledge of a foreign language.

Krashen (1975) makes the connection between formal operations, the personality changes occurring at puberty' and language learning in the following terms:

According to Elkind ((1970)), 'the ability to think abstractly, a characteristic of formal operation (sic), leads the adolescent to conceptualize his own thought....' (p.66) Another consequence, according to Elkind, is that the adolescent can now also 'conceptualize the thoughts of other people' The adolescent's resulting self-consciousness, his reluctance to reveal himself, his feeling of vulnerability, may have a great effect on second language learning'. (Krashen 1975:220f.)

e.1.2.What is meant by the term motivation?

The term motivation in a second language learning context is seen according to Gardner (1985) as ‘referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10).’

According to the Pocket Oxford English Dictionary (2004), motivation is '1. the reason or reasons behind one's actions or behaviour. 2. Enthusiasm.' (p.587).

Hence, the abstract term ‘motivation’ on its own is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated’ learner: one who is willing or even eager to invest effort in learning activities and to progress in the future, because they will be more successful in their lives than learners that do not learn a foreign language.

Yamashiro and McLaughlin (2001) maintained that students’ motivation and their language proficiency are positively internally related. In addition, a number of studies reported that there is a significant relationship between gender and language learning. Specifically, the findings of these studies suggested that females tend to “be more willing to exert effort in learning English” (Shaaban & Ghaith, 2000, cited in Salem 2006).

e.1.3. What are different types of motivation?

Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. In this review we revisit the classic definitions of intrinsic and extrinsic motivation in light of contemporary research and theory. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation.

The relations of both classes of motives to basic human needs for autonomy, competence and relatedness are discussed. To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, where as someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon, one that varies from very little motivation to act to a great deal of it.

Yet, even brief reflection suggests that motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of

motivation. That is, they vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions. As an example, a student can be highly motivated to do home workout of curiosity and interest or, alternatively, because he or she wants to procure the approval of a teacher or parent. A student could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills will yield a good grade and the privileges a good grade affords. In these examples the amount of motivation does not necessarily vary, but the nature and focus of the motivation being evidenced certainly does.

In Self-Determination Theory (SDT; Deci & Ryan, 1985) we distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons.

Intrinsic motivation has emerged as important phenomena for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Because intrinsic motivation results in high-quality learning and creativity, it is

especially important to detail the factors and forces that engender versus undermine it.

However, equally important in the current review is the explication of the very different types of motivation that fall into the category of extrinsic motivation. In the classic literature, extrinsic motivation has typically been characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation (e.g., deCharms 1968). However, SDT proposes that there are varied types of extrinsic motivation, some of which do, indeed, represent impoverished forms of motivation and some of which represent active, agentic states.

Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case—the classic case of extrinsic motivation—one feels externally propelled into action; in the later case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition. Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster learning. Frankly speaking, because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching.

We detail in this article not only the different types of motivational orientation that exist within the global extrinsic category, but moreover, their differential antecedents and consequences.

In sum, our aim in this article is to revisit the classic distinction between intrinsic and extrinsic motivation and detail the conditions that fosters each.

Second, we describe a model of differing types of extrinsic motivation. Our concern here is with how teachers, parents and other socializers can lead students to internalize the responsibility and sense of value for extrinsic goals or, alternatively, how they can foster the more typically depicted “alienated” type of extrinsic motivation that is associated with low student persistence, interest, and involvement.

e.1.4. INTRINSIC MOTIVATION

“Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental

reason, but rather for the positive experiences associated with exercising and extending ones capacities”.

In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills. The inclinations to take interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to childhood, but is a significant feature of human nature that affects performance, persistence, and well-being across life’s epochs (Ryan & LaGuardia, in press).

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task.

Because intrinsic motivation exists in the nexus between a person and at ask, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement.

Different definitions derive from the fact that the concept of intrinsic motivation was proposed as a critical reaction to the two behavioral theories that were dominant in empirical psychology from the 1940s to the 1960s.

Specifically, because operant theory (Skinner, 1953) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task characteristics make an activity interesting. In contrast, because learning theory (Hull, 1943) asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs.

Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviors.

Our own approach focuses primarily on psychological needs—namely, the innate needs for competence, autonomy, and relatedness—but we of course recognize that basic need satisfaction accrues in part from engaging in interesting activities. Thus, we do sometimes speak of intrinsically interesting activities, but when we do so we are really only talking about tasks that, on average, many people find to be intrinsically interesting. There is considerable practical utility in focusing on task properties and their potential intrinsic interest, as it leads toward improved task design or selection to enhance motivation.

a) Operational Definitions

Intrinsic motivation has been operationally defined in various ways, although there have been two measures that have been most often used. Basic experimental research (e.g., Deci, 1971) has rested primarily on a behavioral measure of intrinsic motivation called the “free choice” measure. In experiments using this measure participants are exposed to a task under varying conditions (e.g., getting a reward or not). Following this period, the experimenter tells participants they will not be asked to work with the target task any further, and they are then left alone in the experimental room with the target task as well as various distractor activities. They thus have a period of “free choice” about whether to return to the activity, and it is assumed that, if there is no extrinsic reason to do the task (e.g., no reward and no approval), then the more time they spend with the target task, the more intrinsically motivated they are for that task. This measure has been the mainstay through which the dynamics of intrinsic motivation have been experimentally studied.

The other common approach to the measurement of intrinsic motivation is the use of self-reports of interest and enjoyment of the activity per se.

Experimental studies typically rely on task-specific measures (e.g. Ryan,1982; Harackiewicz, 1979). Most field studies have instead used more general, “domain” focused measures, such as one’s intrinsic motivation for school (e.g., Harter, 1981).

b) Facilitating versus Undermining Intrinsic Motivation

Despite the observable evidence that humans are liberally endowed with intrinsic motivational tendencies, this propensity appears to be expressed only under specifiable conditions. Research into intrinsic motivation has thus placed much emphasis on those conditions that elicit, sustain, and enhance this special type of motivation versus those that subdue or diminish it. Self-determination Theory is specifically framed in terms of social and environmental factors that facilitate versus undermine intrinsic motivation. This language reflects the assumption that intrinsic motivation, being an inherent organismic propensity, is catalyzed (rather than caused) when individuals are in conditions that conduce toward its expression.

Cognitive Evaluation Theory (CET) was presented by Deci and Ryan (1985) to specify the factors in social contexts that produce variability in intrinsic motivation. CET, which is considered a sub-theory of self-determination theory, argues that interpersonal events and structures (e.g., rewards, communications, and feedback) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action because they allow satisfaction of the basic psychological need for competence. Accordingly, for example, optimal challenges, effectance promoting feedback, and freedom from demeaning evaluations are all predicted to facilitate intrinsic motivation.

CET further specifies that feelings of competence will not enhance intrinsic motivation unless they are accompanied by a sense of autonomy or,

inattribitional terms, by an internal perceived locus of causality (IPLOC; deCharms, 1968). Thus, people must not only experience perceived competence (or self-efficacy), they must also experience their behavior to be self determined if intrinsic motivation is to be maintained or enhanced. Stated differently, for a high level of intrinsic motivation people must experience satisfaction of the needs both for competence and autonomy. Much of the research has focused on the effects of immediate contextual conditions that either support or thwart the needs for competence and autonomy, but some has recognized that the supports can, to some extent, come from individuals' abiding inner resources that support their ongoing feelings of competence and autonomy. The tenets of CET, with their primary focus on the needs for competence and autonomy, were formulated to integrate a set of results from initial studies of the effects of rewards, feedback, and other external events on intrinsic motivation. Subsequently, they have been confirmed in both laboratory experiments and applied field studies, many of which have been done in classrooms.

Several early studies showed that positive performance feedback enhanced intrinsic motivation (e.g., Deci, 1971; Harackiewicz, 1979), whereas negative performance feedback diminished it (e.g., Deci & Cascio, 1972). Others (e.g., Vallerand & Reid, 1984) showed that perceived competence mediated these effects, and still others supported the hypothesis that increases in perceived competence must be accompanied by a sense of autonomy in order for the

enhanced feelings of competence to result in increased intrinsic motivation (Ryan, 1982).

In fact, the majority of the research on the effects of environmental events on intrinsic motivation has focused on the issue of autonomy versus control rather than that of competence. And this issue has been considerably more controversial. The research began with the demonstration that extrinsic rewards can undermine intrinsic motivation (Deci, 1971; Lepper, Greene, & Nisbett, 1973), which we interpret in terms of the reward shifting people from a more internal to external perceived locus of causality. Although the issue of rewards has been hotly debated, a recent meta-analysis (Deci, Koestner, & Ryan, in press) confirms that virtually every type of expected tangible reward made contingent on task performance does, in fact, undermine intrinsic motivation. Furthermore, not only tangible rewards, but also threats (Deci & Cascio, 1972), deadlines (Amabile, DeJong, & Lepper, 1976), directives (Koestner, Ryan, Bernieri, & Holt, 1984), and competition pressure (Reeve & Deci, 1996) diminish intrinsic motivation because, according to CET, people experience them as controllers of their behavior. On the other hand, choice and the opportunity for self-direction (e.g., Zuckerman, Porac, Lathin, Smith, & Deci, 1978) appear to enhance intrinsic motivation, as they afford a greater sense of autonomy.

The significance of autonomy versus control for the maintenance of intrinsic motivation has been clearly observed in studies of classroom learning.

For example, several studies have shown that autonomy-supportive (in contrast to controlling) teachers catalyze in their students greater intrinsic motivation, curiosity, and the desire for challenge (e.g., Deci, Nezlek, & Sheinman, 1981; Ryan & Grolnick, 1986). Students who are overly controlled not only lose initiative but also learn less well, especially when learning is complex or requires conceptual, creative processing (Benware & Deci, 1984; Grolnick & Ryan, 1987). Similarly, studies show children of parents who are more autonomy supportive to be more mastery oriented—more likely to spontaneously explore and extend themselves—than children of parents who are more controlling (Grolnick, Deci, & Ryan, 1997).

To summarize, the CET aspect of SDT suggests that classroom and home environments can facilitate or forestall intrinsic motivation by supporting versus thwarting the needs for autonomy and competence. However, it is critical to remember that intrinsic motivation will occur only for activities that hold intrinsic interest for an individual—those that have the appeal of novelty, challenge, or aesthetic value for that individual. For activities that do not hold such appeal, the principles of CET do not apply. To understand the motivation for activities that are not experienced as inherently interesting, we need to look more deeply into the nature and dynamics of extrinsic motivation.

c) INTRINSIC MOTIVATION IN THE SECOND LANGUAGE CLASSROOM

Turning to the role of intrinsic motivation in second language classrooms in particular, consider these activities that capitalize on the intrinsic by appealing to learners' self-determination and autonomy:

- teaching writing as a thinking process in which learners develop their own ideas freely and openly
- showing learners strategies of reading that enable them to bring their own information to the written word
- language experience approaches in which students create their own reading material for others in the class to read
- oral fluency exercises in which learners talk about what interests them and not about a teacher-assigned topic
- listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learner
- communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions
- Grammatical explanations, if learners see their potential for increasing their autonomy in a second language.

“Actually, every technique in your language classroom can be subjected to an intrinsic motivation "litmus test" to determine the extent to which they adhere to this powerful principle. Apply the following checklist to help you determine whether something you're doing in the classroom is contributing to your students' intrinsic drives.

A Checklist of Intrinsically Motivating Techniques

1. Does the technique appeal to the genuine interests of your students? Is it relevant to their lives?
2. Do you present the technique in a positive, enthusiastic manner?
3. Are students clearly aware of the purpose of the technique?
4. Do students have some choice in:
 - a. choosing some aspect of the technique?
 - b. determining how they go about fulfilling the goals of the technique
5. Does the technique encourage students to discover for themselves certain principles or rules (rather than simply being "told")?
6. Does it encourage students in some way to develop or use effective strategies of learning and communication?
7. Does it contribute—at least to some extent—to students' ultimate autonomy and independence (from you)?
8. Does it foster cooperative negotiation with other students in the class? Is it truly interactive?
9. Does the technique present a "reasonable challenge"?

10. Do students receive sufficient feedback on their performance (from each other or from you)?

Throughout the rest of this book, you will be reminded of the importance of the Intrinsic Motivation Principle in achieving your goals as a teacher. Think of yourself not so much as a teacher who must constantly "deliver" information to your students, but more as a facilitator of learning whose job it is to set the stage for learning, to start the wheels turning inside the heads of your students, to turn them on to their own abilities, and to help channel those abilities in fruitful directions”.

Zoltan Dornyei and Kata Csizer (1998" 215) offered a set often commandments" for motivating learners, based on a survey of Hungarian foreign language teachers. All ten items focus on what the teacher can do to stimulate intrinsic motivation.

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners. 5- Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.

8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

These ten guidelines, coming directly from teachers out there in the "arena," are worth careful consideration. Compare them to my own six general guidelines for infusing your ESL classroom with some intrinsically motivating dynamics.

1. Teachers are enablers, not rewarders. Therefore, when you teach, focus less on how to administer immediate or tangible rewards and more on how to get students to tune in to their potential and to be challenged by self-determined goals.
2. Learners need to develop autonomy, not dependence. Therefore, be careful not to let learners become dependent on your daily praise and other feedback. Rather, administer praise selectively and judiciously, helping students to recognize their own self-satisfaction in having done something well.
3. Help learners to take charge of their own learning through setting some personal goals and utilizing learning strategies.
4. Learner-centered, cooperative teaching is intrinsically motivating. Therefore, give students opportunities to make choices in activities, topics, discussions, etc. Sometimes a simple either/or choice ("Okay, class, for the

next ten minutes we can either do this little cloze test or review for the test. Which do you want to do?") helps students to develop intrinsic motives. They feel less like puppets on a string if you can involve them in various aspects of looking at their needs and self-diagnosing, of planning lessons and objectives, of deciding in which direction a lesson might go, and of evaluating their learning.

5. Content-based activities and courses are intrinsically motivating. Therefore, you might strive to focus your students on interesting, relevant subject-matter content that gets them more linguistically involved with meanings and purposes and less with verbs and prepositions.
6. Tests, with some special attention from the teacher, can be intrinsically motivating. Allowing some student input to the test, giving well-thought-out classroom tests that are face-valid in the eyes of students, and giving narrative evaluations are just some of the topics covered in Chapter 22 on how your tests can contribute to intrinsic motivation.

“All of the above enthusiasm for intrinsic motivation shouldn't lure you into thinking that we now have a catchall concept that will explain everything about learning and teaching. Other factors affect learning outcomes: native ability, age, context of learning, style preferences, background experience and qualifications, availability of time to give the effort needed, and the quality of input that is beyond the immediate control of the learner. And clearly you will be able to use a combination of extrinsic (for more immediate concerns or for extremely low

motivational contexts, for example) and intrinsic motives to your advantage in the classroom; there is indeed a place—and a very soundly supportable place—for extrinsic motives in the language classroom. -

But when all these factors are duly considered, the students' long-term goals, their deepest level of feeling and thinking, and their global assessment of" their potential to be self-actualized is much, much better served by promoting intrinsic motives. Your task is to maintain these intrinsically motivating factors on an underlying plane of awareness in your mind whenever and wherever learners are placed under your tutelage”.

e.1.5. EXTRINSIC MOTIVATION

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for nonintrinsicallyinteresting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.

“Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value”.

However, unlike some perspectives that view extrinsically motivated behavior as invariably not autonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.

Given that many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own. This problem is described within SDT in terms of fostering the internalization and integration of values and behavioral regulations (Deci & Ryan, 1985). Internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self. Thought of as a continuum, the concept of internalization describes how one's motivations for behavior can range from a motivation or unwillingness, to

passive compliance, to active personal commitment. With increasing internalization (and its associated sense of personal commitment) come greater persistence, more positive self perceptions, and better quality of engagement.

Within SDT a second sub theory, referred to as Organismic Integration Theory (OIT), was introduced to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors (Deci & Ryan, 1985).

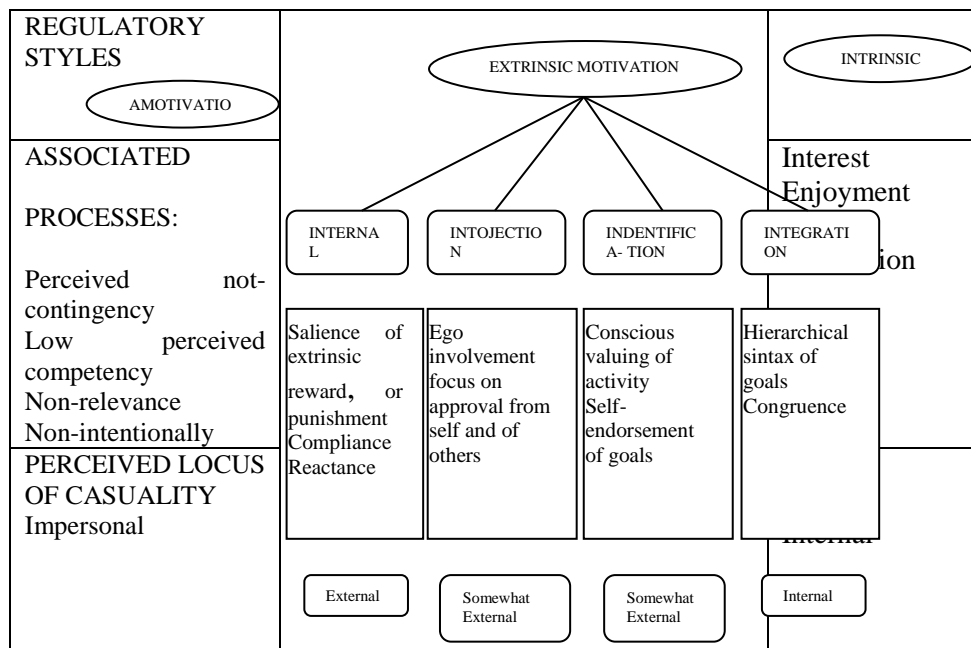


FIG. 1. A Taxonomy of Human Motivation

Figure 1 illustrates the OIT taxonomy of types of motivation, arranged from left to right in terms of the extent to which the motivation for one's behavior emanates from one's self. At the far left is a motivation, which is the state of lacking an intention to act. When a motivated, a person's behavior lacks intentionality and a sense of personal causation. A motivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believing it will

yield a desired outcome (Seligman, 1975). Theorists who have treated motivation as a unitary concept (e.g., Bandura, 1986) have been concerned only with the distinction between what we call a motivation and motivation.

However, one can see from Fig. 1 that to the right of a motivation are various types of motivation that we have organized to reflect their differing degrees of autonomy or self-determination.

Just to the right of a motivation, is a category that represents the least autonomous forms of extrinsic motivation, a category we label external regulation. Such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency. Individuals typically experience externally regulated behavior as controlled or alienated, and their actions have an external perceived locus of causality (EPLOC; deCharms, 1968).

External regulation is the only kind of motivation recognized by operant theorists (e.g., Skinner, 1953), and it is this type of extrinsic motivation that was typically contrasted with intrinsic motivation in early lab studies and discussions.

A second type of extrinsic motivation is interjected regulation. Introjections describe a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride. Put differently, introjection represents regulation by contingent self-esteem. A classic form of introjection is ego involvement (Nicholls, 1984; Ryan, 1982), in which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth. Although the

regulation is internal to the person, introjected behaviors are not experienced as fully part of the self and thus still have an EPLOC.

A more autonomous, or self-determined, form of extrinsic motivation is regulation through identification. Here, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. A boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity.

Finally, the most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs. The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined.

Integrated forms of motivation share many qualities with intrinsic motivation, being both autonomous and un conflicted. However, they are still extrinsic because behavior motivated by integrated regulation is done for its presumed instrumental value with respect to some outcome that is separate from the behavior, even though it is volitional and valued by the self.

At the far right hand end of the figure is intrinsic motivation. This placement emphasizes that intrinsic motivation is a prototype of self-determined activity. Yet, as implied above, this does not mean that as extrinsic regulations become more internalized they are transformed into intrinsic motivation.

The process of internalization is developmentally important, as social values and regulations are continually being internalized over the life span. Still, we do not suggest that the continuum underlying types of extrinsic motivation is a developmental continuum, per se. One does not have to progress through each stage of internalization with respect to a particular regulation; indeed, one can initially adopt a new behavioral regulation at any point along this continuum depending upon prior experiences and situational factors (Ryan, 1995). Some behaviors could begin as introjects, others as identifications. A person might originally get exposed to an activity because of an external regulation (e.g., a reward), and (if the reward is not perceived as too controlling) such exposure might allow the person to experience the activity's intrinsically interesting properties, resulting in an orientation shift.

Or a person who has identified with the value of an activity might lose that sense of value under a controlling mentor and move "backward" into an external regulatory mode. Thus, while there are predictable reasons for movement between orientations, there is no necessary "sequence." Developmental issues are, however, evident in two ways: (1) the types of behaviors and values that can be assimilated to the self increase with growing cognitive and ego capacities and (2) it appears that people's general regulatory style does, on average, tend to become more "internal" over time (e.g., Chandler & Connell, 1987), in accord with the general organismic tendencies toward autonomy and self-regulation (Ryan, 1995).

Ryan and Connell (1989) tested the formulation that these different types of motivation do indeed lie along a continuum of relative autonomy. They

investigated achievement behaviors (e.g., doing homework) among elementary school children, assessing external, introjected, identified, and intrinsic reasons for engaging in these behaviors. They found that the four types of regulation were intercorrelated according to a quasi-simplex (ordered correlation) pattern, thus providing evidence for an underlying continuum of autonomy. Differences in attitudes and adjustment were also associated with the different types of extrinsic motivation. For example, the more students were externally regulated the less they showed interest, value, or effort, and the more they indicated a tendency to blame others, such as the teacher, for negative outcomes. Interjected regulation was positively related to expending effort, but was also related to more anxiety and to poorer coping with failures. Identified regulation was associated with greater enjoyment of school and more positive coping styles. And intrinsic motivation was correlated with interest, enjoyment, felt competence, and positive coping.

Subsequent studies have extended these findings concerning types of extrinsic motivation, showing for example that more autonomous extrinsic motivation is associated with greater engagement (Connell & Wellborn, 1990),

Better performance (Miserandino, 1996), less dropping out (Vallerand & Bissonnette, 1992), higher quality learning (Grolnick & Ryan, 1987), and greater psychological well-being (Sheldon & Kasser, 1995), among other outcomes. Additionally, there appears to be cross-cultural generalizability to the model as presented in Fig. 1 (e.g., Hayamizu, 1997).

Greater internalization appears, then, to yield manifold adaptive advantages (Ryan, Kuhl, & Deci, 1997), including more behavioral effectiveness (due to lessened conflict and greater access to personal resources) and greater RYAN experienced well-being. Given the clear significance of internalization for both personal experience and behavioral and performance outcomes, the critical applied issue concerns how to promote the autonomous regulation of extrinsically motivated behaviors. Because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted, the primary reason people are likely to be willing to do the behaviors is that they are valued by significant others to whom they feel (or would like to feel) connected, whether that be a family, a peer group, or a society. This suggests that the groundwork for facilitating internalization is providing a sense of belongingness and connectedness to the persons, group, or culture disseminating a goal, or what in SDT we call a sense of relatedness. In classrooms this means that students' feeling respected and cared for by the teacher is essential for their willingness to accept the proffered classroom values. In support of this, Ryan, Stiller, and Lynch (1994) found that relatedness to teachers (and parents) was associated with greater internalization of school-related behavioral regulations.

A second issue concerns perceived competence. Adopting as one's own an extrinsic goal requires that one feel efficacious with respect to it. Students will more likely adopt and internalize a goal if they understand it and have the relevant skills to succeed at it. Thus, we theorize that supports for competence (e.g.,

offering optimal challenges and effectance-relevant feedback) facilitate internalization.

According to the SDT approach, a regulation that has been internalized may be only introjected, and that type of regulation could well leave people feeling satisfaction of their needs for competence and relatedness. However, to only introject a regulation and thus to be controlled by it will not leave the people feeling self-determined. We therefore suggest that autonomy support also facilitates internalization; in fact, it is the critical element for a regulation being integrated rather than just introjected. Controlling contexts may yield introjected regulation if they support competence and relatedness, but only autonomy supportive contexts will yield integrated self-regulation.

To fully internalize a regulation, and thus to become autonomous with respect to it, people must inwardly grasp its meaning and worth. It is these meanings that become internalized and integrated in environments that provide supports for the needs for competence; relatedness, and autonomy. Again, research has supported this reasoning. Deci, Eghrari, Patrick, and Leone (1994) experimentally demonstrated that providing a meaningful rationale for an uninteresting behavior, along with supports for autonomy and relatedness, promoted internalization and integration. Controlling contexts yielded less overall internalization, but even more interesting, the internalization that did occur in controlling contexts tended to be only introjected. In a study involving parent interviews, Grolnick and Ryan (1989) found higher levels of internalization and integration of school-related values among children whose parents were more supportive of autonomy and

relatedness. Williams and Deci (1996) used a longitudinal design to show greater internalization among medical students whose instructors were more autonomy and competence supportive. These are a few of the findings in this area that suggest how supports for relatedness and competence facilitate internalization and how support for autonomy additionally facilitates the integration of behavioral regulations. When that occurs, people not only feel competent and related, but also self-determined, as they carry out extrinsically valued activities.

e.2. MOTIVATION IN THE ENGLISH LANGUAGE TEACHING

“Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the various motivation theories discussed in this chapter, is create the circumstances that influence students to do what you want them to do”.

Many factors determine whether the students in your classes will be motivated or not motivated to learn. You should not be surprised to discover that no single

theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn than others. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for motivating students in the classroom. Several theoretical interpretations of motivation -- some of which are derived from discussions of learning presented earlier -- will now be summarized.

Fostering pupils' motivation towards learning is an essential feature of the teaching skills involved in establishing a positive classroom climate.

Motivation may be achieved in any of three ways.

- ◆ The pupil's natural interest intrinsic satisfaction
- ◆ Motivation by the teacher extrinsic rewards
- ◆ Success in the task satisfaction and reward

e.2.1. KEY ELEMENTS OF MOTIVATION

- ◆ Young people are intrinsically motivated to a high degree; many elements of the environment constitute challenges for them. Unfortunately after a number of years in education this intrinsic motivation is dampened.
- ◆ Intrinsic motivation is more easily undermined than created.

- ◆ Teachers need to be aware of the purpose of any extrinsic methods that they use for motivating their pupils and have a clear rationale about how they foster intrinsic motivation.
- ◆ Tasks which best elicit pupil motivation are those seen by pupils to be challenging, difficult but achievable.
- ◆ Teaching poorly motivated pupils is a major source of stress for teachers.
- ◆ Role of home and parental encouragement is of major importance in influencing the level of pupils' academic motivation.
- ◆ The opportunity to learn from each other in the classroom is becoming recognized as a viable approach to increase pupil motivation and learning.
- ◆ Praise to criticism in the ratio of 4:1 will develop a more welcoming and positive climate for learning.

e.2.2. STRATEGIES OF INTRINSIC MOTIVATION

- ◆ Involves an interest in the learning task itself and also satisfaction being gained from task.
- ◆ Effective teaching must win the hearts and minds of pupils if the learning experience is to involve intrinsic motivation, curiosity, interest and a proper educational engagement useful way of eliciting pupils' interest is to pose a question or a problem at the start of the lesson.
- ◆ A task can afford a way of working that is satisfying, such as learning as part of a group in a social context. Active involvement and co-operation between

pupils fosters enjoyment.

- ◆ Project work can act as a very important source of motivation through the degree of choice and control it offers to pupils in undertaking the work.
- ◆ Select topics that are likely to interest pupils, particularly if they relate to pupils' own experiences.
- ◆ Offering a choice can also elicit interest.
- ◆ Provide pupils with regular feedback concerning how their skills and competence are developing. Review: Show what you know, understand and can do - rehearse, practice and memorize.
- ◆ Draw their attention to what they can do and understand now compared with before the course of work began.

e.2.3. STRATEGIES OF EXTRINSIC MOTIVATION

- ◆ Teacher praise is a powerful motivator although its effect depends on skillful use.
- ◆ Praise should be linked to pupils' effort and attainment, conveying sincere pleasure on the teacher's part and should be used with credibility.
- ◆ Well judged, consistent, frequent and targeted use of praise that identifies the individual or group's specific behavior or attributes and celebrates them with positive unconditional language is very powerful.
- ◆ Indicate to pupils the usefulness, relevance and importance of the topic or activity to their needs.

e.2.4. EXPECTATION FOR SUCCESS

- ◆ Teacher expectations can influence their behavior towards pupils in ways that promote greater progress and produce a ‘self-fulfilling prophecy’ effect.
- ◆ Ensure the tasks are challenging and offer pupils a realistic chance of success, taking into account their ability and previous learning.
- ◆ ‘Hook’ what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectations.
- ◆ Expectations need to convey that the activities are worthwhile and of interest.
- ◆ Monitor pupils’ progress closely providing quick and supportive feedback when a pupil has encountered major difficulties.
- ◆ High expectations which are too demanding will not foster greater progress.

Reflection and Discussion

“To what extent does pupil motivation play a part in effective learning?

How might a teacher’s expectations influence pupils’ efforts to learn?

Do you make good use of both intrinsic and extrinsic sources of pupil motivation?”

Some Activities Relating To the Issue of Motivation		
Key element	Objective	Action
Some examples and suggestions		
Intrinsic motivation	Provide pupils with regular feedback concerning how their skills and competence are developing.	The teacher and/or the pupils reconnect with the lesson overview and specific objectives and with agreed personal goals and targets.
Extrinsic motivation	Indicate to pupils the usefulness, relevance and importance of the topic or activity to their needs.	Begin with some unconditional positive praise: 'You did that well' Then give the constructive educative feedback: 'This part could be improved if you...' Finish with unconditional positive praise: 'I really enjoyed marking that.'
Expectation for success	'Hook' what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectation.	Engage pupils in working through what relevance the learning has to their own lives and realities, own goals and aspirations Connect new learning to prior experience: <ul style="list-style-type: none"> • How are we involved in this? • How can we use this? • Encourage learners to take part in the lesson.

e.2.5. WARM-UP ACTIVITIES

“The English teachers hope the students will take an active part in the classroom. It is their duty to make the classroom a lively and interesting place. How can such a classroom be created? The experience has taught me that warm-up activities can spark students’ curiosity and promote a comfortable atmosphere.

Warm-up activities are activities or games carried out at the beginning of each class to motivate students so they can make good use of class time. This idea was discovered when a group of teachers who were working in an evening class. The

teachers found the students were afraid to speak English, so they tried to play games with them. They put something in the handkerchief and asked them to guess what was in it by using their five senses. Our dialogue was something like this:

Student: Is it flexible?

Teacher: Yes.

Student: Can it be eaten?

Teacher: Yes.

Student: Is it chocolate?

Teacher: No.

Student: Is it chewing gum?

Teacher: Yes.

The students' questions were general, and the teacher only answered "yes" or "no." Most students enjoyed the game and joined in the warm-up activities. Now, almost all students in these classes speak English loudly and freely.

Although the students' feedback confirmed that warm-up activities are a creative teaching tool, we need to adopt appropriate games. If the games are too difficult, the students cannot do them; but if the games are too easy, the students do not improve their English and may lose interest. Therefore, it is always better to link each short activity to what the students are studying.

The following are some examples that have been used successfully in the teaching.

Pop quizzes

When listening is taught, we require the students to listen to the VOA or BBC news in their spare time. Before each lesson, the teacher gives the students two statements about current events, and he asks them to write on a piece of paper whether the statements are true or false. Each correct answer earns one point. Because the students want to earn the two points each time, they continue listening to the VOA or BBC news. Their scores also reflect their attendance, so they are seldom absent. In this way, the students gradually get into the habit of listening to the news and even enjoy the pop quizzes. By the end of the semester, all my students had greatly improved their listening abilities.

Plot imagination

When we taught Pompeii by Robert Silverberg (Yang and Xu 1990:251), we began by asking the students to close their eyes. We asked them to pretend they were in Pompeii just before the eruption when everything was dark, and to imagine what they would see, hear, smell, feel, and think. After two minutes we said that they had survived the volcano, and to open their eyes. The assignment was to write down their thoughts during their imagination period to tell a story. Students' responses varied, but all reflected their feelings.

When teaching *Button, Button* by Richard Matheson (Yang and Xu 1990:283), we gave the students the following imagination exercise, we stated, "Suppose you came home one day and found a box with a button in it. On the box there was a note saying 'If you push the button, somebody will die, and you will get \$40,000.' What would you do with the box?" Not only do students need to write their decisions, but they also have to explain their reasons.

Picture talking

Sometimes the teacher needs to provide visuals for the class. After showing a picture for one or two minutes, the teacher can ask the class to tell what they see in the picture, or to make up a story, or to list as many adjectives or adverbs as possible that can be used to describe the picture. Seeing the picture helps students to retell a story, and at the same time, the teacher can see whether the students understand the text correctly or not. This also helps to expand students' vocabulary.

Alternative ending

Using "alternative endings" as a warm-up activity helps students express their ideas. For example, when we taught *The Big Buffalo Bass* by Weldon Stone (Yang and Xu 1990:34), we wrote on the board, "If we caught the fish..." and asked the students to complete the story in five minutes. All responses showing that the students understand the story were acceptable.

Also, just before we finished teaching the 99,000 answer by Leonard Stern and Sydney Zelinka (Yang and Xu 1990:188), we asked the students to write their own endings for the story. When they returned to class, they all had different endings. This kind of task forces students to draw from their imaginations and experiences when interpreting the text. Moreover, it allows students to practice creative writing.

Saying/proverb questions

When we use this kind of warm-up activity, we write the first part of a saying, like "Genius is one percent inspiration and...", and leave the last part for the students to complete, like "ninety-nine percent perspiration." Then we ask them such questions as:

1. What do you think this sentence means?
2. What could you substitute for "inspiration" and "perspiration?"
3. How could you paraphrase this sentence?
4. How could you translate this sentence into Chinese?
5. Who said this sentence?
6. What is the grammatical construction?

This last question deals with parallel sentence construction, because the lesson was part of a grammar lesson that students were to learn.

Sometimes we write a proverb on the board and ask if there is a similar proverb in Spanish. This activity teaches students some sayings and proverbs, thereby increasing the students' knowledge of the culture.

Follow-ups to warm-ups:

These kinds of activities arouse students' interests and challenge them to use their imagination. They train students to express their own ideas.

Once we finish a lesson, we ask the students to draw a simple sketch of the most impressive part of the text or to make several sketches telling the story. They can do the assignment at home, in class, or on the board. For Pompeii, one student drew a volcano erupting near Pompeii and said "On August 24, A.D. 79, Mount Vesuvius erupted, raining death on thousands. Down in Pompeii, four miles from the summit, a tremendous explosion was heard."

For Button, Button, a student drew a couple conversing at a table. In the top right corner, a man was making a telephone call asking, "Do you really know each other, even though you are living in the same house?" Students have great fun when they recount the stories and talk about their pictures.

Outside reading

We like to find material similar to the text for students to read at their leisure. We ask them to write down the general meanings of the story or their responses to the texts. For instance, after teaching The Big Buffalo Bass, we assigned The Old

Man and the Sea by Ernest Hemingway for students to read and write their responses”.

Motivation to Learn

Broadly speaking, motivation is either **intrinsic/expressive** (doing something for its own sake) or **extrinsic/ instrumental** (doing something for some other reason). A useful, slightly more detailed, categorisation is:

	Intrinsic			Extrinsic
	Expressive	Achievement	Social	Instrumental
<i>Characteristics</i>	Interest for its own sake: satisfaction derived directly from understanding/skill	Desire to succeed: “I’m not going to let this beat me”: mastery represents something important	In order to gain social acceptance, either within the class/course etc. (“Pleasing teacher” or being one of the in-crowd, or outside	In order to gain a tangible reward or avoid negative consequences
<i>Strengths</i>	Enthusiasm, commitment	Commitment	Co-operativeness if class-oriented	Can develop into more significant commitment
<i>Weaknesses</i>	May get “carried away”: lose sight of wood for trees	Potentially fickle What the learning represents to the student may not be the same as what it represents to you	May concentrate on the appearance of achievement to the detriment of “deep” learning Social aspirations may change	Achievement rests on strict criteria of “relevance” Aspirations may be met in other ways Anxiety may impede learning

5.2.6. LEVELS OF MOTIVATION

“Maslow is the classic model here. Abraham H Maslow (1908-1970) was a humanistic psychologist who rejected the prevalent paradigm of exploring psychology either from experimentation with animals (behaviorism under Watson) or from the experience of mixed-up people, and concentrated on human potential for *self-actualization*. He is chiefly known for his “hierarchy of needs” (*but beware, because this is often mis-represented*”).

5.2.7. MOTIVATION AND ANXIETY



The essence of the hierarchy is the notion of “pre-potency”, which means that you are not going to be motivated by any higher-level needs until your lower-level ones have been satisfied. Note however, that pre-potency only makes sense over a substantial time-scale. We ate a good breakfast this morning, but We shall be

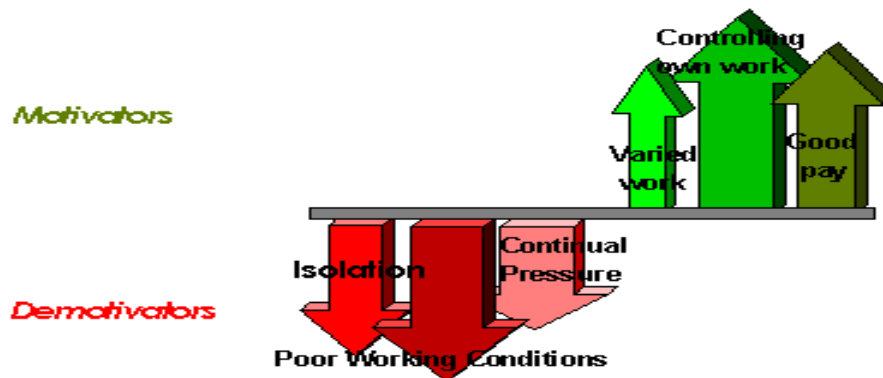
hungry again tonight: thus I may become concerned about Physiological needs again then. But if we “know where the next meal is coming from”, concern about meeting those needs will not be a great motivator.

Where the model is useful is in identifying individuals who get stuck on the lower levels, and who because of early insecurity or later trauma, cannot afford to be concerned with the higher levels: but this is chiefly relevant to mental health professionals rather than teachers. It also, of course, draws attention to how very basic problems—such as being too hot or too cold—can inhibit motivation to learn at higher levels, but we did not really need Maslow to tell us that

The major difficulty with Maslow is that although his hierarchy makes sense in general terms — if We are pre-occupied with physical needs, We are not usually going to be interested in self-esteem needs, for example — there are equally many occasions on which it does not hold good. It is excessively individualistic, and does not allow for altruism. And although most of Motivation and Personality is about defining “self-actualization”, he never really succeeds in doing it. It is one of those models in which there is actually less to it than meets the eye!

5.3.8. MOTIVATIONAL HYGIENE

A similar point is made in Herzberg's “motivational hygiene” theory, according to which demotivates (or "hygiene factors") have to be reduced as well as motivators (or incentives) increased, to develop positive motivation (Herzberg 1966):



“Note that the factors shown are for illustration only: the balance may be very different for any particular person and/or situation. In particular, Herzberg argued that pay is at best a hygiene factor; poor pay reduces motivation, but good pay does not of itself create enthusiasm... It's a fine point and may depend on the pay structure, but we are concerned with learning rather than job performance, so I'll let the diagram stand. Or am I just not motivated enough to change it? Discuss!”

The analogy here is with the tuning of a radio: turning up the volume (increasing the motivators) on a badly-tuned station will only increase the noise level as well, and not the clarity of the reception. Tuning out the interference is the major task.

They count most at the start of the course, before the positive motivators have had time to kick in, and when students may already be rather anxious. Even so, everyone in a learning group is motivated to do something: the question is whether the motivation fits with the requirements of the programmer. The issue is not an absolute one about motivation; it is about our assumption that people ought to be motivated to learn what we want them to.

HYPOTHESIS

General

The motivational factors influence in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.

Specifics

- The Intrinsic motivational factors help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.
- There is application of little extrinsic motivational factors that support in the English language Learning with the students at “Técnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.

f. METHODOLOGY

f.1. DESIGN OF THE RESEARCH

When a research is developed at any case, it is necessary to mention the way that it will be developed at. So that, according to the nature of the theme it will be a non-experimental research because the researcher will not manipulate the variables but it will be done based on the observation of the phenomena in the reality.

f.2. METHODS, TECHNIQUES AND PROCEDURES

❖ METHODS

As a general method the **scientific one**, which will permit to develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method the phases of observation, questioning of the object will be developed, in the same way as it is in the reality and the verification on the hypothesis relating to the variables through empiric data and the theoretical referents.

As particular methods the research work will use the descriptive, analytic-synthetic and explicative methods.

Descriptive Method, will give the rules to demonstrate the meaning of the research, to describe the problematic that was found in the educative

institution, to describe the variables as the independent as the dependant ones, so that the researcher can describe coherently the results of the field work. This method will also serve to describe the motivational factors that influence the English language learning.

Analytic Synthetic Method will be used to analyze the results that will be obtained in the field work and to establish conclusions about the intrinsic and extrinsic motivational factors that the students and teachers face into the English Language.

Explicative Method will also be used, in the explanation of all the reasons of every question made in order to obtain more reliable information which will be contrasted with the theoretical referents about the topic.

❖ **TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information the following techniques and instruments will be used:

A **Survey** will be applied to obtain information about the motivational factors that the teachers and students face into the English Language Learning. Of course it will be applied to teachers and students with the instrument of a questionnaire which will contain different kinds of closed questions about the

topic that is researched. It will be applied to the population that is part of the investigation.

❖ **PROCEDURES**

After applying the survey, it will be necessary to process the data through the tabulation of the information.

Next, the information will be organized according the specific hypotheses that are going to be proved. Then, the obtained information will be represented in statistics tables and graphic bars because it is necessary to facilitate its interpretation. After that, the empiric information will be interpreted taking into account the theoretical referents, the hypotheses and the result with major tendencies. Finally the main conclusions and recommendations will be drawn based on the obtained results.

The hypothesis will be demonstrated in a descriptive way through a process of logical analysis of the results, considering the most representative ones in relation to the stated variables.

❖ **POPULATION**

It is taken the whole population of students who are 163 in the whole high school because it is considered as a small population.

Regards to the teachers who work teaching the English language are three, so that it will be also necessary to work with all of them.

Table Nro. 2

Variable	Population and sample
8 th year of basic education	24
9 th year of basic education	29
10 th year of basic education	24
1 st year of High School Curriculum	39
2 nd year of High School Curriculum	24
3 rd year of High School Curriculum	23
Total Students	163
Teachers	3

g. TIMETABLE

MONTHS ACTIVITIES	MARCH 2013				APRIL 2013				MAY-SEPTEMBER 2013				OCTOBER 2013				NOVEMBER 2013				JANUARY-SEPTEMBER 2014				OCTOBER 2014				NOVEMBER 2014				JANUARY 2015				FEBRUARY 2015				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Project approval			X																																						
Appointment of the thesis director			X																																						
Processing of the information									X	X	X	X																													
Redaction of the final report										X	X	X	X																												
Review and approval of thesis															X																										
Gather documents for the legal aptitude																	X	X	X	X																					
Legal aptitude																							X																		
Private qualification																																	X								
Corrections																																	X								
Submission the documents for public defense																																	X	X	X						
Public sustain and defense. Investiture.																																					X				

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

❖ RESOURCES

➤ Human

The resources that will be part of this project are:

- The researcher who is Angelica Camacho
- The students of “Tecnico Agropecuario” High School
- The English teachers of “Tecnico Agropecuario Gonzanama” High School

➤ Material

The material resources that will use is, office material, books, thesis, magazines, computer, printer, Internet, pen drives and others

➤ Institutionals

- National University of Loja
- “Tecnico Agropecuario Gonzanama” High School
- Library of the National University of Loja
- Cyber cafes

❖ **BUDGET**

The research will be financed by me resources which are detailed next:

Office supplies	200,00
Bibliography	200,00
Projects and thesis drafts	300,00
Unforeseen	200,00
TOTAL	900,00

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ANNEX 2

SURVEY TO THE TEACHERS

Dear Teachers:

This research work is a study to determine the intrinsic and extrinsic factors that affect in the English Language process for this reason would you mind answering this survey in a truly way:

Hypothesis No.1

The Intrinsic motivational factors help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.

1. Write an x in what do you consider is for you motivation into the teaching learning process?

- a) It's the desire or satisfaction to do something
- b) It's a set of factors that help to learn
- c) It's the stimulation of someone to do something

Why:.....

2. What kind of motivation do you think help students to learn the English Language?

Intrinsic or internal factors ()
Extrinsic or external factors ()
Others:

3. Which intrinsic factors do affect students to learn?

- a) Classroom environment ()
- b) Setting personal examples ()
- c) Good teachers-student relationship ()
- d) Interesting classes ()
- e) Personalizing learning process ()
- f) Increasing the learners' goal-orientedness. ()
- g) Familiarizing learners with the target culture ()

4. Which factors do you think help students to learn better?

- a) Interest ()
- b) Enjoyment ()
- c) Satisfaction ()

Why:.....

5. What's the students natural interest for learning the English language?

- High ()
- Middle ()
- Low ()
- Others ()

Why:.....

6. What kind of techniques do you use to appeal students to learn

- a) challenging techniques ()
- b) positive presentation of techniques ()
- c) choosing activities ()
- d) promoting learner's autonomy ()
- e) Giving feedback ()

Why:.....

Hipoteis No. 2

There is application of little extrinsic motivational factors to support in the English language Learning with the students at "Técnico Agropecuario Gonzanamà" High School, Academic period 2012-2013.

7. When do you motivate the students to learn?

- a) Before the class ()
- b) During the class ()
- c) After the class ()
- d) During the whole class ()

Why:.....

8. How often do you use motivational activities with your students?

- a) Often ()
- b) Sometimes ()
- c) Never ()

Explain:.....

9. What kind of factors do you emphasize about the English Language Learning?

- a) Usefulness
- b) Relevance
- c) Importance
- d) Others:

Which ones:.....

10. Why do you think students learn the English Language?

- a) To gain a good grade ()
- b) To avoid fail the school year ()
- c) To improve their knowledge ()
- d) To get success in life ()
- e) To be involved in a good class ()

Explain:.....

11. What are your expectations about the students' learning of the English language in the High School?

- a) They reach a basic knowledge of English ()
- b) They reach an elementary knowledge of English ()
- c) They reach a pre-intermediate level of English ()

Why:

12. How do you catalogue the students' learning of the English language

- a) Very good 10 ()
- b) Good 9-8 ()
- c) Regular 7-6 ()
- d) Deficient 5-0 ()

Why?:

THANKS FOR YOUR COLLABORATION

ANNEX 3

SURVEY TO THE STUDENTS

Dear Students:

This research work is a study to determine the intrinsic and extrinsic factors that affect in the English Language process for this reason would you mind answering this survey in a truly way:

Hypothesis No.1

The Intrinsic motivational factors help in the English Language Learning with the students at “Tecnico Agropecuario Gonzanamà” High School, Academic period 2012-2013.

1. Write an x in what do you consider is for you motivation into the teaching learning process?

- a) It´s the desire or satisfaction to do something
- b) It´s a set of factors that help to learn
- c) It ´s the stimulation of someone to do something

Why:.....

2. What kind of motivation do you help to learn the English Language?

Intrinsic or internal factors ()
Extrinsic or external factors ()
Others:

3. Which intrinsic factors do affect you to learn?

- a) Classroom environment ()
- b) Setting personal examples ()
- c) Good teachers-student relationship ()
- d) Interesting classes ()
- e) Personalizing learning process ()
- f) Increasing the learners' goal-orientedness. ()
- g) Familiarizing learners with the target culture ()

4. Which factors help you to learn better?

- a) Interest ()
- b) Enjoyment ()
- c) Satisfaction ()

Why:.....

5. What's your natural interest for learning the English language?

- High ()
- Middle ()
- Low ()
- Others ()

Why:.....

6. What kind of techniques does your teacher use to appeal you to learn English?

- a) challenging techniques ()
- b) positive presentation of techniques ()
- c) choosing activities ()
- d) promoting learner's autonomy ()
- e) Giving feedback ()

Why:.....

Hipothesis No. 2

There is application of little extrinsic motivational factors to support in the English language Learning with the students at "Técnico Agropecuario Gonzanamà" High School, Academic period 2012-2013.

7. When does your teacher motivate you to learn the English Language?

- a) Before the class ()
- b) During the class ()
- c) After the class ()
- d) During the whole class ()

Why:.....

8. How often does your teacher use motivational activities (interesting techniques) in English Language Process?

- a) Often ()
- b) Sometimes ()
- c) Never ()

Explain:.....

9. What kind of factors does your teacher emphasize about the English Language Learning?

- a) Usefulness ()
- b) Relevance ()
- c) Importance ()
- d) Others: ()

Which ones:.....

10. Why do you learn the English Language?

- a) To gain a good grade ()
- b) To avoid fail the school year ()
- c) To improve their knowledge ()
- d) To get success in life ()
- e) To be involved in a good class ()

Explain:.....

11. What are your expectations about the learning of the English language in the High School?

- a) They reach a basic knowledge of English ()
- b) They reach an elementary knowledge of English ()
- c) They reach a pre-intermediate level of English ()

Why:

12. How do you catalogue your learning of the English language

- a) Very good 10 ()
- b) Good 9-8 ()
- c) Regular 7-6 ()
- d) Deficient 5-0 ()

Why?:

THANKS FOR YOUR COLLABORATION

ANNEX 4

CONSISTENCY MATRIX

THEME: MOTIVATIONAL FACTORS THAT INFLUENCE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “TECNICO AGROPECUARIO GONZANAMA” HIGH SCHOOL.ACADEMIC YEAR 2012-2013”.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>General</p> <p>How do motivational factors influence in the English Language learning with the students at “TécnicoAgropecuarioGonzanamà” High School? Academic period 2012-2013.</p> <p>Subproblems</p> <p>What kind of intrinsic motivational factors help in the English Language Learning with the students at “TécnicoAgropecuarioGonzanamà” High School. Academic period 2012-2013.</p> <p>Which extrinsic motivational factors help the English Language with the students at “TécnicoAgropecuarioGonzanamà” High School? Academic period 2012-2013.</p>	<p>General</p> <p>To determine how the motivational factors influence in the English Language Learning with the students at “TécnicoAgropecuarioGonzanamà” High School. Academic period 2012-2013.</p> <p>Specifics</p> <p>To describe the intrinsic motivational factors that help in the English Language Learning with the students at “TécnicoAgropecuarioGonzanamà” High School. Academic period 2012-2013.</p> <p>To establish the extrinsic motivational factors that support the English Language with the students at “TécnicoAgropecuarioGonzanamà” High School. Academic period 2012-2013</p>	<p>General</p> <p>The motivational factors influence in the English Language Learning with the students at “TécnicoAgropecuarioGonzanamà” High School. Academic period 2012-2013.</p> <p>Specifics</p> <p>The Intrinsic motivational factors help in the English Language Learning with the students at “TécnicoAgropecuarioGonzanamà” High School. Academic period 2012-2013.</p> <p>There is application of little extrinsic motivational factors to support in the English language Learning with the students at “TécnicoAgropecuario Gonzanamà” High School. Academic period 2012-2013.</p>	<p>INDEPENDENT:</p> <p>INTRINSIC MOTIVATIONAL FACTORS</p> <p>DEPENDENT:</p> <p>ENGLISH LANGUAGE LEARNING</p> <p>INDEPENDENT:</p> <p>EXTRINSIC MOTIVATIONAL FACTORS</p> <p>DEPENDENT:</p> <p>ENGLISH LANGUAGE LEARNING</p>	<p>Definitions:</p> <ul style="list-style-type: none"> • Motivational factors. • Types of motivation • Key elements of motivation. • <p>Definition:</p> <ul style="list-style-type: none"> • Extrinsic motivation. • Intrinsic motivation • Strategies for intrinsic and extrinsic motivation.

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