



UNIVERSIDAD NACIONAL DE LOJA
AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

“THE MOTIVATION AND ITS INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT EXPERIMENTAL “PALTAS” HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2009-2010.”

THESIS AS A PREVIOUS REQUIREMET
TO OBTAIN THE LINCENCIATE'S
DEGREE IN SCIENCES OF EDUCATION
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SPECIALIZATION”.

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To have directed and corrected this thesis work, previous to obtain the Licentiate's degree with the title of: **"THE MOTIVATION AND ITS INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT EXPERIMENTAL "PALTAS" HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2009-2010"**., under the responsibility of the undergraduated students: Ela Jazmín Lamas Ontaneda and Ana del Rocío Jaén Campoverde. Therefore, I authorize its submission.

Loja, February 2011

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AUTHORSHIP

It is important to mention, that all the results of the research work and all the criteria, analysis, concepts presented here, are of their authoresses' responsibility. This thesis work can be used as a bibliographical resource.

Ela Jazmín Lamas Ontaneda

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THE AUTHORESSES

DEDICATION

Firstly, I dedicate this work to my dear God, who gave me the courage and the light to continue in every moment. Then to my dear parents, who supported me economically during the career; to my brothers and relatives who encourage me to conclude my objective as a professional.

Ela

I dedicate this work to my parents, who gave me the strength to achieve my goals; to my brother, relatives and friends who have supported me during to fulfill one of my goals.

Rocío

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1. SUMMARY

The present research work entitled: THE MOTIVATION AND ITS INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT EXPERIMENTAL “PALTAS” HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2009-2010., has been made with the purpose of determining the influence of the motivation in the English language teaching learning process.

In the development of the work we have made use of the scientific method as a general one which has helped to find the true about the researched object. And as particular methods we used the descriptive to describe the data, the analytic-synthetic to analyze the results and the explicative to explain the phenomena and to elaborate the report.

In the field work we applied the instrument of the survey to the teachers and the students, to process the information we have used a logical analysis with descriptive statistics that helped us to describe the results in tables and graphs.

Among the main results of the research we found that the teachers do not apply positive motivation in class to encourage the students to learn the English language. They do not use factors of positive motivation neither they congratulate the students' well-done tasks. Most of teachers use coercive means to force students' fulfillment of homework or study for lessons for that reason the students' learning is placed in a regular level.

Therefore, in the researched institution we have found that there are serious trouble with the teachers and students because of the lack of positive motivation which is affecting the English language learning. As a result we have been able to prove that motivation influence in the learning of the students in the researched High School.

2. INTRODUCTION

The study of the English Language has become a basic subject for children and teenagers in the majority of the Educative institutions of the country. For that reason, it is important for the English teachers to motivate their students to learn a new language; and encourage them to master the basic skills of it, due to be a good professional in any field.

We know that most learners are learning just for some practical goals, such as for passing the exams, promoting to a higher post, or be promoted to the next grade. But they are not interested in the language as itself. They do not want to know more about the target language culture, and even want to experience the life of that culture.

By other hand, teachers do not motivate students to learn, most of them just take their classes without considering that motivation is an important factor into the learning of a foreign language. Based on the before reasons, the group has considered that this research would give important tools to the teachers to improve their teaching and to get students' interest in the language as itself.

The main objective was to research about the influence of the motivation on the English language learning with the students of 8th, 9th and 10th years of

Basic Education at Experimental “Paltas” High School of Catacocha City.
Academic Year 2009-2010.

The reasons that guide us to develop this work, was the necessity of giving answers to the problematic found in the researched institution about the lack of motivation by part of teachers who have not gotten a good level of English with the students.

Among the specific objectives that supported the research work are: To determine how the positive motivation encourage the English learning process and to establish the impact of the negative motivation on the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.

In coherence with the specific objectives we also stated the hypothesis for this work the first one says that there is little positive motivation by part of the teachers what affects the learning of the English Language and that the negative motivation limits the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010

The main method used in this work was: the scientific one, which oriented the systematic steps to explain logic relations of the researched object and to arrive the corresponding conclusions and recommendations. We also used as particular methods: 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 logic 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 whole parts and it also describes the contextual frame of the problem that got us to develop this research.

Then, it includes the revision of the Literature where we synthesize the main variables of our hypotheses and which served as indicators to prove through a logical analysis of them.

Next, we have 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 we got through this thesis work.

It also contains the materials and methodology used during the research process where we describe 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 in the research instruments that were applied as to the teachers as well to the students and the respective interpretation and analysis of every question.

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

It also refers to the conclusions which the group has arrived after having contrasting 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 regard to the lack of motivation toward the learning of the English Language.

3. LITERATURE REVIEW

3.1. THE CONCEPT OF MOTIVATION

Each concept or idea has its own history determined by the general evolution of human thought. For many years, the understanding of the term and the research on motivation were dominated by the so-called *drive-reduction theories*. Psychologists identified a large number of human needs (both biological and psychological ones), all of them causing inner tensions, which had to be released in one way or another.

“In 1964, Atkinson (quoted in Williams and Burden, 1997: 113) tried a more promising reformulation of the drive reduction approach to motivation. Its basic premise was that people differ quite markedly in their need to achieve or be successful. The lives of some people are dominated by the drive to succeed, to be high achievers in everything they do, whereas for others, it really does not seem to matter whether they do well or not. In addition, a person might be inclined to avoid engaging in a particular activity because of fear of failure.

Such assumptions might have brought into the light the problem of motivational intensity (i.e. the degree of effort the individual expends to achieve a goal), but they are not sufficient in themselves: focusing only on intensity does not completely describe the concept of motivated behaviour.

The first decades of the 20th century marked an important contribution in the definition of motivation as concept. During the 1920s and 1930s, most behavioural psychologists were committed to a nonintrospective study of human behaviour that concentrated mainly on what could be objectively observed, described and measured, without resort to the presumption of inner motives or innate mechanisms as determinants.

Since much of overt human behaviour takes the form of actions repeated in similar circumstances, learning theorists of that period focused on habits and the way in which they were acquired (the theory of stimulus – response and reinforcement).

In practice, the overemphasis on tedious mechanistic processes to which the student was not expected to make any spontaneous or personal contribution, left little room for the idea of doing something for pleasure or satisfying a subjective purpose and interest.

However, behavioural psychologists were the first to recognize the power of feedback as a motivating influence, though the latter was largely considered in terms of external forces (i.e. what specific conditions give rise to what kind of behaviour and how the consequences of that behaviour affect whether it is more or less likely to happen again). Several other motivational strategies used by teachers all over the world have their roots in the principles of

Behaviourism: the importance of stimuli survives in the form of giving pupils meaningful, relevant and interesting tasks to do and the importance of response, praise and encouragement for the learners' positive efforts cannot be contested by anyone.

Another important step in the evolution of the concept of motivation was the appearance of cognitivism, a trend emerging as a reaction to Behaviourism. It was based on the ideas of the linguist Noam Chomsky who maintained that, far from being a form of behavior, language was a ruled-based system from which an infinite number of sentences can be created.

The concept of "language creativity" and the idea of choice could not remain without an echo in the sphere of language learning and had an important influence upon the concept of motivation. From a cognitive perspective, motivation was concerned with such issues as why people decided to act in certain ways and what factors influenced the choices they made. It also involved decisions as to the amount of effort people were prepared to expend in attempting to achieve their goals"¹.

This view on learning put motivation (i.e. the inner desire to do something leading to a conscious decision to act and sustained effort) at the basis of any action.

¹ ABRUDAN CACIORA Simona Veronica, Motivation and Language Learning, Pág 321-University of Oradea.

Though language teaching has never adopted a methodology based on Chomsky's work, his ideas opened the way to Krashen's theory of language acquisition, to socio-linguistics and humanistic approaches. Although they bear different names, all these trends are based on the belief that the individual learner is the centre of the learning process.

The *natural order hypothesis* and the theory of the *affective filter* have come to emphasise that learners make sense of various external influences in ways that are personal to them so, according to their internal disposition, they will allow or prevent the exterior input to be received; hence, the importance of creating a relaxed atmosphere in the language classroom and of adopting a positive attitude towards the learner. Certain language points may take learners some time to absorb, so praise and encouragement will keep motivation up.

Another factor influencing student motivation is the perceived value of an activity. In 1960s and 1970s, the promoters of socio-linguistics threw light upon the fact that, in order to communicate effectively in a foreign language, people need to know more than how to express ideas in correct grammatical terms. They also had to be aware of appropriate levels of language to use in different situations. The necessity of teaching language as it was used everyday, real-world situations and the importance of numerous *receptive* activities were reflected in the creation of syllabuses designed to serve the actual social, cultural or vocational needs of the learners. The application of

humanistic theories in practice has resulted in the incorporation in the language-learning materials of activities for expressing one's feelings, for sharing one's values and viewpoints with others.

New methods such as Suggestopedia, Community Language Learning, the Silent Way, Total Physical Response, role-play and drama techniques are meant to help more inhibited students to express themselves freely. Foreign Language Teachers have become conscious of the fact that individual students have preferred modalities of learning, that what is good for one is not always good for everybody. They have been encouraged to adopt a more flexible outlook upon the process of language teaching, adapt their programmes to the needs of their students and the area where they are teaching.

3.2. TYPES OF MOTIVATION AND FACTORS INFLUENCING IT.

“In order to summarize briefly the ideas presented so far, we could define it in terms of two factors: learners' communicative needs and their social and educational attitudes. An extension of the first part of the definition would take into consideration the types of motivation as identified by researchers at different moments in time (Gardner, 1985; Lightbown & Spada, 1993; Wright, 1987; Spolsky, 1989). They all have come to draw a distinction between two types of motivation: when the only reason for learning a foreign language is to

gain something outside the activity itself, such as passing an exam, obtaining financial rewards, getting a job or pleasing another person(s), the motivation is likely to be *extrinsic/instrumental*.

As the terms themselves indicate, it is caused by a combination of external factors and used as a means or instrument to obtain something. When its purpose is to enable one to communicate with the members of a specific language community, then motivation is considered to be *intrinsic* or *integrative*.

In order to offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989:124) borrows Harter's model (1982) and represents it in the following way:

Intrinsic	Extrinsic
Preference for challenge vs	Preference for easy work
Curiosity/interest vs	Pleasing a teacher/getting grades
Independent mastery vs	Dependence on teacher in figuring out problems
Independent judgement vs	Reliance on teacher's judgment about what to do
Internal criteria for success vs	External criteria for success

Following this model, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal.

This distinction also tells us that both internal and external factors have an important role to play in motivating learners”².

2.3. FACTORS INFLUENCING MOTIVATION

2.3.1. MOTIVATION AND PERSONALITY VARIABLES

In general, many people see an association between personality attributes and the successful acquisition of a second language. While successful student may display different types of characteristics (they may be extrovert, self-confident, active, passive, independent as well as introvert or shy), unsuccessful students are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and nervous. Whatever their form of behavior students who try to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those whose affective filter is constantly up.

² GARDNER, R.C. (1985) *Social Psychology and Second Language Learning*. Pág 286, London.

Referring to the problem of motivation, W. Rivers (1964) has observed that personal motifs such as fear or anxiety may combine with learned social motifs such as a desire for status in a group and for social approval, creating a series of reactions that may inhibit or work towards progress in a foreign language. Up to a point, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. A friendly/supportive environment may be decisive in such a situation.

But the judgment of classmates can also be harmful, destroying the self-belief in one's ability to succeed. Combined with a generalized fear of negative evaluation, it may inhibit or distract the learner from the task of attending and remembering new items.

Williams and Burden (1997:100) also speak of a state called "learned helplessness" referring to people who feel that they had no control over their actions and see intelligence as something unchangeable and failure as essentially due to a lack of ability. In conclusion, learners' inhibition may be the result of both internal and external factors, and being related to the ability or inability to find solutions to problems in the past.

Another important component influencing motivation to learn is the individual learners' feelings of competence and self-efficacy. Displaying no signs of inhibition, they are usually eager to take risks, are not afraid of making

language mistakes and ready to adopt some of the identity characteristics of another cultural group. Their affective filter is low and they can grasp much of the comprehensible input they are faced with. Such people often referred to as “mastery oriented” tend to understand failure in terms of lack of effort and seek to improve their subsequent performance.

Obviously, there might be other categories of learners between these two extremes such as those who hide their shyness behind a face of openness and willingness to take risks or people who avoid situations in which failure would signify low ability, trying to look smarter by all means. But in those situations we can speak of the appearance of motivation, rather than the reality of it.

Given the diversity of personality types, some researchers have tried to find connections between them and receptivity to different aspects of language learning. In a book dedicated to the way in which languages are learned, Lightbown & Spada (1993:36) do not exclude the possibility of motivation to be more related to particular aspects of language proficiency than others.

They base their suppositions on several studies among which a language proficiency test in which highly motivated students were found to be more successful in the part of the test which measured oral communication skills but not more successful than others in the part assessing grammatical knowledge. Though, motivated student may have a better self image and more confidence

than non-motivated ones, and such characteristics might make them feel more at ease when interacting with others, the fact that the two things occurred at the same time do not necessarily mean that one caused the other. Even if cases when students preferred oral practice to written assignments or work on grammatical structure do exist, they cannot make us jump at the conclusion that motivated students will draw a line between different aspects of a language, accepting some and rejecting others.

2.3.2. ATTITUDES AND MOTIVATION

“In general, most people seem to agree that attitudes and motivation are closely related to success in language learning. This explains perhaps why some people have a much easier time of learning languages than others; in the same classroom setting, some students progress rapidly, while others just struggle along and never achieve command of a second language. Krashen has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter.

When the only reason for learning a second language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated. On the other hand, if students have favourable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will

probably be more attentive in the class, would take assessments more seriously and, willing to achieve more, would look for situations when they can obtain further practice in the foreign language. Some critics (Gardner, 1985) make a distinction between different types of attitudes according to factors in the environment or subject characteristics such as age or sex.

Thus we can speak of attitudes revolving around the educational aspects of second language acquisition (*educational attitudes*) and of *social attitudes*, focusing on cultural implications of second language acquisition. Sex differences are also thought to influence attitudes and motivation: experience indicates that girls tend to demonstrate significantly more positive attitudes towards learning languages than boys, a good example in this respect being the overwhelming majority in the faculties of philology and foreign languages.

Though many researchers (Spolsky, 1989; Williams and Burden, 1997) do not believe in an absolute biological basis for learning, there are cases when differences of age may have an important influence upon the process of foreign language learning. The notion that young children pick up foreign languages more easily than older learners is clearly challenged by the evidence of areas in which the latter do better. However, the adults' emphatic capacity and openness to get involved in "real communication", their ego permeability may be lower especially because of external causes"³.

³ ABDULLAH Atikah, "The Attitude and Motivation of English Language" Pág. 19.

2.3.3. THE ROLE OF THE TEACHER/PROFESSOR IN ALL THE STAGES OF THE MOTIVATIONAL PROCESS

“Nowadays the role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. Given the complexity of the issue it may well constitute the subject of a separate paper.

What we shall attempt here is just a summary of important qualities a good teacher usually displays. At the top of the list I should place the teacher’s enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectations of themselves.

In an article published in 1982, Mary Finocchiaro has added to all these the importance of (a) making sure the students comprehend every dialogue,

utterance, the gist of the reading passage; (b) giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items; (c) correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying “listen” and giving the correct answer; (d) letting them either grade their own papers or do so with a partner; (e) showing concern for school or community problems of individuals; (f) making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals.

As Finocchiaro argues in points (c), (d), (e), the problem of error correction plays a very important role in the process of motivating or de-motivating students. Being constantly aware that all human learning is fundamentally a process involving the making of mistakes may help any teacher in using mistakes and errors creatively during the teaching activity, for they hold in them some of the keys to the understanding of the process. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn.

External reinforces in the form of rewards, good marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners. Conversely, extra homework, punishment or other sanctions,

proved not only ineffective in bringing about positive change, but also having exactly the opposite effect. As Williams and Burden (1997) have rightly observed when “feedback actually provides information to learners that enables them to identify specific aspects of their performance (...), it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect”⁴.

2.3.4. MOTIVATION AND LEARNING STYLES

Closely related to the problem of students’ attitudes towards the language course is the problem of their different learning styles. Researchers and foreign language teachers have gradually become conscious that individual students have preferred modalities of learning. Consequently, when learners are given some freedom to choose one way of learning or another, they might do better than those who find themselves forced to learn in environments where a learning style, which does not suit them, is imposed as the only way to learn. One of the views put forward by the initiators of humanistic approaches to learning was that teachers should be allowed to adapt their programmes with due attention to the objectives of their students and the needs of the area where they are teaching. Though, this might not always be easy, a concern for the students’ learning styles might be of great help in motivating them to learn.

⁴ DÖRNYEI, Z. (1997:138) Teaching and Researching Motivation, Págs 123-127.

2.3.5. MOTIVATION AND THE POWER RELATIONSHIPS BETWEEN LANGUAGES

“The existence of power relationships between languages is one of the reasons why people have favourable or unfavourable attitudes towards learning a particular language. Subjects, who select instrumental reasons over integrative ones, often take into consideration the economic and practical advantages of learning a foreign language. A good example in this respect is the present situation in Romanian schools where learners and the parents, faced with the opportunity of choosing between English and French, generally choose the former as it has become a kind of *lingua franca*, placing those who are able to use it in a more favourable position than those who are proficient in French.

In the same way, members of a minority group may have different attitudes and motivation when learning the language of a majority group than those of a majority group members learning a minority language. Here, the case of immigrants is perhaps the most relevant.

The intent of this section was to focus attention of the variety of factors influencing motivation in language learning. A review of the literature indicated how personality variables, learning styles and different kinds of attitudes might relate to success in or willingness to acquire a particular language. Before coming to an end, I thought it might be interesting to see how

individual students perceived the complex problem of motivation and how their attitudes relate to their behaviour in the language classroom”⁵.

⁵ DÖRNYEI, Z. (2002) *Motivational Strategies in the Language Classroom*. Several Pages, Cambridge.

4. RESOURCES AND METHODS

4.1. MATERIALS

The material resources that we used were:

- Computer
- printer
- paper
- office material
- books
- thesis
- Magazines
- Ink and other implements

4.2. METHODS

Scientific Method. - This method helped us searching of the theoretical-scientific fundamentals to explain the relation between the information in the field work with the scientific explanation of the variables of the hypotheses.

Descriptive Method. - This method gave us the rules to demonstrate the meaning of the investigation, to describe the problematic that the group found in the researched educative institution, to describe the variables as the

independent as the dependant ones, so that we could describe coherently the results of the field work.

Analytic Synthetic Method.– This method helped us to analyze the results that we obtained in the field work and to establish conclusions as of the motivation strategies as the kind's motivation that the students face into the teaching learning process of the English language.

Explicative Method. - This one helped us 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.

4.3. TECHNIQUES, INSTRUMENTS

The technique that was used in the present research work, is the survey, this technique let us obtain the main information about the variables of the stated hypotheses. It was applied through a pre-made questionnaire to students and teachers to know the problems that they have into the students' motivation.

4.4. PROCEDURES

After we applied the research technique we processed the data through the tabulation of the information. Then we organized the empiric information

keeping in mind the specific hypotheses of the research work. The obtained information was represented in statistics tables and graphic bars. So that the empiric information was interpreted contrasting it with the theoretical referents; and, finally we drew the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the research process.

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.

4.5. POPULATION AND SAMPLE

The teacher's population was represented by 4 English teachers who work with the 8th, 9th and 10th years of Basic Education. We think that it was a small population for that reason we took all them in order to get a more reliable research.

The students of 8th, 9th and 10th years of Basic Education were 478, this population was considered as a big one. Therefore we took out a sample through the following formula:

$$PQ \times N$$

$$n = \frac{PQ \times N}{E^2 \cdot (N-1) + K^2}$$

PQ = First quartile (0,25)

N= Population

n = sample

K = Constant of proportionality (2)

E = Error of Sample (10%, 0,1)

$$n = \frac{0,25 \times 478}{(0,1)^2 \cdot 477 + 0,25}$$

$$n = \frac{119,5}{0,01 \cdot 477 + 0,25}$$

$$n = \frac{119,5}{477 \cdot (0,0025) + 0,25}$$

$$n = \frac{119,5}{0,9425}$$

$$n = 126.79$$

$$n = 127$$

Consequently we applied the surveys to 127 students of 8th, 9th and 10th years of basic education, who we show in the table below. To do the sample distribution we applied the following formula and the result must be multiplied by the total of each course.

$$n = \frac{n}{N}$$

$$N = 0,27$$

Table Nro. 1

Variable	Population	Groups				Sample
		A	B	C	D	
8 th Year of Basic Education	154	11	11	10	10	42
9 th Year of Basic Education	154	10	10	11	11	42
10 th Year of Basic Education	170	11	11	11	10	43
TOTAL	478	32	32	32	32	127
Teachers						4

5. RESULTS

4.1. TEACHERS AND STUDENTS' SURVEY

A: HYPOTHESIS No. 1

There is little positive motivation by part of the teachers what affects the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City. Academic Year 2009-2010.

1. Do you motivate your students in every class?

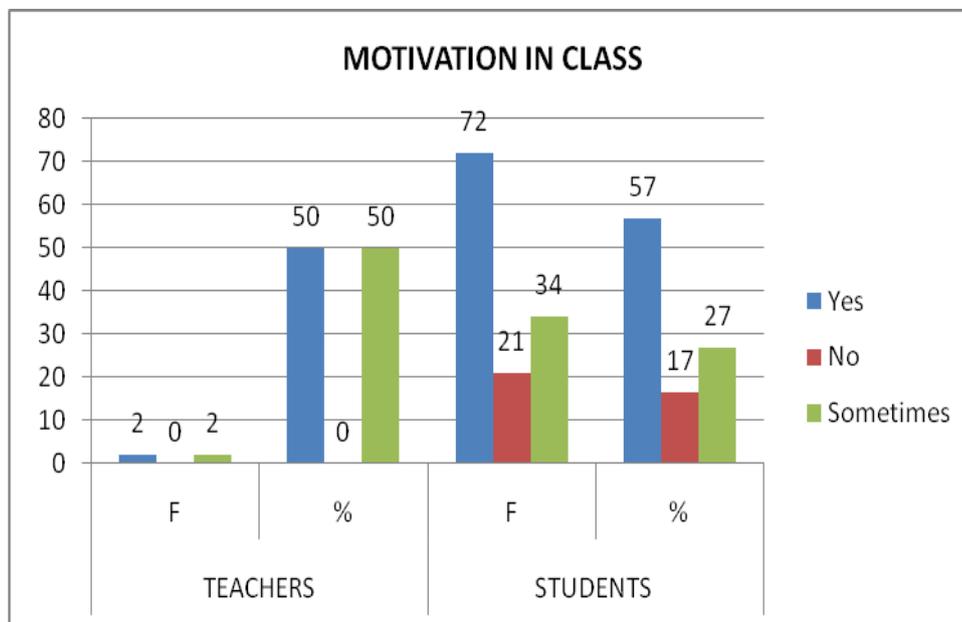
a) Statistics Table No. 1

MOTIVATION IN CLASS	TEACHERS		STUDENTS	
	F	%	F	%
Yes	2	50	34	27
No	0	0	21	17
Sometimes	2	50	72	57
Blanks	0	0	0	0
TOTAL	4	100	127	100

Source: Teachers and students' surveys

Elaboration: Research group

b) Graphic Representation



c) Logical analysis

According to the table 57% students told us they are motivated by their teacher in every English class. 26% of students told us they sometimes are motivated and 17% answered that they are no motivated by their teacher in every English class.

On the other hand, as we can observe 50% of teachers motivate their students in every class, while the other 50% of teachers answered that they sometimes motivate the students in every class.

The results show that half of teachers just sometimes motivate their students every class because they argument that there are too many students in a class

and there is no enough time to motivate them. We know that motivation is an essential element in language learning. When teachers motivate the students in class, the learning process is more likely to be satisfactory and enjoyable. On the other hand students' acquisition of a second language tends to be more difficult and unpleasant when they face lack motivation.

As we know motivation is considered as a key element to learn when teachers create, foster and maintain the students' enthusiasm in a class. It is due to the important interaction that occur between learners and teachers during the English teaching learning process.

2. Which of the following factors do you think are the most appropriate to reach a good learning by part of the students?

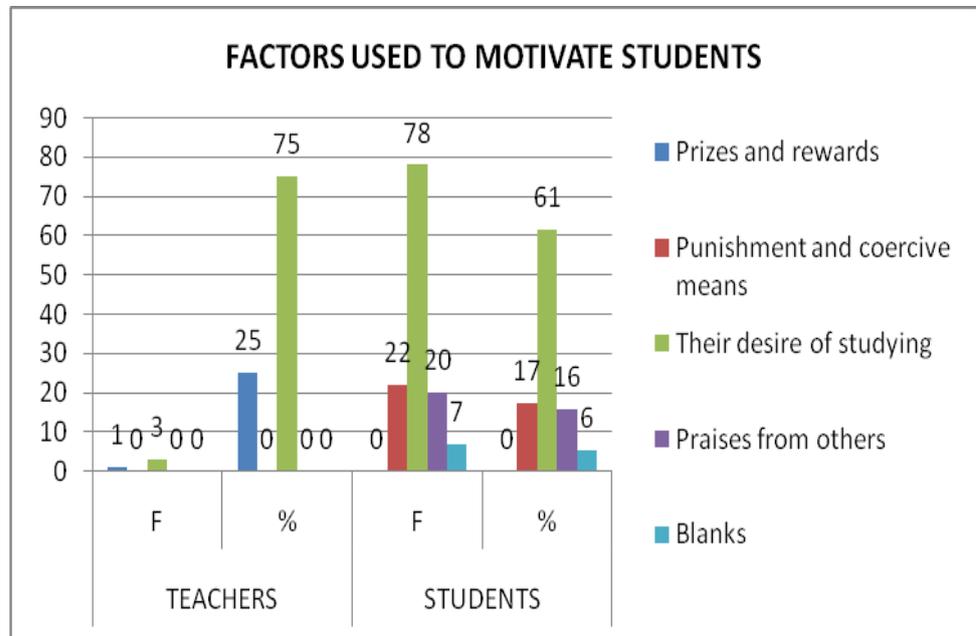
a. Statistics table

FACTORS USED TO MOTIVATE STUDENTS	TEACHERS		STUDENTS	
	F	%	F	%
Prizes and rewards	1	25	0	0
Punishment and coercive means	0	0	22	17
Their desire of studying	3	75	78	61
Praises from others	0	0	20	16
Others	0	0	0	0
Blanks	0	0	7	6
TOTAL	4	100	127	100

Source: Teachers and students' survey

Responsible: Research group

b. Graphic representation



c. Logical Analysis

According to the teachers' results, 75% of them think that prizes from others is the factor that they have identified in the group and 25% of them said that they work with prizes and rewards.

In the students' survey 61% of students think that, their desire of studying help them to keep the interest in their studies. 17% matched punishment and coercive means as factor applied in class. 16% told us that prizes from others help them to keep the interest in their class and 6% did not answer the question.

As we can see the desire of studying by part of students, was identified by

most teachers and students as the factor of motivation and this should be taken into consideration by part of teachers because it is a positive aspect that help students to improve their learning rather than applying punishment or coercive means that do not work with teenagers into the English teaching learning process.

3. How do you consider the strategies that you use to motivate the students?

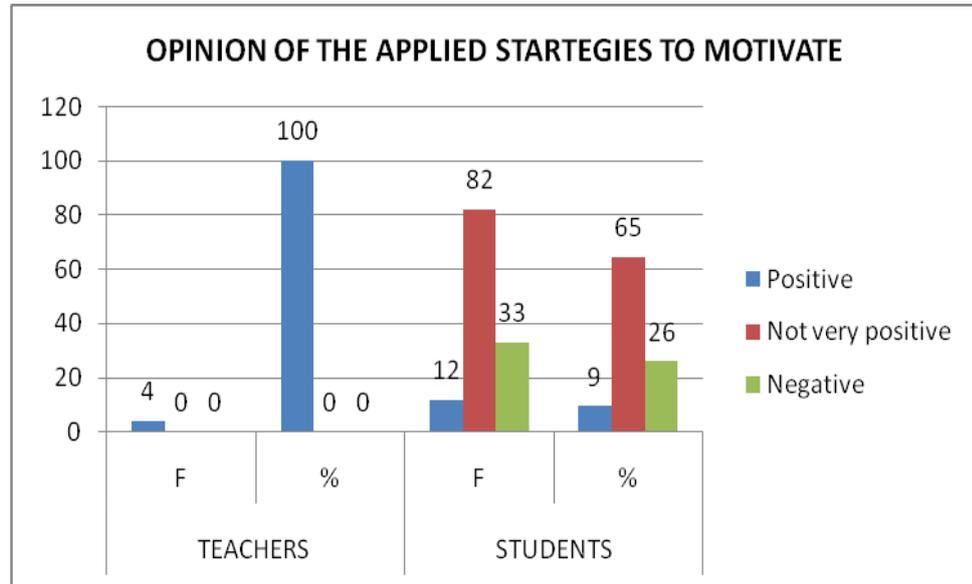
a. Statistics table

OPINION OF THE APPLIED STRATEGIES TO MOTIVATE	TEACHERS		STUDENTS	
	F	%	F	%
Positive	4	100	12	9
Not very positive	0	0	82	65
Negative	0	0	33	26
Neither of them	0	0	0	0
TOTAL	4	100	127	100

Source: Teachers and students' survey

Responsible: Research group

b. Graphic representation



c. Logical Analysis

As we can appreciate in the results, 100% of teachers said that the strategies they use to motivate the students are positive. However in the students results 65% of them think that strategies that teachers apply to motivate are not very positive, 26% matched that these are negative and only 9% indicated that these are positive.

These data show us that teachers are not applying positive motivation because students' opinion about teachers' strategies is not optimistic. We know that **positive motivation** is observed when people are engaged in an activity that has a virtuous end, such as volunteering, athletics, or art. Much

of the power of positive motivation comes from others. It is received from parents or teachers so that students become aware that they should pursue meaningful goals. However, we notice that students are not receiving this kind of motivation by part of teachers.

4. How often do you use rewarding strategies to praise the students work?

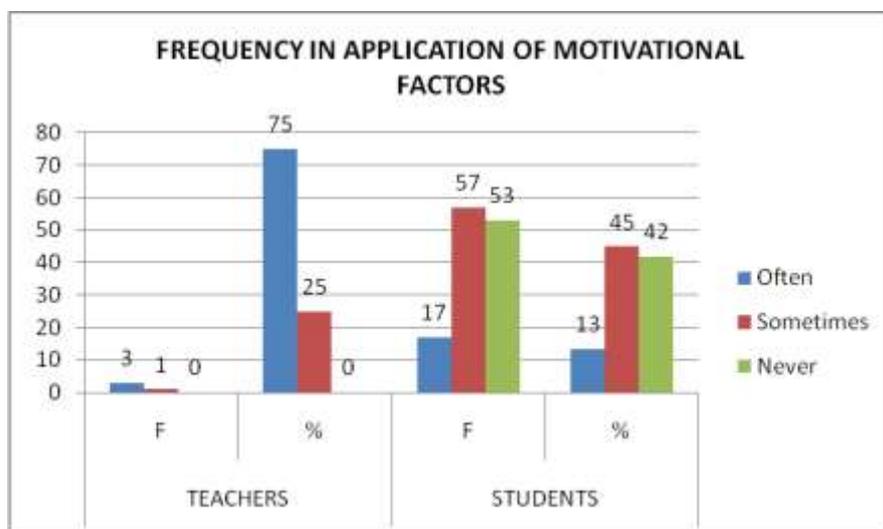
a. Statistics table

FREQUENCY APPLICATION OF MOTIVATIONAL FACTORS	IN OF	TEACHERS		STUDENTS	
		F	%	F	%
Often		3	75	17	13
Sometimes		1	25	57	45
Never		0	0	53	42
TOTAL		4	100	127	100

Source: Teachers and students' survey

Responsible: Research group

b. Graphic representation



c. Logical Analysis

75% of teachers answered that they often use rewarding strategies to praise the student work, while other 25% answered that they sometimes do it.

On the other hand 45% of students told us that their teachers sometimes use rewarding strategies to praise the students work. 42% of students matched sometimes and other 13% mentioned that their teachers never uses rewarding strategies to praise the students' work.

The results show us that most teachers do not apply positive motivation in the teaching learning process, because they are not using praise and reward systems to keep students involved in the class. The theory says that positive motivational strategies have to be congruent with the students' desire of learning. But if teachers use coercive means they are identified with negative motivation which does not help to manage students' behavior. It has shown that they could increase indiscipline problems and involve pupils in deeper emotional and behavioral problems.

5. What do you reward the students like?

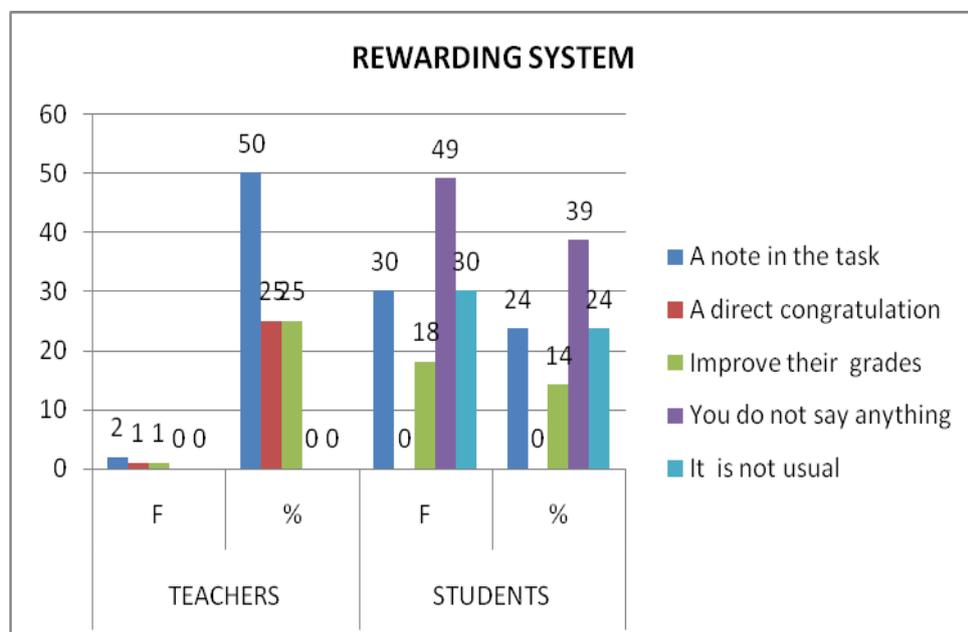
a. Statistics table

REWARDING SYSTEM	TEACHERS		STUDENTS	
	F	%	F	%
A note in the task	2	50	30	24
A direct congratulation	1	25	0	0
Improve their grades	1	25	18	14
You do not say anything	0	0	49	39
It is not usual	0	0	30	24
TOTAL	4	100	127	100

Source: Teachers and students' survey

Responsible: Research group

b. Graphic representation



c. Logical Analysis

50% of teachers said that they write a note on the students' tasks to reward their work, 25% of them answered that they give a direct congratulation upon the students' work and the other 25% mentioned that they improve students' grades to praise their work.

Regards to students, 39% answered that their teachers do not say anything when they get a good grade; 24% mentioned that they receive a note in the task, 24% said that it is not usual and 14% mentioned that they are improved in their grades.

As we can see, even when most of teachers said that they reward students for their well-done tasks. Most of students answered that their teachers do not say anything about it. The theory indicates that a motivated student may have a better self-image and will be more confident than non-motivated ones; such characteristics might make them feel more at ease when interacting with others. We generally like what we do well, and are therefore more likely to do it again, and put in more effort in their learning. Rewards can be a powerful resource of extrinsic and positive motivation when it also is applied in the better tasks.

HYPOTHESIS No. 2

The negative motivation limits the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010

6. Do you use coercive means to reach the students fulfillment of the homework?

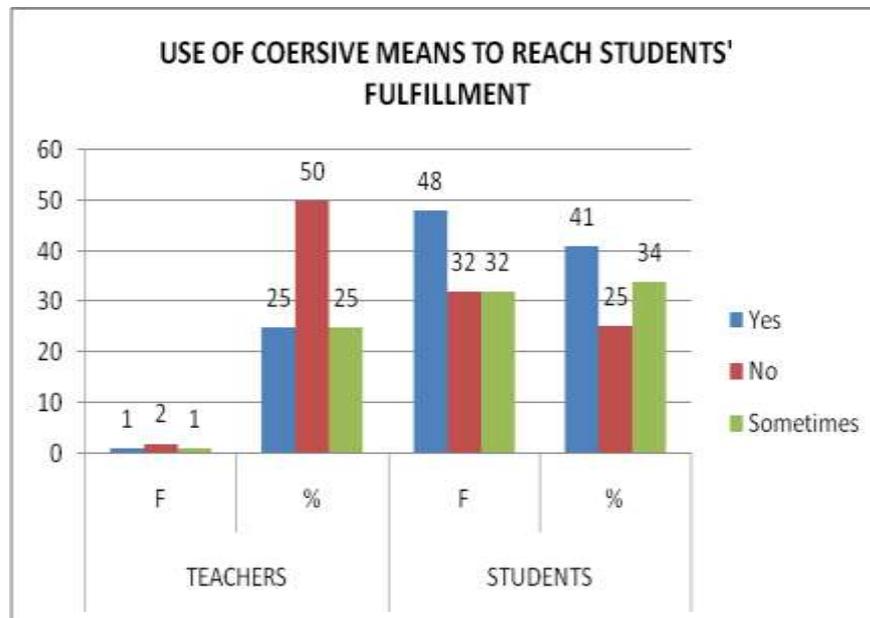
a. Statistics table

USE OF COERCIVE MEANS TO REACH THE STUDENTS FULFILLMENT	TEACHERS		STUDENTS	
	F	%	F	%
Yes	1	25	48	41
No	2	50	32	25
Sometimes	1	25	32	34
TOTAL	4	100	127	100

Source: survey applied to teachers

Responsible person: researchers

b. **Graphic representation**



c. **Logical Analysis**

As we can observe 50% of teachers answered that they do not use coercive means to reach the students fulfillment of the homework; 25% of teachers said they have to use coercive means to reach the students' fulfillment and the other 25% of teachers said they sometimes use coercive means to get students' homework.

On the other hand, 41% of students told us that teachers use coercive means to reach the students' fulfillment. 34% of them answered that their teachers just sometimes use coercive means and other 25% stated that their teachers do not use coercive means to reach the students fulfillment of the homework.

According to the results, there is application of coercive means to get students' fulfillment in the tasks. The theory says that some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the learning the material. However we think that extrinsic motivation should be positive if we want to improve students' outcomes.

7. Do you need to criticize, censure, or give negative comments to the students who do not turn in their homework on time?

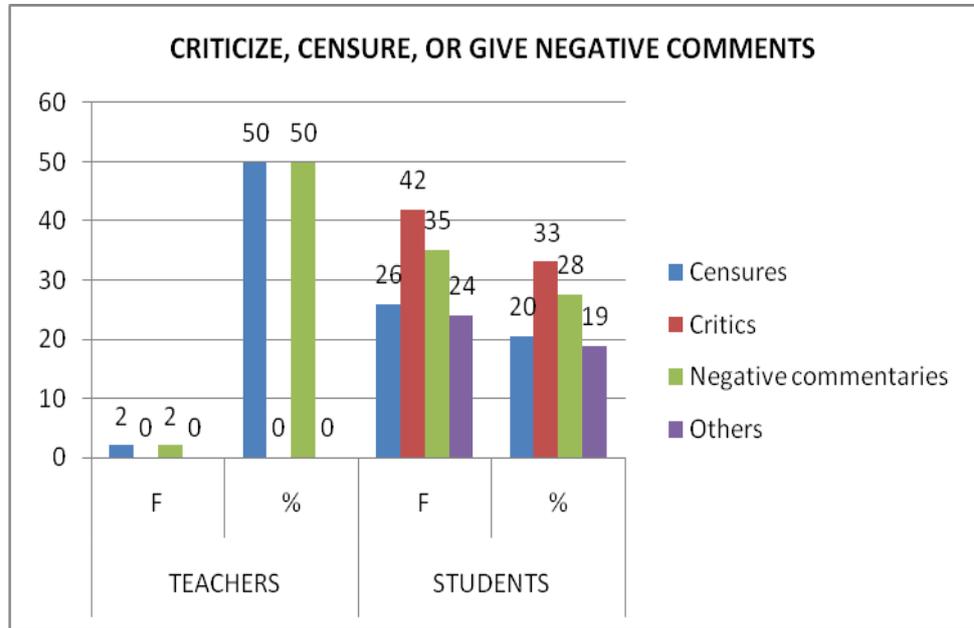
a. Statistics table

CRITICIZE, CENSURE, OR GIVE NEGATIVE COMMENTS	TEACHERS		STUDENTS	
	F	%	F	%
Censures	2	50	26	20
Critics	0	0	42	33
Negative commentaries	2	50	35	28
Others	0	0	24	19
TOTAL	4	100	127	100

Source: survey applied to teachers

Responsible person: researchers

b. Graphic representation



c. Logical Analysis

50% of teachers do not criticize, censure, or give negative commentaries to the students who do not hand in their homework on time. While other 50% of teachers told us they sometimes criticize, censure, or give negative commentaries to the students who do not deliver the tasks on time.

Regards to students, 33% of students said that they receive some critics by part of teachers, 28% matched the negative commentaries, 20% pointed out the censures and 19% answered those others.

The results show us that most of teachers have to use censures, critics or negative commentaries in order to get students' fulfillment on their tasks. According to teachers' opinion, nowadays there is no enough control by part of the family parents and they leave all the education in hands of the teachers. Sometimes, it is much harder to receive criticism than to give it. But the students' education is a tasks of all, especially of their parents who have the enough authority to correct when they do not hand in their homework on time. Teachers not only can criticize students' missing work they can talk to them about their problems due to teacher-students relationship and motivation helps them in their learning process.

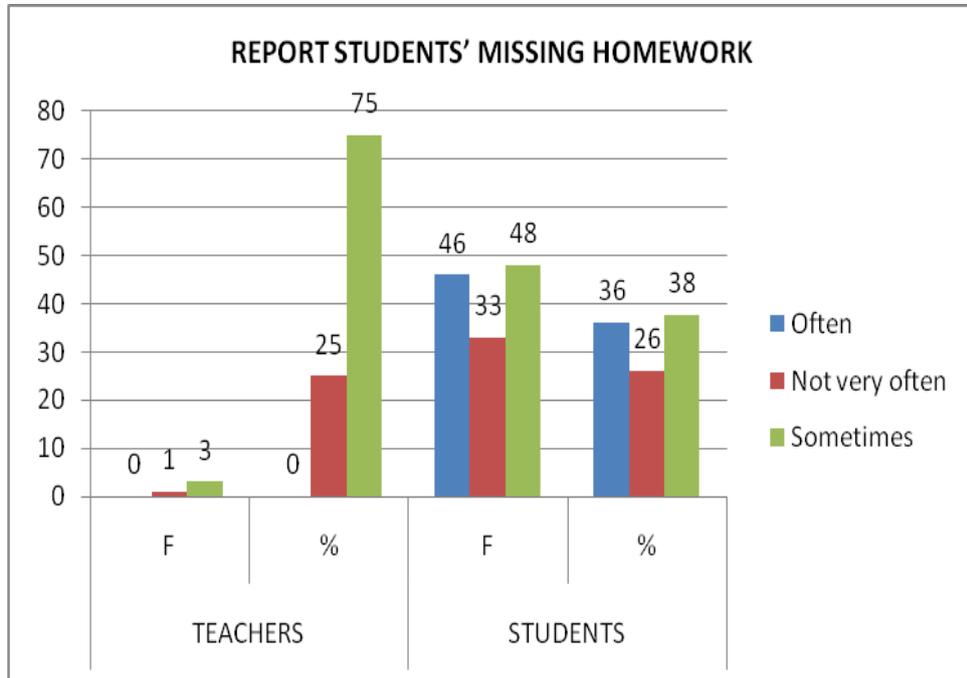
8. How often do you report the students' missing homework to their parents?

a. Statistics table

REPORT STUDENTS' MISSING HOMEWORK	TEACHERS		STUDENTS	
	F	%	F	%
Often	0	0	46	36
No very often	1	25	33	26
Sometimes	3	75	48	38
TOTAL	4	100	127	100

Source: survey applied to teachers
Responsible: researchers

b. Graphic representation



c. Logical Analysis

75% of the teachers told us they sometimes report the students' missing homework to their parents while 25% of teachers answered that they do not report very often report the students' missing homework to their parents.

In students' results 38% of them said that they are sometimes reported by their missing homework, 36% told us that they sometimes are reported and 26% answered that they are not reported very often.

Even when most of teachers said that they sometimes report, it is necessary to be careful with the big percentage of students that answered that they are often reported by their missing homework. Teachers must initiate meetings with family parents periodically so they can report about students' progress. Many parents make special arrangements with teachers to be notified when a student attains certain landmarks such as low test scores, poor classroom participation or missing homework. To arrange a parent-teacher meeting, parents may either call the Guidance Department or contact the teacher directly by e-mail or telephone.

9. Which of the following strategies do you use when the students do not fulfill their homework or obtain low grades?

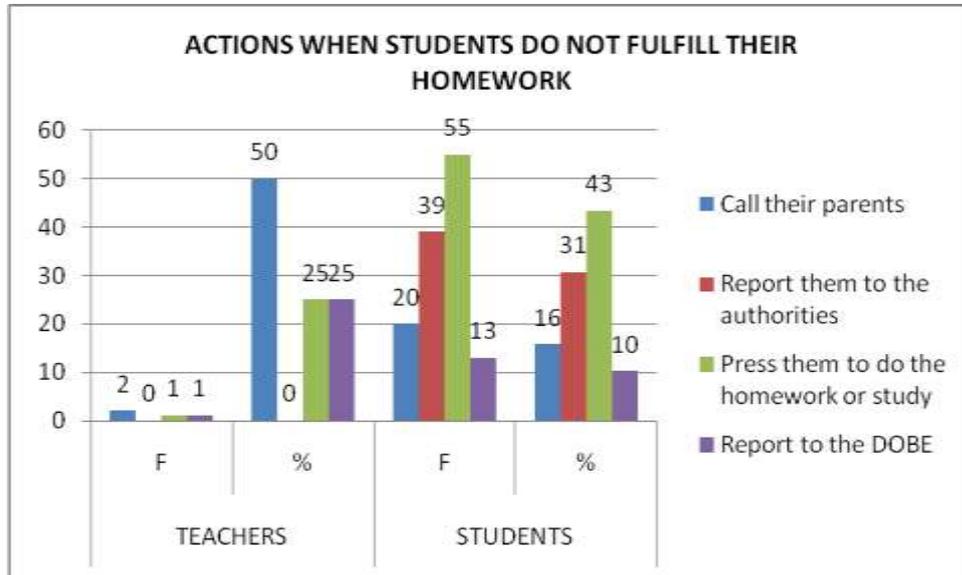
a. **Statistics table**

STRATEGIES WHEN STUDENTS DO NOT FULFILL THEIR HOMEWORK	TEACHERS		STUDENTS	
	F	%	F	%
Call their parents	2	50	20	16
Report them to the authorities	0	0	39	31
Press them to do the homework or study	1	25	55	43
Report to the DOBE	1	25	13	10
TOTAL	4	100	127	100

Source: survey applied to teachers

Responsible person: researchers

b. Graphic representation



c. Logical Analysis

50% of English teachers told us that they call student’s parents when students do not fulfill their homework or get low scores; 25% of teachers answered that they report students to the authorities and other 25% of teachers pointed that they press students to do the homework or study.

According to the results, 43% of students matched that they are pressed by teachers to fulfill their homework or study; 31% of them told us that they report the students to the authorities, 16% pointed out that they call students’ parents and 10% said that teachers report them to the psychological department.

According to the results, most of teachers should use some coercive means to get students' fulfillment in their tasks, which means that they have to use the negative motivation. However the theory says that, as human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort.

If students put in more effort, they generally get better, and so this sustains their motivation. Feelings of being able to do something and feelings of sustained motivation can therefore be linked into an upward spiral which causes them to improve and it is positive motivation.

10. What's the students learning of the English language in the second term?

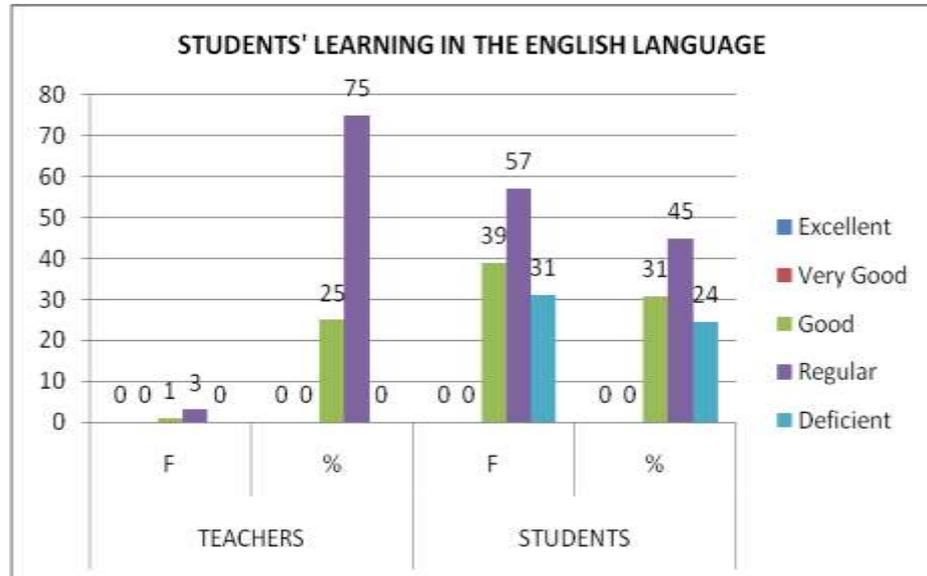
a. **Statistics table**

STUDENTS' LEARNING IN THE ENGLISH LANGUAGE	TEACHERS		STUDENTS	
	F	%	F	%
Excellent	0	0	0	0
Very Good	0	0	0	0
Good	1	25	39	31
Regular	3	75	57	45
Deficient	0	0	31	24
TOTAL	4	100	127	100

Source: survey applied to teachers

Responsible person: researchers

b. Graphic representation



c. Logical Analysis

As we can observe, 75% of teachers told us that students learning in the English language in the second term is regular; while 25% of teachers told us that students learning is good.

On the other hand, 45% of students placed their English language learning in regular, 31% indicated that it is good and 24% recognized that it is deficient.

The results of the English language learning are placed in regular and some of them even recognized that their English is insufficient. This means that teachers are not using positive motivation to encourage

students to be more active in their learning.

When we have failing students, in particular, it is important that we try to develop their sense of success and a feeling that they can do something, rather than a feeling of lack of abilities. In practical terms, this means that we need to be sensitive to the psychology of language learning. Weaker students, with a bad experience, may create a lack of confidence as they approach the task, and if they do not receive any kind of extrinsic motivation they will fail again and again.

5. DISCUSSION

5.1. HYPOTHESIS ONE

Once we have interpreted the results we have to contrast and verify the hypothesis stated in the project. This process has been carried out through a logical analysis of the information gathered as from the teachers as the students of Experimental “Paltas” High School of Catacocha city. Loja Province.

a) Statement

There is little positive motivation by the teachers which affects the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.

b) Demonstration

The first hypothesis has two variables the independent one is the little application of positive motivation by part of the teachers and the dependent variable is the learning of the English language in the students at “Experimental “Paltas” High School of Catacocha City.

This hypothesis has been proved through the question number **ONE** of the survey where only 50% of teachers and 57% of students said that teachers sometimes motivate the students in class, what means that they do not apply strategies to encourage students to learn the English language in an effective way.

The question number **TWO** which was about the factors that are used in the motivation process and 75% of teachers and 61% of answered that they trust in the students' desire of studying. For this reason, we have notice that teachers face some academic problems with students which can be improved with the application of positive motivation in class.

In the question number **THREE**, 100% of teachers said that their motivational techniques are positive while 65% of students answered that these are not very positive because most of the time teachers do not use motivational techniques to encourage the students to learn the English language in an efficient way.

In the question number **FOUR**, which was about the frequency of application of positive motivation strategies, where 75% of teachers mentioned that they **often** apply them; But 45% of students pointed that the application is **not very often** and if we take into account that 42% of

them matched never, we consider that there is no application of positive motivation in the English language process, in the researched High School. In the question number **FIVE**, which was about the rewarding system that teachers apply and 100% of teachers answered that they reward good students' tasks with a note in the work. But 39% of students said that teachers do not say nothing when they get a good grade. Therefore if teachers do not congratulate the students' tasks they will feel demotivated to continue making a effort to do their best. If teachers do not apply positive motivation it will be impossible to achieve a good learning of the English language and that is why in the question number **TEN** teachers and students placed the learning of the English language in a regular level.

c) Decision

The researching group based on the obtained results in the field work and after the demonstration with the respective questions in the applied surveys accepts the first hypothesis because we have proved that there is little positive motivation by the teachers which affects the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City. Academic Year 2009-2010.

5.2. HYPOTHESIS TWO

a) Statement

The negative motivation limits the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010

b) Demonstration

As we can see in the second hypothesis we also have two variables the first one is the negative motivation by part of teachers which is the independent variable and the second one, is the learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.

So, to prove this hypothesis we have the question number **SIX**, that was made in order to know if teachers apply some coercive means to get students’ fulfilment and 50% of the teachers said that they do not use them; but 41% of students answered that their teachers do use this kind of negative motivation in order to get students’ homework completion.

We also have the question number **SEVEN**, which was a question to know the kind of negative motivation applied by teachers when students do not

hand in their tasks; 50% of teachers said that they sometimes need to use some negative commentaries to call students' interest to learn English and 33% of students matched that they receive some critics and censures when they do not bring their tasks. Therefore we consider that the students are not motivated by part of the teachers on the contrary they are receiving some types of negative motivation which can cause feeling of rebellion in teenagers.

In the question number **EIGHT**, we asked about the frequency in reporting the students for their missing homework; 75% of teachers answered that they report students sometimes and 36% of students told us that they often are reported because of their missing homework. If students are often reported it means that teachers have to use coercive means which is negative motivation, in order to get students' missing work.

The question number **NINE**, was about the strategies used when students' do not hand in their homework and 50% of teachers said that they call the students' parents but 43% of students answered that they are pressed by teachers to do their homework. This means that teachers need to use coercive aspects if they want to get students' fulfilment of the tasks.

The question number **TEN**, was about the students' learning of the English Language reached in the first term and 75% of teachers and 45% of students

placed it in regular; what means that there is little application positive motivation and teachers are forced to use negative motivation to get students' homework.

c) Decision

- Based on the obtained results through the analysis of the applied instruments applied to teachers and students, the group accepts the second hypothesis which states that, the negative motivation limits the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City. Academic Year 2009-2010

6. CONCLUSIONS

- ✓ *The English teachers just sometimes apply positive motivation in class and this is because the lack of knowledge about motivational techniques that let them predisposes the students to learn.*
- ✓ Most of English teachers just develop their classes based on the students' desire of studying as factor of motivation. However teenagers need to be motivated with constant rewards, praises or other kind of motives that can help them to learn.
- ✓ There is evidence of a little application of the motivational factors and the students' opinion about them is negative because they have a low interest in learning the English language. They are not conscious about the importance of learning this language that can be a useful tool in students' future lives.
- ✓ The English teachers do not recognize the students' achievements with a positive motivation strategy such as: congratulation, a note in the tasks, improving the students' grades among others. Due to it is not usual to reward the good tasks but they do censure the bad homework.

- ✓ The teachers most of the time, need to use coercive means in order to force students to fulfil the tasks or study for their lessons. This means that they are applying negative motivation to reach students' completion.

7. RECOMMENDATIONS

- ✓ That the English teachers get training in application of motivational techniques before, during and after the class. They must use it as a tool that will help them to make the difference between success or failure into the English Language teaching learning process and this will let them to get better learning outcomes with the students.

- ✓ That teachers worry about getting some self training and looking for other factors of motivation that can be used into the teaching-learning process and not only base their motivation on the simple desire of studying. Most of teenagers are not conscious about the importance of learning a foreign language and they do not take advantage of it.

- ✓ That teacher use other factors of positive motivation such as: rewards, praises, congratulations, among others so the students change their attitude to the English Language learning. Most people seem to agree that attitudes and motivation are closely related to success in language learning

- ✓ That the teachers also recognize the good tasks by part of the students.
In general the well-done work is not praised but expectancy theory says that a student can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in form of some reward.

- ✓ That the teachers look for reasons to stimulate the students to learn the English language rather than apply coercive means. It is proved that is better to form a person rather than punish him or her. Using positive motivation will let them achieve competence and autonomy with the students so they will get a necessity and a better chance to be successful in their learning.

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ANNEXES

PROJECT



UNIVERSIDAD NACIONAL DE LOJA
AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

“THE MOTIVATION AND ITS INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT EXPERIMENTAL “PALTAS” HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2009-2010.”

Thesis Project

THESIS DIRECTOR:

Ing. Efrén Ocampo

AUTHORESSES:

Ela Jazmín Lamas Ontaneda
Ana del Rocío Jaén Campoverde

LOJA-ECUADOR
2011

1. THEME

THE MOTIVATION AND ITS INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT EXPERIMENTAL “PALTAS” HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2009-2010.

2. PROBLEM STATEMENT

2.1.1. BACKGROUND

“From the thinking of Mr. Adriano Valarezo Sánchez, the idea of given impulse to the education through the creation of a High School where the future youth could educate was born from. A group of people formed a committee which developed many activities with the Municipality to assign the necessary budget to build the High School. Then the members of the Municipality asked to the Ministry of Education the respective authorization to create it.

On April 8th 1950, previous an inspection done by Mr. Celso Atarihuana who was the Scholar Inspector, assigned the budget to start the activities of the Municipal High School.

The High School opened its doors on June 12th of 1950 with the first course in the Municipality and they named as principal to the Dr. Ricardo Hernán Acevedo. On August 9th this Institution done a land to build what is today the Public “Paltas” High School in “El Progreso” neighbourhood which was inaugurated in 1958.

In July 1952, The Dr. Adolfo Jurado González visited the city of Catacocha and offered the sum of 250.000 to build the High School. After that, they gave

his name to this High School until July 1972, when through decree No. 15-59 the Ministry of Education gave the name of “Paltas” High School again.

In June of 1951, there was a new announcement in which they established as Fiscal in Modern Humanities “Paltas” High School, which worked in Catacocha city, Loja Province. It was sustained by the Municipality with a little support of the Ministry of Education with the application to the certificate No. 4024 of the National Budget.

Nowadays the High School has 926 students from 8th basic year to 3rd year of High School curriculum and it offers the specialities in Physical Mathematics, Social Studies, Accountant, Chemical Biologics and Sciences”⁶.

2.2. CURRENT SITUATION OF THE RESEARCHED

OBJECT

“Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. The original impetus in second/foreign (L2) motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners’ social dispositions towards the speech community in question. Lambert (1963b) has proposed a 'social psychological model' in which he has emphasized cognitive

⁶ REVISTA DEL COLEGIO EXPERIMENTAL PALTAS, Edición Bodas de Oro, Agosto 2000.

factors such as language aptitudes and intelligence as well as affective factors such as attitudes and motivation. In his model, he proposes that the extent to which an individual successfully acquires a second language will depend upon ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation. Another pioneer in this field, Gardner (1985), defines L2 motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” more specifically, motivation is conceptualized to subsume three components, motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. Motivation in Gardner’s theory does not contain any integrative or instrumental elements. There does exist an integrative or instrumental dichotomy in Gardner’s model but this is at the orientation (i.e. goal) level, and as such, is not part of the core motivation component; rather, the two orientations function merely as motivational antecedents that help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental). The present study intended to highlight the influence of students’ motivation in learning English as a foreign language. Furthermore, the findings of study may promise some improvements and changes regarding teaching and learning L2”⁷.

⁷ Gardner, R.C. (1985), *Social Psychology and Second Language Learning:*

One of the most frequent problems in the English teaching learning process is that the students at secondary school do not have a good predisposition to learn because they do not value the importance of the language and its usefulness in the future. Maybe it is also because the little time that teachers invest to motivate them and become them aware of the convenience of learning the target language earlier.

There are many factors that determine whether the students in their classes will be motivated or not motivated to learn. It should not be surprising to discover that no single theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations highlight on why some students in a given learning situation are more likely to want to learn than others.

Some researched studies have shown that most students like to learn English when they are children. However it has been possible to verify that this enthusiasm decreases 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.

In the researched High School the lack of motivation has been the main factor that has influenced the learning of the English language in the students because they have had a teacher-centered class where the teacher has played the dominant role and the students have not had the opportunity to practice or to know how they could feel motivated to learn the English Language.

The motivation is positive when the teacher stimulates the student to learn the language and this is divided in intrinsic when the students grows their own interest by one thing and this is scarcely in secondary students. Extrinsic motivation is when other person helps them to create interest in something. In this case the teacher must be the person who arouses the students' interest. However we have noticed that the teachers do not mind if the students want or not to learn the English language because some of them just want to approve the subject and for others neither that is important.

It is evident that the secondary students have not developed any intrinsic factors that help them to learn the English language. So that we can say that in the researched High School it is almost null and they need to be motivated by their teachers through extrinsic motivational activities, but most teachers think that motivation is a momentary technique or an activity and they do not see it as a factor that is involved in all the teaching learning process.

By the other hand we also have the negative motivation that sometimes is present in the classroom because the teacher uses coercive means to force the students to study or to bring the homework and this is not advisable because it

can have psychological effects in the students and what is worse it can block their understanding and their wish to learn the English language forever.

Furthermore, each theoretical interpretation can serve as the basis for realizing that there are problems with secondary students in the learning of the English Language, and we are conscious that most of them have not gotten even a basic level of it.

For these reasons, the group has considered convenient to develop a research work that could help teachers to face this problem.

2.3. RESEARCH PROBLEM

What's the influence of the motivation on English language learning in the students of 8th, 9th and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City?. Academic Year 2009-2010.

2.4 DELIMITATION OF THE RESEARCH

a) TEMPORAL

The present research work will be done during the school period 2009-2010.

b) SPATIAL

The place selected for the research is the Experimental "Paltas" High School, located in Catacocha city, Canton Paltas of the Loja Province.

c) OBSERVATION UNITS

The people who will give us information are:

- Students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School.
- Teachers of the English Language that teach the before mentioned years.

d) SUBPROBLEMS

Once we have stated the research problem, we have identified the subproblems:

- How the positive motivation incentive the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City?. Academic Year 2009-2010.
- What is the impact of the negative motivation on the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City?.
Academic Year 2009-2010

3. JUSTIFICATION

La motivation is an essential part of the English teaching learning process so that it is very important because it predisposes the students to learn more easily. For that reason this work is justified because the English Language teaching learning process at Experimental “National Paltas” High School has faced many troubles in what refers to the lack of motivation by part of the students and who do not get a basic level of the English Language during the sixth years at High School.

Since the scientific point of view we think that this research work is justified if we consider that the lack of motivation or the application of coercive means are the main factors that affect the English Learning teaching process. Consequently the results will be useful to improve the teaching learning process in the researched High School.

The group considers that carrying out this research is important, because in Education it will serve as support to look for strategies that let the teachers keep the students attention and at the same time motivate them to learn the English language having the students’ active participation in their own learning.

The present research is also pertinent because, it is a original theme that can help the English teachers to solve many problems around the teaching

of the English language, through the introduction of motivational strategies that let them improve the students' interest to get a meaningful learning.

The project is also possible because, we as undergraduate students of the English Language Career of the National University of Loja, are able to carry it out in the stated time period. Besides, we must consider that we have got the enough knowledge to develop a valid and reliable research work, which could help us to contribute to solve some problems in the educational field.

Finally, it is also a previous requirement for us, in order to get the Licentiate's degree in Sciences of Education, English Language Specialization and we also have the enough resources to carry it out in the period established in the project time table.

4. OBJECTIVES

4.1 General

To research the influence of the motivation on the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.

4.2. Specifics

- To determine how the positive motivation incentive the learning the English Language with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic year 2009-2010.
- To establish the impact of the negative motivation on the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010

5. THEORETICAL FRAME

CHAPTER I

5.1. THE CONCEPT OF MOTIVATION

Each concept or idea has its own history determined by the general evolution of human thought. For many years, the understanding of the term and the research on motivation were dominated by the so-called *drive-reduction theories*. Psychologists identified a large number of human needs (both biological and psychological ones), all of them causing inner tensions, which had to be released in one way or another.

“In 1964, Atkinson (quoted in Williams and Burden, 1997: 113) tried a more promising reformulation of the drive reduction approach to motivation. Its basic premise was that people differ quite markedly in their need to achieve or be successful. The lives of some people are dominated by the drive to succeed, to be high achievers in everything they do, whereas for others, it really does not seem to matter whether they do well or not. In addition, a person might be inclined to avoid engaging in a particular activity because of fear of failure.

Such assumptions might have brought into the light the problem of motivational intensity (i.e. the degree of effort the individual expends to achieve a goal), but they are not sufficient in themselves: focusing only on intensity does not completely describe the concept of motivated behaviour.

The first decades of the 20th century marked an important contribution in the definition of motivation as concept. During the 1920s and 1930s, most behavioural psychologists were committed to a nonintrospective study of human behaviour that concentrated mainly on what could be objectively observed, described and measured, without resort to the presumption of inner motives or innate mechanisms as determinants. Since much of overt human behaviour takes the form of actions repeated in similar circumstances, learning theorists of that period focused on habits and the way in which they were acquired (the theory of stimulus – response and reinforcement). In practice, the overemphasis on tedious mechanistic processes to which the student was not expected to make any spontaneous or personal contribution, left little room for the idea of doing something for pleasure or satisfying a subjective purpose and interest. However, behavioural psychologists were the first to recognize the power of feedback as a motivating influence, though the latter was largely considered in terms of external forces (i.e. what specific conditions give rise to what kind of behaviour and how the consequences of that behaviour affect whether it is more or less likely to happen again). Several other motivational strategies used by teachers all over the world have their roots in the principles of Behaviourism: the importance of stimuli survives in the form of giving pupils meaningful, relevant and interesting tasks to do and the importance of response, praise and encouragement for the learners' positive efforts cannot be contested by anyone.

Another important step in the evolution of the concept of motivation was the appearance of cognitivism, a trend emerging as a reaction to Behaviourism. It was based on the ideas of the linguist Noam Chomsky who maintained that, far from being a form of behavior, language was a ruled-based system from which an infinite number of sentences can be created. The concept of “language creativity” and the idea of choice could not remain without an echo in the sphere of language learning and had an important influence upon the concept of motivation. From a cognitive perspective, motivation was concerned with such issues as why people decided to act in certain ways and what factors influenced the choices they made. It also involved decisions as to the amount of effort people were prepared to expend in attempting to achieve their goals”⁸.

This view on learning put motivation (i.e. the inner desire to do something leading to a conscious decision to act and sustained effort) at the basis of any action.

Though language teaching has never adopted a methodology based on Chomsky’s work, his ideas opened the way to Krashen’s theory of language acquisition, to socio-linguistics and humanistic approaches. Although they bear different names, all these trends are based on the belief that the individual learner is the centre of the learning process. The *natural order hypothesis* and

⁸ ABRUDAN CACIORA Simona Veronica, Motivation and Language Learning, Pág 321-University of Oradea, e-mail: veronicaabrudan@yahoo.com.

the theory of the *affective filter* have come to emphasise that learners make sense of various external influences in ways that are personal to them so, according to their internal disposition, they will allow or prevent the exterior input to be received; hence, the importance of creating a relaxed atmosphere in the language classroom and of adopting a positive attitude towards the learner. Certain language points may take learners some time to absorb, so praise and encouragement will keep motivation up.

Another factor influencing student motivation is the perceived value of an activity. In 1960s and 1970s, the promoters of socio-linguistics threw light upon the fact that, in order to communicate effectively in a foreign language, people need to know more than how to express ideas in correct grammatical terms. They also had to be aware of appropriate levels of language to use in different situations. The necessity of teaching language as it was used everyday, real-world situations and the importance of numerous *receptive* activities were reflected in the creation of syllabuses designed to serve the actual social, cultural or vocational needs of the learners. The application of humanistic theories in practice has resulted in the incorporation in the language-learning materials of activities for expressing one's feelings, for sharing one's values and viewpoints with others. New methods such as Suggestopedia, Community Language Learning, the Silent Way, Total Physical Response, role-play and drama techniques are meant to help more inhibited students to express themselves freely. Foreign Language Teachers

have become conscious of the fact that individual students have preferred modalities of learning, that what is good for one is not always good for everybody. They have been encouraged to adopt a more flexible outlook upon the process of language teaching, adapt their programmes to the needs of their students and the area where they are teaching.

5.1.2. TYPES OF MOTIVATION AND FACTORS INFLUENCING IT.

“In order to summarize briefly the ideas presented so far, we could define it in terms of two factors: learners’ communicative needs and their social and educational attitudes. An extension of the first part of the definition would take into consideration the types of motivation as identified by researchers at different moments in time (Gardner, 1985; Lightbown & Spada, 1993; Wright, 1987; Spolsky, 1989). They all have come to draw a distinction between two types of motivation: when the only reason for learning a foreign language is to gain something outside the activity itself, such as passing an exam, obtaining financial rewards, getting a job or pleasing another person(s), the motivation is likely to be *extrinsic/instrumental*.

As the terms themselves indicate, it is caused by a combination of external factors and used as a means or instrument to obtain something. When its purpose is to enable one to communicate with the members of a specific

language community, then motivation is considered to be *intrinsic* or *integrative*.

In order to offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989:124) borrows Harter's model (1982) and represents it in the following way:

Intrinsic		Extrinsic
Preference for challenge	vs	Preference for easy work
Curiosity/interest	vs	Pleasing a teacher/getting grades
Independent mastery	vs	Dependence on teacher in figuring out problems
Independent judgement	vs	Reliance on teacher's judgment about what to do
Internal criteria for success	vs	External criteria for success

Following this model, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal.

This distinction also tells us that both internal and external factors have an important role to play in motivating learners”⁹.

⁹ GARDNER, R.C. (1985) *Social Psychology and Second Language Learning*. Pág 286, London: Edward Arnold.

5.1.3. FACTORS INFLUENCING MOTIVATION

5.1.3.1 MOTIVATION AND PERSONALITY VARIABLES

In general, many people see an association between personality attributes and the successful acquisition of a second language. While successful student may display different types of characteristics (they may be extrovert, self-confident, active, passive, independent as well as introvert or shy), unsuccessful students are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and nervous. Whatever their form of behavior students who try to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those whose affective filter is constantly up.

Referring to the problem of motivation, W. Rivers (1964) has observed that personal motifs such as fear or anxiety may combine with learned social motifs such as a desire for status in a group and for social approval, creating a series of reactions that may inhibit or work towards progress in a foreign language. Up to a point, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. A friendly/supportive environment may be decisive in such a situation. But the judgement of classmates can also be harmful, destroying the self-belief in one's ability to succeed. Combined with a generalized fear of negative evaluation, it may inhibit or distract the learner from the task of attending and remembering new items.

Williams and Burden (1997:100) also speak of a state called “learned helplessness” referring to people who feel that they had no control over their actions and see intelligence as something unchangeable and failure as essentially due to a lack of ability. In conclusion, learners’ inhibition may be the result of both internal and external factors, and being related to the ability or inability to find solutions to problems in the past.

Another important component influencing motivation to learn is the individual learners’ feelings of competence and self-efficacy. Displaying no signs of inhibition, they are usually eager to take risks, are not afraid of making language mistakes and ready to adopt some of the identity characteristics of another cultural group. Their affective filter is low and they can grasp much of the comprehensible input they are faced with. Such people often referred to as “mastery oriented” tend to understand failure in terms of lack of effort and seek to improve their subsequent performance.

Obviously, there might be other categories of learners between these two extremes such as those who hide their shyness behind a face of openness and willingness to take risks or people who avoid situations in which failure would signify low ability, trying to look smarter by all means. But in those situations we can speak of the appearance of motivation, rather than the reality of it.

Given the diversity of personality types, some researchers have tried to find connections between them and receptivity to different aspects of language learning. In a book dedicated to the way in which languages are learned, Lightbown & Spada (1993:36) do not exclude the possibility of motivation to be more related to particular aspects of language proficiency than others.

They base their suppositions on several studies among which a language proficiency test in which highly motivated students were found to be more successful in the part of the test which measured oral communication skills but not more successful than others in the part assessing grammatical knowledge. Though, motivated student may have a better self image and more confidence than non-motivated ones, and such characteristics might make them feel more at ease when interacting with others, the fact that the two things occurred at the same time do not necessarily mean that one caused the other. Even if cases when students preferred oral practice to written assignments or work on grammatical structure do exist, they cannot make us jump at the conclusion that motivated students will draw a line between different aspects of a language, accepting some and rejecting others.

5.1.3.2. ATTITUDES AND MOTIVATION

“In general, most people seem to agree that attitudes and motivation are closely related to success in language learning. This explains perhaps why some people

have a much easier time of learning languages than others; in the same classroom setting, some students progress rapidly, while others just struggle along and never achieve command of a second language. Krashen has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter.

When the only reason for learning a second language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated. On the other hand, if students have favourable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will probably be more attentive in the class, would take assessments more seriously and, willing to achieve more, would look for situations when they can obtain further practice in the foreign language. Some critics (Gardner, 1985) make a distinction between different types of attitudes according to factors in the environment or subject characteristics such as age or sex.

Thus we can speak of attitudes revolving around the educational aspects of second language acquisition (*educational attitudes*) and of *social attitudes*, focusing on cultural implications of second language acquisition. Sex differences are also thought to influence attitudes and motivation: experience indicates that girls tend to demonstrate significantly more positive attitudes

towards learning languages than boys, a good example in this respect being the overwhelming majority in the faculties of philology and foreign languages.

Though many researchers (Spolsky, 1989; Williams and Burden, 1997) do not believe in an absolute biological basis for learning, there are cases when differences of age may have an important influence upon the process of foreign language learning. The notion that young children pick up foreign languages more easily than older learners is clearly challenged by the evidence of areas in which the latter do better. However, the adults' emphatic capacity and openness to get involved in "real communication", their ego permeability may be lower especially because of external causes"¹⁰.

5.1.3.3. THE ROLE OF THE TEACHER/PROFESSOR IN ALL THE STAGES OF THE MOTIVATIONAL PROCESS

"Nowadays the role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have

¹⁰ ABDULLAH Atikah, "The Attitude and Motivation of English Language" Pág. 19, Wong Su Luan, *Omar Majid & *Hanafi Atan.

been dedicated to the discussions of the influence of teachers in the process of foreign language learning. Given the complexity of the issue it may well constitute the subject of a separate paper.

What we shall attempt here is just a summary of important qualities a good teacher usually displays. At the top of the list I should place the teacher's enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectations of themselves. In an article published in 1982, Mary Finocchiaro has added to all these the importance of (a) making sure the students comprehend every dialogue, utterance, the gist of the reading passage; (b) giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items; (c) correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying "listen" and giving the correct answer; (d) letting them either grade their own papers or do so with a partner; (e) showing concern for school or community problems of individuals; (f) making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals.

As Finocchiaro argues in points (c), (d), (e), the problem of error correction plays a very important role in the process of motivating or de-motivating students. Being constantly aware that all human learning is fundamentally a process involving the making of mistakes may help any teacher in using mistakes and errors creatively during the teaching activity, for they hold in them some of the keys to the understanding of the process. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn. External reinforces in the form of rewards, good marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners.

Conversely, extra homework, punishment or other sanctions, proved not only ineffective in bringing about positive change, but also having exactly the opposite effect. As Williams and Burden (1997) have rightly observed when “feedback actually provides information to learners that enables them to identify specific aspects of their performance (...), it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect”¹¹. (1997: 138)

¹¹ DÖRNYEI, Z. (2001) Teaching and Researching Motivation, Págs 123-127. New York: Longman.

5.1 4. MOTIVATION AND LEARNING STYLES

Closely related to the problem of students' attitudes towards the language course is the problem of their different learning styles. Researchers and foreign language teachers have gradually become conscious that individual students have preferred modalities of learning. Consequently, when learners are given some freedom to choose one way of learning or another, they might do better than those who find themselves forced to learn in environments where a learning style, which does not suit them, is imposed as the only way to learn. One of the views put forward by the initiators of humanistic approaches to learning was that teachers should be allowed to adapt their programmes with due attention to the objectives of their students and the needs of the area where they are teaching. Though, this might not always be easy, a concern for the students' learning styles might be of great help in motivating them to learn.

5.1.5. MOTIVATION AND THE POWER RELATIONSHIPS BETWEEN LANGUAGES

“The existence of power relationships between languages is one of the reasons why people have favourable or unfavourable attitudes towards learning a particular language. Subjects, who select instrumental reasons over integrative ones, often take into consideration the economic and practical advantages of learning a foreign language. A good example in this respect is the present

situation in Romanian schools where learners and the parents, faced with the opportunity of choosing between English and French, generally choose the former as it has become a kind of *lingua franca*, placing those who are able to use it in a more favourable position than those who are proficient in French. In the same way, members of a minority group may have different attitudes and motivation when learning the language of a majority group than those of a majority group members learning a minority language. Here, the case of immigrants is perhaps the most relevant.

The intent of this section was to focus attention of the variety of factors influencing motivation in language learning. A review of the literature indicated how personality variables, learning styles and different kinds of attitudes might relate to success in or willingness to acquire a particular language. Before coming to an end, I thought it might be interesting to see how individual students perceived the complex problem of motivation and how their attitudes relate to their behaviour in the language classroom”¹².

5.1.6. THEORIES OF MOTIVATION

“Though Owen is considered to be paternalistic in his view, his contribution is of a considerable significance in the theories of Motivation. During the early years of the nineteenth century, Owen’s textile mill at New Lanark in Scotland

¹² DÖRNYEI, Z. (2002) *Motivational Strategies in the Language Classroom*. Several Pages, Cambridge.

was the scene of some novel ways of treating people. His view was that people were similar to machines. A machine that is looked after properly, cared for and maintained well, performs efficiently, reliably and lastingly, similarly people are likely to be more efficient if they are taken care of. Robert Owen practiced what he preached and introduced such things as employee housing and company shop. His ideas on this and other matters were considered to be too revolutionary for that time.

5.1.6.1. Jeremy Bentham's "The Carrot and the Stick Approach":

Possibly the essence of the traditional view of people at work can be best appreciated by a brief look at the work of this English philosopher, whose ideas were also developed in the early years of the Industrial Revolution, around 1800. Bentham's view was that all people are self-interested and are motivated by the desire to avoid pain and find pleasure. Any worker will work only if the reward is big enough, or the punishment sufficiently unpleasant. This view - the 'carrot and stick' approach - was built into the philosophies of the age and is still to be found, especially in the older, more traditional sectors of industry.

The various leading theories of motivation and motivators seldom make reference to the carrot and the stick. This metaphor relates, of course, to the use of rewards and penalties in order to induce desired behavior. It comes from the old story that to make a donkey move, one must put a carrot in front of him or dab him with a stick from behind. Despite all the research on the theories of motivation, reward and punishment are still considered strong motivators. For

centuries, however, they were too often thought of as the only forces that could motivate people.

At the same time, in all theories of motivation, the inducements of some kind of 'carrot' are recognized. Often this is money in the form of pay or bonuses. Even though money is not the only motivating force, it has been and will continue to be an important one. The trouble with the money 'carrot' approach is that too often everyone gets a carrot, regardless of performance through such practices as salary increase and promotion by seniority, automatic 'merit' increases, and executive bonuses not based on individual manager performance. It is as simple as this : If a person put a donkey in a pen full of carrots and then stood outside with a carrot, would the donkey be encouraged to come out of the pen?

The 'stick', in the form of fear—fear of loss of job, loss of income, reduction of bonus, demotion, or some other penalty—has been and continues to be a strong motivator. Yet it is admittedly not the best kind. It often gives rise to defensive or retaliatory behavior, such as union organization, poor-quality work, executive indifference, failure of a manager to take any risks in decision making or even dishonesty. But fear of penalty cannot be overlooked. Whether managers are first-level supervisors or chief executives, the power of their position to give or withhold rewards or impose penalties of various kinds gives them an ability to control, to a very great extent, the economic and social well-being of their subordinates.

5.1.6.2. Abraham Maslow's "Need Hierarchy Theory" :

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator.

As per his theory this needs are :

(i) Physiological needs :

These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work.

(ii) Security or Safety needs :

These are the needs to be free of physical danger and of the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm.

(iii) Social needs :

Since people are social beings, they need to belong and be accepted by others.

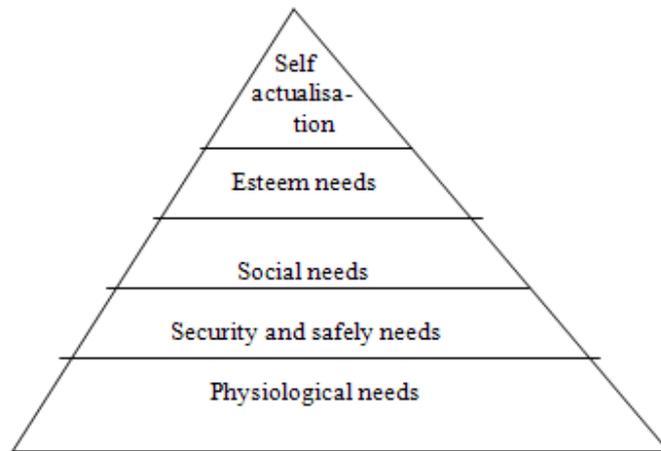
People try to satisfy their need for affection, acceptance and friendship.

(iv) Esteem needs :

According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as states, recognition and attention.

(v) Need for self-actualization :

Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming, it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something.



As each of these needs are substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates. So if you want to motivate someone, you need to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs above that level.

Maslow's need theory has received wide recognition, particularly among practicing managers. This can be attributed to the theory's intuitive logic and ease of understanding. However, research does not validate these theory. Maslow provided no empirical evidence and other several studies that sought to validate the theory found no support for it.

5.1.6.3. "Theory X and Theory Y" of Douglas McGregor :

McGregor, in his book "The Human side of Enterprise" states that people inside the organization can be managed in two ways. The first is basically

negative, which falls under the category X and the other is basically positive, which falls under the category Y. After viewing the way in which the manager dealt with employees, McGregor concluded that a manager's view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior towards subordinates according to these assumptions.

Under the assumptions of theory X :

- Employees inherently do not like work and whenever possible, will attempt to avoid it.
- Because employees dislike work, they have to be forced, coerced or threatened with punishment to achieve goals.
- Employees avoid responsibilities and do not work fill formal directions are issued.
- Most workers place a greater importance on security over all other factors and display little ambition.

In contrast under the assumptions of theory Y :

- Physical and mental effort at work is as natural as rest or play.
- People do exercise self-control and self-direction and if they are committed to those goals.

- Average human beings are willing to take responsibility and exercise imagination, ingenuity and creativity in solving the problems of the organization.
- That the way the things are organized, the average human being's brainpower is only partly used.

On analysis of the assumptions it can be detected that theory X assumes that lower-order needs dominate individuals and theory Y assumes that higher-order needs dominate individuals. An organization that is run on Theory X lines tends to be authoritarian in nature, the word "authoritarian" suggests such ideas as the "power to enforce obedience" and the "right to command." In contrast Theory Y organizations can be described as "participative", where the aims of the organization and of the individuals in it are integrated; individuals can achieve their own goals best by directing their efforts towards the success of the organization.

However, this theory has been criticized widely for generalization of work and human behavior.

5.1.6.4. Contribution of Rensis Likert :

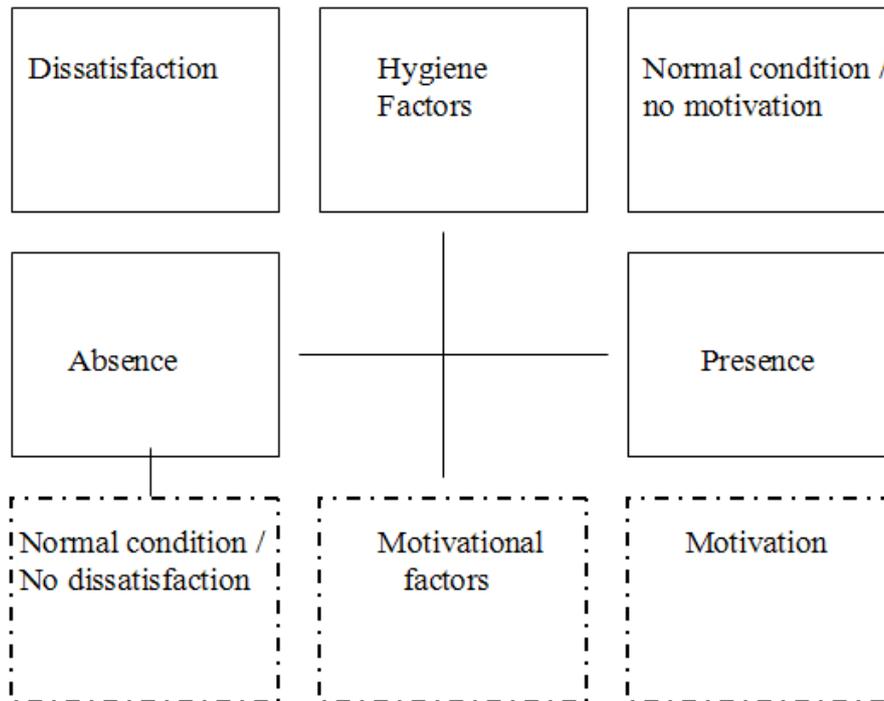
Likert developed a refined classification, breaking down organizations into four management systems.

1st	System	–	Primitive	authoritarian
2nd	System	–	Benevolent	authoritarian
3 rd		System–		Consultative
4th System – Participative				

As per the opinion of Likert, the 4th system is the best, not only for profit organizations, but also for non-profit firms.

5.1.6.5. Frederick Herzberg’s motivation-hygiene theory :

Frederick has tried to modify Maslow’s need Hierarchy theory. His theory is also known as two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfiers for employees at work. In- trinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the question : “What do people want from their jobs ?” He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their nonpresence leads to demotivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.



Examples of Hygiene factors are :

Security, status, relationship with subordinates, personal life, salary, work conditions, relationship with supervisor and company policy and administration.

Examples of Motivational factors are :

Growth prospectus job advancement, responsibility, challenges, recognition and achievements.

5.6.1.6. Contributions of Elton Mayo :

The work of Elton Mayo is famously known as “Hawthorne Experiments.” He conducted behavioral experiments at the Hawthorne Works of the American

Western Electric Company in Chicago. He made some illumination experiments, introduced breaks in between the work performance and also introduced refreshments during the pause's. On the basis of this he drew the conclusions that motivation was a very complex subject. It was not only about pay, work condition and morale but also included psychological and social factors. Although this research has been criticized from many angles, the central conclusions drawn were :

- People are motivated by more than pay and conditions.
- The need for recognition and a sense of belonging are very important.
- Attitudes towards work are strongly influenced by the group.

5.6.1.7. Vroom's Valence x Expectancy theory :

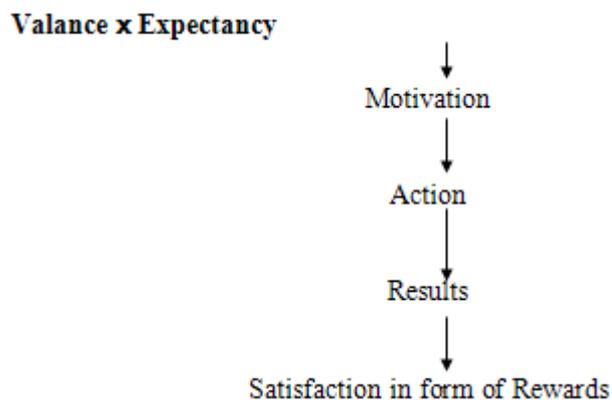
The most widely accepted explanations of motivation has been propounded by Victor Vroom. His theory is commonly known as expectancy theory. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple, expectancy theory says that an employee can be motivated to perform better when their is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in form of some reward. Therefore an employee is :

Motivation = Valence x Expectancy.

The theory focuses on three things :

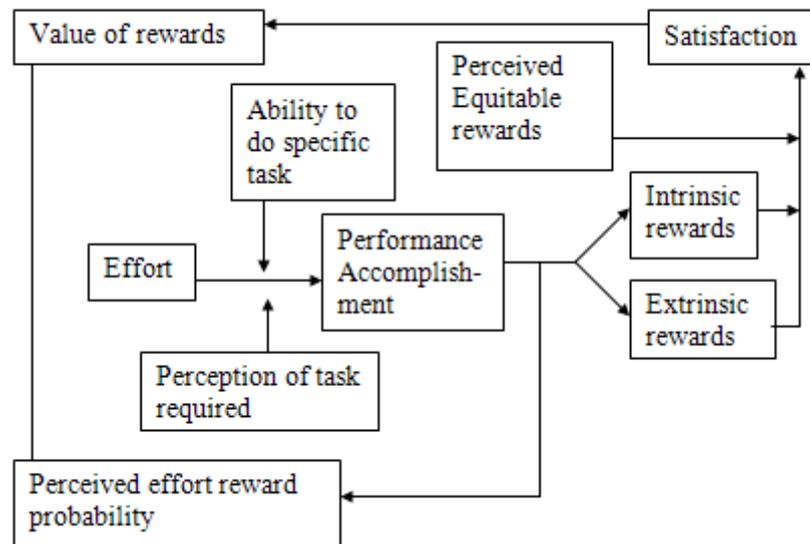
- Efforts and performance relationship
- Performance and reward relationship
- Rewards and personal goal relationship

This leads us to a conclusion that :



5.6.1.8. The Porter and Lawler Model :

Lyman W. Porter and Edward E. Lawler developed a more complete version of motivation depending upon expectancy theory.



Actual performance in a job is primarily determined by the effort spent. But it is also affected by the person's ability to do the job and also by individual's perception of what the required task is. So performance is the responsible factor that leads to intrinsic as well as extrinsic rewards. These rewards, along with the equity of individual leads to satisfaction. Hence, satisfaction of the individual depends upon the fairness of the reward.

5.6.1.9. Clayton Alderfer's ERG Theory :

Alderfer has tried to rebuild the hierarchy of needs of Maslow into another model named ERG i.e. Existence – Relatedness – Growth. According to him there are 3 groups of core needs as mentioned above. The existence group is concerned mainly with providing basic material existence. The second group is the individuals need to maintain interpersonal relationship with other members

in the group. The final group is the intrinsic desire to grow and develop personally. The major conclusions of this theory are :

1. In an individual, more than one need may be operative at the same time.
2. If a higher need goes unsatisfied than the desire to satisfy a lower need intensifies.
3. It also contains the frustration-regression dimension.

5.6.1.10. McClelland's Theory of Needs :

David McClelland has developed a theory on three types of motivating needs :

6. Need for Power
7. Need for Affiliation
8. Need for Achievement

Basically people for high need for power are inclined towards influence and control. They like to be at the center and are good orators. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions or power positions.

In the second category are the people who are social in nature. They try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly environment around themselves. Social recognition and affiliation with others provides them motivation.

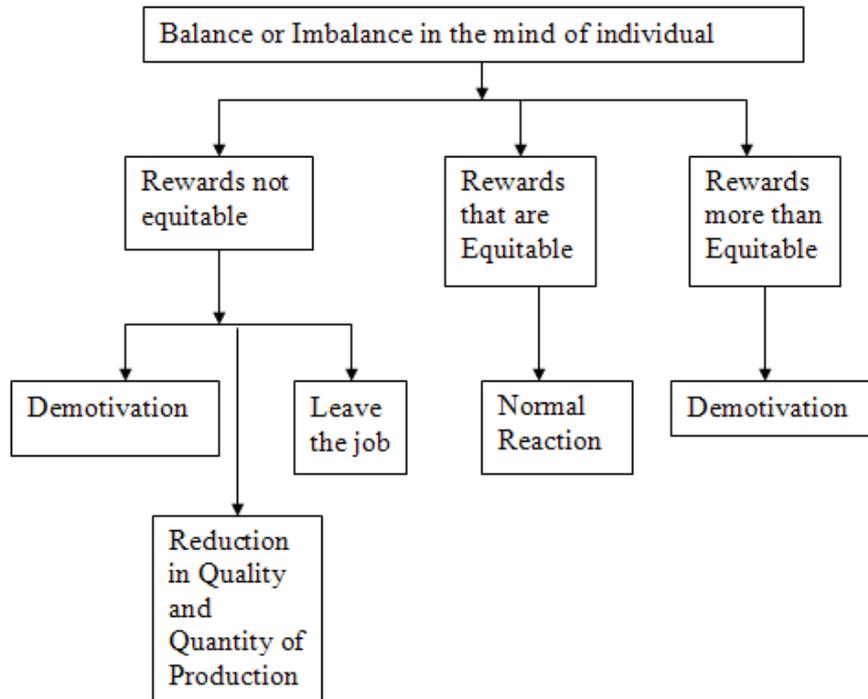
People in the third area are driven by the challenge of success and the fear of failure. Their need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see atleast some chances of success.

McClelland observed that with the advancement in hierarchy the need for power and achievement increased rather than Affiliation. He also observed that people who were at the top, later ceased to be motivated by this drives.

5.6.1.11. Equity Theory :

As per the equity theory of J. Stacey Adams, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparisons between different individuals. Accordingly :

$$\frac{\text{Out comes by a person}}{\text{Inputs by a person}} = \frac{\text{Out comes by another person}}{\text{Input by another person}}$$



If people feel that they are not equally rewarded they either reduce the quantity or quality of work or migrate to some other organization. However, if people perceive that they are rewarded higher, they may be motivated to work harder.

5.6.1.12. Reinforcement Theory :

B.F. Skinner, who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behavior, individuals are directed by what happens in the environment external to them. Skinner states that work environment should be

made suitable to the individuals and that punishments actually leads to frustration and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

5.6.1.13. Goal Setting Theory of Edwin Locke :

Instead of giving vague tasks to people, specific and pronounced objectives, help in achieving them faster. As the clarity is high, a goal orientation also avoids any misunderstandings in the work of the employees. The goal setting theory states that when the goals to be achieved are set at a higher standard than in that case employees are motivated to perform better and put in maximum effort. It revolves around the concept of “Self-efficacy” i.e. individual’s belief that he or she is capable of performing a hard task.

5.6.1.14. Cognitive Evaluation Theory :

As per these theory a shift from external rewards to internal rewards results into motivation. It believes that even after the stoppage of external stimulus, internal stimulus survives. It relates to the pay structure in the organization. Instead of treating external factors like pay, incentives, promotion etc and internal factors like interests, drives, responsibility etc, separately, they should be treated as contemporary to each other. The cognition is to be such that even

when external motivators are not there the internal motivation continues.
However, practically extrinsic rewards are given much more weightage”¹³.

¹³ SHAH Ken & Shah Param J. Prof. A Contribution of Owen Robert, Theories of Motivation, Part2, 3 and 4, Several pages. [www. sources of linguistic.com](http://www.sourcesoflinguistic.com)

CHAPTER II

5.2. MOTIVATION IN LANGUAGE LEARNING

5.2.1. DEFINITION

“Motivation is an essential element in language learning. When motivated, the process of learning a foreign language is more likely to be satisfactory and enjoyable. By contrast, students’ acquisition of a second language tends to be more difficult and unpleasant when they lack motivation. But, what is motivation? It would be erroneous to give a precise definition of motivation as this concept has been used in several ways and by different theorists of psychology and education. In general, one may say that “motivation is a concept that explains why people behave as they do rather than how successful their behaviour will be” (Csizér and Dörnyei, 2005:20).

In other words, motivation refers to the reasons why people decide to do something. Motivation implies many different aspects such as curiosity, interest or desire to reach something which may also differ according to people as well as the circumstances that surround them (Williams and Burden, 1997:111).

Concerning language learning, motivation may be defined as a mixture of endeavour and desire to acquire the language (Gardner, 1985:10). That is, when a learner is motivated to learn a foreign language, she or he really wants

to master that language and makes all the efforts in order to achieve that goal. However, as well as in the field of Psychology, motivation in language learning may be interpreted in different ways according to different theories. Attribution theory for example, states that motivation in language learning is strongly influenced by past successes and failures which may whether increase or decrease a person's interest in learning a language (Dörnyei, 2001). In social psychology, Dörnyei's integrated model asserts that motivation to learn a foreign language can be defined in terms of the culture and the community, the learner's self-confidence and the classroom settings

.

Following this social perspective, social constructivist model regards motivation as a state that is reached in different ways and is subject to social contexts and "significant other people" who may also influence this state (Williams and Burden, 1997).

Because this study is based on a cognitive approach to motivation, I shall focus on selfdetermination theory which is one of the most contemporary motivation theories in cognitive psychology and education"¹⁴.

¹⁴ NOELS, K., Pelletier, L., Clément, R. and Vallerand, R. (2003) Why are You Learning a Second Language? Motivational Orientations and Self-determination Theory. *Language Learning*, 50/1,57-85.

5.2.2. SELF-DETERMINATION THEORY

5.2.2.1. Conceptualization

Deci and Ryan's Self-determination theory (SDT) states that "all individuals have natural, innate and constructive tendencies to develop an ever more elaborated and unified sense of self" (Deci and Ryan, 2002:9). That is, human beings' nature is based on their need for autonomy which leads them to take control of their own functioning. In this sense, a selfdetermined person engages in activities because she or he wants to.

Furthermore, self-determination may also be defined as the "capacity" to make one's own choices without being coerced by external influence or pressure. However, as Deci and Ryan (1985:38) state, "self-determination is more than a capacity"; it is also based on innate psychological needs. These will be explained in the next section.

5.2.2.2 Basic Psychological Needs

"According to SDT, human beings are constantly trying to satisfy three fundamental needs: the need for competence, the need for relatedness and the need for autonomy.

Competence refers to being capable of interacting with the social environment and being able to demonstrate one's own skills in different aspects of life. The need for competence lead individuals to seek for activities that provide challenges that can improve and maintain their skills. However, as Deci and Ryan (2002:7) state "competence is not, then an attained skill or capability, but rather is a felt sense of confidence and affectance in action". Human beings need to feel competent through their interactions with others, with activities they engage in and with their own environment.

Relatedness refers to individuals' need to feel related to others, the need to feel oneself accepted by other people, as Pintrich and Schunck (2002: 257) assert, "a need to belong to a group". In this sense, people may also engage in an activity when feeling accepted by others like in the case of children who usually feel more motivated to do something when feeling supported by their parents.

Autonomy is defined as the degree to which learners regard their activity as being selfinitiated and not controlled by others. In other words, "to be in control of one's fate" (Deci and Ryan, 1985:29). This basic need implies that when individuals are free to choose to develop an activity, they try to find their own ways to achieve the challenges that such activity may offer and by making efforts to overcome those challenges they can acquire a sense of competence which stimulates intrinsic motivation (Noels et al. 2003:61).

Autonomy implies control over one's own actions which leads to freedom to have choices, rather than being forced to behave according to someone else's desire (Deci and Ryan,1985). Accordingly, a person needs to feel free from external pressures such as punishments and exigencies in order to perform an activity intrinsically motivated.

The achievement of these basic needs favors intrinsic motivation. which is one of the types of motivation that originated from SDT. In the next section the concept and the implications of intrinsic motivation will be discussed”¹⁵.

5.2.3. INTRINSIC MOTIVATION

5.2.3.1 Conceptualization

“When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic” (Williams and Burden, 1997:123). In other words, an intrinsically motivated person engages in an activity because through that activity he or she experiences satisfaction and pleasure. This also implies that when intrinsically motivated, people do not need recompenses to do something. Rewards are in the activity itself. As Ames and Ames (1989:55) assert, “intrinsic rewards consist of a direct experience, a state of consciousness that is enjoyable”.

¹⁵ DECI E.L. and Ryan, R.N. (2002). An Overview of Self-determination Theory: *Handbook of Self-determination Theory*. Pág 176, Rochester, New York : University of Rochester Press.

Furthermore, intrinsic motivation can also be defined in terms of psychological needs (Ryan and Deci, 2000:57). That is, the needs for competence and autonomy. The need for competence involves being capable of producing positive results when engaged in an activity. Autonomy is defined as the degree to which learners regard their activity as being self-initiated and not controlled by others. In other words, “to be in control of one’s fate” (Deci and Ryan, 1985:29). These basic needs imply that when individuals are free to choose to develop an activity, they try to find their own ways to achieve the challenges that such activity may offer and by making efforts to overcome those challenges they can acquire a sense of competence which stimulates intrinsic motivation (Noels et al. 2003:61).

Regarding the context of language learning, intrinsic motivation involves “enjoyment of learning a second language for its own sake without any external coercion or pressure” (Wu, 2003:502). In other words, when intrinsically motivated, learners study a foreign language because they experience satisfaction through the learning process and not just because of external recompenses such as grades and a better employment. Research has confirmed the relevance of intrinsic motivation in language learning. After examining the influence of intrinsically motivating learning environments on foreign language learners, Wu (2003) concluded that “intrinsic motivation is of great significance for language learners in terms of stimulating interest in their

present study and developing proficiency in the target language as well”¹⁶. However, according to Noels et al. (2003), it may not be sufficient to convince students that language learning is interesting and enjoyable through intrinsic motivation; they need to be motivated extrinsically to reinforce their learning process. This seems like common sense but, as a foreign language learner myself, I think that when learning a foreign language is a enjoyable experience, extrinsic motives such as rewards and grades are not essential to make the process more successful. In fact, most secondary schools emphasize extrinsic motivation in language learning through grades and tests scores. Nevertheless, most students who are successful in learning English are not moved to study the language because of grades. Instead of this, they want to study English for its own sake.

5.2.3.2. Types of Intrinsic Motivation

“Vallerand (cited in Noels et al. 2003) classified intrinsic motivation (IM) into three types. IM-Knowledge, IM-Accomplishment and IM-Stimulation. IM-knowledge implies “engaging in activities because of the pleasure and satisfaction derived from learning, exploring and understanding new things” (Vallerand and Ratelle, 2002:42). In language learning IM-knowledge is the motivation for learning and exploring different aspects of the target language such as culture and literature. For example, learners who want to know about

¹⁶ GARDNER R. C. “Motivation and Second Language Acquisition” Pág 235, University of Western Ontario.

the target community and their way of life. IM-Accomplishment refers to “engaging in activities because of the pleasure and satisfaction derived from trying to surpass oneself, creating, or accomplishing something” (Vallerand and Ratelle, 2002:42).

Concerning foreign languages, IM-Accomplishment refers to the enjoyment experienced when achieving a goal after developing a task in the target language. That is, when foreign language learners obtain satisfaction after realising that they have mastered the language.

Finally, IM-Stimulation is related to the positive sensations stimulated by performing an activity in a foreign language. A good illustration of this is when learners have fun while participating in listening and speaking activities. The common basis of these three types of IM is the enjoyment experienced by learners when getting involved in the process or learning a foreign language. They do not need external rewards or pressure to feel motivated to learn, the whole experience of learning is motivating”¹⁷.

5.2.4. Cognitive Evaluation Theory

Cognitive evaluation theory explains how the learning environment can affect learners’ intrinsic motivation through the influence of extrinsic forces and

¹⁷ GARDNER, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second Language Attrition: The Role of Motivation and Use. *Journal of Language and Social Psychology*, 6, 29-47.

pressure (Deci and Ryan 1985). Here I will describe how the different elements of students' learning environment such as teachers, parents and the nature of some classroom activities may whether enhance or undermine students' intrinsic motivation towards learning English.

5.2.4.1 Perceived Causalty

Perceived causalty refers to the need for autonomy. In the educational context this concept may be defined in terms of learner autonomy which refers to the learner's mental and emotional capability to take part in decision-making concerning the goals, activities and in general the way in which the learning takes place. In this light, autonomy may be determined by factors such as "... the general educational background and language learning experience of the students involved, their age, their motivation, and their expectations with respect to the learning process" (Tudor, 2001:41).

"Intrinsic motivation is based on the human need to be self-determining. According to selfdetermination theory, control implies control over one's own actions which leads to freedom to have choices, rather than being forced to behave according to someone else's desire (Deci and Ryan,1985). In other words, control implies autonomy. In the context of education, learners become autonomous when they take control of their own learning and take responsibility for it. However, students' autonomy in the classroom can only be developed under two conditions. Firstly, learners' environment should be

informational rather than controlling. Secondly, the learning context should facilitate self-determination on the part of the learner (Dickinson, 1995:170). This means that students need to be provided with feedback that supplies information rather than grades. Equally, informational learning environments are those that facilitate students' independence in their learning process which means that they can make decisions concerning the ways and the means in which knowledge is acquired"¹⁸.

In the classroom context, students' autonomy takes place when they are allowed to get moderately involved in the organization of their learning process. In the words of Dörnyei (2001:104) "...first, asking them to choose between given options from a menu, then to make modifications and changes and finally to select goals and procedures completely on their own". Through this kind of personalized learning, students can make choices about activities, topics, assignments and in general, the way they would like to develop their activities in the classroom (Chao, 2002). Equally, the role of the teacher changes from being a "controller" to a "facilitator". That is, teachers act as guides who not only teach but also help students discover and create their own knowledge. In this way, students can fulfill their need to feel at least partly in control of what is happening to them in the classroom with which their intrinsic motivation might be increased. I agree with the idea that students should be

¹⁸ DECI, E. and Ryan, R. (1985) *Intrinsic Motivation and Self-determination in Human Behaviour*. Pág 389, New York: Plenum Press.

given the opportunity to make decisions concerning the process of learning English, especially in the case of Colombian teenage students. With their developed cognitive abilities and sense of identity, autonomy might be particularly important. They frequently express their desire to participate in the decision-making process about their learning and want to have some kind of control over their activities.

Several studies have confirmed the importance of autonomy in language learning Dickinson (1995:173) demonstrated through his review of the literature on research into motivation that when students take control of their own learning and are conscious about the fact that their success and failure depends on themselves, their motivation can increase.

“Furthermore, in a study concerning autonomous learning in Danish secondary schools, Dam (1997:582) found that autonomy can not only work in the students’ process of learning English but also stimulate their motivation towards the language. In the same way, she summarizes the factors that favor students’ autonomy in the classroom: Giving students the opportunity to design the foreign language curriculum; including the types of tasks they want to develop and the amount of time spent on those tasks. By contrast the excessive use of external rewards, the imposition of deadlines, and examinations can undermine self- determination as well as motivation. These “controlling events” are some of the reasons why many Colombian secondary school

students' intrinsic motivation is undermined. It is often the case of students who really enjoy English classes and do their best in order to master vocabulary and language skills. However, they tend to lose their enthusiasm every time they have to take an English test because they feel that they are under pressure which is generated by teachers and grades”¹⁹.

5.2.4.2 Perceived Competence

One of the most powerful factors influencing intrinsic motivation is challenge. The need for competence and the need to demonstrate one's skills in relation to an activity. In order to fulfil this need, learners should be provided with activities that imply challenges. However, these kinds of activities should be designed at an intermediate level of difficulty for students (Ames and Ames, 1989:90). That is, according to the learners' skills. In this way, “in order to remain challenging over time, and activity must be able to vary in its demands on the learner as he or she acquires increased information about, and/or skill at the task”

(Ames and Ames,1989:90). Therefore, the more skilled the learners become the more challenging the tasks should be in order to maintain their intrinsic motivation.

¹⁹ DICKINSON, L. (1995) Autonomy and Motivation. A Literature Review. SYSTEM, Vol.23/2,165-174, 67.

Similar ideas concerning challenge in foreign language learning have been discussed by theorists like Dörnyei (2002). He states that for tasks to be challenging to students, they should be first “interesting”. In other words, tasks should be attractive to students. They should be meaningful and varying. In my teaching context, I have seen students’ expressions of boredom when they are developing a task that is too complex and repetitive.

Besides spending too much time on these kinds of tasks, they get disappointed or just give up because they find themselves unable to finish the activities. Hence, students’ motivation decreases as well as their effectiveness in the process of learning English.

Besides stimulating tasks, another way to challenge students is through competition. As Dörnyei (2001:77) asserts, “competence can add excitement to learning tasks, regardless of whether the competition is for prizes or merely for the satisfaction of winning”. This implies that when foreign language students are engaged in competition they may also unconsciously improve their acquisition of the language because this kind of activity implies concentration and knowledge which can lead to retention. Nevertheless, tasks as well as any competitive activity need to be renewed according to their contents and goals to avoid boredom and monotony. In other words, it is necessary to provide learners with tasks that are easy at first and gradually build to more difficult tasks. In other words, “if language input is always at the learners’ present

linguistic level, there will be no opportunities for challenge and risk, both essential components for successful learning” (Williams,1998:7)

5.2.5. EXTRINSIC MOTIVATION

5.2.5.1 Conceptualization

In contrast to intrinsic motivation (IM), extrinsic motivation (EM) refers to “a broad array of behaviours, having in common the fact that activities are engaged in not for reasons inherent in them but for instrumental reasons” (Deci and Ryan, 2002:42). In this sense, learners are extrinsically motivated when they engage in an activity because it will enable them to obtain rewards such as grades or avoid punishment. In other words, they do not get involved in the learning process simply for the enjoyment of the process itself.

5.2.5.2 Types of Extrinsic motivation

Deci and Ryan (1985) distinguished different types of EM which differ in their degree of autonomy or self-determination.

5.2.5.2.1. External Regulation

“External regulation is defined as those activities that are determined by sources external to the person, such as tangible benefits and costs” (Noels et al. 2003:62).When language learners are externally regulated they engage in the learning process because of the pressure of “others” (parents or society) or due to the fact that it may signify eventual material profit such a good job later or a

better salary. In this sense, external regulation may also be defined as “instrumental orientations”. According to Gardner (1985) instrumental orientations consist of extrinsic reasons for learning a foreign language. Accordingly, instrumental motives may include passing exams, financial rewards or improvement of future career.

However, when someone is externally regulated, he or she not only performs an act in order to attain an instrumental outcome but also to avoid a negative situation. It is often the case of foreign language learners who develop tasks in order to avoid any kind of punishment from parents. As external regulation requires external motives to continue engagement in the learning process, this type of external motivation is considered to be the least selfdetermined”²⁰.

5.2.5.2.2. Introjected Regulation

With this type of extrinsic motivation individuals perform activities in order to avoid feeling guilty or ashamed for not completing those activities. In the realm of education, learners partially accept parents and teachers’ demands and participate in the learning process so they do not disappoint their expectations. An example of this are the students who study a foreign language because they would feel guilty if they could not speak the language as their parents tell them to do so. However, as Reeve (2002:1996) asserts, “the student’s feelings of

²⁰ DECI E.L. and Ryan, R.N. (2002). An Overview of Self-determination Theory: Handbook of Self-determination Theory. Rochester, New York : University of Rochester Press. Págs 172-177.

worth are dependent on doing as he or she should”. For this reason, this type of extrinsic motivation is considered to be partially self-determined as learners react to a pressure. That is, the performance of an activity is not the result of a personal choice. As Deci and Ryan (2000) state, introjected regulation is more concerned with selfworth (pride and ego) or fear from feeling guilty or ashamed.

5.2.5.2.3. Identified Regulation

People who possess identified regulation decide to do something according to personal reasons. As Deci and Ryan (2000:236) state, “this is the process through which people recognize and accept the underlying value of a behaviour”. In this sense, students identify the value of engaging in the learning process because they realise its importance for their own lives. For instance, language learners who think that writing in a foreign language is essential for their professional development will commit themselves in order to achieve this goal. For this reason, this form of extrinsic motivation is the most self-determined.

However, as Deci and Ryan (2000:236) assert, “the resulting behaviour would still be instrumental, rather than being done solely as a source of spontaneous enjoyment or satisfaction”.

5.2.6. THE EFFECTS OF EXTRINSIC MOTIVATION IN EDUCATION

“Extrinsic motivation has usually been considered as something that may undermine intrinsic motivation. According to Deci and Ryan (1985) extrinsic rewards decrease intrinsic motivation and lead people to perform an activity just because of the influence of external rewards. That is, people are more likely to lose their initial intrinsic interest towards an activity once they are stimulated by extrinsic factors such as money, grades or punishment.

Different studies have showed that students tend to lose their intrinsic motivation towards an activity when they are compelled to perform it according to extrinsic requests. Lepper and Geene (1973) concluded that students show less intrinsic interest in a target activity when motivated with rewards after they conducted an experiment with children from an American primary school. Students who were stimulated with tangible rewards showed less intrinsic motivation than those who were not. Other findings by Shunk (cited in Pintrich and Schunk, 2002) also suggest that rewards not only affect students intrinsic motivation but also their skill acquisition. Task-rewards resulted in poor learning compared with not offering rewards.

Despite the negative effects of extrinsic rewards on learners’ intrinsic motivation Deci and Ryan (1985) recognize that extrinsic motivation is also necessary due to the fact that not all activities are intrinsically motivating for

human beings, specially those activities related to the field of education. As Deci and Ryan (1985:261) assert, “society prescribes a set of learnings- academic and behavioural- that is considered essential and in many cases consist of things that hold little or no spontaneous interest for the developing child”. Moreover, in the school context where the syllabus is constrained by governmental policies it is less probable to offer students activities which really interest them. For this reason, it is important to motivate students to value and self-regulate such activities by means of external motivation. This issue is described within SDT through organismic theory which will be explained in the next section”²¹.

5.2.7. ORGANISMIC INTEGRATION THEORY

Organismic integration theory suggests that human beings have a natural tendency to integrate social values and demands with their sense of self. This phenomena is clearly appreciated in the school context where students progressively internalize teachers and parents’ demands and finally assimilate the importance of those demands to their own lives.

This process which takes place during children’s mental and physical development is described within organismic theory in terms of promoting

²¹ DECI E.L. and Ryan, R.N. (2002). An Overview of Self-determination Theory: Handbook of Self-determination Theory. Rochester, New York: University of Rochester Press, Págs. 121-125.

internalization and integration of social values. According to Ryan and Deci (2000:54) “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”

The process of internalization is explained in organismic theory as a continuum which ranges from amotivation to completely self-determined regulation (see Appendix 3). In this way, the process of internalization starts with external regulation which involves those activities that students perform under parents and teachers’ pressure, rewards or punishment. Following external regulation, introjected regulation takes place when “children perform achievement-related behaviours because of intrapersonal, self-esteemrelated contingences” (Ames and Ames, 1985:38).

At this stage, students feel good about themselves when doing well on an activity, but experience guilt and shame with failure. In the third place, identified regulation occurs when students identify and accept the usefulness of teachers and in general, school’s demands. Finally, integrated regulation involves “regulations that are fully assimilated with the individual’s other values, needs and identities”(Dörnyei, 1994:276). At this point, learners do not simply do what teachers and parents dictate, they perform activities because they are finally conscious about the importance of such activities for their own lives. For this reason, integrated regulation is considered to be the most self-

determined regulation or as Deci and Ryan (1985) state “integrated regulation represents the meaning of socialization”.

However, in the school years, only the first three stages are reached as “integration is a very mature stage in self determination, and is a relative achievement that is only attainable following the selfreflective period of adolescence” (Ames and Ames, 1985:36).

Although integrated regulation is the most autonomous state in the internalization process, it is still instrumental because people engage in activities due to personal interests rather than for the enjoyment that those activities produce like in the case of intrinsic motivation.

Students who commit themselves to learn a foreign language only because they believe that it is important for their future career are still extrinsically motivated. However, according to research “the more internalized the reason for L2 learning, the more comfortable and persevering students claim to be” (Noels et al. 2003:76).

Research on motivation has provided information on the elements that foster integrated regulation on students. Ryan et al. (1994) concluded that parents’ involvement in their children’s learning process is an essential factor that facilitates the internalization and integration of school activities. This finding

supports organismic theory assertion that relatedness is fundamental for promoting internalization. However, as Deci and Ryan (2002:19) state, “still relatedness alone is not enough to ensure a full internalization of extrinsic motivation”.

Organismic integration theory suggests that support for competence and autonomy can also facilitate the process of internalization and integration. In relation to this, a study by Grolnick and Ryan (1989) showed that medical students were more likely to internalize “biopsychosocial values” when their teachers were more supportive of autonomy. This implies that when students are given the opportunity to take control of their learning process, they may integrate more easily concepts and in general, theoretical principles with their personal values.

5.2.8. KINDS OF MOTIVATION

“In general, motivation refers to the start, the direction, the intensity and the persistence of behavior. Motivation means having the passion and the will to undertake some action. Motivation may be internal (i.e., intrinsic motivation) or external (i.e., extrinsic motivation).

5.2.8.1. INTERNAL MOTIVATION is seen when a person undertakes an activity for its own sake without any sort of external reward, such as a hobby. Internal motivation can result from our feelings (e.g., happiness, anger, and

sadness), thoughts (e.g., “I better finish the report before the deadline tonight.”), values and goals.

5.2.8.3. EXTERNAL MOTIVATION is evident when someone behaves a particular way for reasons external to, or outside of, the person, such as money or coercion. External motivation may come from parents, a boss, coworkers, friends, and siblings. It is most frequently thought of in terms of salary (i.e., money), promotions, grades, praise and punishment.

A second dimension of motivation has to do with the underlying intention of the motivation, as seen in Figure 1 below. Motivation occurs on a spectrum ranging from negative to positive.

5.2.8.3. POSITIVE MOTIVATION is seen when people engage in an activity that has a virtuous end, such as volunteering, athletics, or art.

5.2.4. NEGATIVE MOTIVATION is evident when individuals act in a manner that is unethical or has a destructive end, such as judging others, physical altercations or vandalism. Negative motivation also occurs when individuals use destructive emotions, such as guilt and shame, to coerce others into acting.

Think of motivation as occurring on a scale that ranges from 1 to 10 with 1 being negative and 10 being positive.

If you are looking for the best results in your students, you will focus more of your time and energy on positive, internal motivation for yourself as well as others.

5.2.8.5. POSITIVE INTERNAL MOTIVATION begins with a sense of purpose, knowing why you are doing what you are doing. Having a clear idea of your personal core values will help you immensely in answering the question “Why am I doing this?” The amazing advantage of truly knowing your values is that you will experience a tremendous clarity and focus which you can use to make consistently wise choices and take decisive action. So the main reason for becoming aware of your top values is to improve performance in the areas that are most meaningful to you.

For instance, part of the work is motivated by the desire to give back to the community. Part of what you do is motivated by the core value of lifelong learning. Some possible core values include concepts such as creativity, open-mindedness, family, wisdom, courage, resiliency, and spirituality. Values change throughout your life, so it makes sense to do quick values check up every 18 – 24 months.

Acting in accordance with your values is only one way to tap into the power of positive internal motivation. Another way to harness this power is to lay out your top five short-term and long-term goals and work towards them. Remember as you are in the process of achieving your goals that the enjoyment comes from the doing not the attaining. It is important to find contentment in

the act of pursuing the goal while placing less weight on the actual fulfillment of the goal itself. We now know that once we attain a goal, we become accustomed to it. Once we become accustomed to it, we grow bored of it. Then it provides no additional pleasure or motivation. So focus on the pleasure inherent in the task itself.

In closing, there are a myriad of ways that you can inspire action using positive internal motivation. Much of the power of positive internal motivation comes from being aware of your core values then acting in accordance with them. Another major facet of positive internal motivation is the pursuit of meaningful goals. Look for opportunities where you can use positive, internal motivation. You will perform better, be more productive and feel [happier](#)”²².

Internal versus External and Negative versus Positive Motivations

	Internal (Intrinsic)	External (Extrinsic)
Negative	One’s own feelings of guilt, shame, embarrassment, or fear Perfectionism Destructive anger Debilitating stress Need for power Need to please others Worry Low self-esteem	Person yelling at you Person shaming you Person threatening your job security or social status Punishment Withdrawal of love or friendship Aggressive show of strength from another, coercion Expectations of others
Positive	Acting in accordance with your values Satisfaction Sensory pleasure	Money (only lasts a short period) Rewards Public recognition

²² By JOHN L. SCHINNERER, PH.D. "Guide To Self: The Beginner's Guide To Managing Emotion and Thought,"

<p>Sense of competence Enjoyment Praise from self Self-respect Fulfillment of aspirations/dreams Sense of achievement Highly engaged in activity Constructive anger or stress Job satisfaction Goal setting Pursuing our natural tendency towards self-development Need for affiliation with others Perception that what you are doing is morally significant</p>	<p>Empowerment from others Promotion Praise from others Respect from others Pleasant work environment Challenging work Some autonomy and input into decisions Appropriate responsibility Fringe benefits Friendships at work</p>
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5.2.9. AMOTIVATION

5.2.9.1. Conceptualization

Deci and Ryan (1985) suggested that besides intrinsic and extrinsic motivation, amotivation should also be taken into account when trying to understand human behaviour. Generally speaking, amotivation “is the state of lacking an intention to act” (Ryan and Deci, 2000:62).

When a person is amotivated she or he does not have any extrinsic or intrinsic motivation to develop an activity. In language learning this state becomes evident when students do not respond well to the learning process. They demonstrate poor concentration during the lessons and do not organize or bring material to class. They produce no homework and consequently they fail to acquire the foreign language. According to Deci and Ryan (1985) amotivation

is a concept similar in many ways to learned helplessness. Williams and Burden (19997:130) define learner helplessness as a pessimistic state that develops when “people see failure as essentially due to a lack of ability, and feel that they have no control over their actions”. Accordingly, amotivated foreign language learners fail to respond positively to the learning process because they consider themselves to be incompetent to acquire the language. This negative feeling leads them to think that success in language learning is impossible no matter how much effort they make. However, amotivation not only originates in the learner’s negative self-esteem, this state may also be a consequence of external factors in the educational environment which will be explained in the next section.

5.2.9.2. Determinants of Amotivation

Research on amotivation have shown that different elements of the school context may contribute to foreign language learners’ amotivation. Oxford (1998) found that the nature of classroom activities and the teacher’s attitude may cause amotivation among students. This finding includes irrelevance of tasks, repetitiveness and the teacher’s negative relationship with students and lack of interest. Moreover, Ushioda (cited in Dörnyei, 2001) demonstrated that “particular teaching methods and “learning tasks” may cause a negative impact on students’ motivation rather than personal factors such as negative grades or poor self-esteem.

CHAPTER III

5.3. PROFILE OF A SUCCESSFUL LANGUAGE LEARNER

We scraped through ‘O’ level French and German at school and only managed to acquire an intermediate level of Portuguese, after spending three years working in Brazil. In sharp contrast, my American friend, Sarah, has accumulated languages throughout her life, and began learning Portuguese in her late twenties, quickly becoming fluent. This made me ask the question “What made her experiences so successful, and why do we find learning languages so difficult?”. We decided to try to find out, and then see if what we learnt could be applied to the classroom.

We wrote an extensive questionnaire for Sarah to discover her background, her previous learning experiences, and the strategies that she uses when learning a foreign language. Once she returned it to me, we asked numerous follow-up questions to gain a deeper insight into her experiences.

These are the factors which we believe have aided in her learning experiences:

5.3.1. AGE

Sarah did not know any Portuguese until her late twenties, when she went to live in Brazil. Her experience then could challenge the critical hypothesis theory which suggests that there is a particular time around puberty when a

learner is most likely to have success in language learning. Clearly, other factors must be considered when attempting to understand how an adult learner has managed to acquire such a high level of English, and it should not be assumed therefore that a learner cannot begin to learn a language in adulthood, and attain proficiency.

5.3.2. EXPOSURE TO FOREIGN LANGUAGES IN INFANCY

When Sarah was a baby, her parents took her to Ethiopia for a year, and this is where she was first exposed to a foreign language – Amharic. Despite being so young, she learnt to baby-talk in both English and Amharic simultaneously, which happened, according to Werker (1995), because infants are born as “universal receivers” of all language sounds. Werker argues that this ability slowly disappears in that first year, but Ratey (2001) claims that it remains for three years. After returning to the States, Sarah was enrolled in an alternative kindergarten, where she was taught some words and phrases in French, German and Spanish. These early childhood experiences may have aided Sarah in acquiring another foreign language so successfully in later life.

It could also be suggested that the acquisition of several foreign languages at a young age may have improved her intellectual development, by, for example, promoting a solid mastery of her first language, and also by making her aware of the learning process (Holman, 1998).

5.3.3. IMMERSION

In addition to learning French at school, twice a year Sarah would spend extended periods in Montreal, and in Grade 8 spent a full year there. She studied at a school where most of her lessons were in English, but she would also have History and Geography lessons entirely in French, in addition to her regular French class.

Two important goals of this kind of partial immersion programme are:

- to develop proficiency in the foreign language
- to develop empathy for the second language culture

This second goal is important to note, as it is one of the strategies of successful language learners put forward by Stern (1975).

Immersion is something Sarah clearly sought out as a tool for acquiring a foreign language. She spent a month in France when she was a teenager, and participated in an intensive Spanish programme in Guatemala in her early twenties. She also conducted anthropological field-work there, and eventually became fluent in Spanish, so much so that many native-speakers of Spanish believed that she had a Latin American background. As for Portuguese, she did not know a word before she went to Brazil, although her Spanish background may have aided her in picking up the language so quickly. She fully immersed

herself in the language once she arrived, rarely communicating with anyone in English, other than her husband, and the occasional native-speaker of English.

However, she did not neglect her mother-tongue, and used it as a tool for understanding Portuguese at a deeper level, by drawing grammatical parallels, and for saving time, until she was able to use monolingual dictionaries and, eventually, begin to think in the L2.

5.3.4. INTELLIGENCE

Sarah is, without a doubt, a highly intelligent person. She recalls taking an intelligence quotient test when she was ten, and being told that with that result she would be able to accomplish anything that she desired. She holds both a Bachelor's and a Master's degree, and is due to complete her PhD in Anthropology shortly. As suggested earlier, her high intellectual ability may be partly due to her early foreign language learning experiences. This ability is likely to help her in continually developing her language skills.

5.3.5. PERSONALITY

Sarah displays many of the characteristics of a successful language learner described by researchers. She is self-confident, and says that she learns languages with ease. She is assertive most of the time, and can be either spontaneous or cautious, depending on the situation. She describes herself as strong-willed, interested, opinionated, passionate, intellectual, creative, stubborn and energized. She is out-going and talkative, and interested in

foreign cultures. One important factor, which Sarah mentions repeatedly, is her ego permeability (Guiora, 1972) which she calls her “flexible ego”. This refers to her lack of fear of using a second language incorrectly:

“I think what I mean by that is the ability to lose yourself in another language, or throw yourself fully into it. And you cannot be afraid of making mistakes or even being foolish.

5.3.6. ATTITUDE AND MOTIVATION

Sarah admits to feelings of frustration when she reaches a plateau in language learning. She also becomes demotivated when she realizes that her Portuguese will never reach the level of her English. She says:

“I will never have the command of the language that I do in English, to be able to shift levels, choose exactly the right word with the subtle differences intended, write in my own voice with all of the nuances.”

She dislikes people correcting her on things that she already knows, but appreciates it when it is something that she does not know. She is hard on herself, especially when she repeats a mistake, which is in contrast to popular research which suggests that the good language learner uses positive self-talk to combat anxiety (Gardner & Smythe, 1981).

It is natural to feel frustrated or anxious at times, but it is how one deals with such feelings that can affect motivation. Sarah understands that it is impossible to be perfect all the time, and errors are inevitable. She explains that, with her increased ego permeability, low-inhibition and curiosity, she is able to overcome these feelings. In fact, this frustration may also be an advantage to her, as it seems to spur her on to continue learning. She says:

“I am never satisfied, never rest on my laurels, and continue to learn until today....you can never be satisfied with what you've learned.”

Sarah is, overall, a well-motivated and self-initiating learner, taking responsibility for her learning, and creating her own learning opportunities.

When she was learning Portuguese, she lived in Brazil, so was surrounded by the language at all times. She needed to learn it for her work, and to relate to the people around her, so sought out every possibility to practise. When she felt the need to improve her writing, she found a private tutor. She watched films and Brazilian soap operas, listened to the radio, and read. She would have liked to undertake more formal study, but did not have the time, finances or determination.

She is clearly a learner with a strong need for achievement, and with high aspirations, and she displays most of the motivational characteristics that Gardner & Smythe (1981) consider to be important to learn a language well:

willing to communicate, whatever the circumstances; empathic with the target culture and people; and having a tolerant and outgoing attitude towards the L2. She does not, however, use positive self-talk to combat anxiety.

5.3.7. RELATIONSHIP BETWEEN LANGUAGES

If the L1 and the L2 have similar roots, then the L2 will be easier to learn. This may be one reason why Sarah has found learning languages easy, as there is a linguistic link between English, Spanish, Portuguese and French. We do not know, however, how she would perform if she were to learn a language distant from English, like Mandarin.

5.3.8. SENSORY STYLE

Sarah has taken a neuro-linguistic programming course, and is therefore aware of her dominant sensory style, which is visual when learning in general, but both visual and aural when learning a language. She sometimes needs to see words written down before she can remember them. She often memorises by picturing, and has problems remembering verbal instructions. Other times she will hear a word, and remember it by giving it a phonetic spelling.

5.3.9. STRATEGIES

Sarah likes to emphasise that she does not have a systematic way of learning a language. She describes it as an “organic” experience, and does not use

particular strategies regularly. This does not mean, however, that she does not use any learning strategies, and a whole host of them were mentioned:

- **Looks for patterns in a language**

Sarah believes some aspects of the language need to be systematically learnt, and others can just be absorbed naturally, with the goal of eventually thinking in the language. What is important to her is to not worry about the grammar too much, and to concentrate on communicating. Sarah never formally learnt the grammar of Portuguese, but instead drew upon her linguistic knowledge of previously learnt languages, and also from a course in linguistics. She admits to detesting grammar, and is not interested in learning the rules. She does, however, look for patterns in the language (Rubin, 1975). This is not a formal strategy that she employs, but is something that may occur when she is actually using the language. She may stop in mid-sentence, for instance, and ask herself whether or not she is using the correct word or tense.

- **Uses mnemonic techniques**

Sarah says that she has a poor memory, but also admits that she easily absorbs new vocabulary. If she cannot remember a word, she uses mnemonic techniques, for example, thinking of cognates or false-cognates, making associations that only make sense to her, thinking of words that sound alike or words that remind her of something, and connecting words with pictures in her head. She may also form aural images, or write the words down and memorise

that way. She does not use any mnemonic devices for grammar. She will use whatever she intuits to be correct, even if it is not so, not worrying about making errors. She will stop mid-sentence, and ask the native speaker what the correct form is.

- **Guesses**

The successful language learner is a good guesser (Rubin, 1975), and this is clearly an important part of the learning process for Sarah. If she reads or listens to something in Portuguese, and comes across a word that she is not familiar with, she will hazard a guess, using contextual or structural clues, or by looking for cognates. Only if the word is used repeatedly, and she still has no idea, will she resort to using a dictionary. If someone is speaking to her in the L2, and she is having difficulty in understanding a good part of it, she will often try to guess, by paying attention to the meaning, using clues such as gestures, the relationship of the speaker, and listening to the tone of voice. If the language is a Romance one, then she is usually right.

- **Practises**

Sarah seeks out opportunities to use the language. She has Portuguese-speaking friends and colleagues with whom she only ever speaks in that language. She reads in Portuguese, translates papers, and watched Brazilian television when she was in the country.

- **Talks to herself**

Sarah practises the language, preparing herself for future communication, by talking to herself and carrying on imaginary dialogues.

- **Communicates in whichever way possible**

Sarah concentrates more on fluency than accuracy, and will use a variety of techniques to get her meaning across, like circumlocution, asking for help, gestures and synonyms.

- **Has a low inhibition**

When using a foreign language, Sarah's first priority is to get the meaning across, not worrying about making mistakes or appearing foolish. Throughout the study, she emphasized the importance of talking as much as possible.

- **Accepts ambiguity in the foreign language**

Sarah understands that she will often come across structures that do not make sense to her, and accepts that as part of the learning process. However, that does not stop her from questioning, and searching for meaning.

- **Constantly searches for meaning**

Sarah is constantly analysing the language, and thus constantly learning. This is not done in a systematic way, but is what Sarah refers to as a more "organic" experience.

- **Analyses speech**

She will sometimes analyse what she and others have said in the L2, and also what English speakers say in their native language. She notices mistakes, but does not let them affect the conversation, and rarely corrects other people.

- **Repeats**

Sarah repeats words to herself after a native speaker has said them, and also sometimes repeats them out loud.

- **Monitors herself**

Sarah will take pauses to reflect on whether she has understood and learnt the item well.

- **Labels objects**

When Sarah first began learning Portuguese, she used a technique which she had seen in “The Color Purple” – labeling everything in the house. She explains:

“I still remember the word for “hanger” (cabide) because I can see the little strip of green paper with my niece’s handwriting taped to a hanger”.

5.3.10. OTHER FACTORS

- **Mimicry**

Sarah can easily copy different accents, both in English and in Portuguese. She is often mistaken for a native speaker of Portuguese. Moulton (1966) suggests that most people have the ability to mimic foreign sounds, but only those with a low inhibition, like Sarah, will actually get results.

- **Musical Ability**

Sarah has an ear for music, and can sing well, and she suggests that this may account for her minimal foreign accent in all of the languages she has learnt. Intuition tells us that a person who has a good musical ability may have an advantage in language learning, but it is not a factor mentioned in the popular literature on this subject. In fact, there is no evidence to suggest a correlation between musical ability and foreign language ability (Tokuhama-Espinosa, 2002).

5.3.11. SOURCES OF MOTIVATION

“It would be difficult, if not impossible, to point to a single factor which would account for the apparent changing levels of motivation and involvement that I had witnessed. As all teachers know, and as Marion Williams in an earlier article) has explained, there are many, many factors which affect students’ commitment to study. Many things – perhaps most – are beyond our control as language teachers, and fall outside the confines of the few lessons that we have with them in a week. Home background, physical tiredness, events in their personal life, health, previous educational experience, personality and the onset of adolescence, are just some of the factors that can affect how individual students appear to us in our classes. Nevertheless, I believe that in many cases, the explanation of why the smile disappears from the faces of some students – whatever their age - may indeed lie in their experience of their English classes – in short, in how their classes are organised.

In very general terms, educational psychologists point to three major sources of motivation in learning (Fisher, 1990). Simply put, these are:

- 1 The learner’s natural interest: intrinsic satisfaction
- 2 The teacher/institution/employment: extrinsic reward

3 Success in the task: combining satisfaction and reward Intrinsic satisfaction

Sad though it may be, we must, I believe, recognise that only a relatively small number of students get a sense of intrinsic satisfaction from learning English. For the vast majority of people, language is not, in itself, very interesting, and it is unlikely to spark and, still less, to sustain motivation. For some older learners, the satisfaction of learning and using a foreign language may be connected to what Gardner (1985) has called an ‘integrative motivation’ – a desire to identify with the culture of the foreign language – but this is not widespread and it is not likely to be the case with younger learners.

Some teachers of younger students endeavour to relate to what they see as their pupils’ sense of intrinsic satisfaction by using games, songs and puzzles in the class. Often these have a positive impact in raising the motivation of the pupils – but the effect is usually temporary, and once they return to normal classroom work, the effect wears off. In general, then, the learner’s natural interest is not, therefore, something which we can rely on to generate sustained motivation in language learning.

- **Extrinsic rewards**

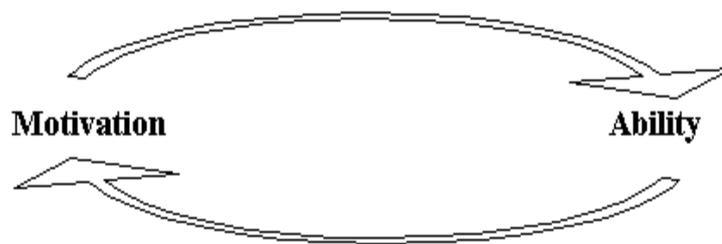
Aware of these facts, many teachers, and indeed whole educational systems, turn to a second source of motivation, extrinsic reward, and its opposite, extrinsic punishment, as a means of motivating students. In the classroom, for example, teachers may ‘reward’ students with good marks, or, in effect, punish other students with low marks. ‘Better’ students may be rewarded by being given more advanced work to do, or by being placed in a higher level group, which increases their sense of self-worth. The principal problem in this approach, however, is that rewards only lead to sustained motivation if you actually get them. For the failing student, unlikely to get rewards, it does not take long to work out that it is always someone else who gets the rewards – no matter how hard he or she works. In this case, the reward system itself can be demotivating for the weaker students. The increase in the motivation of the better students is more or less proportional to the decrease in motivation of the weaker students.

- **Success in the task**

While teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps under-exploited in language teaching. This is the simple fact of success, and the effect that this has on our view of what we do. As human beings, we generally

like what we do well, and are therefore more likely to do it again, and put in more effort.

If we put in more effort, we generally get better, and so this sustains our motivation. Feelings of being able to do something and feelings of sustained motivation can therefore be linked into an upward spiral which causes us to commit ourselves to what are we doing and to improve.



Unfortunately for many students, this spiral relationship between motivation and ability can often function in reverse. Few people like to fail and we generally avoid circumstances in which we anticipate failure. In the classroom, this can mean that students who develop an image of themselves as ‘no good at English’ will simply avoid situations which tell them what they already know – that they aren’t any good at English. Feelings of failure, particularly early on in a student’s school career, can therefore lead to a downward spiral of a self-perception of low ability – low motivation – low effort – low

achievement – low motivation – low achievement, and so on. It is the existence of these upward and downward spirals in the motivation-ability relationship that explain a situation commonly found by teachers. In many classes where there are differing levels of student ability, the gap between the ‘weaker’ students and the ‘stronger’ students appears to get wider and wider over time, as some students thrive in an upward spiral, whilst other students actually deteriorate in a downward spiral.

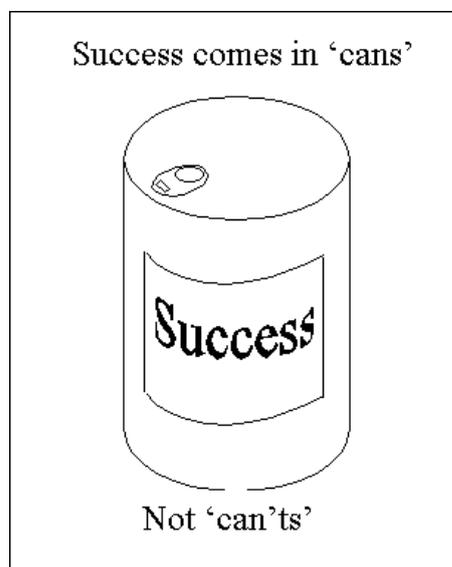
The attempt by some students to avoid recurring failure suggests that we need to rethink some of the beliefs that we may have about them. While it may be true that the students with their feet on the desk at the back of the class really aren’t interested in learning, it may equally be true that what they are actually trying to do is to avoid repeated failure – by pretending that they don’t care.

It is their sense of self-esteem that is at stake here. By pretending that they aren’t interested and don’t want to learn, they can protect themselves from seeing themselves as failure. Such extreme displays of disinterest or rejection of learning are probably at the bottom end of a downward motivation-ability spiral. For many students, the spiral will have begun long before, as they learned to see themselves as failures, and then began to engage in various kinds of avoid and strategies –

sitting at the back of the class, choosing a seat where they wouldn't be noticed, misbehaving, pretending illnesses at crucial moments such as tests, and blaming failure on the teacher or the school or other students.

- Self esteem and confidence

What all this points to, I think, is that we shouldn't underestimate the importance of self-esteem and a sense of competence in language learning as crucial factors affecting motivation. For the failing student, in particular, it is important that we try to develop their sense of success and a feeling that they can do something, rather than a feeling that they can't.



In practical terms, this means that we need to be sensitive to the psychology of language learning. When we plan a lesson, devise a test, or use a particular type of exercise, we need to ask ourselves a very

important question: how will the weaker students feel if they can't do this? Let me give an example. One of the commonest exercises used in language classrooms is the gap-fill. This is a text with every 7th or so word missing, which the students have to supply. Confident, motivated students who have a history of success are likely to approach such exercises feeling that they have done these exercises before and, as they have usually done well, they will probably be able to do this one too. And, if they do complete the exercise successfully they will have in front of them confirmation of what they already knew, and their confidence and motivation are renewed again.

Weaker students, however, may have exactly the opposite experience. Previous failure may create a lack of confidence as they approach the task, and if they find that they can only complete one or two of the gaps correctly, then once again they are presented with a picture of what they can't do – and so the spiral relationship of motivation-ability takes another step downward.

We do not want to suggest by this that we should never use gap-fill exercises. Used appropriately, they can serve a very useful purpose. The basic point I wish to make, however, is that there is a psychology involved in everything we do in the classroom, and that this is concerned with the students' feelings of success/failure, high/low self-

esteem, high/low confidence and this has a direct impact on motivation. Viewed in this way, we maybe able to understand some of the reasons why, over time, motivation may fail, and explain the differences in the three classrooms we described at the beginning of this article. It suggests that, where we see students beginning to fail and beginning to lose motivation, one route to pairing the situation may lie in choosing tasks which we believe the students can do, in order to develop a sense of competence and confidence. It also suggests that all students need to feel a sense of progress and that their efforts actually lead to results.

- Feedback

One important element in shaping the students' view of themselves is the feedback that we give them. Research has shown that even very young children, in their first years at school, able to identify who the 'clever' pupils are and who the 'not very clever' pupils are. They do this by monitoring the teacher's oral feedback, and develop a fairly clear picture of where they stand in the classroom league table. The importance of this in shaping the pupils' self-esteem, feelings of competence and motivation cannot be underestimated. It suggests that we need to be very careful about how we give feedback, who gets praise and who doesn't. It also suggests that we need to be careful about the type of feedback that we give students, and whether it recognises and values effort, content, ideas and potential.

To end this short article, I have given a list of some practical suggestions which you may like to experiment with, but you will find more examples and practical accounts in Breen and Littlejohn, 2000. There is no ‘magic formula’ for sustaining motivation in learning. As the first point in the list of ideas says, we need to experiment and take risks. The starting point, however, needs to be to try and understand why some students are not motivated and not simply blame them for not being interested. If we start from the assumption, which I believe is true, that all human beings in the right circumstances are naturally motivated to learn, we need to ask ourselves: *where does that motivation go?*”²³

²³ LITTLEJOHN Andrew, Motivation, Where does it come from? Where does it go?, Article published in ENGLISH TEACHING professional, Issue 19, March 2001.

6. HYPHOTHESIS

6.1. GENERAL

The motivation influence the English language learning in the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.

6.2. SPECIFICS

- There is little positive motivation by part of the teachers what affects the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.
- The negative motivation limits the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010

7. METHODOLOGY

7.1. DESIGN OF THE RESEARCH

The group has considered that according to the nature of the theme it will be a non-experimental research because they will not manipulate the variables in the group of students and teachers who will participate in this project.

In a non-experimental work the process is developed in a descriptive way. The researchers make no attempt to isolate or manipulate the phenomena under investigation, and insights and generalisations emerge from close contact with the data rather than from a theory of language learning and use.

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1. Methods

Scientific Method.- We know that the development of the scientific investigation is an systematic and complex process which needs a strict procedure to carry out any research, so we have decided to use the scientific method because its characteristics seem to be the most suitable.

Thanks to this method the group has already stated our topic and problem, the general and specific objectives and based on them we have been able to formulate the corresponding hypothesis and visualize the possible verification.

This method will also be used in the searching of the theoretical- scientific fundamentals to explain the relation between the information in the field work with the scientific explanation of the variables of the hypothesis. It will also serve to state the most pertinent recommendations according to the conclusions that we reach, the same that they will be important to contribute with some ideas to improve the motivation strategies that the teachers can use into the English teaching learning process.

Descriptive Method.- Other method that we will use is the descriptive one, because it will give us the rules to demonstrate the meaning of the investigation, to describe the problematic that the group found in the researched educative institution, to describe the variables as the independent as the dependant ones, so that we can describe coherently the results of the field work. This method will also serve to describe the kinds of motivation that the teachers apply into the teaching learning process of the English language.

Analytic Synthetic Method.- We will use the analytic-synthetic method to analyze the results that we will obtain in the field work and to establish conclusions as of the motivation strategies as the kinds motivation that the students face into the teaching learning process of the English language.

Explicative Method.- This one will be also 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.

7.2.2. Techniques and Instruments

To obtain the empiric information we will apply the following techniques and instruments.

A **Survey** will be applied to obtain information about the motivational strategies and the kinds of motivation that the teachers apply into the English Teaching Learning process. 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 we will research.

7.2.3. Procedures

After we apply the research technique we will process the data through the tabulation of the information.

Then we will organize the empiric information keeping in mind the specific hypothesis of the research work. The obtained information will be

represented in statistics tables and graphic bars. So that it will be possible to interpret the empiric information contrasting it with the theoretical referents; and, finally we will draw the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the research process.

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.

7.3. POPULATION

The teacher's population is formed by 4 English teachers who work with the 8th, 9th and 10th years of Basic Education. We think that it is a small population for that reason we will take all them in order to get a more reliable research.

The students of 8th, 9th and 10th years of Basic Education are 478, this population is considered as a big one. Therefore we will take out a sample through the following formula:

$$PQ \times N$$

$$n = \frac{PQ \times N}{E^2 \cdot (N-1) \cdot K^2 - 0,25}$$

PQ = First quartile (0,25)

N= Population

n = sample

K = Constant of proportionality (2)

E = Error of Sample (10%, 0,1)

$$n = \frac{0,25 \times 478}{(0,1)^2 \cdot 477 \cdot (2)^2 - 0,25}$$

$$n = \frac{119,5}{0,01 \cdot 477 \cdot 4 - 0,25}$$

$$n = \frac{119,5}{477 \cdot (0,0025) - 0,25}$$

$$n = \frac{119,5}{0,9425}$$

$$n = 126.79$$

Consequently we will apply the surveys to 127 students of 8th, 9th and 10th years of basic education, who we show in the table below. To do the sample distribution we will apply the following formula and the result must be multiplied by the total of each course.

$$n = \frac{n}{N}$$

$$N = 0,27$$

Table Nro. 1

Variable	Population	Parallels				Sample
		A	B	C	D	
8 th Year of Basic Education	154	11	11	10	10	42
9 th Year of Basic Education	154	10	10	11	11	42
10 th Year of Basic Education	170	11	11	11	10	43
TOTAL	478	32	32	32	32	127

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1. RESOURCES

8.1.1. Human

The people who will be part of this project are:

- The research group conformed by Ana Del Rocío Jaén y Ela Lamas Ontaneda.
- The students of 8th, 9th and 10th years of the “Paltas” High School
- The English teachers of the “Paltas” High School

8.1.2. Material

The material resources that we will use are: the computer, printer, paper, office material, books, thesis, magazines, ink and other implements required in the development of the thesis work.

8.1.3. Institutionals

- National University of Loja
- “Paltas ” High School of Catacocha city
- Library of the National University of Loja
- Cyber cafes

8.2. BUDGET

-	Project	\$	400
-	First thesis draft	\$	300
-	Second thesis draft	\$	300
-	Impression of the final report	\$	300
-	Unforeseen	\$	200
	TOTAL	\$	<u>1.500</u>

8.3. FINANCING

The financing of the expenses derived from the present work will be assumed completely by the research group.

9. TIME TABLE

Year Activities	2009		2010					2011		
	NOV	DEC	JAN	FEB	MAR	APR	NOV	FEB	ABR	JUL
Presentation of the project	x									
Correction of the project		x								
Approval of the project			x							
Presentation and designation of thesis Director			x							
Application of the instruments				x						
Development of the thesis					x	x				
Presentation of the thesis							x			
Thesis approval								x		
Corrections of the thesis								x	x	
Public Ceremony of Graduation										x

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11. ANNEXES

TEACHER'S SURVEY

Dear Teachers:

The present research work has as main purpose to know how the motivation influences in the English Language learning. For this reason we want to ask your collaboration answering this survey to assure a more reliable work.

1. **Do you motivate your students in every class?**

Yes () No () Sometimes ()

Why:.....
.....

2. **Which of the following factors do you think are the most appropriate to reach a good learning by part of the students?**

- a) Prizes and rewards ()
- b) Punishment and coercive means ()
- c) Their desire of studying ()
- d) Praises from others ()
- e) Others ()

Explain:.....
.....

3. **How do you consider the strategies that you use to motivate the students?**

- a) Positive ()
- b) Not very positive ()
- c) Negative ()
- d) Neither of them ()

Why:.....
.....

4. **How often do you use rewarding strategies to praise the students work?**

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

Why:.....
.....

5. **What do you reward the students like?**

- a) A grade on the task ()
- b) A direct congratulation ()
- c) Improve their grades ()
- d) You do not say anything ()
- e) It is not usual ()

Why:.....
.....

6. **Do you use coercive means to reach the students fulfillment of the homework?**
Yes () No () Sometimes ()
Why:.....
.....

7. **Do you need to criticize, censure, or give negative comments to the students who do not hand over their homework?**

Yes () No () Sometimes ()

Which ones:

- a) Censures ()
- b) Critics ()
- c) Negative commentaries ()
- d) Others ()

8. **How often do you report the students' missing homework to their parents?**

Often () Not very often () Sometimes ()

Why:.....
.....

9. **Which of the following strategies do you use when the students do not fulfill their homework or obtain low grades?**

- a) Call their parents ()
- b) Report them to the authorities ()
- c) Press them to do the homework or study ()
- d) Tell to the DOBE ()
- e) Others:.....

10. **What's the students learning of the English language in the second term?**

- a) 20-19 Excellent ()
- b) 18-17 Very Good ()
- c) 16-15 Good ()
- d) 14-12 Regular ()
- e) 11-0 Deficient ()

THANKS FOR YOUR COLLABORATION

6. Does your teacher use coercive means to reach the students fulfillment of the homework?

Yes () No () Sometimes ()

Why:.....
.....

7. Does your teacher criticize, censure, or give negative commentaries to the students who do not deliver the tasks on time. Which ones?

Yes () No () Sometimes ()

Which ones:

- a. Censures ()
- b. Critics ()
- c. Negative commentaries ()
- d. Others ()

8. How often does your teacher report the students' missing homework to your parents?

Often () Not very often () Sometimes ()

Why:.....
.....

9. Which of the following strategies does your teacher use when the students do not fulfill their homework or obtain low grades?

- a. Call their parents ()
- b. Report them to the authorities ()
- c. Press them to do the homework or study ()
- d. Tell to the DOBE ()

Others:.....
.....

10. What's your grade of the English language in the second term?

- a. 20-19 Excellent ()
- b. 18-17 Very Good ()
- c. 16-15 Good ()
- d. 14-12 Regular ()
- e. 11-0 Deficient ()

THANKS FOR YOUR COLLABORATION

CONSISTENCY MATRIX

THEME: THE MOTIVATION AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT EXPERIMENTAL “PALTAS” HIGH SCHOOL OF CATACOCHA CITY, ACADEMIC YEAR 2009-2010.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>What’s the influence of the motivation on the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City?. Academic Year 2009-2010.</p> <p>SUBPROBLEMS</p> <p>How the positive motivation incentive the learning of the English Language with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City?. Academic Year 2009-2010.</p> <p>What is the impact of the negative motivation on the English Language learning with</p>	<p>To research the influence of the motivation on the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.</p> <p>To determine how the positive motivation incentive the learning the English Language with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic year 2009-2010.</p> <p>To establish the impact of the negative motivation on the English Language learning with the</p>	<p>The motivation influences the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.</p> <p>There is little positive motivation by the teachers which affects the English Language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental “Paltas” High School of Catacocha City. Academic Year 2009-2010.</p> <p>The negative motivation limits the English Language learning with the students of 8th, 9th</p>	<p>Positive motivation</p> <p>English Language Learning</p> <p>Negative motivation</p>	<p>Intrinsic</p> <p>Extrinsic</p> <p>Excellent</p> <p>Very Good</p> <p>Good</p> <p>Regular</p> <p>Deficient</p> <p>Physics</p> <p>Physiological</p>

the students of 8th, 9th and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City?. Academic Year 2009-2010	students of 8th, 9th and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City. Academic Year 2009-2010	and 10th years of Basic Education at Experimental "Paltas" High School of Catacocha City. Academic Year 2009-2010	Learning of the English language	Moral Excellent Very Good Good Regular Deficient
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