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APPLIED LINGUISTICS IN ENGLISH CAREER

RESEARCH PROJECT

**“MOTIVATION AS A CONTRIBUTING FACTOR IN SECOND LANGUAGE
LEARNING AMONG THE STUDENTS OF THE BENEDICT SCHOOL OF
LANGUAGES- VILLA FLORA BRANCH (MAY TO AUGUST 2011).**

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APPROVAL SHEET

We, MSC. Lilian Avalos and Lic. Evelyn Almeida, Thesis Director and Co-director correspondingly, are pleased to certify that the research project under the title “Motivation as a Contributing Factor in Second Language Learning Among the Students of the Benedict School of Languages- Villa Flora Branch (May to August 2011), developed by Mrs. Ana Lucía Andrade Crespo, who has finished and approved all the subjects of the Applied Linguistics in English Career of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized on the corresponding university instance.

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DEDICATION

This work is dedicated especially to my family who has supported and motivated me all the way through my years of study at ESPE, and to the fellow teachers and students of the Benedict School of Languages- Villa Flora Branch, who have helped me to find out what it means to be a real motivating teacher and how this can make a real difference in the learning achievements of my students.

Sincerely,

Ana Lucía Andrade

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SUMMARY

The current research work is the result of several years of personal teaching and observation of the English students of different levels. In most of the cases, students have achieved successful outcomes from their learning processes; however, in other cases the students have abandoned the intent to learn English due to different causes, many of which are greatly influenced by motivation or demotivation, as I have witnessed.

Part One of this research document contains the problem identification, the setting, the variables that are part of the research, the objectives and the justification.

Part Two contains the theoretical frame of the document, which is comprised of the Theoretical and Conceptual Focus, and the Structure of the Research document comprised of three chapters.

Chapter One includes a complete description of Second Language Learning.

Chapter Two contains a complete review of the literature related to motivation and specifically motivation focused on second language learning (SLL), the theories of motivation in psychology, Robert Gardner's motivation theory and his socio-educational model for second language acquisition, the socio-cultural and contextual influences on behavior, an explanation of the temporal nature of motivation, the relation between motivation and SLL, a description of student de-motivation, a short dissertation about teacher motivation and the relationship between this last aspect and student motivation.

Chapter Three describes motivational techniques, strategies and macro strategies to be applied in the second language classrooms, which are particularly useful for the teachers and also, strategies to motivate teachers, as well as the hypothesis system of the research work.

Part Three is a description of the research type and design, the population and sample, fielding, the instruments for data collection and the processing and analysis of the information contained in this document.

Part Four is aimed to test the hypothesis and contains the graphical exposition and analysis of results, the conclusions and recommendations that were obtained from the research.

Finally, Part Five includes a proposal to be presented to the Benedict School of Languages, Villa Flora Branch, in order to provide training to the teachers so that they are be able to acquire or improve the necessary capacities and skills to motivate their students to achieve their language learning goals, and a sample lesson that includes motivation techniques as a natural part of the teaching-learning process.

INTRODUCTION

The current research work is the result of several years of personal teaching experience and observation of English students at different levels. In most of the cases, the students have been successful outcomes in their learning the language; on the other hand, many students have abandoned the intent to learn English due to different causes, many of which are greatly influenced by motivation or demotivation.

This document pretends to analyze to what extent motivation is one of the main aspects that influence the success of the students in the task of learning English or not, and to provide useful strategies and techniques that teachers can use to increase and maintain the motivation of the students to learn English as a Foreign Language.

It also contains a proposal to train the teachers of the Benedict School of Languages on motivation techniques and strategies in order to make learning an extraordinary experience for their students.

RESEARCH THEME

“Motivation as a contributing factor in second language learning, among the students of the Benedict School of Languages -Villa Flora Branch on the period from May to August 2011”.

PART ONE

1. RESEARCH PROBLEM

1.1. Problem identification

As an in service English teacher at the Benedict School of Languages in Quito, Ecuador, I have noticed that, although a certain group of students has been classified in a certain level of second language acquisition, not all of them show exactly the same level of performance in the language (English). There are always some underachievers in every group of students, and teachers are well familiarized with them.

Usually these students show a higher difficulty to learn new vocabulary, find it difficult to participate with the rest of the group and are not prone to cooperate with the teacher for a better learning. A possible cause for this problem is the lack of or little motivation to learn a new language. Apparently some of these students are obliged by their parents to attend English classes, some of them do not even like English, or somehow reject the whole culture that surrounds the language.

Besides, on the current courses that are being carried out at present at the Benedict School of Languages, most of the students have low performance and grades on their mid-term exams (the normal course lasts 4 months, and they attend classes on Saturdays). The Director is concerned about this situation as well as the teachers, because the parents have complained about this.

I have recommended the Director to take immediate actions such as carrying out a performance appraisal of all the teachers (which should be done by the Academy) and a motivation diagnostic of all the students in order to implement immediate corrective measures to improve the performance of the students.

1.2. Problem setting

One of the main problems in the language learning classrooms **is the lack of motivation or poor motivation of students to learn a second language**. We as teachers must be responsible for helping them to learn; however, it is very difficult to pay enough attention to each and every one of the students to

promote their particular learning, especially considering that the schedule to advance on all the study units is very tight. My personal observations show that the knowledge of many of these underachievers are behind the rest of the group. The students also show lack of motivation to participate in class, to speak, to work as part of a group and even to do homework or any other activity that demands an effort.

Through a more serious research, I intend to demonstrate that by taking the time and implementing the adequate motivation strategies, the students will be able to overcome their problems and will be able to participate, learn English and get involved in the culture of the language, while enjoying the experience.

1.3. Variables working out

Independent Variable: Level of motivation of the students

Dependent Variable: English learning

Table 1: Variables Matrix

VARIABLES	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUE
Independent Variable Motivation	“Motivation is a complex of constructs, involving the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” Gardner (2001).	<ul style="list-style-type: none"> • Intrinsic motivation • Extrinsic motivation • Instrumental motivation • Integrative motivation • Social Motivation • Cultural aspects of motivation 	The level of motivation to learn English: 1. Totally agree 2. Agree 3. Neither agree nor disagree 4. Disagree Totally Disagree	<ul style="list-style-type: none"> • Observation • Survey
Dependent Variable English Learning	Second language acquisition or second language learning is: 1. the process by which people learn a second language. 2. The name of the scientific discipline devoted to studying that process.	<ul style="list-style-type: none"> • 10 levels of English learning: • 1-3 Beginners • 4-6 Intermediate • 7-10 Advanced 	Test 1 Test 2 Test 3 Test 4 Test 5 Test 6 Test 7 Test 8 Test 9 Test 10	<ul style="list-style-type: none"> • Approved • Failed

1.4. Objectives

1.4.1. General Objective

- To promote motivation to improve the learning process of the students, by providing the teachers with adequate tools to motivate them to learn English as a second language.

1.4.2. Specific Objectives

1. To analyze the collected information and the techniques on motivation to learn a second language.
2. To analyze the results of the survey that was applied to determine motivation problems among the students to learn English.
3. To design and present a proposal of a training workshop for the teachers of the academy, on motivation techniques and strategies.

1.5. Justification

I decided to start working on a research to determine and highlight the importance of motivation in second language learning, as a result of my own observation and experience teaching English for around ten years. During that time, I have taught English to many different groups of students, but there have always been common elements in those groups: one, two or three underachievers. These are students whose knowledge of the language is behind of the rest of the group that also show certain similar behaviors that lead me to think that they lack the necessary motivation to continue learning, to speak and to participate in class.

An aspect that supports this observation is the fact that around 8% of the students of the Academy did not pass the level and around 5% of them abandoned their classes, in the last period (January to April 2011).

This research will benefit the students at the Benedict School of Languages (Villa Flora Branch) as the teachers would be better equipped with a set of motivational techniques to use in the language classroom. It will also benefit the teachers themselves, because by being better

equipped, they will enhance their professional effectiveness. Ultimately, the benefits will be transferred to the Benedict School of Languages, which will have better teachers serving the students for more effective English learning.

PART TWO

2. THEORETICAL FRAME

The chapters contained in this section of the research are focused on the importance of motivation in second language learning and on determining a set of the most effective motivation techniques to be implemented in the classroom.

2.1. Theoretical and Conceptual Focus

As mentioned above, the main problem detected in many different groups of students is the lack of motivation that they show to learn English. Based on my observations, there are many different reasons for this lack of motivation; one is the fact that some of the students are obliged by their parents to take English classes, although they recognize that learning English is important for their future. Other students seem to be shy and therefore it is very hard for them to participate in class activities as they fear to be mocked by the other students.

This research intends to determine the real importance and relevance of motivation in the groups of students in order to help them to overcome the issues that are hindering their advance towards the goal of learning English, and to provide the teachers with adequate techniques to apply in the classroom to promote and maintain an adequate level of motivation.

2.2. Structure of the Research Study

CHAPTER ONE: SECOND LANGUAGE LEARNING

1.1 What is Second Language Learning?

Second language acquisition or **second language learning** is the process by which people learn a second language. Second language learning is also the name of the scientific discipline devoted to studying that process. *Second language* refers to any language learned in addition

to a person's first language; although the concept is named *second* language acquisition, it can also incorporate the learning of third, fourth or subsequent languages (Gass & Selinker 2008, page 7) Second language acquisition refers to what learners do to learn the language.

There has been much debate about exactly how language is learned, and many issues are still unresolved. There have also been many theories of second language acquisition that have been proposed, but none has been accepted as an overarching theory by all SLA researchers. Due to the interdisciplinary nature of the field of second language acquisition, the literature on this topic mentions that this is not expected to happen in the near future. However, there are various principles of second language acquisition that are agreed on by most researchers.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or '**learning**' is the product of formal instruction and it comprises a conscious process, which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The primary factor affecting language acquisition appears to be the input that the learner receives. The author Stephen Krashen took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second language acquisition (Krashen., 1981, 1994, 2004). Krashen pointed to studies showing that the length of time a person stays in a foreign country is closely linked with his level of language acquisition. Further evidence for input comes from studies on

reading: large amounts of free voluntary reading have a significant positive effect on learners' vocabulary, grammar, and writing. Input is also the mechanism by which people learn languages according to the universal grammar model (Cook 2008, page 215).

Researchers have also pointed to interaction in the second language as being important for acquisition. According to Long's interaction hypothesis the conditions for acquisition are especially good when interacting in the second language; specifically, conditions are good when a breakdown in communication occurs and learners must negotiate for meaning. The modifications to speech arising from interactions like this help make input more comprehensible, provide feedback to the learner, and push learners to modify their speech (Long 1996).

The meaning of things being communicated is more important for second language acquisition than their form. There is a general agreement among researchers that learners must be engaged in decoding and encoding messages in the second language for the conditions to be right for second language learning. Learners must also be engaged in creating pragmatic meaning in order to develop fluency.

Developing subconscious knowledge of the second language is more important than developing conscious knowledge. While conscious language knowledge is important for many aspects of second language acquisition, developing subconscious knowledge is vital for fluency. The knowledge that people use when they are speaking a language is mostly subconscious. It appears that learners can use conscious knowledge in speech if they have time and they are focused on form, but if these conditions are not met then they will fall back on subconscious knowledge. However, if learners have time to plan their speech, grammatical accuracy can improve.

There is considerable variation in the rate at which people learn second languages, and in the language level that they ultimately reach. Some

learners learn quickly and reach a near-native level of competence, but others learn slowly and get stuck at relatively early stages of acquisition, despite living in the country where the language is spoken for several years. The reason for this disparity was first addressed with the study of language learning aptitude in the 1950s, and later with the *good language learner studies* in the 1970s. More recently research has focused on a number of different factors that affect individuals' language learning, in particular strategy use, social and societal influences, personality, **motivation**, and anxiety. The relationship between age and the ability to learn languages has also been a subject of long-standing debate.

CHAPTER TWO: WHAT IS MOTIVATION?

2.1 Describing the complex meaning of the term “Motivation”

“Motivation is, without question, the most complex and challenging issue facing teachers today”. (Scheidecker and Freeman 1999:116)

The previous assertion shows the importance that is given to motivation nowadays, not only in educational contexts, but also in all the other settings where human beings interact.

Motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers agree that it has a very important role in determining success or failure in any learning situation.

The view of motivation has changed dramatically over the last half of the 20th century, going from a biologically based drive perspective to a behavioral mechanistic perspective and then to cognitive/meditational/constructivist perspective, as mentioned in the work published by Eccles, Wigfield and Schiefele on the state-of-the-art of motivation research that appears on the book called “Teaching and Researching Motivation” by Zoltan Dornyei (Dornyei, 2001),

Motivation is relevant to learning because learning is an active process requiring conscious and deliberate activity. According to the author Deborah Stipek, “even the most able students will not learn if they do not pay attention and exert some effort. If students are to benefit maximally from the educational curriculum, educators must provide a learning context that motivates students to engage in learning activities”. (Stipek, 1993)

Motivation refers to goal-directed behavior, and when one is attempting to measure motivation, attention, can be directed toward a number of

features of the individual. The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals.

Because human behavior has two basic dimensions, direction and magnitude (intensity), motivation by definition concerns both of these. It is responsible for:

- a. The choice of a particular action;
- b. The effort expended on it and the persistence with it.

Therefore, motivation explains **why** people decide to do something, **how hard** they are going to pursue it and **how long** they are willing to sustain the activity.

Components of Motivation

There are three major components to motivation: activation, persistence and intensity.

Activation involves the decision to initiate a behavior, such as enrolling in an English class.

Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more English courses in order to earn a degree although it requires a significant investment of time, energy and resources.

Intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

The term motivation in a second language learning context is seen according to Gardner (1985, page 10) as “**referring to the extent to**

which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

For the specific purpose of second language learning, **motivation is defined as the learner's orientation with regard to the goal of learning a second language.**

2.2 Theories of Motivation in Psychology

As motivation is a complex aspect of human behavior, it is important to analyze shortly, the most influential and leading theories in motivational and social psychology:

Expectancy-value theories- Brophy (1999), Eccles and Wigfield (1995)

According to these theories, motivation to perform various tasks is the product of two key factors:

- a. The individual's expectancy of success in a given task;
- b. The value the individual attaches to success on that task.

The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.

Achievement motivation theory - Atkinson and Raynor (1974)

It is understood as the sum of need for achievement, the probability of success and the incentive value of successful task fulfillment, minus the sum of fear of failure, the incentive to avoid failure and the probability of failure.

Self-efficacy theory (Bandura (1997)

Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, the amount of effort exerted and the persistence displayed.

Attribution theory (Weiner -1992)

The individual's explanations (or 'causal attributions') of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts ability and effort have been identified as the most dominant perceived causes, and it has been shown that past failure that is ascribed by the learner to low ability, hinders future achievement behavior more than failure that is ascribed to insufficient effort.

Self-worth Theory (Convington -1998)

People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in school settings.

Goal setting theory - Locke and Latham (1990)

Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment.

Goal orientation theory – Ames (1992)

Mastery goals, those focused on learning the content, are superior to performance goals, which are focused on demonstrating ability and getting good grades, in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.

Self determination theory- Deci and Ryan (1985), Vallerand (1997)

Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves

performing behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.

Social motivational theory – Weiner (1994), Wentzel (1999)

A great deal of human motivation stems from socio-cultural context rather than from the individual.

Theory of planned behavior – Ajzen (1998) Eagly and Chaiken (1993)

Attitudes exert a directive influence on behavior, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms (perceived social pressures) and perceived behavioral control (perceived ease or difficulty of performing a behavior).

2.2.1 Gardner's Motivation Theory

The work conducted by Gardner in the area of motivation was largely influenced by Mowrer (1950, cited in Larson-Freeman and Long 1994), which was focused on first language acquisition. Mowrer proposed that a child's success when learning a first language could be attributed to the desire to gain identity within the family unit and then the wider language community. Using this as the basis for his own research, Gardner investigated motivation as an influencing factor in L2 acquisition.

Before examining the effect of motivation on second language learning it is important to realize that it is one variable, which, combined with other factors, influences a learner's success. Gardner (1982), in his socio-educational model, identified a number of factors which are interrelated when learning a second language. Unlike other research carried out in the area, Gardner's model looks specifically at second language acquisition in a structured

classroom setting rather than a natural environment. His work focuses on the foreign language classroom. The model attempts to interrelate four features of second language acquisition. These include:

The social and cultural milieu: This refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language. Those beliefs have a significant impact on second language acquisition. An example of this can be seen in the monocultural setting of Britain, where many believe it is not necessary to learn another language and that minority groups should assimilate and become proficient in the dominant language of the country. The same can be said of many other predominantly monocultural communities throughout the world. However, in other countries such as Canada, bilingualism and bi-culturalism, are often encouraged within society (Ellis 1997). Gardner (1979, cited in Skehan 1993) suggests that expectations regarding bilingualism, combined with attitudes towards the target language and its culture, form the basis of an individual's attitude towards language learning. These are closely interrelated.

Individual learner differences: The second phase of Gardner's model introduces the four individual differences which are believed to be the most influential in second language acquisition. These include the variables of: **intelligence, language aptitude, motivation and situational anxiety** (Giles and Coupland, 1991).

The setting or context in which learning takes place: Two contexts are identified, namely formal instruction within the classroom and unstructured language acquisition in a natural setting. Depending upon the context, the impact of the individual difference variables alters. For example, in a formal setting intelligence and aptitude play a dominant role in learning, while

exerting a weaker influence in an informal setting. The variables of situational anxiety and motivation are thought to influence both settings equally.

Linguistic outcomes: linguistic and non-linguistic outcomes of the learning experience are identified. Linguistic outcomes refer to actual language knowledge and language skills. It includes test indices such as course grades or general proficiency tests. Non-linguistic outcomes reflect an individual's attitudes concerning cultural values and beliefs, usually towards the target language community. Ellis (1997) mentions that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes.

Within the model, motivation is perceived to be composed of three elements. **These include effort, desire and affect.** Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study (Gardner 1982).

Gardner highlights two different types of motivation:

- A. **Integrative motivation.** It is the desire to learn a language in order to communicate with people from another culture that speak that language; the desire is also there to identify closely with the target language group. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members.

B. Instrumental motivation. It is the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc. Underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

Instrumental motivation vs. integrative motivation

A distinction has been made in the literature between ‘integrative’ and ‘instrumental’ motivation. Gardner and Lambert (1959, 1972) showed that success in a foreign/second language is likely to be lower if the underlying motivational orientation is instrumental rather than integrative.

While both integrative and instrumental motivations are essential elements of success, it is integrative motivation, which has been found to sustain long-term success when learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al 1991). In some of the early research conducted by Gardner and Lambert, integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition.

It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Such is the case of the students of the Benedict School of Languages, Villa Flora branch.

Brown (2000) makes the point that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both, the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

Another distinction that may be more useful for teachers, is that between 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived from external incentives).

The authors: Crookes and Schmidt (1991), and Gardner and Tremblay (1994) explored four other motivational orientations:

- a. Reason for learning,
- b. Desire to attain the learning goal,
- c. Positive attitude toward the learning situation, and
- d. Effortful behavior.

Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- a. **Attitudes** (i.e., sentiments toward the learning community and the target language)
- b. **Beliefs about self** (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety).
- c. **Goals** (perceived clarity and relevance of learning goals as reasons for learning).
- d. **Involvement** (i.e., extent to which the learner actively and consciously participates in the language learning process).
- e. **Environmental support** (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience).
- f. **Personal attributes** (i.e., aptitude, age, sex, and previous language learning experience).

According to Gardner, what is called second language motivation can be described as ***“a complex of constructs, involving the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”*** Gardner (2001).

2.2.2 Gardner's Socio-Educational Model of Second Language Acquisition

Graphic 1 shows a schematic representation of this model, which is comprised of four sections: External Influences, Individual Differences, Language Acquisition Contexts and Outcomes.

The category of **External Influences** replaces that of the Social Milieu in earlier versions, and is more general in its nature. **External Influences** include any factors that might influence language learning. There are two classes of such influences indicated: History and Motivators:

History: is the complex of social and personal variables that the individual brings with him or her that can influence second language acquisition. A good example of this are schoolchildren learning English in Ecuador, who have a different cultural background than English speaking students learning Spanish in Texas, or French in Canada.

In the socio-educational model, past experiences and family and cultural background are considered important to learning a second language, because it is assumed that learning another language is different from other learning that takes place in school, because, in learning another language, the student is required to incorporate speech sounds, grammatical structures, behavior patterns, and the like that are characteristic of another culture, and this is not true of most other school subjects. Other subjects like arithmetic, history, geography, music, etc., are generally all part of the student's culture, or cultural perspective at least, so that acquiring this material does not involve any personal conflict. But learning another language involves making something foreign a part of one's self. As such, one's conception of the "self" and their willingness to open it up to change, as well as their attitudes toward the other community,

or out-groups in general, will influence how well they can make this material part of their behavioral repertoires.

Motivators: Currently, there is the belief that one can distinguish between motivation and motivating (cf., Dornyei, 1994; 2001). Thus, it is proposed that teachers can help the language learning process by motivating their students. Dornyei (2001, page 119) presents a set of four principles that he considers important in this conception of motivation. They are:

1. Creating the basic motivational conditions
2. Generating student motivation
3. Maintaining and protecting motivation
4. Encouraging positive self-evaluation

In the model (see Graphic 1), these motivators are shown to have a direct effect on Attitudes toward the Learning Situation. The results of Gardner's investigation suggest that teacher variables can have an effect on attitudes toward the learning situation, and it is proposed that these reflect differences in techniques used by teachers to motivate their students.

These two classes of background variables are seen as having an effect on integrativeness and attitudes toward the learning situation respectively. These are just two of six classes of individual difference variables that are hypothesized to play a role in second language learning. Under the category of **Individual Differences**, the two variables, Integrativeness, and Attitudes toward the learning Situation are shown as having a direct effect on another variable: motivation.

The variable, **Attitudes toward the Learning Situation**, involves attitudes toward any aspect of the situation in which the language is learned. In the school context, these attitudes could be directed toward the teacher, the course in general, one's classmates, the course materials, extra-curricular activities associated with the course, etc... This is not meant to imply that the individual necessarily thinks everything about the class is ideal. If the language teacher is ineffective or non-responsive, or, if the course is particularly dull or confused, etc., these factors will undoubtedly be reflected in the individual's attitudes toward the learning situation.

The variable: **Motivation** refers to the driving force in any situation. In the socio-educational model, motivation to learn the second language is viewed as requiring three elements.

- **First**, the motivated individual **expends effort** to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc.
- **Second**, the motivated individual **wants** to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success.
- **Third**, the motivated individual will **enjoy** the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times.

In the socio-educational model, all three elements, effort, desire, and positive affect, are seen as necessary to distinguish between individuals who are more motivated and those who are less motivated. Each element, by itself, is seen as insufficient to reflect motivation. Some students may display effort, even though they

have no strong desire to succeed, and may not find the experience particularly enjoyable. Others may want to learn the language, but may have other things that detract from their effort, etc. The point is the truly motivated individual displays effort, desire, and affect.

Motivation is a complex concept, and the motivated individual exhibits many other qualities in addition to effort, desire, and affect. Motivated individuals have goals, both proximate and distal. They experience satisfaction when they are successful and dissatisfaction when they are not. They make attributions about their successes and failures, etc. That is, the motivated individual displays many characteristics, but the researchers have found that by operationally defining motivation in terms of effort, desire, and attitude, they can adequately distinguish differing levels of motivation.

Graphic No. 1 also shows that the three classes of variables, 'Integrativeness', 'Attitudes toward the Learning Situation', and 'Motivation' form "**Integrative Motivation**". Integrative motivation is hypothesized to be a complex of attitudinal, goal-directed, and motivational attributes. That is, the integratively motivated individual is one who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively. In the model, Integrativeness and Attitudes toward the Learning Situation are seen as two correlated supports for motivation, but it is motivation that is responsible for achievement in the second language. Someone may demonstrate high levels of Integrativeness and/or very positive Attitudes toward the Learning Situation, but if these are not linked with motivation to learn the language, they will not be particularly highly related to achievement. Similarly, someone who exhibits high levels of motivation that are not supported by high

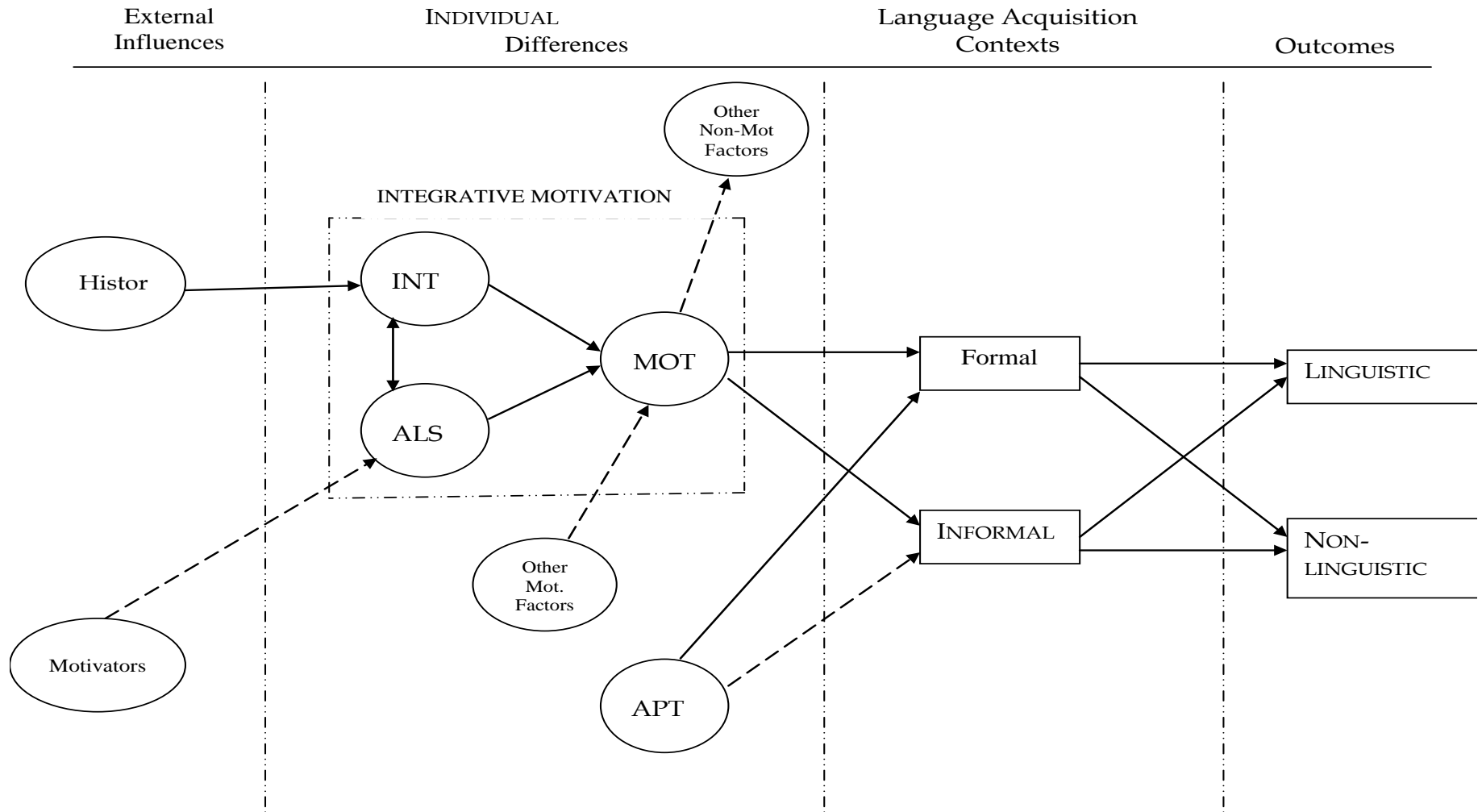
levels of Integrativeness and/or favorable Attitudes toward the Learning Situation may not exhibit these high levels of motivation consistently.

Motivation (MOT) and Language Aptitude (APT) are shown as two variables that can have effects in both formal and informal contexts. Formal learning contexts refer to any situation in which language instruction takes place, as for example the typical language classroom, the language laboratory, language computer laboratories, etc. Both Motivation and Language Aptitude are shown to have direct effects in this type of context as indicated by the solid arrows. That is, language aptitude and motivation will each influence how successful the individual is in learning the language in formal contexts.

Informal learning contexts refer to any other setting where the individual might learn language material. Examples of these would include written material, radio and television broadcasts, movies, language clubs, etc., where the individual can experience the language in a context other than one focusing on instruction. Motivation is shown as having a direct influence on this context (as indicated by the solid arrow) because it is expected that differences in motivation would play a major role in influencing whether or not an individual would even enter the situation. Once there, language aptitude would play a role in how much the individual would profit from the experience, but it is shown as having an indirect effect (as indicated by the broken arrow), because it would not come into play until the individual had actually entered the situation.

Graphic 1: Revised Socio-Educational Model

R. C. Gardner, *Language Learning Motivation: The Student, the Teacher, and the Researcher*



Both formal and informal language learning contexts are shown as having both linguistic and non-linguistic outcomes. Linguistic outcomes refer to various aspects of proficiency in the language (i.e., vocabulary, grammar, aural comprehension, oral production and the like). Non-linguistic outcomes refer to those other consequences of language learning such as language anxiety, various attitudes, motivation, willingness to make use of the language, etc. Thus, as can be seen, differences in motivation and language aptitude interact with the language learning contexts to produce many consequences.

The model also shows two other variables that are hypothesized not to relate directly to the Learning Contexts. One is identified as Other Motivational Factors, and is shown as having a possible effect (through the broken arrow) on Motivation. Thus, there may be instrumental factors contributing to motivation (cf., Dornyei, 1994; 2001), and we could label this combination of instrumental factors and motivation as Instrumental Motivation.

The second other variable is identified as Other Non-Motivational Factors. These would include variables such as Language Learning Strategies. The use of such strategies can influence achievement by providing schema and techniques to help learn the material, etc. To the extent that they play a role in language learning, it would be expected that they would be used by the motivated individual, hence the possible link between Motivation and the Other Non-Motivating Factors.

2.3 Socio-cultural and contextual influences on behavior

As mentioned in the literature, perhaps the most important new development of motivational psychology during the past decade has been an increasing emphasis placed on the study of motivation that stems from the socio-cultural context rather than from the individual.

2.3.1 Social Motivation

Weiner (1994) refers to the complex of motives that are directly linked to the individual's social environment as "social motivation", emphasizing the interpersonal nature of this type of motivation. The examples include action associated with:

- Social welfare goals, such as becoming a productive member of society
- Social solidarity goals, such as trying to bring some degree of honor to one's family.
- Social approval goals, such as doing well in school to gain the approval of peers or teachers.

Social motivation can be contrasted to personal motivation, which concerns issues such as:

- Fulfilling personal desires
- Gaining knowledge to satisfy one's curiosity or to become more educated
- The impact of self-confidence and self-efficacy on one's achievement strivings.

2.3.2 Cultural Aspects of Motivation

It has been widely confirmed that setting specific socio-cultural values mediate achievement cognition and behavior. Socio-cultural values are normative beliefs about what is right and wrong in thought and action that are shared by most members in a given cultural or social group, (Phalet and Lens, 1995). Regarding academic achievement, three particular aspects of such values have been found to be relevant (Chen and Stevenson, 1995):

- The value placed on education
- Cultural beliefs about learning
- Social support for academic pursuits from family and peers

The best-documented cross-cultural difference in value systems is the contrast between:

Individualism: is focused on the achievement of personal goals for the purpose of pleasure, autonomy, and self-realization.

Collectivism: is focused in the achievement of group goals, by the group, for the purpose of the group well-being, relationships, and togetherness, the common good and collective utility. (Triandis, 1995)

Social Motivation and the micro context of learning

The macro contextual influences that were mentioned above, work in combination with the effects of the learner's micro context, this is the immediate learning environment of the student.

Many researchers have investigated the socio-cultural component of student motivation and a set of ten motivational factors was obtained, five of these are socially determined:

- **Competition** with peers
- **Power**, relating to positions of authority like group leadership
- **Affiliation**, that is, cooperation with peers
- **Social concern** or caring for each other
- **Recognition**, that is, the desire to please the teacher and receive praise from friends, teachers and parents.

2.4 The temporal dimension of motivation

Motivation is not a relatively constant state but rather a more dynamic entity that changes over time, with the level of effort invested in the pursuit of a particular goal oscillating between regular difficulties. Therefore, an adequate theory of motivation needs to include a featured temporal dimension that accounts for systematic patterns of transformation and evolution in time

As a response to this temporal dimension of Motivation, the authors Dornyei and Otto (1998); Dornyei (2000, 2001) have developed a process-oriented approach. This means that it takes a dynamic view of motivation, trying to account for the changes of motivation over time. This is an important consideration, because when we talk about a prolonged learning activity, such as mastering a second language, motivation cannot be viewed as a stable attribute of learning that remains constant for several months or years. Instead, what most teachers find is that their students' motivation fluctuates. Such variation may be caused by a range of factors, such as the phase of the school year (e.g. motivation might decrease with time) or the type of activity that the students face.

The main assumption underlying the process-oriented approach is that motivation consists of several distinct phases (see Graphic No.2):

First it needs to be **generated**; the motivational dimension related to this initial phase can be referred to as choice motivation, because the generated motivation leads to the selection of the goal or task to be pursued.

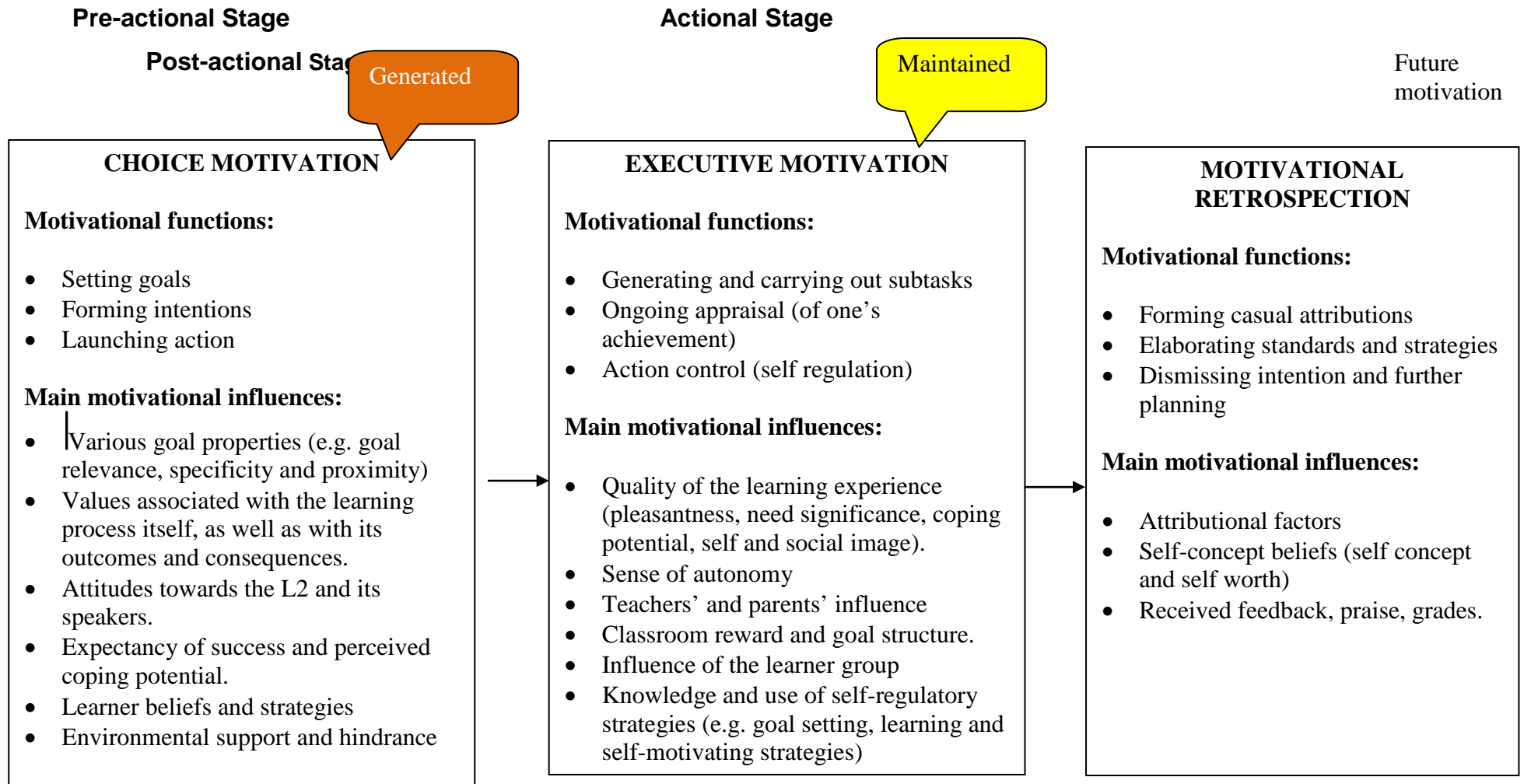
Second, the generated motivation needs to be **actively maintained** and protected while the particular action lasts. This motivational dimension has been referred to as executive motivation, and it is particularly relevant to learning in classroom settings, where students are exposed to a great number of distracting influences, such as off-task thoughts, irrelevant distractions from others, anxiety about the tasks, or physical conditions that make it difficult to complete the task.

Finally, there is a third phase following the completion of the action termed **motivational retrospection**, which concerns the learners' retrospective evaluation of how things went. The way students process their experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future.

Graphic No. 2 includes the main motives that influence the learner's behavior/ thinking during the three phases. What is important to note about these lists is that the different motivational phases appear to be driven by different motives. In agreement with other researchers (e.g. Heckhausen 1991, Williams and Burden 1997) it is believed that it involves largely different considerations to deliberate the reasons for doing something and subsequently to decide on a course of action, that is, to initiate motivation, from sustaining motivation.

Graphic 2: Process Model of learning Motivation in the L2 classroom

(Dornyei, Zoltan, 2001, Motivational Strategies in the Language Classroom (page 22), Cambridge University Press)



2.5 Relation between Motivation and Second Language Learning

The learner's attitude to the learning process has also been identified as being critically important to second language acquisition. Anxiety in language-learning situations has been almost unanimously shown to be detrimental to successful learning. A related factor, personality, has also received attention, with studies showing that extroverts are better language learners than introverts. Social attitudes such as gender roles and community views toward language learning have also proven critical. Language learning can be severely affected by cultural attitudes, with a frequently cited example being the difficulty of Navajo children in learning English. In addition, the motivation of the individual learner is of vital importance to the success of language learning. Studies have consistently shown that *intrinsic motivation*, or a genuine interest in the language itself, is more effective over the long-term than *extrinsic motivation*, as in learning a language for a reward such as high grades or praise.

In connection with the socio-cultural influence on motivation, the following seem to be the most important factors in the learning environment:

The Parents

The students' motivation in the school context is strongly affected by certain people who are not directly involved in the school scene, the parents. As mentioned by Eccles (1998), four parenting factors have been traditionally identified as significantly shaping student motivation:

- Developmentally appropriate timing of achievement demands/pressure.
- High confidence in one's children's abilities
- A supportive affective family climate
- Highly motivated role models

The Teachers

The teachers' role in shaping student motivation is complex, because teachers also act as key figures or authorities, who affect the motivational quality of the learning process by providing mentoring, guidance, nurturance, support and

limit setting. Being the officially designated leaders within the classroom, they embody group conscience, symbolize the group's unity and identity and serve as a model or a reference. To lead means to direct and energize that is, to motivate. Teachers have a multiple influence on student motivation, which can be separated in four dimensions:

The personal characteristics of the teachers, including the level of motivation, commitment, warmth, empathy, trustworthiness, competence, etc.

Teacher immediacy, this is the perceived physical or psychological closeness between people. The results of research on this topic show that teachers' verbal and non-verbal immediacy behaviors that reduce the distance between teacher and students (e.g. addressing students by name, using humor, moving around in the class) may impact the levels of learning by modifying student classroom motivation.

Active motivational socializing behavior, by which teachers can exert a direct and systematic motivational influence by means of actively socializing the learners' motivation through appropriate:

- Modeling: setting an example in terms of effort expenditure and orientations of interest in the subject.
- Task presentations: calling students' attention to the purpose of the activity they are going to do, raising their interest and expectation of success.
- Feedback / reward system: this communicates a clear message about their priorities, value preferences and attributional beliefs.

Through these channels, teachers communicate their beliefs, expectations and attitudes, thereby pressing the students to adopt similar beliefs, attitudes, expectations and behaviors.

Classroom management. The teachers are in almost total control of the running of the classroom, including setting and enforcing rules, establishing procedures and organizing grouping activities, which greatly influence the

student's motivation. Two aspects of the managerial role are particularly important:

- Setting and maintaining group norms, which are central determinants of student behavior in classroom settings.
- The teacher's type of authority, which may be autonomy supporting or controlling. Here, it is important to consider that sharing responsibility with the students, offering them options and choices, letting them participate in establishing priorities and involving them in the decision-making process, enhance student self-determination and intrinsic motivation.

Peer Group

A long-standing truth in educational psychology is that learners are individuals and must be treated as such if we expect to optimize their motivation and learning, however, the inherent social nature of classroom learning challenges this notion of individualism. It is also necessary to recognize the need for student "belongingness" or "affiliation".

The motivational impact of peer relationships can be studied more meaningfully within a broader framework of group influences that include three main factors:

- The group's structure – made up of four components: inter-member relations, group norms, group roles and the status hierarchy within the group.
- The group's developmental level, degree of maturity in terms of cohesiveness, independence, self-reliance and productivity.
- The teacher's leadership style and behavior.

The School:

A recent development in the study of social motivation is the recognition that there is an additional psychological environmental level between the learners' micro-context (class group) and macro-context (the school). The authors Maehr and Midgley (1991), have argued that schools vary in their general climate and policies, for example in terms of:

- School-wide stress on accomplishment
- General expectations regarding student potential
- School-level authority and management structures
- The teachers' sense of efficacy
- Grouping practices
- Evaluation practices
- Promoting ability tracking

This variation influences the motivation of both teachers and students in a fundamental way.

2.6 Student de-motivation

There are both positive and negative forces exerting their influence on ongoing student behaviors, some of them definitely have a detrimental rather than a positive effect on motivation, that is, instead of energizing action, they de-energize it. A variety of events that take place in the classroom can have demotivating effects on the students, for example: public humiliation, devastating test results or conflicts with peers.

2.7 “De-motivation” Vs. “Motivation”

As Zoltan Dornyei mentions, a de-motivated learner is someone who was once motivated but has lost his or her commitment/interest for some reason. De-motivation concerns of specific external forces that reduce or diminish the motivational basis of behavioral intention or an ongoing action.

Demotivation does not mean that all the positive influences that originally made up the motivational basis of the behavior have been annulled; rather, it is only the resultant force that has been dampened by a strong negative component.

The authors Decy and Ryan (1985) in their self-determination theory mention the concept of Amotivation, which refers to the lack of motivation caused by the realization that “there is no point” or “it is beyond me”; thus, amotivation is related to general outcome expectations that are unrealistic for some reason,

whereas “demotivation” is related to specific external causes. This research work is especially focused on those causes, which can be controlled by the teacher in order to foster motivation among the students.

Two different investigations of demotivation by Gorham and Christophel (1992) generated consistent results: approximately two thirds of the reported sources of demotivation were caused by the teacher. The rank order of the frequency of the various demotives mentioned by the students are:

1. Dissatisfaction with grading and assignments
2. The teacher being boring, bored, unorganized and unprepared
3. The dislike of the subject area
4. The inferior organization of the teaching material
5. The teacher being unapproachable, self-centered, biased, condescending and insulting.

Another researcher called Gary Chambers (1993) determined that the students stated the following reasons for their demotivation:

- a. The teacher going on and on without realizing that he has already lost everybody.
- b. Not giving clear enough instructions
- c. Using inferior equipment
- d. Not explaining things sufficiently
- e. Criticizing students
- f. Shouting at them when they do not understand
- g. Using old-fashioned teaching materials

Other researchers such as Ema Ushioda have found out that some of the most important student demotives have to do with teaching methods and learning tasks. She emphasizes that the learners in her sample did manage to sustain or revive their positive motivational disposition in the face of the various negative experiences due to the use of a number of effective self-motivating strategies such as:

- a. Setting oneself short-term goals
- b. Positive self-talk

- c. Indulging in an enjoyable L2 activity that is not monitored by the teachers (such as watching a movie).

The results of the investigation performed by Zoltan Dornyei show that other demotives mentioned by students are:

- a. Inadequate school facilities
- b. Negative attitude towards the L2
- c. The compulsory nature of L2 studies
- d. The interference of another foreign language being studied
- e. The negative attitude towards the L2 community
- f. The attitudes of other group members
- g. The course book used in the language class

All the above-mentioned researchers finally concluded that:

- a. Teachers must listen to their students and must directly address the important teacher and course specific aspects mentioned by students if they want students to be motivated to learn.
- b. Demotivation is an important phenomenon in L2 studies and teachers have considerable responsibility in this respect.

2.8 Teacher Motivation

The language teacher also has a number of duties and responsibilities in the language learning context. To achieve their goals, language teachers must have knowledge and skill in the language. On the one hand, this requires that they be sufficiently proficient to have the knowledge and skill to teach the language, and students can quickly determine if the teacher lacks proficiency. Besides, the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the student but also to encourage them to learn the material, and more importantly to use it. Often in addition, teachers want the students to not simply use the language, but to use it correctly. This requires a lot of work and dedication on the part of both the teacher and the student, and is one of the many factors that account for the learning of a second language to be a difficult and time-consuming task. Add to this the frequently occurring

phenomenon that there are few opportunities for the student to experience the language outside of the classroom, and the enormity of the problem for the teacher is put into perspective.

A review of the literature suggests that four motivational aspects are particularly featured with respect to teacher motivation:

- a. It involves a prominent intrinsic component as a main constituent.
- b. It is very closely linked with contextual factors, associated with the institutional demands and constraints of the workplace and the salient social profile of the profession.
- c. Along with all the other types of career motivation, it concerns an extended, often lifelong, process with a featured temporal axis (career structure and promotion possibilities).
- d. It appears to be particularly fragile, that is, exposed to several powerful negative influences (some being inherent to the profession).

In sum, the intrinsic dimension of teacher motivation is related to the inherent joy of pursuing a meaningful activity related on one's subject area of interest in an autonomous matter, within a vivacious collegial community, with self-efficacy, institutional goals and performance feedback being critical factors in modifying the level of effort and persistence.

Teacher motivation is also affected by contextual influences such as:

- a. The school's general climate and the existing school norms
- b. The class sizes, the school resources and facilities
- c. The standard activity structure within the institution
- d. Collegial relations
- e. The definition of the teacher's role by colleagues and authorities
- f. General expectations regarding student potential
- g. The school's reward and feedback system
- h. The school's leadership and decision-making structure

As well as students' motivation, teachers' motivation also has a temporary dimension. Teachers' motivation is not just about the motivation to teach but also about the motivation to be a teacher as a lifelong career. A career perspective highlights the temporal dimension of motivation in vocational engagements. However, if the career path is closed and does not present future steps, this will have a marked negative impact on the individual's work morale.

Some other negative influences in teaching motivation are:

- a. The particularly stressful nature of most teaching jobs
- b. The inhibition of teacher autonomy by set curricula, standardized tests, imposed teaching methods and other institutional constraints.
- c. Insufficient self-efficacy on most teachers' part due to inappropriate training
- d. Content repetitiveness and limited potential for intellectual development
- e. Inadequate career structure

2.9 Relationship between teacher motivation and student motivation

The teacher's motivation usually affects the motivational disposition of the learners, their motivation and the level of achievement. One component of the "motivation to teach" complex involves the teacher's expectation about the students' learning potential. This teacher expectation factor has been shown to affect the students' rate of progress. There is a consensus in that initial teacher expectations trigger off various events and teacher behaviors, which influence student performance in a corresponding fashion. These mediating influences can be:

Direct: extra learning opportunities or increased challenges, or

Indirect: improved rapport and more detailed performance feedback, which change student attitudes and motivation.

If they are consistent over time, these influences are likely to affect the students' self-concept, level of aspiration, achievement strivings, classroom conduct and

interaction with the teacher. The cumulative effect of these changes will then be a change in the students' achievement.

This effect can be positive but it can be also negative when it involves negative expectations, meaning that the teacher may expect less than what the student is capable of doing and in these cases the false evaluation of beliefs about students can become harmful. Brophy (1985, page 180) lists eight concrete ways by which negative expectancy driven teacher behavior can reduce student motivation:

1. Giving up easily on low-expectation students
2. Criticizing them more often for failure
3. Praising them less often following success
4. Praising inappropriately
5. Neglecting to give them any feedback following their responses
6. Seating them in the back of the room
7. Generally paying less attention to them or interacting with them less frequently.
8. Expressing less warmth towards them or less interest in them as individuals.

The author Csikszentmihalyi (1997) points out that the most influential teachers, those who make a real difference in their students' development, are the ones who are dedicated and passionate about what they do. Effective teachers are not necessarily the ones who are successful in the business of transferring cognitive information; instead, the positive impact of good teachers is due to the strength of their commitment towards the subject matter, which instills in students a similar willingness to pursue knowledge. Effective instructors should act as an inspiration and resource, encouraging and supporting students' intrinsic motivation to create, explore, learn and experiment. In order to achieve that, they need to be 'enthused and involved in the teaching process and in the material they are teaching' (Csikszentmihalyi, 1997, page 69).

As Deci et al (1997) emphasize the relationship between the teacher and student motivation is an interactive one that can be either positively or negatively synergistic. Yet, the fact is that teachers are the designated leaders

of the class groups and therefore they have a special responsibility for maintaining their own commitment to the teaching process. If they abandon this responsibility, this will result in their 'psychological absence' from the teaching process, which is the farthest way to undermine the motivational base of the learners.

CHAPTER THREE: MOTIVATION AND MOTIVATING IN THE FOREIGN LANGUAGE CLASSROOM

With motivation being an important factor in learning success, teaching skills in motivating learners should be seen as central to teaching effectiveness. As part of my own observation, I have detected that teachers usually wish to know how they can intervene or what they can actually do to motivate their students. In other words, for teachers, the real area of interest is not so much the nature of 'motivation' itself as the various techniques or strategies that can be employed to motivate students.

The purpose of motivational strategies is to consciously generate and enhance student motivation, as well as maintain ongoing motivated behavior and protect it from distracting and/or competing action tendencies. Such strategies are used to increase students' involvement and to 'save' the action when ongoing monitoring reveals that progress is slowing, halting or backsliding.

In his book, the author Zoltan Dornyei (2001) mentions that all the different motivational approaches in the second language field and in educational psychology are based on the idealistic belief that 'all students are motivated to learn under the right conditions, and that the teacher can provide these conditions in the classroom (MCombs and Pope, 1994: vii). This assumption is not real; realistically, it is highly unlikely that everybody can be motivated to learn anything, yet, he believes that most students' motivation can be improved and increased.

Although rewards and punishments are too often the only tools present in the motivational arsenal of many teachers, the spectrum of other potentially more effective motivational strategies is so broad that it is hard to imagine that none of them would work.

3.1 Motivational techniques and strategies

The following account of motivational strategies is intended to demonstrate the variety of different ways by which human achievement behavior can be promoted.

The long list of relevant motivational techniques is organized into separate themes using the following taxonomy based on the process-oriented model by Dornyei and Otto (1998). The key units in this process-oriented organization include:

3.1.1 Creating the basic motivation conditions

Motivational strategies cannot be employed successfully in a motivational vacuum; certain preconditions must be in place before any further attempts to generate motivation can be effective. The most important of these motivational conditions are:

- a. **Appropriate teacher behaviors and good relationship with the students:** as mentioned before, teachers play a significant role in socializing and shaping the motivation of their students through their: 1. Personal characteristics, 2. Verbal and non-verbal 'immediacy' behavior. 3. Active motivational socializing behavior. 4. Classroom management practices.

Indeed, almost everything a teacher does in the classroom has a motivational influence on students, which makes teacher behavior a powerful 'motivational tool'. Motivational teacher influences are manifold, ranging from the rapport with the students to specific teacher behaviors which 'persuade' or 'attract' students to engage in on-task behaviors.

A key element is to establish relationships of mutual trust and respect with the learners. This involves finding opportunities to talk with them on personal level and letting them know that their individual effort is recognized. Another factor, which is believed to be the most important ingredient of motivational successful teaching, is **enthusiasm**, as

enthusiastic teachers convey a great sense of commitment to and excitement about the subject matter content.

Note: All strategies are taken from the book 'Motivational Strategies in the Language Classroom', Zoltan Dornyei, 2001.

Strategy 1

Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.

More specifically:

- Share your own personal interest in the L2 with your students.
- Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.

Strategy 2

Take the students' learning very seriously. More specifically:

- Show students that the teacher cares about their progress.
- Indicate the mental and physical availability of the teacher for all things academic.
- Have sufficiently high expectations for what the students can achieve.

Everyone must agree that a motivating teacher should have a positive relationship with the students on a personal and not just on an academic level. Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners. Developing a personal relationship with the students and achieving their respect is a gradual process built on a foundation whose components include the teacher's:

- **Acceptance of the students:** it involves a non-judgmental positive attitude; it should not be confused with approval, as one may accept a person without necessarily approving of everything she does.
- **Ability to listen and pay attention to them:** According to Wlodkowski (1986:28), listening to a person is the 'single most powerful transaction that occurs between ourselves and another person that tells that individual that we accept him as a human being. The way the teacher listens tells learners more than anything else, how much consideration we are really giving them'. That is, students need to feel that the teacher pays personal attention to them. Some small actions that help to show this are:
 - Greet students and remember their names.
 - Smile at them.
 - Notice interesting features of their appearance (e.g. new haircut).
 - Learn something unique about each student and occasionally mention it to them.
 - Ask them about their lives outside school.
 - Show interest in their hobbies.
 - Express in the teacher's comments that their individual effort is recognized.
 - Recognize birthdays.
 - Move around in class.
 - Include personal topics and examples about students in discussing content matters.
 - Send notes/homework to absent students.
- **Availability for personal contact:** this may be a difficult issue because most of the teachers are usually pressed for time, but it may be easier to be able to do some of the following:
 - Join students for lunch in the school cafeteria (if there is one).
 - Join students in the playground.

- Chaperone school events.
- Give the students the teacher's home telephone number for times when they need assistance.
- Give them the teacher's e-mail address and encourage them to write.
- Set a weekly slot when the teacher is at the office /staff room in case someone wants/needs to talk.

Strategy 3

Develop a personal relationship with your students. More specifically:

- Show students that you accept and care about them.
- Pay attention and listen to each of them.
- Indicate your mental and physical availability.

Finally, in this area, having a good relationship with the parents is also highlighted as an important issue, as they can be powerful allies in any motivational effort. Gardner (1985) argues that with regard to L2 learning, the parents also play a 'passive role', which involves indirect modeling and communicating their attitudes towards L2 learning and the L2 community.

Strategy 4

Develop a collaborative relationship with the students' parents. More specifically:

- Keep parents regularly informed about their children's progress.
- Ask for their assistance in performing certain supportive tasks at home.

b. A pleasant and supportive classroom atmosphere

Language learning is one of the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code, it is usual to have a great level of language anxiety in the classroom, and this has been found to be a powerful factor hindering L2 learning achievement (MacIntyre 1999; Young 1999). The solution is that teachers need to create a pleasant and supportive classroom atmosphere. It is important to mention is that in a safe and supportive classroom the norm of tolerance prevails and students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake.

Another tool to improve classroom atmosphere is the use of humor. The classroom atmosphere is also strongly influenced by the decoration and sometimes it is recommended to involve the students in decorating the classroom so that they are able to personalize the area.

Strategy 5

Create a pleasant and supportive atmosphere in the classroom.

More specifically:

- Establish a norm of tolerance.
- Encourage risk-taking and have mistakes accepted as a natural part of learning.
- Bring in and encourage humor.
- Encourage learners to personalize the classroom environment.

c. A cohesive learner group with appropriate group norms:

The characteristics of the class group make a lot of difference when it comes to students' attitudes towards learning. Indeed, it is

a well-established fact in social psychology that the 'group' as a social unit exerts a powerful influence on its members' behavior.

In this sense, it is important to create a cohesive learner group, this is a group, which is 'together', in which there is a strong 'we' feeling, and which students are happy to belong to. Cohesiveness refers to the members' commitment to the group and to each other. Cohesiveness is often manifested by members seeking each other out, providing mutual support and making each other welcome in the group (Ehrman and Dornyei 1998). What is even more important from our perspective is that student motivation tends to increase in cohesive class groups. This is because in such groups, students share an increased responsibility for achieving the group goals, they 'pull each other along' and the positive relations among them make the learning process more enjoyable in general.

Strategy 6

Promote the development of group cohesiveness. More specifically:

- Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.
- Use ice-breakers at the beginning of a course.
- Regularly use small-group tasks where students can mix.
- Encourage and if possible organize extracurricular activities and outings.
- Try and prevent the emergence of rigid seating patterns.
- Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.
- Promote the building of a group legend.

It is also useful to establish constructive group norms that determine what students can and cannot do. If the group adopts

effective learning-oriented norms, this can be a major contribution to group motivation.

Strategy 7

Formulate group norms explicitly, and have them discussed and accepted by the learners. More specifically:

- Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly.
- Explain the importance of the norms you mandate and how they enhance learning, and ask for the students' agreement.
- Elicit suggestions for additional rules from the learners and discuss these in the same way as the rules you have proposed.
- Put the group rules (and the consequences for violating them) on display.

At this point, it is important to mention that sometimes, it may be necessary to discipline students; however, this can be done in a motivational way. From the perspective of group dynamics, the best method of discipline is to leave it to the students themselves, and when someone violates the class norms, the group is likely to be able to cope with such deviations. If this does not help, the teacher must confront students about misbehavior. At times like this, the rule of thumb generally mentioned in the literature is that the teacher should address the issue directly, trying to discuss with the students involved what they can do to engage in more positive behavior. This may be easier if the teacher manages to separate students from their actions in the spirit of 'I accept you but not your behavior'.

Strategy 8

Have the group norms consistently observed. More specifically:

- Make sure that you yourself observe the established norms consistently.
- Never let any violations go unnoticed.

3.1.2 Generating initial student motivation

Psychologists often view little children as motivationally 'innocent' and 'uncontaminated' because they seem to possess a natural curiosity about the world and an inherent desire to learn. This is, in fact, often cited as a proof that motivation to learn, just like the ability to acquire language, is an innate characteristic of the human species. Therefore, in an ideal world where the learners' curiosity and inherent motivation has not yet been curbed or diminished by a student-unfriendly school system, all learners are eager to learn and the learning experience is a constant source of intrinsic pleasure for them.

However, teachers around the world have found that reality is a sharp contrast with this idyllic view, and therefore, it is important to adopt a more down-to-earth perspective.

For most teachers the real motivational issue is to find ways to encourage their students to accept the goals of the given classroom activities, regardless of whether or not the students enjoy these activities or would choose to engage in them if other alternatives were available. Usually, student motivation will not be automatically present in the class group and the teacher will need to try and actively generate positive student attitudes towards learning, even if the basic motivational conditions described above are in place.

3.1.2.1 Enhancing the learners' language-related values and attitudes

At this point, it is important to consider the question of values. Every person has a value system consisting of a collection of attitudes, beliefs and feelings related to the world around us and who we are in it, which is the outcome of our upbringing and our past experiences; it determines our basic preferences and approaches to activities. Therefore, **the best consequences in motivating second language learners can be achieved by promoting positive language-related values and attitudes.**

Here, it is necessary to mention three separate value dimensions:

- Actual process of learning the target language - intrinsic value;
- Target language itself and its speakers - integrative value;
- Consequences and benefits of having learnt the target language - instrumental value.

Although it is not easy to modify the value system of a person, values can be socialized rather effectively through three processes:

- Exposure to respected models who exhibit them, not only teachers, but peers may also be good models to follow.
- Persuasive communication;
- Participation in powerful learning experiences.

Strategy 9

Promote the learners' language-related values by presenting peer role models. More specifically:

- Invite senior students to talk to the class about their positive experiences.
- Feedback to the students the views of their peers, e.g. in the form of a class newsletter.
- Associate your learners with peers (e.g. in group or project work) who are enthusiastic about the subject.

Strategy 10

Raise the learners' intrinsic interest in the L2 learning process.

More specifically:

- Highlight and demonstrate aspects of L2 learning that the students are likely to enjoy.
- Make the first encounters with the L2 a positive experience.

Strategy 11

Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general. More specifically:

- Include a socio-cultural component in their language curriculum.
- Quote positive views about language learning by influential public figures.
- Encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).
- Promote contact with L2 speakers and L2 cultural products.

Strategy 12

Promote the students' awareness of the instrumental values associated with the knowledge of an L2. More specifically:

- Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.
- Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.
- Encourage the learners to apply their L2 proficiency in real-life situations.

3.1.2.1 Increasing the learners' expectancy of success

The notion of 'expectancy of success' has been one of the most researched factors in motivational psychology for the past four decades, which is due to the undeniable fact that we do things best if we believe we can succeed. Similarly, we learn best when we expect success. Expectancy of success and values go hand in hand, which is why motivation theories that are based on these two key components are called 'expectancy-value theories'.

It can be stated that 'Expectancy is in the mind of the learner'. Therefore, a potentially fruitful area of motivating learners is to increase their expectancies by consciously arranging the conditions in a way that they put the learner in a more positive or optimistic mood.

Strategy 13

Increase the students' expectancy of success in particular tasks and in learning in general. More specifically:

- Make sure that they receive sufficient preparation and assistance.
- Make sure they know exactly what success in the task involves.
- Make sure that there are no serious obstacles to success.

3.1.2.2 Increasing the learners' goal-orientedness

It is important that students in a group have set the goal to learn the second language, accepting it and agreeing on it, to have a sense of direction and common purpose. The class goal-orientedness can be consciously increased using well-selected goal-setting strategies considering individual goals, institutional constraints, and success criteria.

There are four mechanisms by which goals affect the students' performance:

- They direct attention and effort towards goal-relevant activities at the expense of irrelevant or distracting actions.
- They regulate the amount of effort people expend in that people adjust their effort to the difficulty level required by the task.
- They encourage persistence until the goal is accomplished.
- They promote the search for relevant action plans or task strategies.

Because of the inherent interaction of academic and social goals in the classroom, the most motivating activities and experiences for the students are likely to be those that involve the simultaneous pursuit and attainment of both types of goals (Ford 1992).

Strategy 14

Increase your students' goal-orientedness by formulating explicit class goals accepted by them. More specifically:

- Have the students negotiate their individual goals and outline a common purpose, and display the final outcome in public.
- Draw attention from time to time to the class goals and how particular activities help to attain them.
- Keep the class goals achievable by re-negotiating if necessary.

3.1.2.3 Making the teaching materials relevant for the learners.

One of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives. Students will not be motivated to learn unless they regard the material they are taught as worth learning.

Unfortunately, most teachers are tied up to following the textbook to teach their students. What teachers can do is try to relate the content of the book to the real living experiences of the students by finding out about their interests, hobbies and needs. At this point, it is important to mention that the textbook and workbook used at the Benedict School of Languages, Villa Flora, is very good at making this link between the topics stated in the book with real life events of the students and encourage them to involve in the topics and write about their own life experiences.

Strategy 15

Make the curriculum and the teaching materials relevant to the students. More specifically:

- Use needs analysis techniques to find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.
- Relate the subject matter to the everyday experiences and backgrounds of the students.
- Enlist the students in designing and running the course.

3.1.2.4 Creating realistic learner beliefs

Most learners will have certain beliefs about language learning and most of these beliefs are likely to be incorrect regarding the time it takes to master a language, the most appropriate context to learn or the best age to start learning. Incorrect beliefs can become real barriers to the mastery of a second language and sources of disappointment and demotivation. The best recommendation is to sort out erroneous assumptions early in the course, clarifying topics such as: the difficulty of language learning in general and learning the specific second language they are studying in particular, the realistic rate of progress students can expect, what is required from the learner to be successful, and how languages are best learned. It is also necessary to emphasize

the need of effort seeing it as an investment, and that the goal can be reached with persistence and careful work.

Strategy 16

Help to create realistic learner beliefs. More specifically:

- Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.
- Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.

3.1.3 Maintaining and protecting motivation

Supposing that, all the ingredients for generating a motivating classroom environment are in place and our students approach the learning situation with positive second language-related values, high expectancy of success, sufficient goal clarity, a general interest in the teaching material on offer and realistic beliefs, considering the temporary dimension of motivation, it is important here to maintain and protect motivation and keep it actively nurtured.

Therefore, there are the so-called 'executive motivational strategies' that can be used ranging from the manner that the teacher presents the tasks to teaching the learners how to motivate themselves.

3.1.3.1 Making learning stimulating and enjoyable

Given the fact that people are usually quite willing to spend a great deal of time thinking and learning while pursuing activities they enjoy, teachers must find a way to make the learning process more stimulating and enjoyable, which would greatly contribute to

a sustained learner involvement (motivating = interesting). There are many motivational strategies that are effective in livening up classroom learning, to break the monotony of learning, making the tasks more interesting and increasing the involvement of students.

Strategy 17

Make learning more stimulating and enjoyable by breaking the monotony of classroom events. More specifically:

- Vary the learning tasks and other aspects of your teaching as much as you can.
- Focus on the motivational flow and not just the information flow in your class. Occasionally do the unexpected.

Strategy 18

Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks. More specifically:

- Make tasks challenging.
- Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, and competitive or fantasy elements.
- Personalize learning tasks.
- Select tasks that yield tangible, finished products.

Strategy 19

Make learning stimulating and enjoyable for the learners by enlisting them as active task participants. More specifically:

- Select tasks that require mental and/or bodily involvement from each participant.
- Create specific roles and personalized assignments for everybody.

3.1.3.2 Presenting tasks in a motivating way

Doing this is not an easy task, but there are motivational techniques related to how to present and administer tasks, which can make a huge difference in how students perceive and approach them.

Providing task instructions usually describes what students will be doing, what they will have accomplished when they are finished and how the accomplishments will be evaluated, but they can also explain the purpose and utility of the task, whet the students' anticipation of the task and provide appropriate strategies for doing the task.

It may be useful to cover the following points when presenting a task:

- Emphasize that the task is a learning opportunity to be valued rather than an imposed demand to be resisted.
- Explain where the activity fits in within a sequence or bigger picture, and how it relates to the overall goals of the class.
- Describe the intended purpose of the activity and what this implies about how students should respond to it (e.g. what they should concentrate on or be particularly careful about).
- Try and make a connection between the task and the students' personal daily life, and point out how the skills learnt will be useful in enabling them to achieve real-life agendas.

Strategy 20

Present and administer tasks in a motivating way. More specifically:

- Explain the purpose and utility of a task.
- Whet the students' appetite about the content of the task.
- Provide appropriate strategies to carry out the task.

3.1.3.3 Setting specific learner goals

As mentioned above, setting goals is an important part of learning, at this point it is important to address how specific and short-term goals can help the learner to structure the learning process, considering that it may take a long time to learn a second language and short term goals might provide immediate incentives.

1. Goals should be: clear and specific, describing concrete outcomes in as much detail as possible; measurable, describing the outcome in terms that can be clearly evaluated; challenging and difficult, but not outside the range of students' capabilities; realistic.
2. Goals should have a stated completion date.
3. Both short-term and long-term goals should be set.
4. Teachers should provide feedback that increases the students' capability of and confidence in obtaining the goal.

Strategy 21

Use goal-setting methods in your classroom. More specifically:

- Encourage learners to select specific, short-term goals for themselves.
- Emphasize goal completion deadlines and offer ongoing feedback.

Another good strategy would be to use 'learning contracts', which are detailed agreements about what is to be done from the beginning to the end of a project or during a term. This method ensures active teacher-student negotiation about goal setting and formalizes students' commitment to goals. The agreement can be extended to the whole class.

Strategy 22

Use contracting methods with your students to formalize their goal commitment. More specifically:

- Draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which you will help and reward them.
- Monitor student progress and make sure that the details of the contract are observed by both parties.

3.1.3.4 Protecting the learners' self-esteem and increasing their self-confidence.

Building confidence in the students is a crucial aspect of motivational teaching practice; the notion of “confidence” is closely related to concepts like “self-esteem”, ‘self-efficacy’ and ‘anxiety’. The rationale behind connecting all these issues to classroom motivation is that in order for students to be able to focus on learning with vigor and determination, they need to have a healthy self-respect and need to believe in themselves as learners.

People with a low sense of self-efficacy in a given domain perceive difficult tasks as personal threats; they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the task successfully. Consequently, they easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence, to maintain a task- rather than self-diagnostic focus during task-involvement, and to heighten and sustain effort in the face of failure.

However, teachers can promote their students' self-image in a positive direction by working to make the language classroom a safe place where their self-worth is protected and where they can gain confidence.

The following strategies work to build self-confidence:

Strategy 23

Provide learners with regular experiences of success. More specifically:

- Provide multiple opportunities for success in the language class.
- Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.
- Design tests that focus on what learners can rather than cannot do, and also include improvement options.

Strategy 24

Build your learners' confidence by providing regular encouragement. More specifically:

- Draw your learners' attention to their strengths and abilities.
- Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.

Strategy 25

Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment. More specifically:

- Avoid social comparison, even in its subtle forms.
- Promote cooperation instead of competition.
- Help learners to accept the fact that they will make mistakes as part of the learning process.
- Make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.

Strategy 26

Build your learners' confidence in their learning abilities by teaching them various learner strategies. More specifically:

- Teach students learning strategies to facilitate the intake of new material.
- Teach students communication strategies to help them overcome communication difficulties.

3.1.3.5 Allowing learners to maintain a positive social image

For most children and adolescents, the main social place in their life is school and their most important reference group is their peers. School is a context where every educational decision and event has implications about the social life of the learners.

- The impact of academic achievement is not restricted to intellectual development but it also affects a student's general self-worth and social standing in the class.
- Failure in a subject matter causes not only personal disappointment but public embarrassment.

Therefore, students' attempt to create and maintain a positive social image, which is one of the most basic human needs. A particularly effective motivational strategy is to make the learning process such that it allows learners to maintain a positive social image while attending to academic issues. This can be done through the creation of opportunities for participation that offer students roles that will guarantee that they will appear well and do well. On the other hand, the teacher should avoid to do things which may result in a student losing face in front of others (avoid criticisms and corrections that can be humiliating, avoid putting learners in the spotlight unexpectedly).

Strategy 27

Allow learners to maintain a positive social image while engaged in the learning tasks. More specifically:

- Select activities that contain `good' roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

3.1.3.6 Promoting cooperation among the learners

Encouraging cooperation between students is important because it is related to a range of motivational practices such as promoting the development of a cohesive group or supporting the learner autonomy. Cooperation fosters class group cohesiveness. When students work together they tend to like each other regardless of ethnic, cultural, class or ability differences. This is because in cooperative situations students are dependent on each other and share common goals, which in turn create a feeling of solidarity and comradely supportiveness, their expectancy of success is likely to be higher, peers are likely to pull each other along, the satisfaction that students experience after they successfully complete a task together is increased by the shared experience and the joint celebration that usually follows. Besides, cooperative situations increase the significance of effort relative to ability, because in team work the main characteristic people are judged by is their commitment to the team. This, in turn, promotes effort-based attributions, which will be a central issue when we discuss self-evaluation.

Strategy 28

Increase student motivation by promoting cooperation among the learners.

More specifically:

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Take into account team products and not just individual products in your assessment.
- Provide students with some 'social training' to learn how best to work in a team.

3.1.3.7 Creating learner autonomy

The relevance of autonomy to motivation in psychology has been best highlighted by the influential 'self-determination theory', according to which the freedom to choose and to have choices, rather than being forced or coerced to behave according to someone else's desire, is a prerequisite to motivation. Autonomy is also related to group dynamics in that the group's internal development and growing maturity go hand in hand with the members taking on increasing responsibility and control over their own functioning. From the point of group dynamics, involved students are increasingly autonomous students.

Strategy 29

Increase student motivation by actively promoting learner autonomy.

More specifically:

- Allow learners real choices about as many aspects of the learning process as possible.
- Hand over as much as you can of the various leadership/ teaching roles and functions to the learners.
- Adopt the role of a facilitator.

3.1.3.8 Promoting self-motivating learner strategies

There are ways of getting learners to take personal control of the motivational conditions and experiences that shape their own commitment to learning or motivate themselves. It is necessary to consider the fact that in certain classrooms even under adverse conditions and without any teacher assistance; some learners are more successful in keeping up their goal commitment than others. How do they do it? The answer is that they apply certain self-management skills to overcome environmental distractions or competing/distracting emotional or physical needs/states; in short, they motivate themselves. If they can do it, surely others can do it as well, particularly if the teacher provides some coaching.

The author Zoltan Dornyei suggests that self-motivating strategies are made up of five main classes:

- **Commitment control strategies:** these are conscious techniques that help to preserve or enhance the learners' original goal commitment. This can happen by means of:
 - Keeping in mind favorable expectancies or positive incentives and rewards: By consciously imagining the successful outcome we can reenergize our striving for the goal (e.g. a film director fantasizing about receiving an Oscar for the film he/she is working on).
 - Focusing on what would happen if the original intention failed: Sometimes imagining the perceived negative consequences of abandoning the action may activate enough energy to keep us going.
- **Metacognitive control strategies:** these are conscious techniques used by the learner to monitor and control concentration and to stop procrastination. Some examples are as follows:

- Giving oneself regular self-reminders to concentrate, such as 'Concentrate, you're losing your edge/grip!' or 'Come on, just a little bit more!'
 - Imagining the potential consequences of a lack of concentration: Thinking about the consequences of possible mistakes that can be the result of carelessness might provide the necessary push at times when our attention is lagging. An intensified version of this strategy is to tell ourselves to do the work as if our life depended on it.
 - Giving oneself regular self-reminders of the deadline: Regularly checking our progress against the time frame and threatening ourselves with missing the deadline works for many people (but not everybody).
 - Intentionally ignoring attractive alternatives or irrelevant aspects: Adopting a narrow-minded outlook by only focusing on things that are in direct relationship with what one is preoccupied with and simply screening out irrelevant stimuli.
 - Identifying recurring distractions and developing defensive routines: It may be a useful exercise with long-term effects to first observe ourselves for a while and identify the kind of intrusive thoughts and distractions that cause our attention to drift away, and then to develop a self-talk response that will keep our mind on target.
 - Cutting short any purposeless or counterproductive procrastination.
 - Using starter rituals to get into focus
 - Focusing on the first steps to take
- **Satiation control strategies:** Once an activity has lost its novelty, satiation might become a real danger. This is especially true of routine tasks, which can soon appear increasingly boring. Satiation strategies are intended to add extra attraction to the task:

- Add a twist to the task: the teacher should think of some changes in doing the task that will make it more fun or more challenging and demanding.
 - Use fantasy to liven up the task: This strategy can take many forms. The task can be treated as a game, creating imaginary scenarios; the person can treat objects as various personalities; or can offer her/him mental self-rewards or self-imposed penance.
- **Emotion control strategies:** Certain emotional states or moods, such as anxiety, fear or hopelessness, may disrupt or inhibit action and may undermine our determination, whereas others will put things in an optimistic, positive light. By means of emotion control strategies we can manage the obtrusive states and can also consciously generate emotions that will be conducive to implementing the intentions. Several strategies have been identified that will help us achieve these goals:
 - Generating useful diversions: When pressure gets to us, we should try and recall something pleasant and positive to defuse the threat and to set our mind on a new track.
 - Self-affirmation involves counteracting someone's negative evaluation of something we have done by consciously activating positive images of ourselves in other domains
 - Constructing positive narratives of events involves 'explaining away' a negative episode by placing it into a larger narrative in which we are described in a more positive light.
 - Self-encouragement involves positive self-talk, patting oneself on the back for good work and urging some further achievement.
 - Finding humorous elements in a less-than-amusing situation is a conscious strategy that can very effectively lighten up any kind of misery.
 - Using relaxation and meditation techniques. People can learn how to control their physical reactions and relax their body and their

mind, for example, by consciously slowing down their breathing in stressful situations, making it steadier and deeper.

- Counting to ten before blowing up with anger is a traditional and rather effective way of controlling our temperament.
- Sharing your feelings with someone else in order to elicit help to process them.
- Praying.
- **Environmental control strategies:** these are partly concerned with eliminating negative environmental influences and exploiting positive environmental influences by making the environment our ally in our pursuit of a difficult goal. Distractions must be eliminated such as:
 - Environmental sources of interference (such as noise, friends, etc.);
 - Environmental temptations (such as food, TV, etc.)

Positive environmental influences do not exist but must be created. The point is to use environmental or social pressure to support you in the pursuit of your goal or to make it difficult for you to abandon the intention, for example by:

- Inviting a friend or arranging a meeting with the explicit purpose of getting the work started.
- Making a promise or a public commitment to do or not to do something.
- Getting yourself to reach a 'point of no return' situation.
- Asking friends to help you (e.g. not to allow you to do something).

Strategy 30

Increase the students' self-motivating capacity. More specifically:

- Raise the students' awareness of the importance of self-motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop and apply self-motivating strategies.

3.1.4 Encouraging positive self-evaluation

It is a characteristic of humans that rather than looking forward and only concentrating on forthcoming challenges, they spend a great amount of time looking back, evaluating what they have done and how well it went, while trying to draw lessons for the future. In this way the past becomes closely tied to the future and, accordingly, a very important aspect of motivating learners is to help them to deal with their past in a way that it will promote rather than hinder future efforts. It is important to consider the subjective nature of human evaluation into account. Students' appraisal of their past performance does not only depend on the absolute level of success they have achieved but also on how they interpret their achievement. Therefore, it is necessary to analyze how teachers can help learners to consider their own achievement in a more positive light. The way to do this is by:

3.1.4.1 Promoting motivational attributions

The term 'attribution' has been used in psychology to refer to the explanation people offer about why they were successful or, more importantly, why they failed in the past. Because researchers have found that these subjective explanations play an important role when people start planning their future actions, a whole psychological theory has been constructed around attributions, called 'attribution theory'.

Teachers have seen learners who do not even try to succeed anymore because they simply do not believe that they can because they interpret their past learning experiences in a debilitating manner. Students typically attribute their successes and failures to: ability, effort, task difficulty, luck, mood, family background, help or hindrance from others. Among these, ability and effort have been identified as the most influential perceived causes. 'The ideal motivational scenario is one in which students attribute positive

outcomes to personal ability and negative outcomes to temporary shortcomings that can be remedied' (Ema Ushioda 1996).

The attribution theory is particularly relevant to the study of language learning for two reasons:

1. Failure in learning an L2 is very common:
2. The ability to learn a second language often called language aptitude is a notion that people in general are familiar with and therefore refer to regularly.

Attribution training is intended to prevent students from making deliberating attributions and to change negative attributional styles. The essence of promoting motivational attributions can be summarized in a short sentence: encourage students' effort attributions. This is done by diminishing the importance of ability and highlighting the role of effort because it facilitates future achievement and everybody has an equal chance to it. If teachers are able to make the students believe that higher levels of effort in general offer a possibility for success, they will persist in spite of the inevitable failures that accompany learning.

The following are some suggestions to encourage effort attributions:

- **Provide effort feedback:** The most effective means towards promoting effort attributions is the feedback we give to our students. In failure situations, the general advice is that we should emphasize the low effort exerted as being a strong reason for underachievement because this communicates to students that they can do better in the future.
- **Refuse to accept ability attributions:** When students verbalize attributions to low ability (e.g. 'I'm not good at languages'), the teacher should gently but firmly refuse to accept this explanation. Instead, offer the alternative explanation that the student has failed to succeed because

he/she has addressed the task using ineffective strategies and because he/she did not persist long enough.

- **Model effort-outcome linkages:** Describe personal experiences in which the teacher managed to accomplish a difficult task by trying hard to succeed.
- **Encourage learners to offer effort explanations,** explained in their own words.
- **Make effort** and perseverance a class norm.

Strategy 31

Promote effort attributions in the students. More specifically:

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
- Refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range.

3.1.4.2 Providing motivational feedback

Besides grades, it is the feedback that the teacher gives to the students in class or on their written papers that has the most salient role in bringing about changes in their learning behaviors. Feedback is an essential ingredient of learning and people cannot continue to make progress toward their personal goals in the absence of relevant feedback information.

From a motivational point of view, effective feedback needs three things:

1. Feedback can have a gratifying function when it is due and appropriate, increasing the learner satisfaction and lifting his spirit.
2. Feedback communicates trust and encouragement, promoting self-confidence in the student.

3. Motivational feedback should prompt the learner to reflect constructively on areas that need improvement and identify things that he/she can do to increase the effectiveness of learning.

Strategy 32

Provide students with positive information feedback. More specifically:

- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas that they should particularly concentrate on.

3.1.4.3 Increasing the learner satisfaction

Celebrations and satisfaction are crucial to create motivation among the students, because they validate effort, affirm the entire learning process, reinforce the value of the experience and in general provide guides towards the ultimate goal. A wise teacher should take full advantage of this most common human desire for recognition of success. The following are strategies to celebrate and build motivation:

- Monitor and recognize the accomplishments of the students in public or in writing.
- Take time to celebrate success, including giving praise for every small success.
- Regularly take stock of progress.
- Include tasks, which involve the public display or performance of the outcome.
- Make progress tangible
- Provide a reinforcing event for positive closure at the end of significant units of learning.

Strategy 33

Increase the learner satisfaction. More specifically:

Monitor student accomplishments and progress, and take time to celebrate any victory.

Make student progress tangible by encouraging the production of visual records and arranging regular events.

Regularly include tasks that involve the public display of the students' skills.

3.1.4.4 Offering rewards and grades in a motivating manner

The literature on this topic indicates that motivational psychologists in general do not like rewards (or grades, which are one type of rewards). This is all the more remarkable because teachers do, and dispense them liberally for good behavior and academic performance. Most teachers feel that it is a positive thing to reward their students' praiseworthy efforts and accomplishments.

However, James Raffini (1996:1) indicates that 'Rewards and punishment are too often the only tools available in the motivational arsenal of many teachers. Although these two timeworn tactics can control many student behaviors, their indiscriminate use can seriously undermine students' intrinsic motivation for the activities and behaviors being controlled.'

Rewards do not increase the inherent value of the task or the task outcome, and neither do they concern other important learning aspects such as the learning process, the learning environment or the learner's self-concept. Instead, all rewards do is simply attach a piece of 'carrot or stick' to the task. By doing so, they divert the

students' attention away from the real task and the real point of learning.

On the other hand, rewards can constitute powerful motivational tools, although not all kinds of rewards can do this. The following are the potential dangers of rewards:

- It has been well documented that if you start offering rewards for something that students were already doing for their own reasons, the reward may undermine the existing motivation (Deci and Ryan 1985).
- As Brophy (1998) summarizes, when people start concentrating on the reward rather than on the task, they often overlook the actual values associated with the task itself.
- Whenever students are offered salient rewards for doing tasks they can easily succumb to the 'mini-max principle' (Covington and Teel 1996), whereby they attempt to maximize rewards with a minimum of effort.

Whether or not a reward supports or hinders motivation does not lie in the reward itself but rather in the way it is dispensed. For this reason, the following suggestions help to dispense rewards motivationally:

- Do not overuse rewards.
- Do not take the rewards terribly seriously
- Make sure that the reward has some kind of lasting visual representation as well (such as a certificate or a badge accompanying a nonmaterial reward) so that students have something in hand to take home and to show people.
- Make rewards meaningful to the students. One good way of ensuring this is letting the students themselves choose the reward.

- Offer rewards as unexpected gifts to show your appreciation after students have already completed the task.
- Offer rewards for complex activities that require prolonged engagement and creativity on the students' part.
- Offer rewards for trying out activities that the students have had no experience with so that they can get a taste for them.
- Offer rewards for engaging in activities that offer consistent, incremental success to the participants.

Strategy 34

Offer rewards in a motivational manner. More specifically:

- Make sure that students do not get too preoccupied with the rewards.
- Make sure that even non-material rewards have some kind of lasting visual representation.
- Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.

For motivational psychologists, grades are seen as the worst things in the world, representing everything that is wrong with contemporary education, with its emphasis on the product rather than on the process. Grades frequently become equated in the minds of schoolchildren with a sense of self-worth.

The following are the main concerns about grades and grading that are often mentioned by teachers and researchers.

- Getting good grades can become more important than learning;
- Grades may put students and teachers into two opposite camps and often make it difficult for teachers to follow modern, student-centered principles.

- Grades may encourage cheating or uncritical student compliance, since learners may be under extreme pressure to live up to the set standards. Furthermore, grades often reflect the teacher's perception of a student's compliance or good behavior rather than academic merit.
- Grades are often highly subjective and sometimes are not applied for the right reasons.
- Grades tend to aggravate social inequality as the strong get stronger and the weak get weaker.
- Grades tend to focus students' attention on ability rather than effort.
- The knowledge of being assessed increases student anxiety.

There are some strategies that teachers can use to eliminate some of the bad motivational effects of grades.

- The rating system should be absolutely transparent, that is, it should be obvious right from the start what the success criteria are.
- When marking written assignments, the teacher should complement grades with comments that deliver praise and suggestions for improvement.
- Grades should also reflect, as much as possible, the student's relative improvement rather than only their standard of achievement as compared to some external criterion.
- Involve students in an ongoing process of evaluation during the course rather than relying on the results of one or two tests only.
- Teacher ratings should be complemented by the students' self-assessment; to this effect, the teacher can provide learners with self-evaluation tools and show that he trusts that students can be honest in evaluating their own work.

- Rating should be two-sided, that is, students should also evaluate the teacher, for example by completing an end-of-term questionnaire.

Strategy 35

Use grades in a motivating manner, reducing as much as possible their demotivating impact.

More specifically:

- Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.
- Make sure that grades also reflect effort and improvement and not just objective levels of achievement.
- Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.
- Encourage accurate student self-assessment by providing various self-evaluation tools.

3.2 Motivational macro-strategies

In addition to the comprehensive coverage of motivational techniques mentioned above, it is also important to have a smaller set of ‘core’ strategies to which teachers can pay special attention when trying to implement a motivation-conscious teaching approach.

The following are the ‘Ten Commandments for Motivating Language Learners’ developed by the authors Dornyei and Csizér (1998):

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom
3. Present the tasks properly.
4. Develop a good relationship with the learners
5. Increase the learners’ linguistic self-confidence

6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal orientedness.
10. Familiarize learners with the target language culture.

3.3 Motivating teachers

Although this research paper is primarily based on how to increase the motivation on students to learn a second language, I consider that it is important to finish this chapter providing some self-motivating strategies for teachers, because, as I have mentioned before, teachers' motivation is directly related to students' motivation. The following are some strategies that appear in the literature:

- Reflect immediately after a lesson on how it went and make mental notes on that to do differently next time.
- Imagine being named teacher of the year and how satisfied that would make you.
- Observe other teachers as a learning tool.
- Marshal inner resources and remember you have been through more than this and made it.
- Analyze why you feel so anxious about aspects of your work and thing through ways to overcome these feelings.
- Embellish your teaching; keep changing what you do, so it is more interesting for you to teach it again.
- Rearrange the classroom layout for maximal attention from students.
- Call teacher study groups to resolve problems cooperatively (Crono and Kanfer (1993: pages 312-13).

2.3. Hypothesis System

The following are the hypothesis included in this research work:

2.3.1. Working Hypothesis

MOTIVATION INFLUENCES THE SUCCESS OF SECOND LANGUAGE LEARNING OF THE STUDENTS OF THE BENEDICT SCHOOL OF LANGUAGES (Villa Flora Branch), IN THE PERIOD FROM MAY TO SEPTEMBER 2011.

2.3.2. Alternative Hypothesis

MOTIVATION DOES NOT INFLUENCE THE SUCCESS OF SECOND LANGUAGE LEARNING OF THE STUDENTS OF THE BENEDICT SCHOOL OF LANGUAGES (Villa Flora Branch), IN THE PERIOD FROM MAY TO SEPTEMBER 2011.

PART THREE

3. METHODOLOGICAL DESIGN

3.1. Research type and design

Based on the study object this is a **field investigation** because the data was obtained from the natural environment (Academy) where the students interact in order to discover the relations between the psychological and educational variables in real social structures.

Based on the measurement level and analysis of information, it is a **descriptive research**, which describes data that have an impact in the lives of people and it is aimed to know their situations, customs and main attitudes.

The type of research methodology to be used is a combination of quantitative and qualitative research.

It is **quantitative** because a survey was conducted among the students of the academy in order to obtain information on their level of motivation and other important comments. The survey questionnaire was adapted from the Gardner's (1985) Attitude/Motivation test Battery. The statistics derived from quantitative research was used to establish the existence of associative or causal relationships between variables.

It is also a **qualitative research** because it is aimed to measure the attitudes, behaviors and perceptions of the students in relation to the aspects that affect motivation.

3.2. Population and sample

The survey was applied to a sample of 83 students among the population of 212 students that attend the English courses at the Benedict School of Languages, Villa Flora, in Quito, to measure their attitudes, behaviors and perceptions.

The sample was determined using the following formula:

$$n = \frac{Z^2 P Q N}{(N - 1) E^2 + Z^2 P Q}$$

Where:

Z= With a value of 1.96

P= Positive probability (0.50)

Q= Negative probability (0.50)

N= Population (212)

E= Error in the sample (0.05)

n= size of the sample = 83 surveys

$n = \frac{3.841 \times 0.5 \times 0.5 \times 212}{211 \times 0.0025 + 0.96025}$
$\frac{203,891}{2.48}$
$n = 82.21$

3.3. Fielding

The field is the Benedict School of Languages, Villa Flora Branch, in Quito.

The people who participated in this research work are:

- Fellow teachers and the Director of the Benedict School of Languages, Villa Flora Branch.
- English students at the Benedict School of Languages

3.4. Instruments for data collection

- Surveys
- Observation and note taking
- Computer

3.5. Processing and analysis.

➤ Data collection

The data was collected among the students of the Benedict School of Languages Villa Flora Branch. 83 students filled in the surveys prepared for this purpose on July and August 2011. The format of the survey can be seen in Appendix 1.

➤ Tabulation of survey

The survey results were tabulated using Microsoft Excel. This software was also used to create the graphics.

PART FOUR

4. TESTING THE HYPOTHESIS

4.1. Graphical exposition and analysis of results

The following results were obtained from the tabulation of the survey applied to the students.

The opening question asked the students to identify the main reason or reasons why they want or have to learn English (Intrinsic Motivation). They were allowed to choose as many reasons as they wanted:

I am studying English because.....

Table 1: Responses to the opening question that measures intrinsic and extrinsic motivation

		No. of Answers
a	I want to learn English	71
c	Learning English is good for my future	60
d	Learning English will help me to have better grades and school /college	47
h	It will allow me to know people from other countries.	42
b	My parents want me to learn English	36
g	Learning English could provide me economic benefits in the future.	35
i	English will help me when I travel	35
e	If I learn English I will be able to study abroad	30
f	I have to learn English	8
j	Others	4

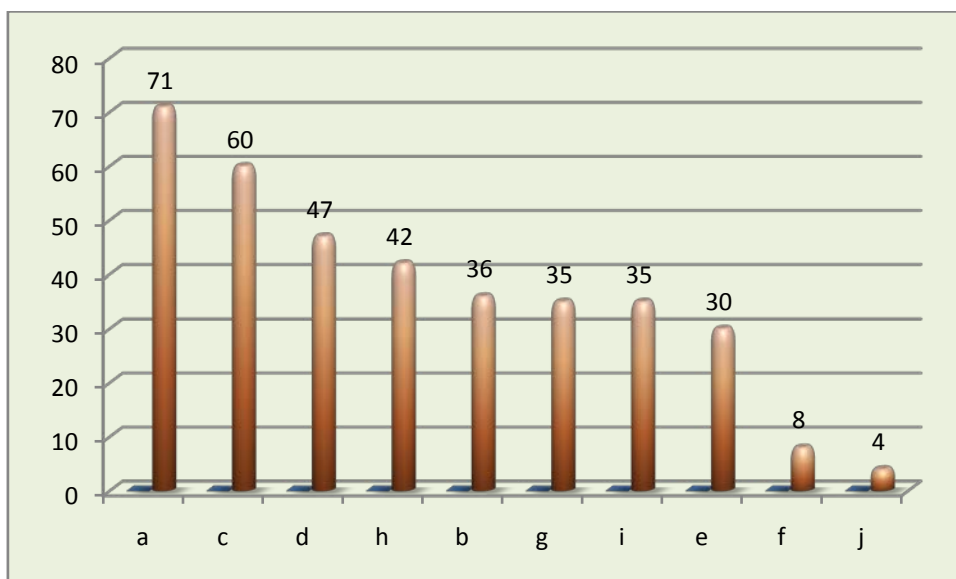
The reasons that the students of the Benedict School of Languages Villa Flora stated as their main drivers to learn English are:

- Their personal desire to learn English
- Their understanding that English is good for their future
- Their understanding that English will help them to have better grades in school or college.

The above answers show that most of the students have a positive attitude towards learning English. This is a clear example of a high level of personal motivation. Only 36 students responded that their parents want them to learn English, while more than double the number of students answered that they want to learn English, as a personal desire.

Most of the students understand the value of English to promote opportunities for them in the future and they see English as a tool to promote their personal success in their school life. These attitudes are examples of instrumental motivation, which is very logical in the situation of these students, because they are learning English in an academic setting with almost no social integration to an English-speaking environment.

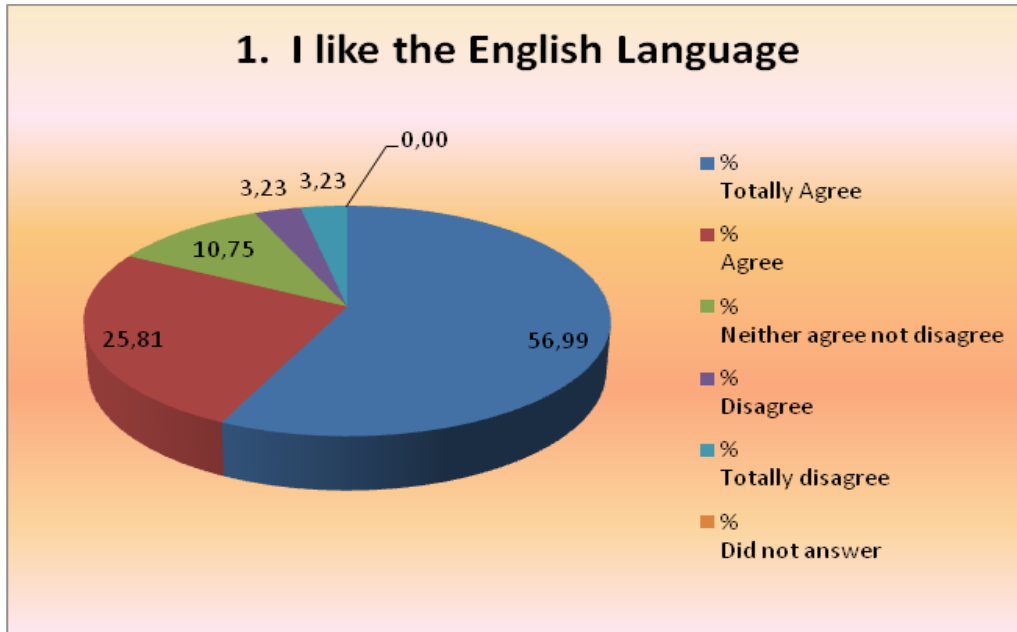
Graphic 3 Responses to the Opening Question



The tabulation of responses to questions 1 to 53 is shown in Appendix 2.

4.1.1 Measurement of Intrinsic Motivation

Graphic 4: Interpretation of question #1

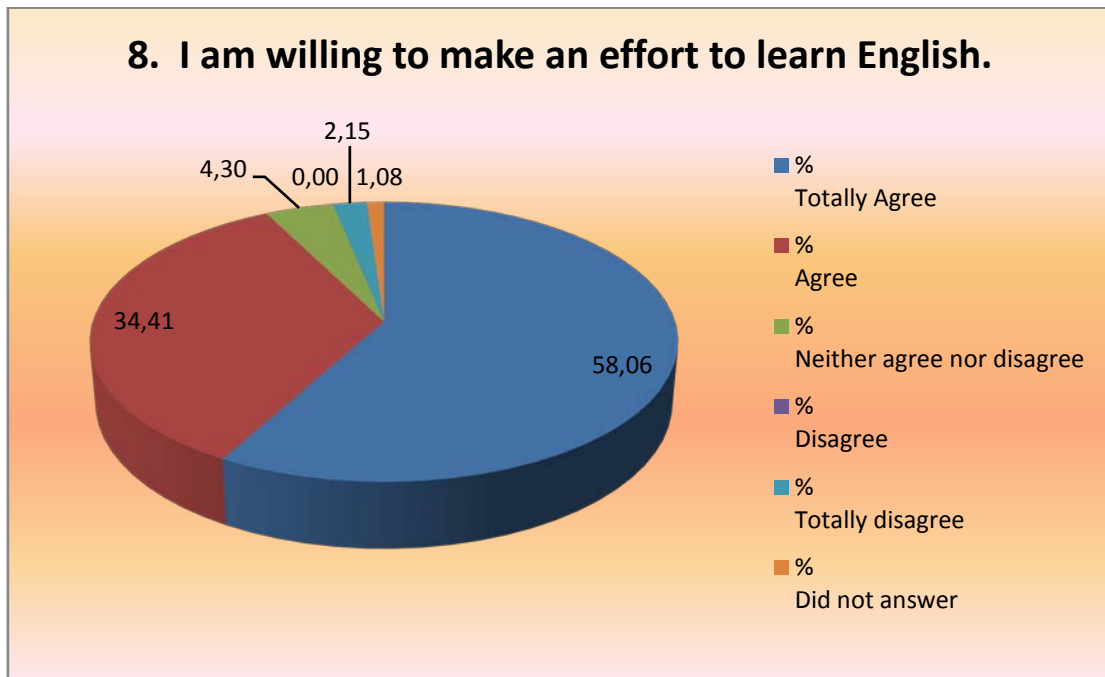


As can be seen above, in question number 1 (I like the English language), 82.8% of the students responded positively. This may be the most important factor for successful learning denoting intrinsic motivation. However, it is important to note that more than 17% of the students expressed that they do not like the English language and that attitude may determine their failure in learning the second language.

Questions number 3 (For me, learning English is a motivating activity) and number 5 (I like the English classes and I am happy to attend) also intended to determine intrinsic motivation. In question number 3, 63.44% of the students think that learning English is a motivating activity for them, whereas, 5.38% of the think that it is not motivating. Here, it is important to note that 26.88% of the students responded neutrally, which increases the percentage of perceived **demotivation**.

In question number 5, 72.04% of the students responded positively, however, it should be noted that 9.68% of the students responded negatively and 17.20% responded in a neutral way. These last figures should be noted, as they denote **intrinsic demotivation on more than 20% of the students**.

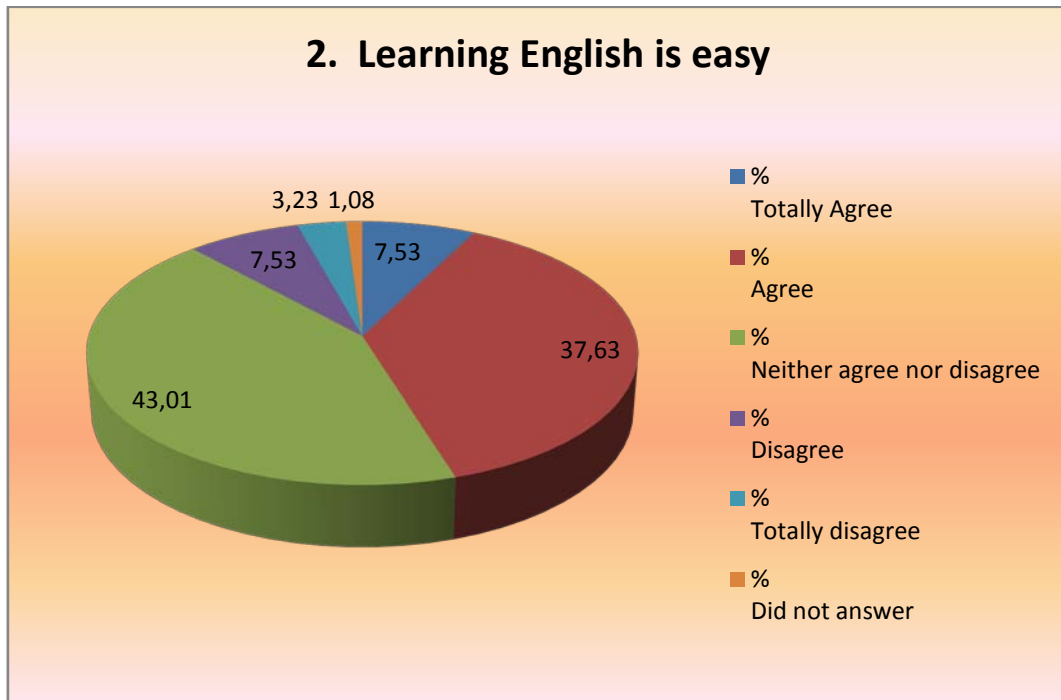
Graphic 5: Interpretation of question # 8



Question number 8 was aimed to determine the willingness of the students to make an effort to learn English, and 92.47% of the students responded positively. On the other hand, 2.15% of the students provided a negative response, and special attention should be paid to this group, although it is only a small group of students.

4.1.2 Expectancy of Success:

Graphic 6: Interpretation of question #2



In question number 2, 45.16% of the students in the sample mentioned that they think that learning English is easy. 10.75% of the students think that it is not easy and 43.01% of them are neutral. This denotes a low expectancy of success and low motivation.

In question No. 6, the majority of the students recognized the importance of learning English, whereas, the answers to question 7 (Learning English gives me a sense of success) and 20 (I feel that I am having success in learning English) show that 92.47% of the students and 81.72% respectively have a sensation of success and achievement. However, it is important to note that 2.15% and 5.38% of the students mention that they do not have that sense of success.

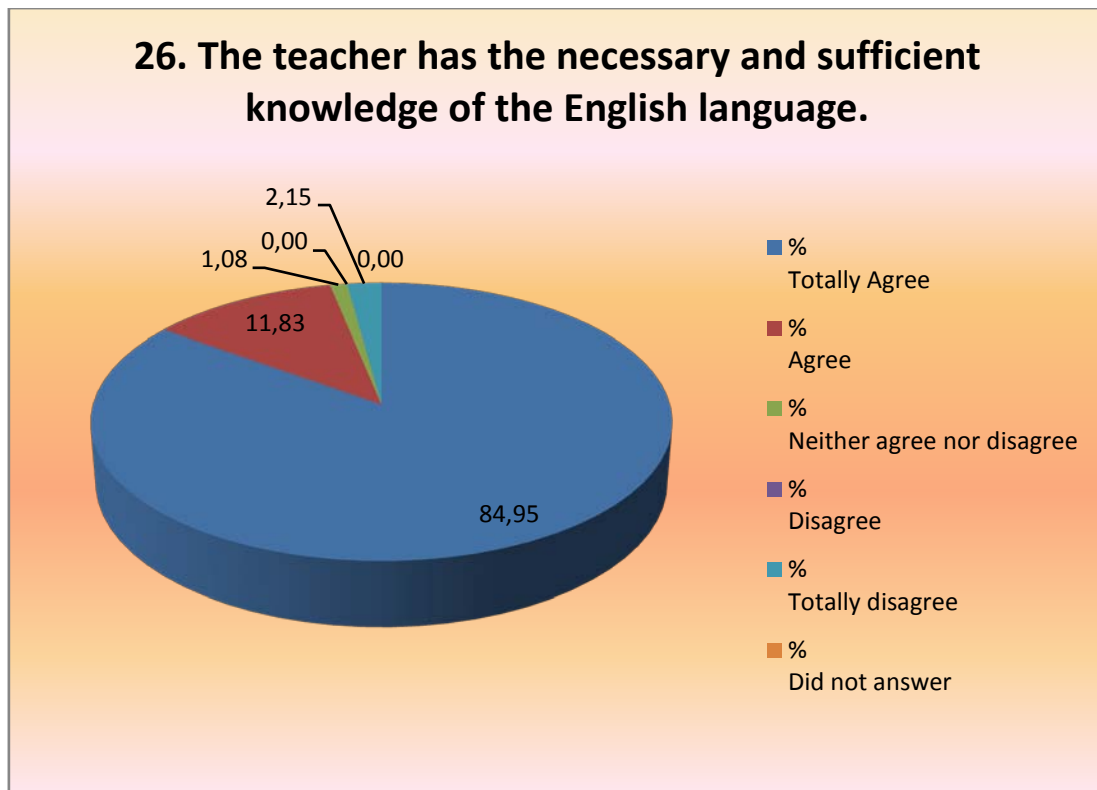
However, in question number 24, only 51.61% of the students expressed that they can reach a point of satisfaction in learning the English language. This is a reason for concern. On the other hand, on questions number 52 and 53, the

majority of the students expressed that they feel satisfied with their learning of English so far and with the English course provided by the Academy.

4.1.3 Extrinsic Motivation

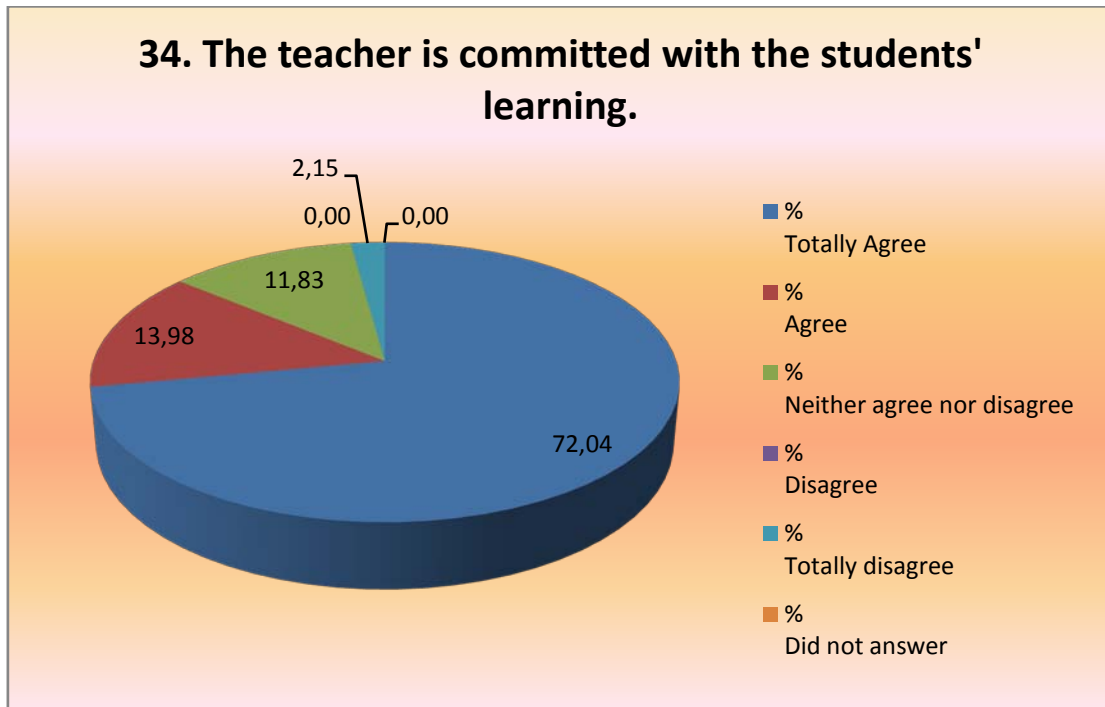
4.1.3.1 Teachers' performance

Graphic 7: Interpretation of question #26



92.47% of the students think that their teachers have the necessary knowledge of the English language, and therefore they are capable of doing a good job at teaching. 2.15% totally disagree with this assertion. This is a reason for concern as this factor causes demotivation among the students and of course, if some of the teachers do not have the necessary knowledge to teach, the learning results will definitely not be successful for students.

Graphic 8: Interpretation of question #34

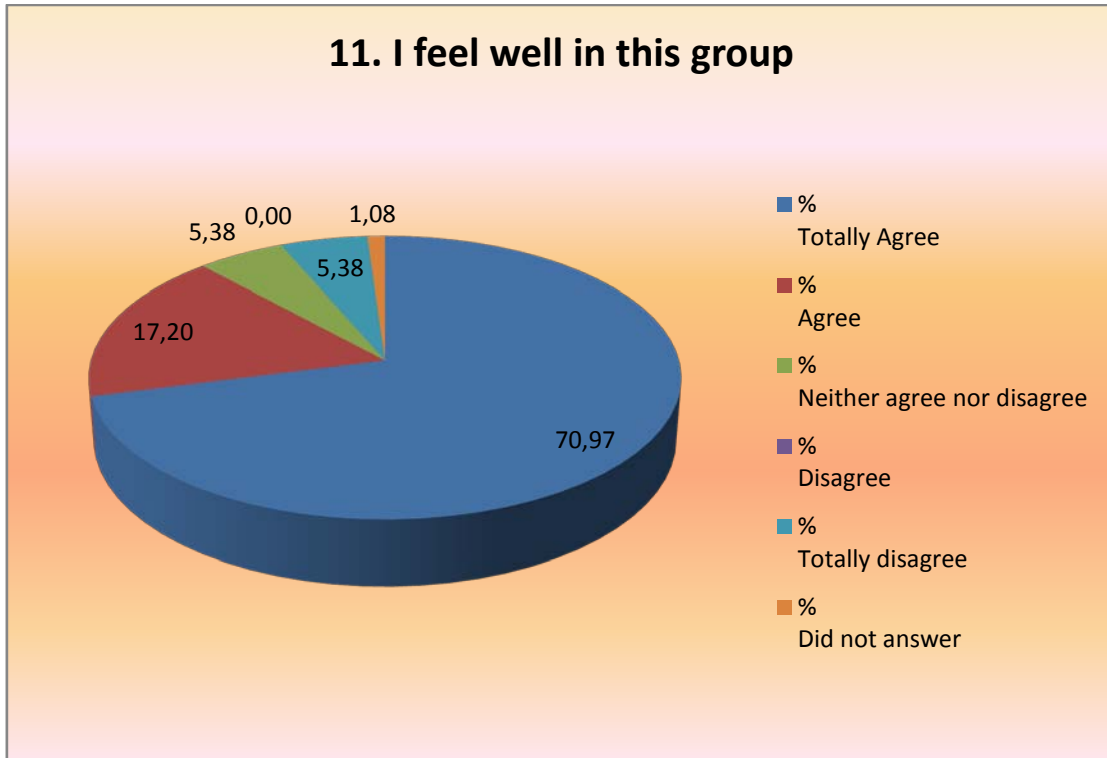


86.02% of the students mentioned that they think that their teacher is committed with their learning, while 2.15% of them did not agree with this assertion. It is important to note that 11.3% responded neutrally. This is also a reason for concern, as these last groups perceive lack of commitment from their teachers and this affects their extrinsic motivation. This question is related to question 33 (The teacher teaches with enthusiasm) where 11.83% of the students responded negatively or neutrally. This is also a reason for concern.

Based on the results of questions 27, 31, 34, 35, 37, 38, 39 and 40, the majority of the teachers of the Academy are on time for class, have an adequate personal appearance, explain the topics in a simple way, have an adequate teaching speed, make sure that the students understand before going to another topic and are available to respond to the students' questions. However, a small percentage of students responded negatively to the above mentioned questions.

4.1.3.2 Social Aspects

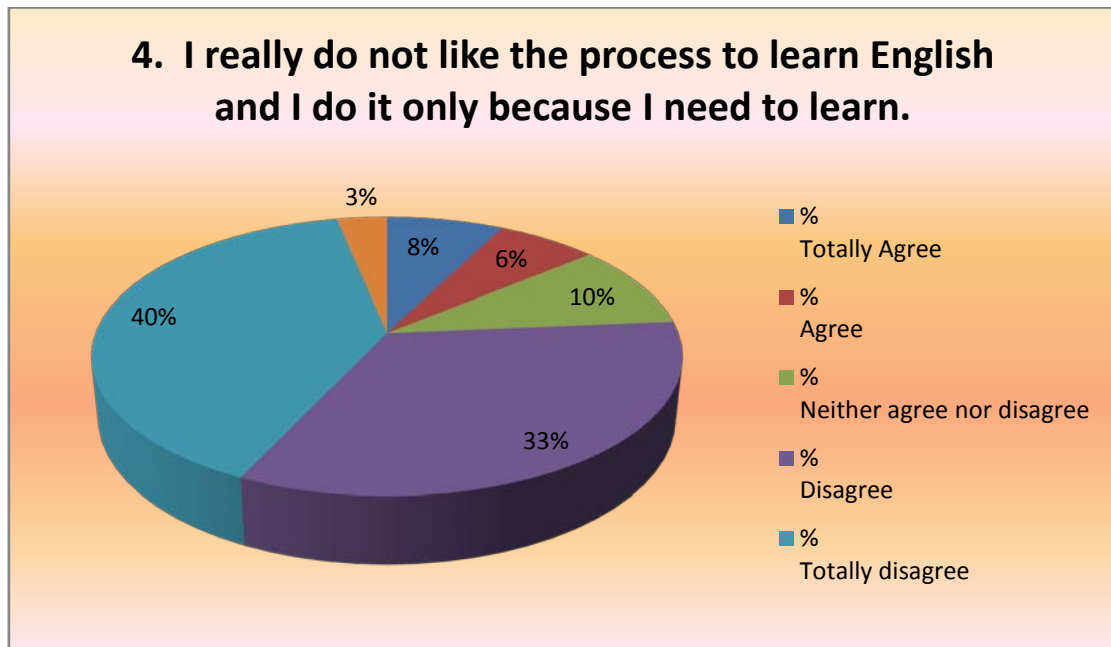
Graphic 9: Interpretation of question # 11



88.17% of the students responded that they feel well in the group, while 5.38% responded negatively and 5.38% responded neutrally. Therefore, more than 10% of the students do not feel well in their groups. Other questions related to social aspects are number 10 and 32, whose results show that most of the students have a good relationship with their classmates and with the teacher, however, an average of 3% of the students do not have good relationships and this may be affecting their motivation and performance. The result of question number 25 show that 60.22% of the students feel nervous and get confused when they have to talk in the class, meaning that the confidence must be fostered among the students so that they feel safe in the class.

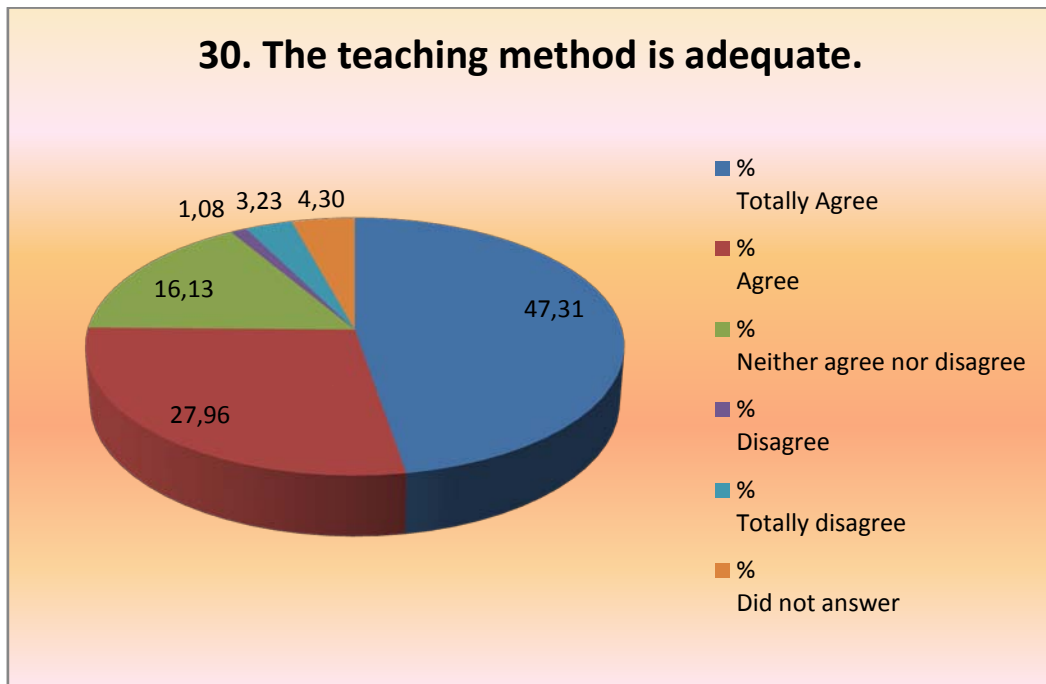
4.1.3.4 Methodology

Graphic 10: Interpretation of question # 4



14% of the students in the sample expressed that they do not like the process to learn English, while 73% of them denied this assertion. 10% of the group was neutral, meaning that they do neither like, nor dislike the process. This denotes a problem in teaching methodology as well as in the performance of the teachers.

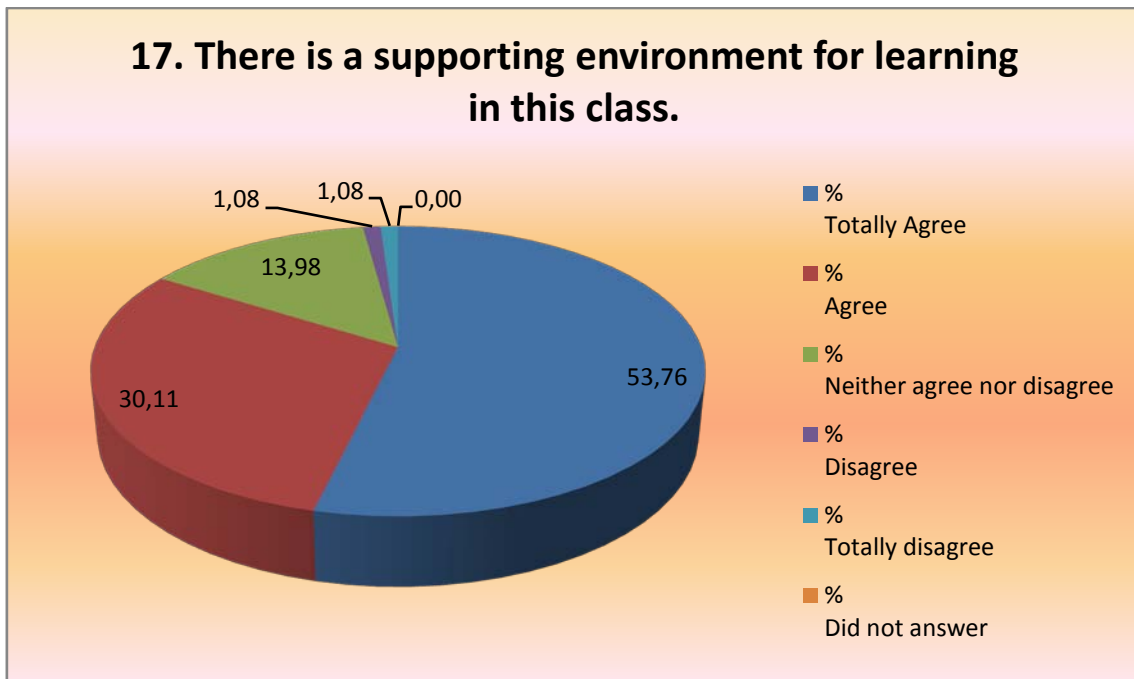
Graphic 11: Interpretation of question # 30



75.27% of the students mentioned that the teaching method is adequate, while 4.30% responded negatively and 16.13% responded neutrally. The results of questions, 19 and 29, which are also related to the teaching method, show that 55.99% of the students think that the method is boring although they also mention that they think that the learning method is practical.

4.1.3.5 Class Environment

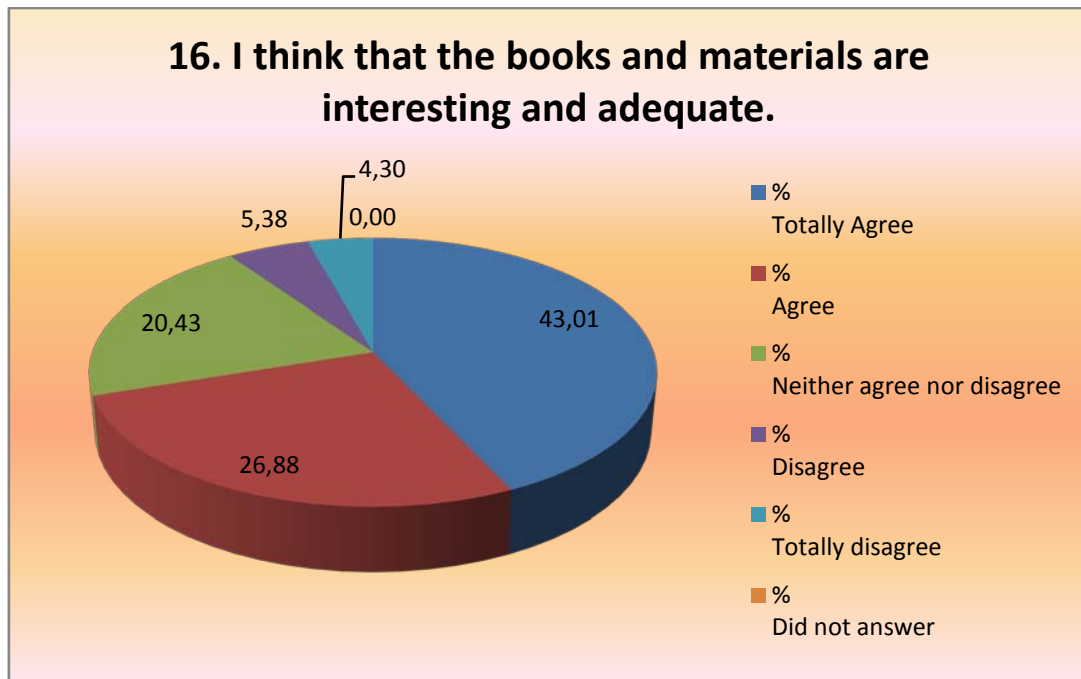
Graphic 12: Interpretation of question # 17



83.87% of the students think that there is a supporting environment in their class, while only 2.15% responded negatively and 13.98% responded neutrally. The results of questions 13, 14, 15 and 18 also show that, in general, most of the students think that the topics are addressed with humor, mistakes are accepted as a normal part of learning, the groups have set norms for respect and tolerance and they can learn without fear, meaning that safe environments exist in most of the classes. However, there is a small group of students who responded negatively or neutrally to those questions.

4.1.3.5 Relevance of Materials

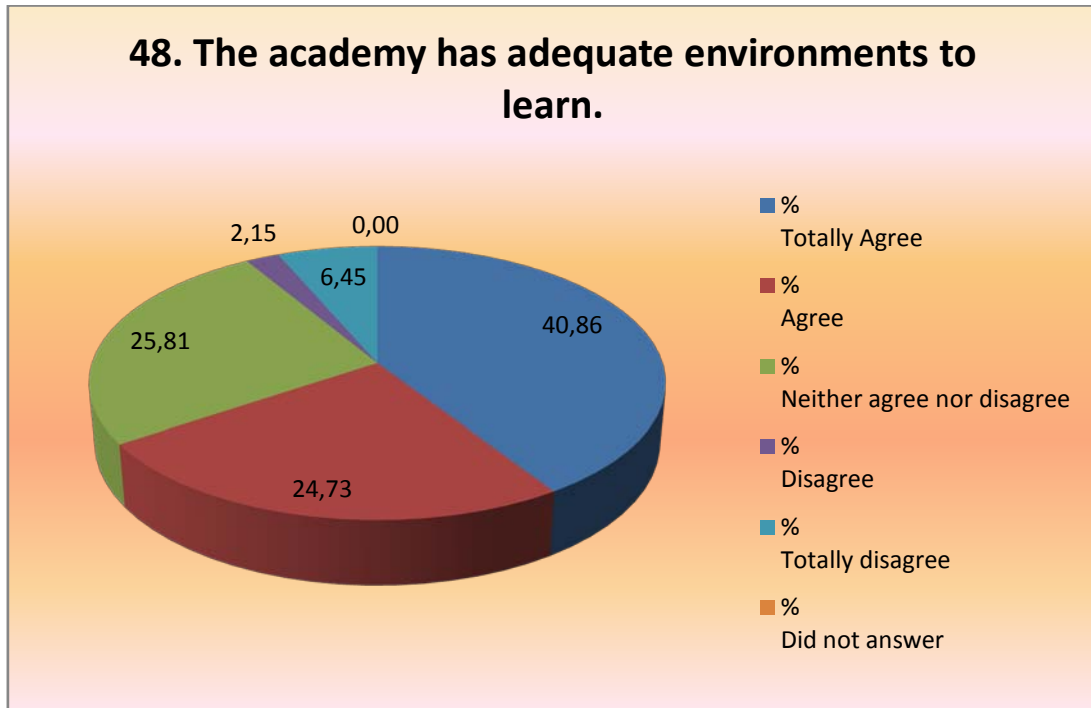
Graphic 13: Interpretation of question # 16



Only 69.9% of the students think that the books and materials used in the Academy are interesting and adequate, while 9.68% of them responded negatively and 20.43% responded neutrally. This is an area of concern because if the students do not perceive that the materials are meaningful for them to learn English and apply them in their daily lives; this affects their motivation to learn.

4.1.3.6 Infrastructure

Graphic 14: Interpretation of question # 48

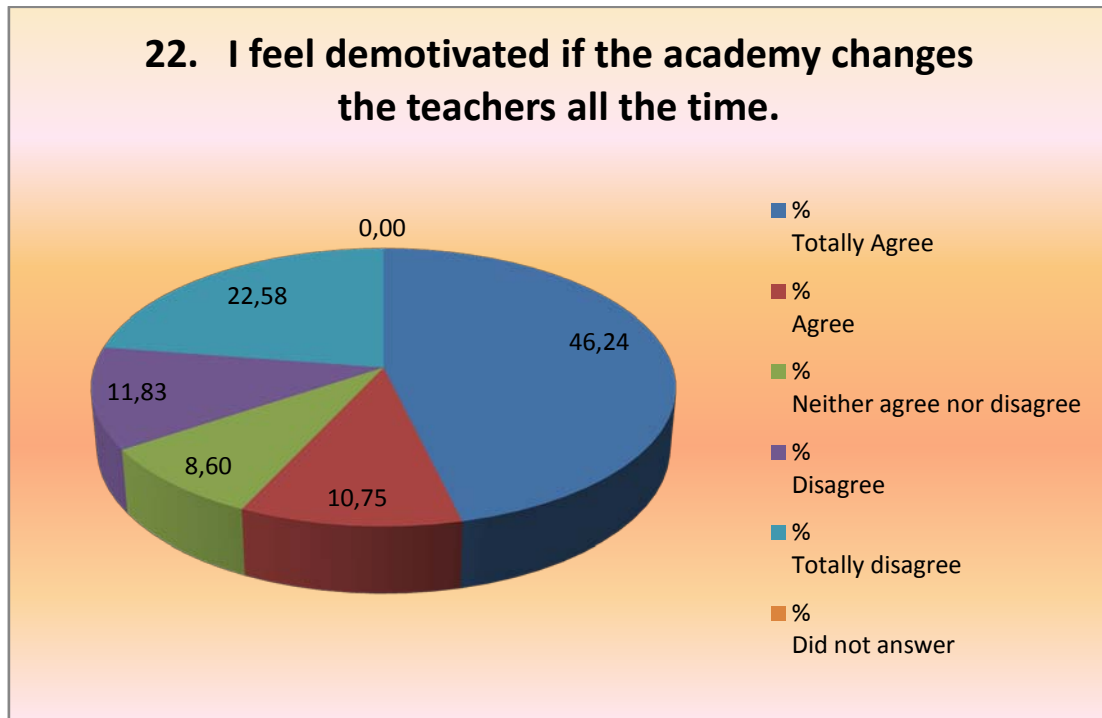


Only 65.69% of the students think that the Academy has adequate environments to learn, while 8.60% of them responded negatively and 25.81% responded neutrally. This is another area of concern. The answers to questions number 45, 46, 47 and 49 show that most of the students think that there is enough light and they have enough space in the classrooms, that the decoration is adequate and that the Academy is adequately clean. However, there seems to be some problems with light, space and cleanliness at some of the classrooms.

It is important to note that the answers to questions 50 and 51 related to the infrastructure of the laboratory and the function of the audio-visual equipment show that the Academy should pay greater attention to these aspects.

4.1.3.8 Demotives

Graphic 15: Interpretation of question # 22



Only 56.99% of the students mentioned that they feel demotivated if the Academy changes the teachers often, while 34.41% mentioned that this does not affect their motivation and 8.60% responded neutrally. This means that the resilience of the students is strong in this area, as the Academy had to change many teachers on the last months. The answers to questions 21, 23 and 25 show that the students are equally resilient and do not lose their motivation if the teacher is absent several times during the course, or if they have a bad teacher in a certain course.

4.1.4 Suggestions: The survey contained an area for the students to provide suggestions to the Academy, the following were provided and the most relevant have been highlighted in bold:

- Do not allow the students to chew gum
- Have computers that work well and provide games for children and teenagers.
- **Improve the laboratory, the computers and the headphones**

- To have more time for recess
- Not to change the teachers so often
- The students must keep the classrooms clean
- **Have a TV in each classroom and watch more videos**
- Make more exercises at home
- Have more listening and speaking activities
- See more movies in English
- Improve the decoration of the classrooms
- **Make the classes more fun**
- Have a cafeteria for the students
- **The teachers should be more dynamic**
- **Use more motivating teaching methods**
- Improve the infrastructure (drapes, chairs, doors, roof, windows, locks and painting)
- Have larger classrooms, if possible
- Have separate bathrooms for boys and girls
- **Promote motivation and help the students if they have problems to learn.**

4.2. Conclusions

4.2.1 A large number of students expressed that they do not like the English Language, that learning English is not a motivating activity for them and that they do not like the English classes. Those are clear signs of **intrinsic demotivation** and poor attitude towards the second language. A small percentage of students (2.15%) responded that they are not willing to make an effort to learn English; which also denotes **demotivation** because a motivated learner should be willing to make the effort. These results will definitely determine their failure or success in learning.

4.2.2 The majority of the students in the sample expressed that they think that learning English is not an easy task, although most of

them also have a sensation of success and achievement. This perception of difficulty may hinder their efforts to learn English combined with the perception of a small group of students that they are not being successful in learning, which denote **intrinsic demotivation** on almost 11% of the students who responded to the survey.

The expectancy of success seems to be directly connected to the number of students who did not pass the level on the period from May to August 2011, equivalent to 14.51% of the students.

- 4.2.3 Few teachers of the Academy may need training to improve their knowledge of the English language for effective teaching, their commitment to the students' learning and enthusiasm, in order to foster the students' motivation. Some areas for improvement are punctuality and responding all of the students' questions to make sure that they understand the topics completely.
- 4.2.4 The social aspects that affect motivation such as feeling well in the learning group, and having good relationships with the classmates and with the teacher were rated relatively well by the students, but a group of students mentioned that these factors cause problems.
- 4.2.5 Although a small percentage of the sample of the students said that they do not like the process to learn English, the majority of students think that the teaching method is adequate and practical but they also think that the method is somewhat boring.
- 4.2.6 A small group of students in the Academy thinks that the learning environment is not very good but that there is room for improvement, addressing topics with humor, accepting mistakes as a normal part of learning, setting norms for respect and tolerance and learning without fear.

- 4.2.7 The relevance and adequacy of the books and materials used in the Academy is an area of concern in order to make them more meaningful for the students and foster their learning of the English language.
- 4.2.8 The infrastructure of the Academy is another area of concern, especially what is related to the environment in the classrooms, cleanliness, the infrastructure of the laboratory and the operation of the audio-visual equipment.
- 4.2.9 The students at the Academy show a great level of resilience towards demotives caused by teachers. However, other students do feel demotivated for the above-mentioned reasons and it is important to work on these issues.
- 4.2.10 The teachers need to acquire motivation skills and implement strategies in order to promote motivation among the students to achieve successful L2 learning results.

The suggestions provided by the students reinforce the conclusions stated above.

4.3. Recommendations

Based on the results, the following recommendations are stated:

- 4.3.1 It is advisable to work with the students who do not like the English language in order to promote better levels of acceptance for successful learning. The teachers must be trained so that they will be able to transfer to the students a positive attitude towards the English language and implement a set of motivational strategies with this group, which may include strategies 1, 9, 11, 12, 13, and especially 23, providing learners with regular experiences of success.

- 4.3.2 The teachers should implement a complete set of the motivational strategies previously mentioned in this research paper, with the students who feel that learning English is not an easy task or a motivating activity for them, considering that they are more than 30% of the students in the sample, in order to improve their expectancy of success (strategy 13). They should work with the students who are not willing to make an effort to learn English, applying strategies number: 1, 5, 6, 9 and 10, to promote the learners' language related values and enhance their interest in learning.
- 4.3.3 The Director may carry out a performance assessment of the teachers of the Academy in order to determine their areas for improvement and training needs. All the teachers should be trained on motivational strategies in order to apply them with their students as a continuous process to enhance the learning experience and the success of the students in learning English.
- 4.3.4 The teachers can improve the social aspects that affect motivation by applying strategies to build the learners' confidence and help diminish language anxiety by removing or reducing the anxiety provoking elements in the learning environment, including the use of humor.
- 4.3.5 The Academic Coordinator should analyze the teaching methodology of the Academy in order to make it easier for the students to learn English and change their perception of difficulty, so that they are able to obtain successful results.
- 4.3.6 The teachers can help to improve the learning environment by applying strategy number 5 to create a pleasant and supportive atmosphere in the classroom, setting norms for respect and tolerance and creating a safe space for learning.

- 4.3.7 The Academic Coordinator should perform a complete review of the books and materials used in the different courses provided, in order to use more updated materials with contents that are relevant for the students, which can be applied in their daily lives. It is advisable to use strategy 15.
- 4.3.8 The Academy should continue taking steps to improve the infrastructure, especially the infrastructure of the laboratory, ensuring that all the computers and the audio-visual equipment work properly to ease the work of the teachers and improve the learning process of the students.
- 4.3.9 The teachers and the administration of the Academy can foster the motivation of the students by reducing demotives to a minimum. It is advisable to apply strategies number 28, 29 and 30 to increase students' motivation and increase their self-motivating capacities, encouraging them to adopt, develop and apply self-motivating strategies.
- 4.3.10 All the teachers should be trained on motivational strategies in order to apply them with their students as a continuous process to enhance the learning experience and promote the success of the students in learning English.

PART FIVE

5. PROPOSAL

5.1 Description of the Situation

The present research has been done at the Benedict School of Languages-Villa Flora Branch including all the students older than 12 years old. A survey was applied to the students to determine their motivation to learn English and the conclusions of the research indicate that there are several aspects that the teachers must work on, in order to enhance the motivation levels of the students and improve their learning experience.

5.2 Problem setting

At present, the group of teachers that work at the Benedict School of Languages – Villa Flora, have some, but not all the necessary abilities and skills to implement a complete set of motivational strategies that the students need in order to enhance their motivation and ensure their success at learning English.

5.2.1 Main Problem

The teachers are not properly trained and do not have the necessary knowledge and skills to apply motivational strategies with their students.

5.2.2 Secondary Problems

- The students cannot benefit from the knowledge of capable and skilled teachers on motivational strategies.
- Some of the students show low levels of motivation and the teachers are not fully able to help them.

5.3 Justification

This proposal is aimed to provide the teachers of the Benedict School of Languages, Villa Flora, with a three-day workshop where they will be able to learn a complete set of motivational strategies that they can apply with the different groups of students at the Academy, thus enhancing the learning experience for the students and ensuring their success at learning English.

5.4 Participants and beneficiaries

- Director
- Teachers
- Academy authorities
- Beneficiaries: Students

5.5 Objectives

The workshop has the following objectives:

- The teachers will learn a complete set of motivational strategies to be implemented with their students.
- To determine the most adequate motivational strategies for the different groups at the Academy.
- To practice the use of different motivational strategies in the workshop so that the teachers will be more familiar with them.

5.6 Proposal structure

Time frame for the workshop: 3 days

Minimum and maximum number of participants: Min 10 - Max 30

Skill level of the participants: the workshop will be useful to English teachers, it does not matter if they are professionals or not.

5.7 Workshop Agenda

Day 1

Table 2: Workshop Agenda

Activity	Topic	Time
Warm up activity	Ice breaker	15 minutes
Introduction	What is Motivation? Why is it useful in the language classroom?	2 hours
Coffee break		15 minutes
Presentation	Results of motivation research among the students of the Academy	1 hour
Group work	Brainstorming about other motivation	1 hour

Activity	Topic	Time
	problems observed by the teachers	
Lunch		1 hour
Presentation	Intrinsic Motivation Extrinsic Motivation	2 hours
Evaluation of the day	Round up information	15 minutes

Day 2

Activity	Topic	Time
Warm up activity	Ice breaker	15 minutes
Presentation	How to create the basic motivational conditions	2 hours
Coffee break		15 minutes
Practice	Role play	1 hour
Presentation	Strategies 1-8	2 hours
Practice	Group work	1 hour
Lunch		1 hour
Presentation	How to generate initial motivation	1 hour
Presentation	Strategies 9-16	1 hour
Practice	Role Play	1 hour
Evaluation of the day	Round up information	15 minutes

Day 3

Activity	Topic	Time
Warm up activity	Ice breaker	15 minutes
Presentation	How to maintain and protect Motivation	1 hour
Presentation	Strategies 17-22	1 hour
Coffee break		15 minutes
Presentation	Strategies 23-30	2 hours
Lunch		1 hour
Presentation	How to enhance the learning experience	1 hour
Presentation	Strategies 31-35	1 hour
Practice	Role Play	1 hour
Demonstrative class using motivation techniques and strategies	Class	30 minutes
Evaluation of the day	Round up information	15 minutes
Delivery of Certificates to the participants		30 minutes

5.8 Measuring Criteria

The results of the workshop will be measured using the following criteria:

Table 3: Measuring criteria for workshop evaluation

Level	1 Limited	2 Adequate	3 Proficient	4 Excellent
Criteria				
Objectives	Objectives were not stated and unclear. Lecture was unfocussed, and any learning activities did not seem to directly	Objectives were stated, but lecture and learning activities were not clearly organized to achieve objectives.	Objectives were clearly stated, evident in lecture and supported by learning activities.	Objectives were manageable, clearly evident throughout and strongly supported by learning activities.

	support any particular objective.			
Expertise	Speaker's expertise in content was not evident.	Speaker's expertise in content area was unclear or minimal.	Speaker's expertise in content area was evident.	Speaker's expertise in content area was remarkable.
Presentation	Presentation was disorganized and therefore difficult to follow.	Presentation followed a main idea, but was repetitious or tangential to no purpose.	Presentation was clear, and easy to follow, using a standard format.	Presentation was well organized and easy to follow. It was interesting.
Logistics	Media and learning materials were missing, distracted from the presentation or poorly used.	Some media and learning materials did not contribute to the presentation.	Media and learning materials supported the presentation appropriately.	Media and learning materials were used effectively to enhance the presentation.
Learning Engagement	My involvement in learning was passive. I chose not to be engaged in the presentation.	I chose to be involved, and followed instructions to some degree.	I was actively engaged in learning and sought to find aspects to contribute to my professional practice.	I was meaningfully engaged in learning, making connections to my current professional practice and seeking new learning for continuous improvement.

Because of your attendance at this session, what do you anticipate will be the impact on student learning in your classroom?

5.9 Budget

The following chart shows the necessary budget to implement the proposal:

Table 4: Budget for proposed workshop

ITEM	CONCEPT	QUANTITY	AMOUNT
1	Facility for 30 people	1 large room	\$ 200
2	Infocus for three days	1	\$100
3	Folders for 30 people	30	\$ 10
4	Copies of material for 30 people	30	\$100
5	Markers (board)	10	\$20
6	Pens	30	\$10
7	Board Eraser	1	\$2
8	Coffee breaks	90	\$360
9	Lunches	90	\$450
10	Facilitator honoraries and transportation	1	\$200
11	Incidentals		\$100
	TOTAL		\$1,552

5.10 Demonstrative class using motivation techniques and strategies

The following sample class can be adapted to any other English lesson provided by a teacher. This is unit 13 of the “Inside Out” learning program used in the 4th level of the Benedict School of Languages. The main topic of this unit is “Smile” and it is focused on smiling, laughter and happiness. This is the first

lesson of this level and therefore the teacher will possibly be working with a new group of students.

Objectives:

- Practice conversation skills around the topic
- Learn and remember vocabulary about the face (smile)
- Practice pronunciation
- Practice reading and listening skills

Time: 2 hours

a. Introduction

Teacher:

- Introduce yourself creating a friendly environment (Strategy 5). Tell the students that you are there to facilitate their learning and that you are available to help them (determine a schedule and provide your e-mail address, if possible.) Share your own personal interest and enthusiasm about English with them (Strategy 1) and tell them to feel free to ask for a reinforcement when they are not able to understand a certain topic or structure.
- Have the students introduce themselves (strategy 3) so that you are able to know more about them, trying to determine how much they like the English language (or not) and if they are willing to make an effort to learn the second language.
- Explain the students the structure of this level and what they will learn. Set the group goal for this level (Strategy 14) and make sure that everybody agrees with it.
- Agree with the students on a set of classroom rules (Strategies 7 and 8) that will help the group to achieve their learning goals faster. (No gum chewing in class, do not speak when someone else is speaking, be punctual, attend every class, etc.) Agree on what will happen if someone breaks the rules.
- Explain the grading system. (Strategy 35). Personally, I ask the students to create a list of new vocabulary words and offer to give them one or two extra

points in any test for every 100 words. I also promote the use of a good dictionary!

- Explain that they need to produce 8 compositions in this level, which will be graded and returned to them for correction. They should bring the corrected composition the following week. Personally, I offer the students a few extra points when they bring the work corrected (Strategy 18).

b. Activities on pages 64 and 65 of the student's book

- Introduce the topic, working in small groups, looking at the expression "Say Cheese" and discuss the questions:
When do people say this?
What do you say in your language?
Do you find it easy to smile in photographs? (Strategies 18 and 19)
- Introduce vocabulary words related to a smiling face. Use the words to complete the article about smiling choosing the appropriate singular or plural form for each word. The students read and complete one sentence each. Play tape script 46 so the students can listen and check their answers.
- Ask the students to look at the picture of the lady who is smiling and check in the book the features that they can see (beard, bags under the eyes, beautiful teeth, etc)
- Have the students talk informally about the features that they like in a man or a woman. Describe their ideal face to a partner. (Strategy 15). Describe how your own face changes when you smile. What are the things that make you smile?
- Page 65: Play tape script 47, have the students listen and repeat nouns with similar sounds /s/ /z/ /iz/. Put the nouns from the box into the appropriate columns according to the corresponding sound.

- Vocabulary: Describing Character: Have the students read the four articles and match one of the headings to each paragraph. Introduce the adjectives in the box. Afterwards, play tape scripts 49 and 50. Ask the students to choose the most appropriate adjective for each speaker.

c. Round up

Make a summary of what has been learnt today and make a few exercises with the students. Make sure that everybody has understood what has been taught.

d. Closing

Ask the students to work on pages 44 and 45 of the workbook for homework.

Say good-bye until the next class and let them know (again!) that you are available to help them if necessary. You can give them your phone number and/or your e-mail address.

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