"I HATE ENGLISH"A STUDY ON MOTIVATION.

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B.A IN ENGLISH LANGUAGE TEACHING

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OCTOBER 9th, 2017

ACKNOWLEDGEMENTS

First and foremost I would like to thank God for giving me the fortress, for my passion and pursue my dreams. I could never have done this without the faith I have in God. Also this research was possible due to the support of several people. For that reason I specially acknowledge to my thesis advisor Andrea Bernal at Corporación Universitaria Minuto de Dios. She consistently allowed this paper to be my own work, but steered me in the right direction whenever she thought I needed it.

Second, I appreciate the support I receive from Escuela Normal Superior Distrial Maria Montessori in Bogota. I thank coordinator and seventh graders, since they were the fuel for the development of this monograph. They were good and friendly during this study and students could express all the things that they have though.

Finally, I must express my very profound gratitude to my parents and to my friends for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this monograph. This accomplishment would not have been possible without them. Thank you. I could not have done this totally on my own.

ABSTRACT

Doing a study about the learning of English as a second language in a public school, it is possible to identify that students are not connected in their classes and they have lack of motivation. For this reason it is important to analyze the intrinsic factors, extrinsic and experiential that may be affecting the levels of motivation of each student. To give an explanation to this problem that is present in an educational context was necessary to measure the levels of motivation according to each of the factors mentioned above. For that reason this project works with a mixed research that has two phases, as quantitative as qualitative. First one helps to look if there is a problem and second one to find the reasons that cause of the lack of motivation of the students.

Taking into account the foregoing, can be summarized that students have a certain degree of demotivation because of the lack of goals in the activities proposed by the teacher, where students have felt disoriented and disconnect easily. In addition to this it was possible to recognize that the experiences of the past come to have an impact on the motivation of students to study English, both positively and negatively. Finally, students do not see themselves as being influenced by their context; they have not contact to encourage their motivation in the learning of English. But this project makes them an aware about the importance of this language in their lives.

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INTRODUCTION

In recent decades, the role of English language has increased throughout the world; and Colombia is not the exception. For that reason, this research has the purpose of emphasizing the importance of motivation in the process of learning English as a foreign language, inside high schools in Bogota, to be more specific at a public school. In that way, it is important to understand the different types of motivation during their learning as foreign language.

Considering some observations that were undertaken in the institution, where students demonstrated lack of motivation during English lessons through their body language, the small connection with the activities, boredom gestures within other characteristics. Besides, teachers from this institution have talked about it too through a short questionnaire. Then if they are not active in the lessons and they do not participate, what will be the student’s reasons?

Nowadays most of the people say “I hate English”, and this slogan or fashionable phrase could be a repetition through generations. Within high schoolers it is normal to listen it. But, they really hate it? In our country this language is taught within the educational system.

However, the troubling results show that students do not have enough knowledge to initiate a simple conversation in the second language at the end of high school. Those deficiencies in learning have been taken primary and even secondary school. Even when teachers imagine that each student are properly motivated to continue their studies at the higher education level.

But the repetition of this phenomenon throughout time is a reason that shows the importance of this study. So this study works to explain why is it happening? There are different points of view regarding the possible causes of lack of motivation when students are learning English, but almost all agree on the importance of motivating students to have an effective teaching and learning process. There are many research papers that determine the fundamental and vital aspect of motivation that have to implement in English lessons.

This study is looking for the motivation as a base of a learning process in a foreign language, so it is the main construct that supported my proposal to determine and characterize the student’s motivation in the English as a subject and English class. Besides, as sub-constructs, you will find the factors that can affect this motivation, because my motivation is not the same compare with others. If it was different I will need different stimulus. For that reason, it is possible to see variations on motivation inside in the same lesson.

In that order, the reader will find in first chapter the justification as well as the research problem, question and objectives. During the second chapter, it is possible find in the literature review some studies that show different factors that have been affected motivation in specific populations and the theorical framework where motivation is taking as a construct.

Following on, the third chapter includes the description of the context and participants in the research and the research approach which is the type of study that I use during the project and the description of the instruments used to collect all the data that I need to answer the research question. Chapter four will show the data analysis, it is based on the

useful instruments, and that permit describes the results. Finally, along chapter five the author will present the conclusions, relevant findings, implications, limitations and further research drawn after the development of the present research project.

CHAPTER 1

“I hate English”

Justification

This research identifies students' motivation, based on learning a foreign language, such as English. Therefore it must identify if they have motivation to study this language and what kind of motivation they have. For that reason, it must be analyze how intrinsic, extrinsic and experiential factors affect students’ motivation.

In the way to refers motivation, as a main point of this project, Maslow (1943) proposed a theory that is focused on people necessities. The theory of human motivation was widely used in the field of clinical psychology. It has become one of the leading theories in the field of motivation because those necessities motivate people to do something.

Therefore, McClelland (1961) organized a theory which is based on how the motivation of the people born when he/she tries to satisfy three basic needs. In order to improve the motivation of the people it is necessary to know the needs that govern every human being. In both theories the human needs are similar when motivation arises.

The motivation has been study throughout time, and some research is being done about the factors associated with motivation and how it affects educational quality. It is a concern not only at the regional level but also in Latin America. Specifically, in Colombia there are national statistics that show how the students are not meeting the required English proficiency. The educational objectives look for projects such as the bilingual program in Colombia until 2019 and the National Bilingualism Program (PNB), which seek to develop

English proficiency in Colombia. The projects are based on the Common European Framework that defines levels with a specific classification.

For this reason, the Ministry of Education (M.E.N) establishes some tests for the students in which they require a level A2 (secondary schools) and for professionals, a level B1-B2. At the moment of seeing these levels it shows that the performance is not enough in the students, taking into account an evaluation at the national level.

As an example of those levels, this project mentions Cali, Medellín and Bogotá because 84.6% of the students that took the test have A1 level when finished their secondary school. So it is a low level and this trend is widespread throughout those countries. According to Torres (2012) most of the students are not getting the performance that was expected with the implementation of these projects.

The performance is the product of all activities in the school environment that ultimately affect the motivation of students. The degree with an individual successfully handles a problem or task is grounded on motivation because the students who are motivated to learn, when pay attention to teaching and devote themselves to reviewing information, relating it to their knowledge and asking questions. (Schunk, 1997.p.284)

Then it is necessary to look for motivation based on causes and reasons for factors that comes to influence the motivation of each student in a particular way. This study is focus on seventh-grade students at Escuela Normal Superior Distrital Maria Montessori. It would be excellent that all students might come to school with a lot of motivation to learn English, but it is not happening in this institution. Some students might still find English activities boring or irrelevant.

During a series of observations at “Escuela Normal Superior Distrital Maria Montessori” (public school), students demonstrated their lack of motivation in different ways. Regardless the school’s building and the differences in terms of infrastructure and materials all high schoolers responded negatively when teachers provided instructions and set an activity. Then, students seemed to be demotivated, and it did not allow the teacher to achieve the class objectives for these reasons this study will be focused on researching the aspect that might cause demotivation because as evidences in the observations demotivation is in fact a problem in that context. (Appendix 1)

Particularly, the present project is carried out due to the high degree of demotivation existing in big part of students taking into account the foreign language from this public school. Among the causes for lack of motivation, in previous observations made, it was much appreciate disinterest on the part of the learners, which derives the little interest for learning English in the classroom. All these causes have determined that there is a low level of motivation during classes.

Research problem

This study is concentrated on seventh graders at Escuela Normal Superior Distrital Maria Montessori in Bogota. Those students are used to have lack of motivation during their English lessons. They have a predisposition, they do not participate actively and they do not pay enough attention. Also their body languages demonstrate short interest with the activities.

As mention before, the lack of motivation towards the lesson could be observed in their gestures and body language (Appendix 1). During the lessons students made boredom

gestures independently of the activity teacher proposed; so they demonstrated a clear predisposition from the beginning and they did not get involved. As a result, their bodies took an apathetic position and teachers were forced to do big efforts to catch students’ attention.

The students’ participation was not enough since they remained quiet most of the time. Some of them tried to participate but only motivated by the obligation derived of passing the course. Besides, the motivation to learn was not evident and students preferred to copy and paste information from others. Then, they do not find this language relevant in their lives as English is less important than other subjects such as Spanish or Mathematics. Then students use less time for English and in some cases they do not try to study it.

In addition to this, parents have influenced those student’s decisions too because when they receive scores and they notice that students fail English, the level of importance about those scores decrease. For them it is more relevant the scores in other subjects such as Maths or chemistry. In the case of English, parents state: “After, I can pay you a course of English” (information taken from informal conversation with parents) Then parents do not pay attention to the importance of this language in their lives. When Aranguren (2002) points out that it is necessary to do "knots to weave the necessary network between Family and school" (p. 85)

Therefore, the institution has teachers that work to give materials and organize lesson with specifics methodologies. One of the teachers participates in a questionnaire that shows how the teacher has clear purposes and materials to motivate students. (Appendix 2) Even with this the school has a lot of material for teachers and a well-constructed curriculum based on students’ needs. One of those items seems to be important and the

negative attitude becomes a daily routine, for students and teachers too (Informal conversation with a teacher).

Besides the fact that teacher has material and so on. The Escuela Normal Superior Distrital Maria Montessori has implemented some activities to enhance and promote students’ abilities and motivation. The most common one is the celebration of “the English day”. The idea is each course has a standpoint, for example: singing a song in English, theatrical productions, dancing popular songs in English among others. The problem with that program is the length, because it takes a short period of the scholar year. Then they might forget the English topics when they have to memorize.

In spite of that, the results do not change and the lack of motivation persists in the students. If there are some changes, they might not significant or relevant. Then in our context it is necessary to investigate and catch the attention of a specific population where the difficulty or issue is presented during the English lessons.

The study done by Martinez focuses on discovering why students have lack of motivation (2013), it was called: “Por qué los estudiantes de las escuelas públicas no aprenden inglés”. Where he said: *“In English as a foreign language (EFL), the student finds a social context, cultural and linguistic background in which English is hardly present. The teaching of English in El Salvador falls into this category, as well as the teaching of English in any country where the English language is not the language of current use”*. (p.93). Despite it was in Latin American, as the same context that this project has. This study shows how students in Latin American context do not have enough contact with an Anglophone culture. Then they have short or small contact with the language.

This last research demonstrates that the lack of motivation takes place when students do not have a real and meaningful context. But it is not only causing students feel demotivated. Besides the fact that, they have a short contact with a foreign language the students have other factors that influence.

In addition to this, this study is different from the last for two transcendental reasons. The first is one refers to there is a problem with seventh graders at Escuela Normal Maria Montessori even the teacher and it is a context that has not been investigate. Second, this research works with the experiential motivation. That is to say inside in the same classroom, each student has specific previous experiences that are the reasons to feel secure and motivate now. Then this research works with different factors that affect motivation.

This research will benefit the learning process of the students from this public school because it works to analyze and explain the causes of this problem. It helps to understand their intrinsic, extrinsic and experiential factors that affected their behaviors and their motivation too. Besides, teachers understand what are the reasons what they are not totally motivated. Finally it might help to be conscious about the importance of English nowadays.

Research Question

How intrinsic, extrinsic and experiential factors affect motivation of seventh graders from the public school Escuela Normal Superior Distrital Maria Montessori?

Research objectives

General Objective:

To explain how the intrinsic, extrinsic and experiential factors affect motivation of seventh graders from the public school Escuela Normal Superior Distrital Maria Montessori.

Specific objectives:

To identify the intrinsic, extrinsic and experiential factors that seventh graders have from the public school Escuela Normal Superior Distrital Maria Montessori.

To characterize the seventh graders who have low motivation based on intrinsic, extrinsic, experiential factors in the public school Escuela Normal Superior Distrital Maria Montessori.

To analyze the specific reasons that might cause low motivation based on intrinsic, extrinsic, experiential factors that affect in seventh graders.

CHAPTER 2

LITERATURE REVIEW

This literature review presents the different manifestations of motivation during English lessons. The motivation has a divide in types and each of them has a specific function depending on different populations and backgrounds in order to provide students the opportunity to learn a foreign language in a different way. To explain this point with more details it is necessary to refer some researchers that demonstrate variations in motivation.

In regards to the importance of motivation during student’s process learning English as a foreign language, it presents some studies that refer to the role of motivation in different contexts. Ortega (2015) studied some factors that affect the motivation, by implementing a specific questionnaire. The points to analyze were: personal information, student’s interests, English at home and English in the classroom. (p.125-136)

According to the results of his research Ortega (2015) found a big importance in some aspects that affect motivation. Firstly, he refers to the role of the English language in students’ lives, to see the relevance in their daily life. Secondly, the approach which is a base for develop the four skills and how they are treated in class. Thirdly, the teacher’s role affects their motivation because student’s behavior depends on how teacher teaches. Also it is the importance of used games and diversity in materials during class. Those perspectives are use as solution of motivation in the students. (p.125-136).

Finally, this research demonstrates assertive results even with students that have different factors, for example their conditions to live were not the same, so the external factors do not affect their process. Then the teacher is fundamental to receive a good attitude for them. For that reason, the motivation in the students has a big dependence or directly relation with teachers. (p.125-136)

According to Zuñiga (2013) who paid attention in the relevance of emotions, in the process to have motivation in a lesson taking into account two basic elements. First one relates language anxiety at the moment of speaking. The second one is about negative experiences with some specific teachers or with the exams. The study analyzes different emotions and reactions from students during the lessons (p.88-111). In relation to the findings different factors affected their emotions as teachers, parents, institutions and social academic environment. Then each barrier generates a wall between the student’s process and their language.

For that reason, Zuñiga (2013) designed an approach that takes how emotional factors affect the process of learning (Emotional empowerment). So empower activities transfer feelings of capability and toward the control of anxiety. It supported to give a specific solution based on emotions. For the adolescents and teenagers the emotions are difficult to manage. (p.88-111)

In words of Qashoa (2006) the motivation in the classroom is one of the most significant factors in the process of language learning from the UAE (United Arab Emirates) schools. Besides, the author concludes that it is necessary to understand the most common ways to motivate and the real factors why the students feel unmotivated. The factors influence in a positive or negative way. (p.15-30)

Based on the findings the negative factors were: Vocabulary, structure difficulties, spelling errors, listening, social and religious factors. The last one was the most relevant in the research because the populations were from Arabic and Iraq. In some cases, students said things such as they remembered the moments when Americans had attacked their countries or cities. Then they did not have to study English when they saw the language as imposition. (p.30-41)

Besides Qashoa (2006) had a clear idea of how these problems from the past affected students. Then they have contradictory perceptions to learn English. (p.40-57). For that reason, it is important to look at the social impacts in the students in another countries and context. Because even the people think that the problems only are provide in the classroom, the social problems affect their minds in a big percent too.

Additionally, to the see lack of motivation in the students it refers to English lessons in relation with vocational students from Hong Kong. In that country Siu May (2012) takes into account some factors such as: teachers, parents and educational influences. In spite of the fact he looked some derivations of those factors; and he found the language attitudes, affective interactive motives and the significant influence of others. (p. 2-7)

Consequently, the students had different perspectives. So in the moment that they received bad and poor results they started to hate English. But the big influence is related to the people that are around them.

According to the results, the first reason is located in the parents. Because the parents tried to demonstrate the importance of the language and they participate together in activities relate to English. Also the teachers had a big importance in their process because the teachers tried to influence the students creating an active learning environment when they demonstrate their interest in the language. Together to the ideal of increase their job opportunities and salary potential as base of motivation in those students (.p.2-11)**.**

It demonstrates that their motivation depends on learning experiences since the primary school. It’s clear to see that in contexts where the students have a vocational interest the motivations are very different. So the development of the class is totally changed. As result of that, there is a level of higher motivation when the students have somebody which is a motive to increase their performance.

It is for this reason that I think in the multifaceted of motivation. Because the lack of motivation is not the same in each place, in each population, in each institution and the reasons have changed throughout the time.

For instance, another argument about motivation was taken from the students in Saudi Arabia. Springsteen (2014) said that people refers the Saudi Arabia ‘students as “lazy people”. Then, he wanted to analyze why the people said that in their majority of activities they are irresponsible, they do not like to do anything and they prefer to have a relaxing life. Also the students present negative attitudes in the university. (p.12-36)

Then the myth which refers they are lazy all time in their lives affect students motivation. As positive point the private university has a support program. The program contributes to help the students and it gives an extra assistance. So they are helping from

the institution. In addition, the most relevant findings were: supportive mother, Faith in God, teacher who is easy on me, good educational materials. (Springsteen, 2014.p.12-56)

Finally, at the moment to see if the students had their motivation and they would intent to improve in their knowledge. The concept of laziness has changed. Just as their results and levels was totally positive. This only permit demonstrates that the people and the teachers mistaking lack of confidence and training with lack of motivation. Then they have a predisposition. For that reason, it is important to analyze this kind of misconceptions of the people and how the socio cultural factors affect and influence their performance.

Taking into account more studies which show how the motivation could be described through different perspectives. I considered a research that talks about the importance of the role of the teacher. Nakara, Kimura and Okumura (2001) said that the motivation depends on the teacher role because in Japan the lessons are based on the teacher as a center not the learner.

Consider this, during the lessons the opinions, needed; process and performances of students are less important, so they are not active in a second language acquisition. In that part the teacher’s abilities are more important that students perspectives during each activity.

Then Nakara, Kimura and Okumura (2001) found that when teacher pays attention to student’s necessities, the process changes and they are more active, such learners tend to be motivated by a combination of intrinsic, instrumental, and integrative concerns. Apparently students tend to study English for more extrinsic and pragmatic reasons than those who feel they need English for their future degrees. (P 50-55)

It permits to think about how their teachers have a positive influence on their learning process in secondary school. Teachers have a big power above students, so they could catch student’s attention in a better way; and the English lessons are more active.

To confirm the last point about teachers, Moreno (2001) found in Barranquilla a lack of motivation in the students, low interest in learning English and they did not like to interact in English lessons. Also students presumed that they could not learn a foreign language and it was not useful for them because they only wanted to finish school.

However, she increased the motivation taking into account students ‘needs, likes, learning styles. Then Moreno (2001) had some findings that relate to teachers must change teaching attitudes and get really committed, involving their colleagues in this process. Also Teachers must know students´ needs. Besides, teachers must look for activating knowledge, showing pictures between other dynamic activities.

Although, the research had as purpose improve in the lack of motivation of the students. The results had a relation with the teacher role; and every single conclusion relate to how teacher will be improve in their performance, more than students need to do it.

For all these reasons I support the literature review with a variety of researches that have something in common. It is motivation which is an important aspect of education and good development of lessons too. For that, it is necessary to identify the factors that affect student’s motivation. Clearly it is necessary to start with the types of motivation. According to those multiple aspects it is possible to identify what happens with the students based on their context, conditions, and environments between others.

THEORICAL FRAMEWORK

The research project is focused on relevant aspects about the definitions of motivation to understand student’s attitudes based on their variations and their lack of motivation. This study has one construct that is Motivation. The construct of motivation has 3 sub-constructs, namely; Intrinsic, extrinsic and experiential. Each sub-construct explains in depth a factor that constitutes the motivation on the context where it might be produced.

Besides, it is not easy to find a unique meaning of motivation and the reason is the multiple context and factors that have around the world and the different disciplines that have studied the concept of motivation. According to this, research objectives are based on the construct of motivation and its types are presented in the next order: Motivation through psychology as a base because it is the naturally process of the body responses. Also it is important to mention other authors that define motivation.

I. MOTIVATION

The next definitions are organized in a chronological order to see the changes through the time in the motivation when learning English language. First of all, Keller (1983) refers the motivation as all kind of choices that people do, but taking into account what experiences or goals they will approach or avoid.

In the same way Crookes (1991) said that motivation has been demonstrate in the learner’s orientation through the considerations to the goals of learning a second language. For now, the goals have an important role in the decisions that students take during lessons.

In addition, there are definitions closer to our recent years. According to Shirkey (2003) defined motivation as a need or desire that energizes and directs behaviors. It is more related to the responses of the body and how we react through the motivation. But for this project is important to use the more recent meaning of it.

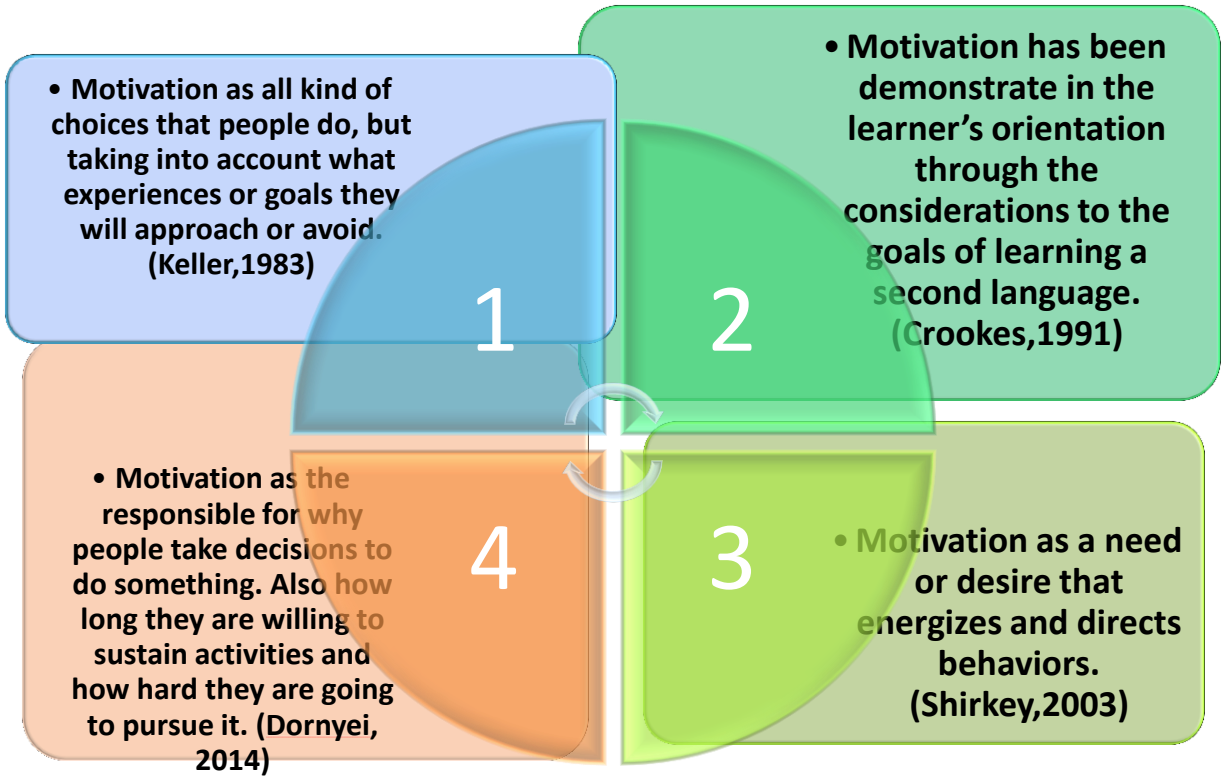


Figure 1. Definitions of motivation

This project defines motivation as the responsible for why people take decisions to do something. Also how long they are willing to sustain activities and how hard they are going to pursue it. (Dornyei, 2014, p.22) It is a completely definition to analyze all components around of motivation, to give and to understand more clearly the arguments and reasons of this, it is important to mention Maslow and McClelland theories.

Here is an important aspect in those theories is that once satisfied a series of needs, these become motivating (Robbins and Coulter, 2005).The necessities are fulfilled in the following order: first, the basic necessities (physiological and of safety) and then the Secondary necessities (social, self-esteem and self-realization). This is because people seek to meet their basic needs and then ascend in the search to meet needs more complex (Daft, 2004).

II. FACTORS THAT AFFECT MOTIVATION

This study is focused on analyzing motivation as the main point; follow the types of motivation (intrinsic, extrinsic and experiential) as an important aspect for English language learning in the second language acquisition process. Here the context is relevant in order to carry out a successful process. The idea is understand how those types of motivation affect their motivation and find the student’s reasons could not be active during their English lessons. Also, we need to identify the reasons of this phenomenon an even when English has a global power.

MOTIVATION BASED ON INTRINSIC FACTORS

The intrinsic motivation refers to the development of an autonomous classroom climate when children feel in control of their environment, they are not only internally motivated to work, but also experience positive feelings of self-worth (Ryan and Grolnick, 1986). Then, each one is connected in an internal way to believe in them and they could have self- confidence, and they could connect with others in the classroom.

Based on the McClelland theory (1961) there are some key points as the ***Self-fulfillment*** which refers to an interest to develop something, to stand out accepting personal responsibilities, it is also distinguished by trying to do things well. The successful realization of the proposed activities enhances the student’s confidence and decreases the refusal to make the new one; it is ***self- esteem*** where the confidence that everyone has is increase, and where each one achieves personal responsibilities.

Besides, people need recognition in the moment to achieve something. It permits to increase reputation, and dignity, which determines feelings such as trust, competence, achievement, mastery, independence and freedom that is ***self- improvement***:. In addition, it is important how the autonomy of the students is in the hands of motivation. Students become aware and responsible for their own learning. It knows as ***autonomous work***.

On the other hand, those feelings mention before could affect If coupled with a lack of positive feedback. Then the remarkable negative feedback is known as ***scolding*** that can hurt more than help students; it may have trouble forming social relationships as they grow. It can produce ***insecurity*** and students can lose all the aspects that were contextualizing in the previous ideas. Some teachers refer as the influx in the motivation of negative feelings

such as fear of ridicule, inferiority, shyness or shame. These feelings arise in the teaching context and can be generated by external factors such as the attitude of the teacher or the companions themselves.

According to Alonso, Casasbuenas, Gallo and Torres (2012), there are emotions arise the ***fear of failure***, it has been observed that as children grow older, the manifestations of defeatism school increase; it makes very little effort in the implementation of the tasks and their spontaneous participation or voluntary in class becomes very low.

MOTIVATION BASED ON EXTRINSIC FACTORS

Then extrinsic motivation is an important factor to analyze too. Adams (1978) and Chambers (1999) found during lessons several moments that help to create a cozy atmosphere, there are base in a working group with sense of co-partnership. The benefits are: common knowledge and group contributions. For that reason, it is a place where the motivation increase when thinking, knowledge and experiences are interchange. Clearly through this context people could improve and tried to be better.

The classroom is a typical social context. It is a place where is possible to see how the students work alone, with their partners or with the teacher. So those factors set in environment even if it is good or not. To explain better this Chambers (1999) and Reid (2007) defined that environment plays an important role that helps learners to achieve their aims. For this reason, it is important to find a place in which they feel comfortable either in a classroom or outside of it.

During the lessons the teachers have to manage the ***level of involvement of students*** with their tasks; in their words; the teachers said that the classrooms that are well endowed, specific for the language teaching, encourage the motivation of the students and adequate material endowment, appropriate and specific for each classroom. Besides, the use of different methods and strategies adapted to each student and the situation is important too. Also the methodologies are adapted to the interests, to the age of the individuals.

Based on extrinsic factors other important point as well as material and methodologies, it is the role of goals, where teachers and students need to work together because teacher is the person who creates and organizes it. But the goals work to benefit the performance and motivation of students. Then specific goals were determine through self, identify strengths and weaknesses, in each student. It determines the action to take toward goals, and to tell if the action is leading toward a goal. For example, in some cases the students apparently work in class. But the goal are not achieve at the end and the teacher feels frustrate.

For that reason, it is necessary that students make choices everyday about activities and tasks in which to engage. Many students choose to learn more about a subject or topic outside of class, whereas others limit their involvement to class assignments. Now people start with a wish that can be the first evidence of motivation. But it possible that goals are not achieves and the person has experiment failures constantly. According to Csizer, Kata, Nemeth and Dornyei Zoltan (2006) the motivation can increase based on goals to improve his/her life or not.

In that part, teachers have to increase the orientation of the objectives in the students. It refers to how ***establish goals***. Teachers need to be able to help students to set general and particular objectives and, above all, to take into account and to be oriented towards the satisfaction of individual and group needs.

In the moment that teacher establishes goals and organizes it. He/she has think in the relationship with the foreign language and how culture is very important, because you can neither learn, nor teach a foreign language outside the cultural context and even less in isolation. As Gardner (1998) mentions that the success of learning language depends on the affective predisposition of the student towards a linguistic cultural group in study, this successful group is generated by teachers.

The cultural influences have an important role during the learning of a second language. It is necessary understand how to organize a classroom atmosphere where the students can have a real context and can meet new cultures that relates an English context, which is necessary. But every teacher must be aware that the anxiety of the student created by a tense atmosphere weakens the motivation when learning a foreign language.

The last concepts depict the extrinsic factors that affect students’ motivation when learn English. It is present in each lesson, in each student too. The objective of these lessons is to maximize rewards and minimize "pain" (Pinder, 1985). To analyze the motivation, it is necessary to look where it goes and how you can get it (Laredo, 2002).

For that reason, each person has a certain idea of the level of performance that is able to achieve in her/his task. It has and strong relation with get prizes and rewards, where people that do the best jobs achieve the best rewards. (Galbraith, 1977)

Some students have characteristics that can influence adjustment and involvement in school (adapted from Jalomo, 1995) for example: Married students with family obligations, single parents, students that never liked high school or that were rebellious in high school, students that were not involved in academic activities or student groups during high school or students that are afraid or feel out of place in the mainstream school culture.

Kohn (1993) suggested the importance of including children in discussions about social and behavioral issues in the classroom, such as rules and procedures. Children given a choice in these issues will be much more likely to take them seriously. Also it is the way where they can have a real context, they give comments and they will be reflecting about their environment. During their lessons they have to be conscious about their reality which is an important point of view for their motivation.

MOTIVATION BASED ON EXPERIENTIAL MOTIVATION

As well as, the project is not only looks at the internal factors, the emotions is the base of it and how these emotions can affect the process independently of the contexts. But the experiences could cause these emotions and see how it works Paul Fraisse and Jean Piaget (1978) refers about the affective content “feelings” and it works depending of the value of each experience, which allows turn what you dislike into the activities that you enjoy. The experiences permit change disagreeable situations or moments for agreeable and vice versa.

Those experiences mentioning too as series of "evolutionary" changes have been found in the motivation of the students throughout the years of schooling. They are not evolutionary changes in the sense of predetermined learning or the result of single maturity;

on the contrary, it is clear to find the role of institutional and interpersonal processes that occur in schools through their personal experiences. Veroff (1969), Stipek (1984) and Alonso (1984)

Consider motivation as a fact of human experience, that is, how Bolles (1973) said a mental phenomenon that determines the course of behavior. Assuming the previous conception implies accepting that the motivation has relation with own experience (introspection) or that we act because we have reasons for it (rationalism).

Gutiérrez, Sandoval, Pereira and Caycedo (1994), define experiential motivation as a hypothetical construct that deals with finding the determinants of behavioral choice or change. The experience, where the elections made by a subject are influenced for the things were done in the past and the consequences it received.

The experiential motivation does not explain only the positive situations, it must also include those that cause aversion by nature: pain, hunger, anguish, fear, anxiety, etc. and that are part of the range of behaviors that must explain in the human being. (Reeve, 2003).. According to Korman (1974) the contents of the mind are formed from the experiences lived by the people.

For that reason, the majority of the experiences that have been or have remembered were caused in a specific social context. In some cases, we had grateful experiences and we were happy but in some cases it did not happened. In other words there are good and bad moments and we taking of them the things that we want.

Based on theory about how experiences affect motivation it presented the ***past influence*** that affect the present and if that experiences have been good or bad take into

account past emotions and failures. Perez (2012) said that when the apprentice arrives in the classroom, if the work of the teacher is unmotivated: Students already have learning experience of a foreign language and their expectations are already created. It is happening in the classroom, where an unmotivated lesson could influence students’ attitudes right now. (p.391)

There are experiences that happen because ***student’s emotions*** take the control of those situations, some teachers referring that previous experiences with low linguistic level generates a feeling of inferiority, that block them emotionally and precludes the acquisition of new skills. Psychologically, scolded children can experience feelings of humiliation, guilt, shame, anxiety, and stress. If coupled with a lack of positive feedback, Scolding can hurt more than help children may have trouble forming social relationships as they grow.

Besides, those emotions cause ***failure experiences***, It can set an example to a bad teacher who disqualified a job, humiliating with his comment in front of the classroom the incipient artistic creation of a student, or the violent. The bad experiences generate negative attitudes in students when they actually have to present something in class or do a specific activity.

In contrast, it is possible that students have found ***good experiences*** in the past that helps to think positive. In the study carried out by Naima and collaborators (1978), some adult students identified having had a corrective teacher as one of the factors that exerted more influence on them when continuing the study of a language, regardless of the initial motivation given.

CHAPTER 3

RESEARCH DESIGN

This study has the intention to analyze the motivation in the students towards English lessons. Then this chapter describes the methodological study’s process, step by step of how it will be conduct. The first aspect is an explanation of the research paradigm. Followed by this, the type of research that is involved in this study. In addition, it presents the setting, the participants in both institutions with their specific characteristics. Finally, I present data collection instruments.

RESEARCH PARADIGM

The mixed research in the field of education allows using the strengths of quantitative and qualitative research, combining these in only one. The first objective of this project permits identify if there are demotivation and it helps to have a better clarity of the phenomenon. Besides, it is necessary to explain the reason of lack of motivation through perspectives. The perspectives are taken from different people where things as contexts, instruments, experiences between others are compared. Then it permits to see the lack of motivation between the students during their English lessons.

The research carried out has a title that is “I hate English” A study on motivation was framed within a mixed research. According to Ruiz (S. F.) the mixed research seeks to

obtain a broader; with details understand study object and integrally understand it. In the same line of thought, Creswell (2008) argues that mixed research allows integrating, in the same study, quantitative and qualitative methodologies, in order that there is greater understanding about the object of study.

On the other hand, Johnson and Onwuegbuzie (2004) defined mixed research as the type of study where the researcher mixes or combines research techniques, methods, approaches, concepts or quantitative or qualitative language in a single study (p. 17). For that reason, this research carried out the following criteria to achieve the paradigm mixed parameters:

1. Mixed method research with dominant status and sequential order cuan → CUAL (Johnson and Onwuegbuzie, 2003).

2. As to the type of strategy followed, the research responded to a sequential strategy explanatory, with a quantitative-QUALITATIVE sequence, with integration of data in the interpretation and its emphasize was to explain and interpret relations (Creswell, 2011).

According to the sequential explanatory strategy also known as mixed explanatory design that allows giving an order to the project in two stages in which the qualitative data helps to

explain the significant results about motivation, surprising or "limits" between courses of the first quantitative stage. (See figure 2).

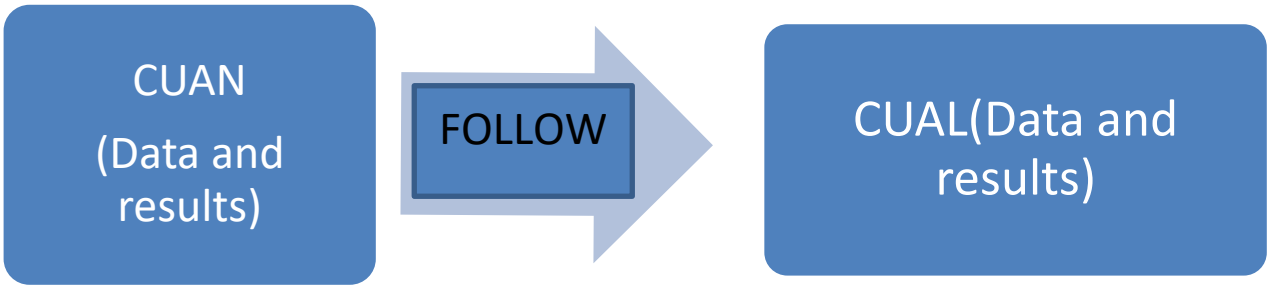


Figure 2. Quantitative and qualitative research

For that reason, this project is organized in 2 phases based on the mixed paradigm and its corresponding objectives. The first objective helps to identify intrinsic, extrinsic and experiential factors. It is define in the phase 1 that is quantitative where It is necessary applied a specific test to measure the motivation. The next objectives permit to characterize and explain reasons that confirm lack of motivation through intrinsic, extrinsic and experiential factors by a phase 2 that is qualitative. It allows the interpretation of the data (Creswell & Plano, 2007).

PHASE 1: QUANTITATIVE

It was the first phase of that research where it was necessary use the quantitative paradigm that means dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships (Figure 3). It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy 1993).The variable of motivation was organized in observable performances measurable that permits identify and analyze how the intrinsic, extrinsic and experiential factors affect motivation of seventh graders from the public school Escuela Normal Superior Distrital Maria Montessori.

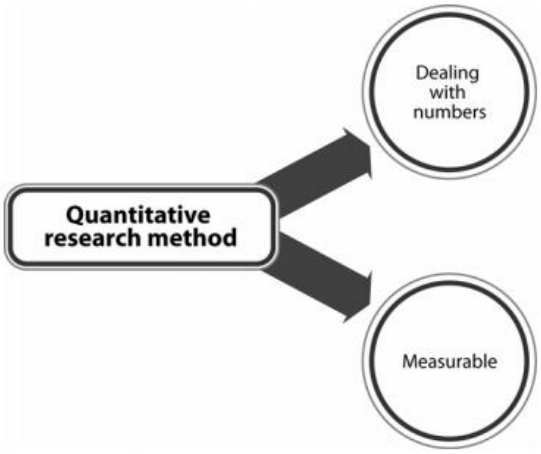


Figure 3. Research method

Based on the previous paragraph, it requires applied a test which was used to measure the motivation together with the types of motivation (intrinsic, extrinsic, and experiential). The test was taken from Madrid and Pérez (2001) *“Exploring the student’s*

motivation in the EFL class”, which has validity from experts. Mention validity, Corral (2008) said it is used to know the probability of probable error in the configuration of the instrument. The expert judgment seeks to have reasonable good estimates, the ' best guesses '. So it is very important to applied useful test.

Based on quantitative research, there are many specific considerations to be taken into account in the evaluation of a test; which encompasses it under two main headings: validity and reliability. It is important to show it, why those components are important.

VALIDITY

Korb (2012) refers to the degree to which an instrument reflects a specific domain of the content of what you want to measure, it is a question of determining how far the items or reagents of an instrument are representative, based on the universe feature or feature that you want to measure. Here it responds to the question how representative is the behavior chosen (motivation) as shown of the universe that tries to represent.

RELIABILITY

The term reliability designates accuracy with a set of test scores measure what they would have to measure" (Ebel, 1977, p. 103). In this research, motivation is a variable that can be measure. It happens with an instrument that produces consistent and coherent results. For that reason, this project had an instrument that was a test of motivation, in the way to measure its reliability was necessary used Cronbach Alpha; Test reliability according to the coefficient of the ***Cronbach alpha*****. (Figure 5).**

The measurement of the reliability by the Alfa of Cronbach assumes that the items (measured in scale type Likert) measure the same construct and that they are highly correlated with each other (Welch & Comer, 1988). The value of Cronbach Alpha ranges from 0 to 1. The closer the value of the Alpha to 1 greater is the internal consistency of the items analyzed. (p.2)

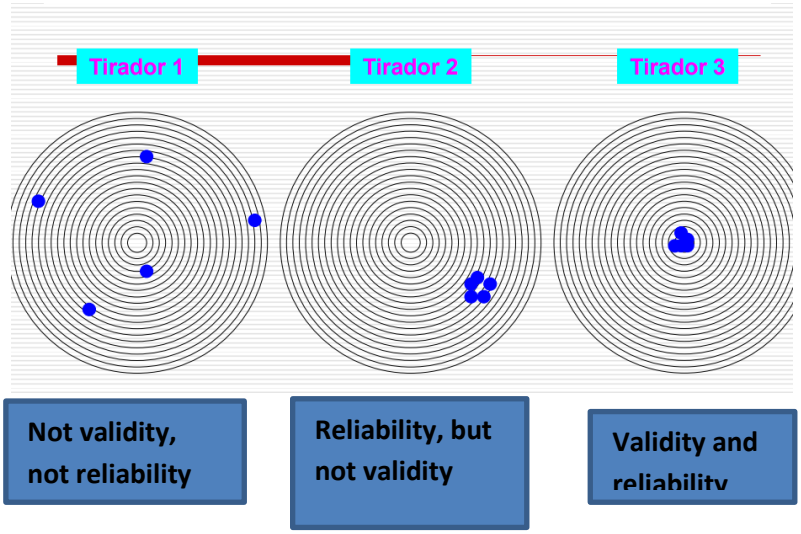


Figure 4. Validity and reliability

Besides, Kaplan and Saccuzzo (1982) define that the value of reliability for basic research between 0.7 and 0.8 and in applied research on 0.95. Then the project had a potential result which means the test measures the constructs in full. (p.3)

VARIANZA TOTAL	Alfa de Crombach	ITEMS
4672,55397	0,974413422	111

Figure 5.Cronbach alpha

THE TEST

Based on the characteristics of the test, it is called ***“Cuestionario para explorar la motivación del estudiante”*** (Annex 1: Survey) and it has 10 questions with a correspond subtitle; each one has some items that takes specific points. It contains 111 items that are represented with a number from 1 to 111. The test had the purpose of measure the motivation levels and the motivation types which has a strong relation with my construct about motivation (intrinsic, extrinsic, and experiential).

But it was necessary to adapt in a Spanish version which was checked by an expert in psychology. Who suggest some changes and omit some questions. The figure 4 shows how that test was adapted because, my construct was supporting for: intrinsic, extrinsic and experiential motivation.

As mention before motivation is a variable which can be measure, so in that way to do it I organize a operationalization based on Ñaupas, H., Mejía, E., Novoa, E., Villagómez, A. (2014) that take some steps as ***theoretical variable*** (motivation), ***dimensions*** (intrinsic, extrinsic, and experiential), ***Indicators*** whose are the observable behavior and ***questions*** that have the specific ***items.*** It permits organize in items the factors of my research that are the indicators of lack of motivation and measure it. It classifies each item depends on the specific dimension.(Appendix 5)

Krejcie and Morgan (1970) said about the size of a representative sample in a quantitative research Therefore, it took a representative sample of 118 students. Where, the universe or size of the population is 170 students and from there, its representative sample

is 118 students. It project took a big universe because ten students is not representative to say that a course is not motivated. (p. 525)

Specifically, the representative sample was taken from seven graders, there are three different courses (702, 703, and 707), and their ages oscillate between 12 to 14 years old. According to Krejcie and Morgan (1996), it gives validity and reliability to the audience as mention before about a useful test in a quantitative part of a research. (p.524)

PARTICIPANTS PHASE 1

The participants of this phase are children between 12 and 14 years old from the school Escuela Normal Maria Montessori which is located in south of Bogotá it works with seven graders, there are three courses (702, 703, 707) each one has around 40 students and they are characterize and organize yet.

- 702: It has a total of 39 students that are organize in 25 guys and 15 girls and they belonged to social stratum 2 and 3.
- 703: It has a total of 39 students that are organize in 17 guys and 23 girls and they belonged to social stratum 2 and 3.
- 707: It has a total of 40 students that are organize in 21 guys and 19 girls and they belonged to social stratum 2 and 3.

The project worked with those groups according to the coordinator directions based on possible times and the English lessons with the English teachers. The big group was reducing based on test results, which shows the course less, motivate. Also the time was reducing because the teachers should have to continue with their curriculums and they could not lose more lessons.

PHASE 2: QUALITATIVE

The mixed paradigm that is involved in this study helps to identify the lack of motivation in the students. In other words as Vaus said *“before a builder or architect can develop a work plan or order materials they must first establish the type of building required, its uses and the needs of the occupants” (2001,p.9).* For that reason this study uses a part of qualitative research because it is necessary to identify and analyze different factors that affect student’s motivation in the classroom.

Additionally, it seeks to understand a given research problem from the perspectives of the population it involves as much in a public school. Qualitative research is especially effective in looking at cultural specific information about the values, opinions, behaviors, and social contexts of particular populations. Then it is important that qualitative research shares these characteristics, where it collects evidence of lack of motivation and it is possible through focus group and interviews.

However, Mack, Woodsong and Macqueen (2011) said that the qualitative research permits to find and analyze factors that are intangibles such as social behaviors in schools, socioeconomic status of the student’s parents, children ethnicity and the religion inculcated since they were born, that role in the research issue may not be at first sight. Also the qualitative research can help us to understand a reality of a situation and their reasons.

For that reason, in this project was necessary applied a focus group that was a result of the course less motivate (703) during the test, so it was useful to identify background reasons that are inside in their motivation and they could argue those reasons with greater tranquility and fluency. Finally, the data collection from the focus group permitted to see a

selective group of students that are not motivate and through some interviews they could express better their feelings and their experiences.

PARTICIPANTS PHASE 2

The participants of this phase were organized based on the previous results taken from the test. So it permitted to find the course less motivate considering the likert scale mention before. Thus, the selection of this course permit to look for students with lower average and this course provide 8 students. Those students participated in a focus group where they express arguments and characterize their personal experiences when studied English. During the focus group they gave ideas that have strong relation with English. Then, it permits to select four students for an interview. Where they express individually how they feel studying English and the reasons for their lack of motivation.

COURSE B	
STUDENT	AVERAGE
Student A	2,85
Student B	2,96
Student C	2,6
Student D	2,98
Student E	2,99
Student F	2,95
Student G	2,35
Student H	2,94

Figure 6. Students selected to focus group

INSTRUMENTS

In the way to conduct this project, it was important to use three types of instruments, which help to recollect complete information about lack of motivation. Then the instruments applied were: test which measures motivation, focus group and interviews. in the next paragraphs I explain how those instruments are key elements for this study.

Questionnaires

The questionnaires are the first step to conduct this project, because it has the function to be a filter of information, in that case the idea is selected the students that really hate English through some questions about it. As Hughes (1981) said questionnaires or social surveys are a method used to collect standardized data from large numbers of people with the same information is collected in the same way.

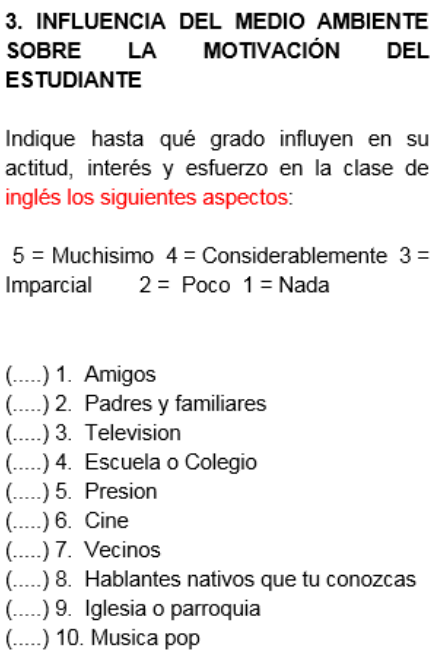
For that reason I applied a test with the name: “Cuestionario para explorar la motivación del estudiante”. It had to be adapted in Spanish version because the population dominates this language in a better way. The test is based on the Likert scale, Siniscalco (2005) said that in most research, when attitudes and opinions are assessed; the Likert scale is often used. The Likert scale is of ordinal level and is characterized by locating a series of selected phrases on a scale with degrees within 1 to 5. (p.56) (Figure 7)

MUY DE ACUERDO	5
ALGO DE ACUERDO	4
NI DE ACUERDO NI EN DESACUERDO	3
ALGO EN DESACUERDO	2
MUY EN DESACUERDO	1

Figure 7. Likert scale

The Likert scale permits analyze the items in a positive or negative as Siniscalco (2005) said *“It is usually recommended that an equal number of positive and negative statements be used”* , in that way according to the answer of each student (Figure 8). Then the test has 10 questions with a subtitle for each one, inside of each question there are items to specify their answers, so the test has 111 items, and it is organize in the next order:

1. Causales de motivación
2. Razones dominantes (orientación)
3. Influencia del medio ambiente sobre la motivación del estudiante
4. Deseo de integrarse en el país de habla inglesa y la actitud hacia sus hablantes
5. Grado de motivación en el aula y rendimiento
6. Tipos de motivación
7. Fuentes de motivación
8. Nivel de motivación en el inglés como materia
9. Efectos de las situaciones de aprendizaje en la motivación
10. Motivación final



3. INFLUENCIA DEL MEDIO AMBIENTE SOBRE LA MOTIVACIÓN DEL ESTUDIANTE

Indique hasta qué grado influyen en su actitud, interés y esfuerzo en la clase de inglés los siguientes aspectos:

5 = Muchisimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = Nada

(.....) 1. Amigos
(.....) 2. Padres y familiares
(.....) 3. Television
(.....) 4. Escuela o Colegio
(.....) 5. Presion
(.....) 6. Cine
(.....) 7. Vecinos
(.....) 8. Hablantes nativos que tu conozcas
(.....) 9. Iglesia o parroquia
(.....) 10. Musica pop

Figure 8. Question example from test

Focus Groups

For this research is important take into account Morgan (2003) which said that focus groups are controlled by the researcher, we can never be sure of how natural the interactions are. The topic of interest demands relatively uncontaminated statements of the research, based on experiences and perspectives from the participants. Then the relations that are established during the focus group are closed and for that reason the information is more relevant. In the focus group it works with the students that have lack of motivation based on the test results.

In that part, the focus group is use to look into the reasons why students have lack of motivation in their English lessons. For that reason, it is organized based on the test results that shows the course with less average take into account the Likert scale, which means lack of motivation grounded on the intrinsic, extrinsic and experiential factors. So the test permits to identify if there is a problem and this focus group permit to analyze why it is a problem.

Through the course lees motivate, it project selects 8 students with low average that were below 3.0 in their test; so the focus group provide a place where they can argue the reasons, with greater tranquility and fluency. So students can give more arguments and express completely ideas.

Interviews

Based on McNamara (1999) the interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, to further investigate their responses. For that reason for this study the interviews are completed by the interviewer based on what the students say. Also Interviews permit that the research will be more personal than questionnaires.

TRIANGULATION

In addition, triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Denzin, 1978.p 291). After the process of organize and categorize, it was necessary to namely 3 categories, that are based on the factors of this project. The categories are: Category1. No connection between personal goals and learning English decreases motivation, Category 2: Negative feelings reduce motivation and Category 3: External influences reduce motivation

Through those categories discovered, it was possible to make a triangulation that helps to understand the connection between the instruments. In that way it is possible to give an answer to the question. The categories were named and there are authors to support the findings with the theorical framework presented in chapter two. Triangulation refers to the use of different methodologies in qualitative research to develop a comprehensive understanding of lack of motivation.

SETTING

This study is based on public institution: Escuela Normal Superior Distrital Maria Montessori. Then the following paragraphs show characteristics and reference about this institution to be clear the socio cultural factors inside in that school.

Escuela Normal Superior Distrital María Montessori

This mixed public school is organized in two sections seat A and B. The first is has a compendium of preschool and primary. The second has a compendium of secondary students. This institution was approved by the Ministerio de Educación Nacional, it is registered in the Camara de Comercio de Bogotá.

The Escuela Normal Superior Distrital María Montessori has as base the Maria Montessori’s pedagogy, where the students learn to be teachers in the future. Marıa Montessori was an educator, medical, psychiatrist, philosopher, psychologist, devout Catholic and feminist, Italian humanist. She made the scientific pedagogy from observation and the scientific method.

Besides, the institution promotes education abilities in students with the articulation of complementary cycle. The idea is that students graduate as school teacher (normalista). Then they have education in terms of learning and social behavior of educative context. They have to do practicum before to have a degree and they have to present a thesis such as the university requirements.

MISION

The Escuela Normal Superior is an institution that forms teachers committed to children with lower social conditions, who will be young people and adults. They will prepare to be autonomous in their decisions and it is important intellectuals’ authorities, in a country that yearns to build peace and a social order that is more just and that contributes from where it is, to create the conditions that are required to achieve it. (Normal Montessori sede B, 2016)

VISION

The Escuela Normal Superior Maria Montessori will be an institution of excellence in research, training and educational innovation, referred to teachers for children with emphasis on artistic education, and children that through art, ethics and aesthetics, will achieve a training committed to social life. (Normal Montessori sede B, 2016)

ETHICS

Since participants are underage through an informed consent (Appendix 3) was requested dutifully authorization to the parents that explain the data taken from the activities are under the confidentiality, so the students will be participate as Anonymous to provide tranquility, and they can be as sincere as possible. For that reason information are not divulged, with the intention of preserving their integrity.

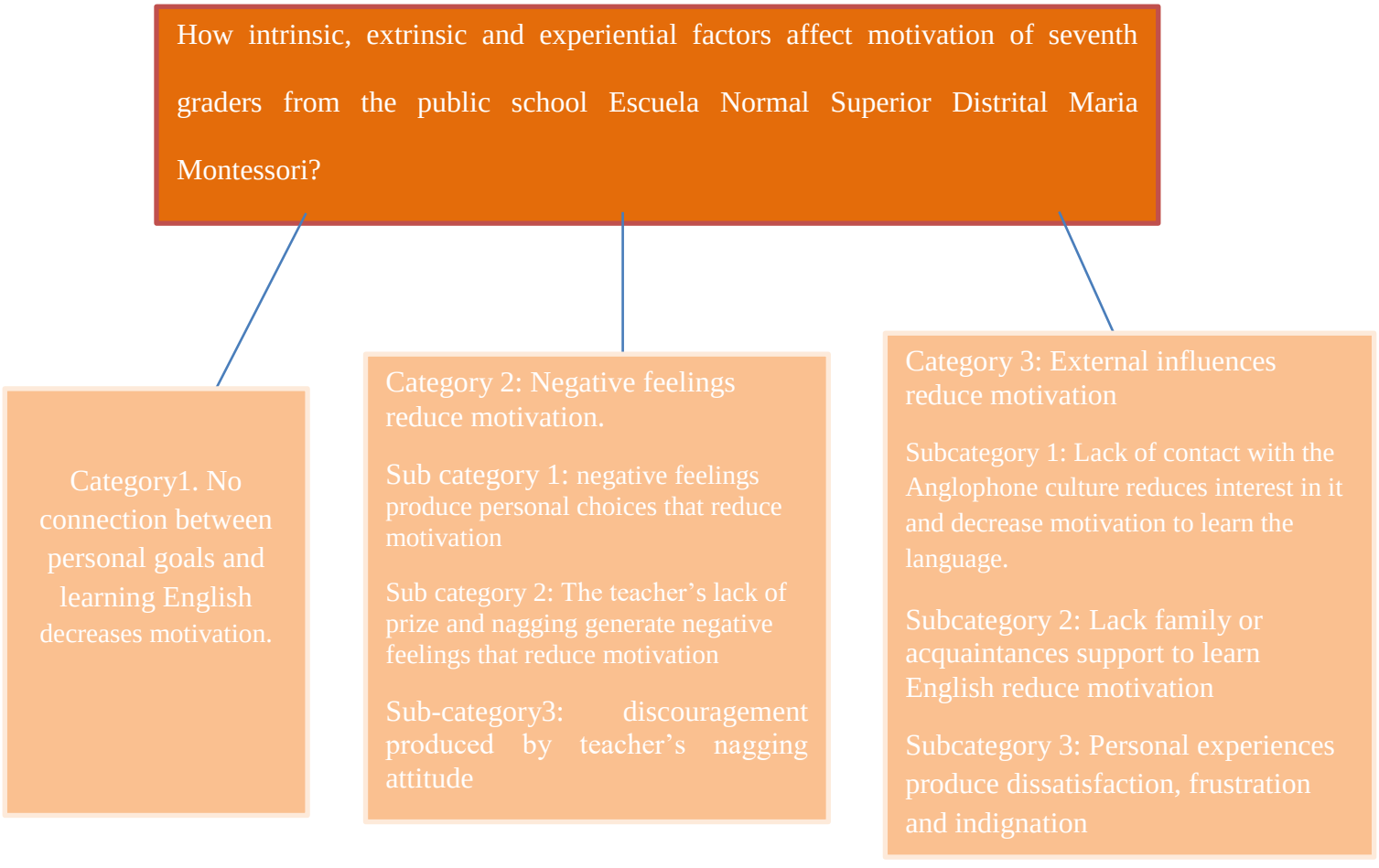
The participation has not any specific benefit to the participants, but the information received permits analyze the reason of their lack of motivation English. At the same time it is important to emphasize that all the information collected not affect the notes in any subject, nor come to pass in a negative result in their quantitative scores of the subject.

CHAPTER 4

Data Analysis and results

Along this chapter the reader will find the data analysis and findings that answer How intrinsic, extrinsic and experiential factors affect motivation of seventh graders from the public school Escuela Normal Superior Distrital Maria Montessori? As mention before this project develops 2 phases lead the reaches to conclude that the factors presented in the diagram.

Figure 9: Categories based on the factors that affect motivation



The first part of the chapter shows the results of the phase 1. It presents the findings that allow the researcher to identify the population that was demotivated with specific behaviors and opinions related to intrinsic, extrinsic and experiential aspects that generate a low level of motivation. Then phase 2 shows the qualitative analysis of the focus group and interviews that allow determining how the factors identified affect motivation; therefore the categories will be explained.

Results of the first phase: Identifying the demotivated students.

The test ***“Cuestionario para explorar la motivación del estudiante”*** permitted to identify the group of students with the lowest motivation. Then the bar graph 1 below shows in the axis **X** motivation types and axis **Y** average of motivation take from the media. The colors represent the courses.

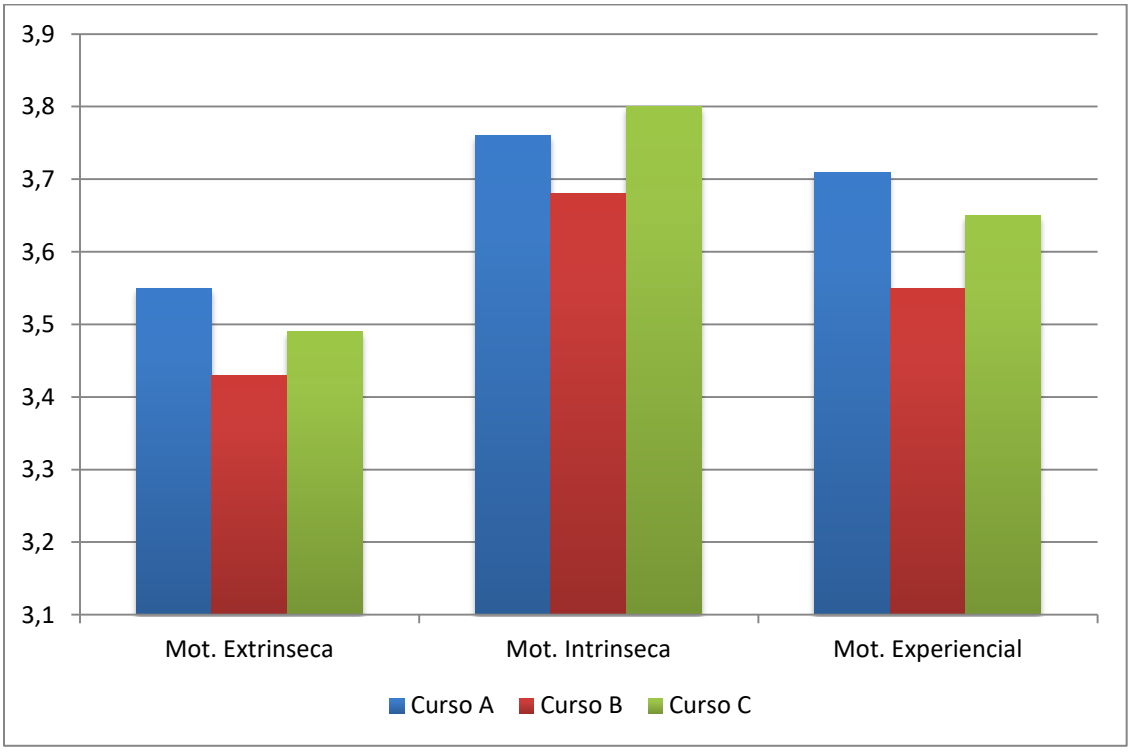


Figure 10. Graph test results

It shows the representative sample of a universe that was three courses from seven grades. Where the course B in each type of motivation as intrinsic (3, 43), extrinsic (3,68) and experiential (3,55) has low average based on the media. Then it could be concluded that the course with a lowest average is course B. (Figure 11)

	Course A	**Course B**	**Course C**
Mot. Extrinsic	3,55	3,43	3,49
Mot. Intrinsic	3,76	3,68	3,8
Mot. Experiential	3,71	3,55	3,65

Figure 11. Total media

Based on what was previously mentioned, the test permits to select course B as a representative sample with low levels of motivation. In the course there were specific intrinsic, extrinsic and experiential aspects that had a low level of motivation and will be described below as well as the codes that emerge from their analysis.

The following boxes list the codes that constitute the first, second and third categories: Category 1. No connection between personal goals and learning English decreases motivation., Category 2: Negative feelings reduce motivation. And Category 3 Personal experiences produce dissatisfaction, frustration and indignation (From now on, color coding was used to characterize the kinds of motivation ***blue represents the Intrinsic,*** ***red the Extrinsic*** *and* ***green the experiential aspects***.)

INTRINSIC

There are the items refer to the intrinsic motivation that had low average as the next table shows (Figure 12). Where, the items are the questions that allowed identifying the specific aspects with low motivation that became codes. Then the codes are: Level of Motivation related to links between personal and learning goals, Level of Motivation caused by rewards, Level of Motivation related to scolding and Level of involvement in the class.

ITEM IN THE TEST	Codes	AVERAGE
6	Level of Motivation related to links between personal and learning goals	2,98
49	Level of Motivation caused by rewards.	2,97
72	Level of Motivation related to scolding.	2,94
84	Level of involvement in the class	2,88

Figure 12. Intrisic Codes

INTRINSIC CATEGORIES

Category 1: No connection between personal goals and learning English decreases motivation.

Based on the data collection from the test, the focus group and interviews, this category arose. Thus, given the fact that their motivation produced by personal goals towards learning English is low as found in the test (average results of item 6: 2,98). In focus group, it could be found that some students do not have goals related to learning English despite the fact that the students show security in their future personal goals. They have personal objectives, their plans are clear, for example: travel to another country, want to become professionals in areas such as cooker, architecture and as police officers and one of them wants to be a freelance. Examples as follows:

“Yo quiero ser policía y poder viajar a diferentes lugares”

(Attachment 1, focus group, Sept 5th, 2017).

“Ir a Estados Unidos, Japón y ser enfermera o abogada”

(Attachment 2, focus group, Sept 5th, 2017).

“ Mi idea es viajar a Canada y alli poder estudiar mi Carrera professional”

(Attachment 1, interview, Sept 20th, 2017)

“Para poder ser professional yo necesito viajar a otro pais, mi proposito es Estados Unidos”

(Attachment 2, interview, Sept 20th, 2017)

Based on their personal goals, it could be discovered that if they have clear objectives, they do not believe that English is necessary to fulfill them. The ***Self-fulfillment*** refers to an interest to develop something, to stand out accepting personal responsibilities. (McClelland theory, 1997. p.93) But according to the interviews, they are aware of the importance of learning English to travel or study. As the following comment:

“Yo sé que se necesita tener aunque sea un básico de inglés para poder ser profesional”

(Attachment 3, interview, Sept 20th, 2017)

Based on that, they attribute their lack of objectives in learning English to the teacher. As it can be seen in the following comment *“Uno llega a la clase y la profesora no nos explica cual es el proposito que ella tiene con nosotros, entonces uno se siente desorientado y no entiende cual es el proposito”* (Attachment 4, interview, Sept 20th, 2017) Seventh graders express that teacher does not explain her expectations, and they do not have cleared what are her objectives in the class. They felt confuse and unfocussed when they tried to study English, because the steps of each class are not connect.

Therefore, it is necessary to increase the orientation of the objectives in the students. As Locke and Latham (1990) said in terms of goals, teachers and students need to work together because teacher is the person who creates and organizes it. But the goals work to benefit the performance and motivation of students. Teachers need to be able to help students to set general and particular objectives and, above all, to take into account and to be oriented towards the satisfaction of individual and group needs.

For that reason, they have lack of motivation, even when they recognize the importance of the language in their life. It can be evidenced the next example: ¿Piensa que lo se enseña en inglés lo prepara para afrontar los problemas de su vida adulta? (Question 3 taken from the interview. Sept 20th, 2017). Next comments from students could state this.

“ Si claro porque uno puede estar en otro pais y tener un problema legal y sabe solo español, entonces como hace para comunicarse con un abogado gringo”

(Attachment 5, interview, Sept 20th, 2017)

“Uno puede comunicarse con amigos que vivan en otros países y tener buena relación por hablar el idioma”

(Attachment 6, interview, Sept 20th, 2017)

Take into account this question students say they know that English could help them in different areas. English is necessary for a job interview, to provide a good service in a restaurant to person who does not speak in Spanish, or to solve a problem with a foreign lawyer. But there is not a relation between learning English in class and real life purposes. Then, in the interviews some of them mention that they failed the English subject.

Category 2 Negative feelings generated in the class environment affect motivation

- ***Sub category 1: negative feelings produce personal choices that reduce motivation***

This category refers to two points of view lack of conditions for a motivating Classroom atmosphere and wishes to learn by playing games. The first one relates how students have not had dynamic lessons and they felt bored. As the next example could show it: “Si las clases fueran diferentes, mas dinámicas me sentiría mas motivado” (Attachment 2, focus group, Sept 20th, 2017). Also some student said “ La profesora debería hacer juegos y no aburrirnos tanto” (Attachment 3, focus group, Sept 20th, 2017)

According to information from the instruments the students said during their lessons they receive a guide, which they must copy in the notebook and then they have to solve it. At the end the teacher copies it on the board and they match their answers with hers. They deliver the notebooks, receive the note and the class is finished. She has given until 5 pages guides to transcribe in the notebook.

Those activities have been boring for them and they do not have time to participate. Chambers (1999) and Reid (2007) defined that environment plays an important role that helps learners to achieve their aims. For this reason, it is important to find a place in which they feel comfortable either in a classroom or outside of it which shows the level of involvement students during the class.

The argument stated above can be supported by the following comment: “Uno llega activo porque es a la primera hora, pero uno ve la actitud de la profesora, te cansa, te

aburres de la clase y te enfocas en hacer otra cosa, como ponerme los audífonos y escuchar música, es rara la vez que participo” (Attachment 7, interview, Sept 20th, 2017). It shows the lack of interest to participate. They are disconnected from the lessons easily and it produces lack of motivation to study English.

The author of the project asks about it, how they feel with the activities and what their opinions are. They said the classes should be otherwise, more funny, but they feel angry with themselves when they are not able to understand. Also they feel nervous when they do not know what to answer, which makes them feel insecure. They feel dissatisfaction and stress. There are things that cause lack of motivation. As the next example shows:

“Uno como niño se distrae mucho, así que con actividades tan aburridas te desenfocas fácil, se necesita un profesor chévere con el que puedas hablar. La verdad siento pereza, por la actitud de la profesora”

(Attachment 7, interview, Sept 20th, 2017).

“ Me da mucha rabia conmigo misma de no poder entender y ver como la profe se molesta por eso”

(Attachment 8, interview, Sept 20th, 2017)

Here the last example permits to understand the lack of motivation because the teacher‘s behaviors and actions cannot motivate the teacher- student relationship and classroom management. Remember the teacher role Chamber (2001) refers how the teacher has to create a place where promotes sharing of ideas and views between pupils as well as

teacher and pupils. Besides the fact that, here it is necessary the provision of motivating feedback.

For that reason, during the focus group they reacted about wishes to learn by playing games. They needed dynamic lessons, where they could learn English through games; they confirmed that the games increase their levels of motivation. As the next examples:

“Que la profesora hiciera un stop con el inglés”

(Attachment 5, focus group, Sept 5th, 2017).

“Hacer juegos en inglés para hacer la clase más dinámica”

(Attachment 6, focus group, Sept 5th, 2017).

“Juegos, talleres ver películas y hacer una adivina quién”

(Attachment 7, focus group, Sept 5th, 2017).

The previous examples permit to analyze and understand how the students present a lack of motivation because they prefer certain activities instead of the ones they usually have in class. Then they want activities that help to generate a state of motivation.

Sub category 2: The teacher’s lack of prize and nagging generate negative feelings that reduce motivation

In order to come up with this category, the focus group permits to find lack of rewards, prizes and compliments. Four students say they would like to hear they did a good job and be congratulated for their efforts. For instance student A said "Me gustaria que me dijera buen trabajo". Student B said “A mí me gustaría que la profesora lo felicitara”.

Others said say they would like to have extra point for their work. (Attachment 4, focus group, Sept 5th, 2017)

As mention in previous paragraphs, seventh graders need those words to feel motivate, as Pinder (1985) said the objective of the lessons is to maximize rewards and minimize "pain". Then it is necessary to look where motivation goes and how you can get it. Each person has a certain idea of the level of performance that he is able to achieve in the task. (Laredo, 2002).

Besides, people expect those who do the best jobs to achieve the best rewards. (Galbraith, 1977). There is an important point in this project because they demonstrated that have a necessity which are not provide by their teacher. Besides the theory confirms how rewards, prizes and compliments are important and relevant to motivate them.

Sub-category 3: discouragement produced by teacher’s nagging attitude

This category can be reference based on the lack of rewards and so on because they had a negative perception about the teacher and they refer hers as nagging person. Keeping in mind that students perceive scolding in different ways. Some know they have broken a rule and accept scolding to ease their guilt. Others do not see a link between their behavior and scolding. As the following examples:

“me ha dicho que porque no entiendo si ya me explicó, pero el problema es que algunas veces me copio”

(Attachment 5, focus group, Sept 20th, 2017)

“Ella regaña aun cuando uno no está haciendo nada, hoy se me cayó un lápiz y me agaché

a recogerlo y ya me dijo niña preste atención no forme desorden”

(Attachment 8, interview, Sept 20th, 2017)

Thus, ***scolding*** can hurt more than help children; that may have trouble forming social relationships as they grow. It can produce ***insecurity***. Teacher refers (informal conversation) as the influx in the motivation of negative feelings such as fear of ridicule, inferiority, shyness or shame. These feelings arise in the teaching context and can be generated by external factors such as the attitude of the teacher or the companions themselves. Here a student comments that:

“A veces uno quisiera participar pero uno ve que llega de malgenio y no está seguro si lo que dirá está bien entonces prefiero quedarme callada”

(Attachment 9, interview, Sept 20th, 2017)

Clearly 7th graders in María Montessori School who are participants in this study suffer this negative effect from scolding because they said they notice that she was angry and they do not ask anything even when they have not understood the activity. They feel insecure and frustration too. Sometimes they ask her, but teacher was angry when they ask a set of times. It could see in the next examples:

“Hoy tuvimos inglés y ella nos dijo el que hable de una vez firma el observador”

(Attachment 9, interview, Sept 20th, 2017).

“Me ha dicho que porque no entiendo si ya me explicó…”

(Attachment 6, focus group, Sept 5th, 2017).

“Hay días que se le ve el genio y uno prefiere como no preguntar, y no realizar la actividad”

(Attachment 10, interview, Sept 20th, 2017).

“Me dice deje de hablar y ponga atención que así no voy aprender nada”

(Attachment 11, interview, Sept 20th, 2017).

Clark and Trafford (1995) found research that the teacher -learner relationship is considered to be the most important variable in second/foreign learning by both teachers and learners. This study takes that part because the lack of motivation of the seventh graders has a relation with the teacher attitudes, and it is affected based on the relation that he/she generates.

Students are conscious that they speak a lot in some classes because it has been boring. As well as they feel frustrated when they do not understand and take decision of copy or do not complete activities. When they do not receive any comment positive they do not feel their work worthwhile. Based on the student C “Ella solo califica, pone la nota y ya” (Attachment 12, interview, Sept 20th, 2017). Then students only have in minded scolding because they have not received positive feedbacks that cause confidence.

Then students motivation is reduce. For that reason it is necessary that teacher appreciates their work, their intention and their attitudes not only focus in their negative behavior. Because as Alonso (1991) explained scolding produce that students make very

little effort in the implementation of the tasks and their spontaneous participation or voluntary in class becomes very low.

EXTRINSIC

Based on the extrinsic factors that affect motivation, this analysis shows how the relevance of the external influences reduces seventh graders motivation. The test permitted to find some items about it. Then the items are: Level of motivation to know about the foreign culture, Level of motivation generated by classmates, Level of motivation by interest in the cultural expressions such as the cinema and Level of motivation generated by neighbors. The following table shows the items with their corresponding average, based on the test results.

ITEM	CODES	AVERAGE
20	Level of motivation to know about the foreign culture	2,7
22	Level of motivation generated by classmates	2,21
23	Level of motivation by interest in the cultural expressions such as the cinema	2,29
24	Level of motivation generated by neighbors	1,64

Figure 13. Extrinsic codes

Category 3: External influences reduce motivation

Subcategory 1: Lack of contact with the Anglophone culture reduces interest in it and decrease motivation to learn the language.

This sub-category is refers to factors outside that affect students motivation, it is the case of TV series in English. The students mentioned TV programs that they like or currently see, within these programs, they found some that are made in English. Such is the case of Mother Family, Bizaadvark, caught in the middle, origins or The Simpsons. This shows how the students have had contact with the speaking culture, without perhaps recognizing it. As the next example:

¿Qué programas ves en televisión?(Question 6 taken from focus group)

“Origins, mother family y los Simpson”

(Attachment 7, focus group, Sept 20th, 2017)

“Yo veo acampados y Jessie”

(Attachment 8, focus group, Sept 20th, 2017)

Gardner (1998) mentions about the success of learning a language that depends a lot on the affective predisposition of the student towards a linguistic cultural group in study. Then cultural influences have a strong relationship with the foreign language learning; and culture is very important, because you can neither learn, nor teach a foreign language outside the cultural context and even less in isolation. The students have learnt a lot of things through those programs which means they have been influenced being in contact with the Anglophone culture. Look the next examples:

“ He aprendido del programa, que a pesar de los obstáculos, debemos esforzarnos”

(Attachment 9, focus group, Sept 5th, 2017).

“He aprendido sobre la importancia del compañerismo”

(Attachment 10, focus group, Sept 5th, 2017).

“ He aprendido muchas locuras”

(Attachment 11, focus group, Sept 5th, 2017).

Even when they have learnt through it, they have lack of motivation when they said they need subtitles in Spanish or audio-translation in Spanish too. It causes frustration because they want to learn it in their school. Also they want to practice through their favorite programs, things that do not happen right now. They want to be able listen a program in English and understand it.

Not only the TV programs are relevant, the movies have an influence and important role in students ‘motivation too because all students mention movies that are produce in English as Avengers, Scare Movie, la sirenita, el Rey león, crepúsculo among others.

As well as, they express how those movies have taught them a moral. For example : “la sirenita y el rey león me han enseñado a esforzarme” (Attachment 12 foucs group 1 Sept 5th, 2011) or “ juego de gemelas me enseñaron que no se rindieron y lucharon por su

sueño” (Attachment 13 foucs group 1 Sept 5th, 2017). Then they have been influenced through the Anglophone culture which is important in the motivation to study English.

Even when, they have contacted with the English, they present lack of motivation because teacher have not used a movie to teach something in English. When this project refers to movies as an activity for students’ class during the focus group they reacted with a positive attitude and their body language express emotion if the teacher will applies it.

For that reason it is necessary the use of different methods and strategies adapted to each student and situation which is basic element; and also that the methodologies are adapted to students’ interests, to their age too. Students gave some comments that are relevant in this category, as the next examples:

“Me gustaría ver películas porque es una manera diferente de aprender y comunicarte a la que uno no está acostumbrado. Si la clase está organizada teniendo en cuenta mis intereses así mismo uno se va a interesar en la clase, es algo que me gusta y sé que me va a motivar.”

(Attachment 14, focus group 1 Sept 5th, 2017).

“Me gustaría ver una película y que la profe haga preguntas al azar y que así nos ponga puntos extras o algo así”

(Attachment 15, focus group 1 Sept 5th, 2017).

“Me gustaría ver películas sin subtítulos, porque de nada sirve que nos pusieran subtítulos, porque uno pone atención a la letra y no a mejorar el escucha”

(Attachment 16, focus group 1 Sept 5th, 2017).

According to Martinez (2013), “*The teaching of English in El Salvador falls into this category, as well as the teaching of English in any country where the English language is not the language of current use”*. (p.93). But it might be change if the teacher provides a useful context of English, it works together with the material and activities that produce a classroom atmosphere where their motivation is increase based on their likes. In that case students have lack of motivation because they do not have a context that motivates them and as mention before they want to study English through movies.

SubCategory 2: Lack family or acquaintances support to learn English reduce motivation

This category refers to the amount of positive pressure or influence that students need to feel motivate or not. In that way understand how people apply pressure in the students. Based on the Interviews and focus group analysis some students said they do not have any kind of pressure or somebody who causes reasons to increase the interest to study English. In contrast other students express that teacher is the person who generates pressure in them.

Based on Fernandez de Haro (1988) the balanced growth of the child requires a home-school environment unity It is done in union of the teachers and with a plan of formation pre-established. In that part, the parents see students themselves, also, benefited in their children and in their preparation.

But it is not happened with the participants of this project because they said their parents do not generate any pressure and do not work in a collaborative way with the

teacher. Their parents only go to the school and look for students’ bad scores. Therefore the students express the comments from their parents as:

“Mi nivel de inglés es muy malo y usted necesita escuchar buena pronunciación para aprender bien, si le ayudo seriá peor”

(Attachment 17, focus group, Sept 5th, 2017).

“A veces comentan algo de ayudar para preparar una fiesta o algo pero para inglés nunca dicen nada”

(Attachment 18, focus group, Sept 5th, 2017).

For that reason those students present a lack of influence, nobody mention their parents as motivation to study English. Only three students express they feel pressure from their teacher but as mention before the teacher pressures in a negative way when she does not give positive rewards.

Then students have lack of motivation cause by the lack of parent’s involvement them. Chamber (2001) states that influence of parents on L2 motivation, when parents actively play their role in which the parents directly involve themselves in the study of children. They encourage, monitor and support them in their learning. The pressure and influence is relevant and important in the process to succeed the English.

Based on the factors that influence or not seventh graders from Maria Montessori School. It is necessary to analyze if the students have high or low level of influence from their relatives to learn English. This project takes into account as neighbors to the relatives that the students mention, since they are their contact closer to the English. Within those

neighbors, students name uncles, aunts, cousins and siblings. The students expressed that they have heard them talk and sometimes sing, but still they do not try to be doing the same.

Thus, the project question the fact that if they have relatives who speak English, why they are not motivated to study English, as these people could help them in some way. Toschome and Torrente (1987) said it is necessary to have relatives learning in diverse subjects, because she/he helps to have a continuous process of formation throughout life and this education will also develop social learning and Cultures in an experienced way. But this fact could fail if there is no exchange of information.

In that way, students express that their relatives are far away of them. Some of them live in United States, so the contact is limited with them. Sometimes they had seen through Skype or speak through social network. The conversations are about how the family is or where they travel to Colombia. But it only happens in Spanish because thus it is easily to communicate fluently. It shows in the next examples:

“Mi primo no vive conmigo no nos vemos mucho, nos vimos en el diciembre pasado pero no hemos hablado desde ahí, él vive en suba pero ha viajado a Chicago”. (Attachment 13, interview, Sept 20th, 2017).

“Con mi tía que vive en estados unidos a veces hablamos pero pues ella me escribe en español” (Attachment 14, interview, Sept 20th, 2017).

The students say that if they had a closer contact, they would not have such bad grades in English, and did not fail the subject. But the reality is that they have lack of

motivation because their neighbors do not generate any influence in them, the contact is minimum which is not generates a big impact.

EXPERIENTIAL

There are items that score a low level of experiential motivation. So the aspects that score the lowest levels of motivation, which later became the following codes. The codes are: motivation because of personal learning experiences produced satisfaction, motivation because personal learning experiences produced success and motivation because personal learning experiences produced calm. Besides, it is important to analyze the participant’s ideas based on their experiences when studying English. Such code arose from the following aspects:

ITEM	CODES	AVERAGE
88	motivation because of personal learning experiences produced satisfaction	2,38
89	motivation because personal learning experiences produced success	2,61
95	motivation because personal learning experiences produced calm	2,88

Figure 14. Experiential codes

EXPERIENTIAL CATEGORIES

Subcategory 3: Personal experiences produce dissatisfaction, frustration and indignation

In order to come up with this category, the author of this project took a look at the way in which students were affected by their personal experiences when study English. It was necessary to determine if it affects in their actual lack of motivation. The next paragraphs are organized based on the experiences of four students that participated in an interview. Therefore, students explained short opinions during the focus group, about their experiences and it was necessary to go in depth.

Student A

The questions are 8 and 9 which are in the Interview format (Appendix 5) and there are questions that refer about personal experiences. The student A expressed experiences that did not generate an important role of English in her life. The current teacher only gives guides to copy in the notebooks and in the past she remembered a teacher who did not teach anything. For instance student A said: “el profesor nos sacaba al patio a jugar futbol y no nos hacía nada”. Therefore, she remembered a teacher from other school and she said: “ Ella nos hacía juegos, teníamos que siempre responder en inglés” (Attachment 15, interview, Sept 20th, 2017).

According to Korman (1974) the contents of our mind are formed from the past experiences lived by the people. In that case she has lack of motivation because the contents from hers teachers are not formed their minds and actually she does not present motives for study it. Then bad experiences generate her disinterest.

Student B

The student B expresses experiences that were positive in the past, so she tried to compare the past with the present all the time. She wants to repeat those past events in her life. Besides, she felt frustrated with her actual teacher. She has a predisposition when she arrived in class. The past experiences are evidenced in the next comments:

“Estudiaba en otro colegio, recuerdo la clase sobre los números, el profesor tenia cartulina con los números y al azar debíamos adivinar que numero es este y al que respondiera bien le daba un dulce entonces pues todos participábamos, me motivaba mucho”

(Attachment 16, interview, Sept 20th, 2017).

“También en primaria tuve una profesora que me motivaba mucho, en las tareas ponía sellitos de muy bien o caritas felices y le decía a uno que muy buen trabajo”

(Attachment 17, interview, Sept 20th, 2017).

“Hace unos años una profesora nos puso una película de terror en inglés y todos estábamos felices y la entendimos más porque tenía mucha acción y uno entendía que pasaba aun cuando no entendía todo lo que decían en ingles”

(Attachment 18, interview, Sept 20th, 2017).

Based on theory about how experiences affect motivation, this project relates the ***past influence*** that affect the present and if that experiences have been good or bad take into account past emotions and failures. But in that case Student B has lack motivation because she remembered her positive past and she feel dissatisfaction with her present, where it is not the same. It confirms the way experiences affect motivation.

Student C

The student C expressed that she remembered the topics that were taught for a teacher who motivated her with the activities. Because she is conscious that she forgets the things easily and through those activities she studied English better. Then the current teacher does not provide a way to remember the topics because they only copy and copy in their notebooks as mention before. The next comments were provided by student C:

“Los temas que recuerdo son números, los verbos, los animales era muy divertido en primaria”

(Attachment 19, interview, Sept 20th, 2017).

“Los verbos siempre me han generado frustración, porque se me olvidan las cosas fácilmente, y esos son de memorizar, no encuentro la forma de aprenderlos, la profesora no me da la confianza y no siento que me pueda ayudar”

(Attachment 20, interview, Sept 20th, 2017).

“Recuerdo que en primaria nos hacían muchos juegos casi todas las clases, como lanzar una pelota y responder rápidamente”

(Attachment 21, interview, Sept 20th, 2017).

Paul Fraisse and Jean Piaget (1978) refers “feelings” as values given to each experience, that allows depend on what you dislike and what you enjoy. The experiences permit change disagreeable situations or moments for agreeable and vice versa. The student C had a good past in English but now she feels insecure and feels frustration with herself which cause lack of motivation.

Student D

Student D expressed she has learnt the verb to be since her primary school. It has been a repetitive topic. Therefore she remembered good experiences in English but in the past. Throughout the time It has been changing and she does not have motivation to study English. As seen in the following examples:

“Siempre en el plan de estudios, esta verbo to be todos los años. En primaria tenía un practicante y desde ahí estoy viendo el verbo to be y como lo he visto todos los años ya se vuelve una rutina”

(Attachment 22, interview, Sept 20th, 2017).

“En quinto tuve una practicante me encanto porque ella enseñaba el tema y a los que no entendía se los explicaba de alguna otra manera, pero al final todos podíamos entender el tema. Acá en el bachillerato si entendiste bien y si no pues también”

(Attachment 23, interview, Sept 20th, 2017).

“La profesora del año pasado, me desmotivaba porque con la nota que daba uno no sentía un apoyo, ya que yo me esfuerzo. Por ejemplo yo sentía que me merecía un 4 o 5 y ella me ponía 3 o perdía”

(Attachment 24, interview, Sept 20th, 2017).

Students have found ***good experiences*** in the past that helps to think positively. In the study carried out by Naima and collaborators (1978), some adult students identified having had a corrective teacher as one of the factors that exerted more influence on them when continuing the study of a language, regardless of the initial motivation given.

For that reason, the majority of the experiences that have been or have remembered were caused in a specific social context. In some cases, they had grateful experiences and they were happy but in some cases it did not happened. As Kincheloe (2008) said for many students anger and indignation serve as a catalyst, which drives them to question what they previously considered a just social order. (p.387). In other words this project has findings that shows there are good and bad experiences. In general seventh grades from Maria Montessori School have been good experiences in the past, but their good experiences are not happening right now.

CHAPTER 5

Conclusions, implications and limitations

This chapter presents the conclusions, implications and limitations taken out after the development of the research project. This final chapter provides the concluding ideas and some additional points that may be used for a future research.

Conclusions

The objective of this project was to identify and analyze the factors of motivation that affect seventh graders from the Escuela Normal Superior Distrital Maria Montessori. To achieve this goal it was necessary to implement a test that allowed measuring the levels of motivation according to three factors, as were the intrinsic, extrinsic and experiential.

Based on the test results, it permitted organize a focus group, the students who participated were those who had the lowest levels in the test. During the focus group they were able to express their views and feelings in front of English. Some of these students gave contributions deeper, and it permitted to select them for an interview. Then the interview allowed offering a space where they could speak about their experience with the English in detail; and how the motivating factors affected them.

Relevant findings

The project allowed seeing how the students really have goals for their future and their aspirations are clear, even though English is essential to carry them out. Therefore with this research they might be aware of the importance of studying English to solve problems in adult life and successfully culminate their professional careers. Unfortunately,

not all students are intrinsically motivated and you also have to cater to those students who are less motivated to learn. It is important to realize that classroom climate and the way you interact with your students facilitates or impedes their motivation.

Also taking into account the extrinsic factors, it could understand that there is a lack of dynamics and games in the activities planned. Since students do not have any sense of motivation when entering their English class because with the passing of the days the classes are the same. At this age they require a constant activity to avoid distractions, likewise prevent them to be disconnected from the classes and learning the language does not bear fruit.

In this same line, it was found that they are aware that they are failing in their learning of English. At this age this is a point in favor, because they have clear that there is a problem even when their failures are linked to the lack of motivation on the part of the teacher. Then students have tried to overcome their lack of motivation, but the teacher interferes and discourages them.

The cultural influence is important to be motivated to study English, because this language has a different cultural context that is necessary to know. In the case of the seventh grades, they do not have enough relationship with the Anglophone context in their classroom. Besides, as mentioned before they do not have any people closer that actually motivate them to learn English. Therefore, their few contacts are very far from them, in short, while they have lack of motivation they do not have a constantly relation within them.

Finally they remember with joy their positive experiences in studying English and they would like to have again motivating experiences in their lives while they study English. They hope that the next teachers will give better attention to their needs to keep them motivated. In addition, the project generates awareness in them; and they want to improve their levels of motivation in English.

Implications

In this section, the implications of the development of the research project are presented. Firstly, the participants of the project could express how they have felt with study English. So it permitted to open a space to communicate those feelings. In spite of, teenagers could feel embarrassed easily as Pickhardt (2017) said the social care is not required because it is a degree of self-awareness painful, they do not want to be tried as rare, inappropriate, ineffective or clumsy.

Then, they do not express their opinions frequently, but this project provides a place where they express freely their comments, feelings and aspirations. Besides, the project produced in the students advance thinking about the relevance of study English in their lives. So they could understand that they have to take a better interest for learn English. This will allow them to open the way in their adult life.

One implication for me as researcher is that I discovered the importance of the teacher role in students’ motivation. How teachers’ attitudes could affect the disposition of students and produce lack of motivation in more than one student. I found that it is important as teacher looks for students interest, their likes, the things that cause in them motivation. So for me as teacher this study opened my eyes to understand the relevance of my role when I

entered in a classroom, and the things that I have to take into account to improve my teaching performance in the future.

Limitations

First limitation in that project was the time use to carry out the focus group and the interviews because I created an atmosphere where the students could express unimaginable things. But the time was over and I need to close the instruments. In my opinion those students have more things to say, some of their arguments were not fully completed. In the same way, it would necessary correlate the constructs in the future, with stronger information that will be provide of them. In my opinion this project need to organize more focus group.

Further research

This project provided a complete view of the factors that affect motivation in students with the seventh graders. It might be a good idea look for the teachers’ role, their methodologies, their strategies and how they conduct students’ motivation. Then it might be useful analyze the conditions of teachers and how he/she provides a classroom atmosphere that could conduct a motivation in the students.

In the same way, a further research might focus on teacher motivation. To analyze what it is happening in teacher motivation, his/her motivation might be change through time. Then it might be a good idea to look for teacher motivation at the begging in the practicum and the motivation of a teacher who has been working for a long time.

Therefore, further research may help to generate a relation between personal goals with the specific class objectives that is to say in one further research focus her/his attention on the way to connect those purposes that are relevant in the motivation student. So it may be necessary looks for the correlation between those goals.

Furthermore, at the same time it maybe a subject of study, to analyze how positive experiences might change negative preconceptions of L2 learning. Besides, how this experience may be produce again to increase levels of motivation in the students. Finally, this may help the students to go beyond and generate awareness on the importance of L2 learning.

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APPENDIX

Appendix one: Observations

OBSERVATION 1

School: Escuela Normal superior Distrital Maria Montessori (Public school) **Course**: Seventh grade
Observer: Madelein Solano Gamboa **Date and Time**: Wednesday 5th October, 2016. 7 AM

DESCRIPTION OF THE LESSON	COMMENTS
In the beginning of the class the students looked on the board some sentences like a tittles of something but the students didn’t know about what refers the tittles. The topics to work from the teacher were: "let them eat cake", "swimming with sharks", "dance yourself dizzy", “make the most of summer" and “freak them out". After that the students tried to give ideas and opinions according each topic but they only recognized the verb but not the full idea. Somebody use dictionaries but the teacher only listened the ideas of the students that tried to do interpretation of each idea without it.	They are lazy to intend comprehending a text and producing other, all time they try to copy. Of course doesn't happen in all students of the class, someone applied the ideas of the teacher but in general the idea didn't like them.
After that teacher gave to the students a short text about each topic to work individually. The idea was the students could understand if the title has relation with the content of their texts. But not all had the same text. So the students had time to read and scanned new words and searched the meaning in a dictionary. A big part of the students were lazy to read then they prefer that the students with more level explain the ideas of the text.	The better moment for them was the working group and prefer draw that write. Maybe they acquire a good vocabulary with the picture in the moment that the students and the teacher explain.
After a short time the teacher organized groups according the same text that they had had in the previous activity. Then teacher gave a piece of paper to each group and they should make a draw to represent the principal ideas of the text. Some of the students demonstrate an interest to draw and the other part of the group give more important ideas of the text like a	

summary. During this activity one person of each group had one minute to explain the intention with the draw and the things for represent but very short and fast. Also the teacher added information that maybe the students didn’t mention or to complete information about another text where the students hadn’t looked because they didn’t have opportunity to read all texts. Teacher put significant words of the text in the board to explain that words were using to telling a story. Words like a: One day, above all, previously, surprisingly between others. So the students should repeat the words after the teacher said to improve in the pronunciation. At the end of the lesson to practice, the teacher explain that they should were individually again to compound a text free according their experiences or only to invent a fantastic story where the unique base they had was the vocabulary to tell a story and a title that they could choose because in that moment they had had clear all topics. The students participate good at the beginning to write but after they were a few bored because they wanted to run a relaxing time.	The experience of the students with that task was worried in some cases, they were not enough motivate and they demonstrated a bad reactions with their faces expressions according to read and interpret a text. At the same time to write so they ask to partners for receive ideas when the majority part of the class work was individually. In contrast I thought that the task had been a good idea to improve in writing and it permit learn a new vocabulary. But I was surprising saw that in the end of activity they put whatever word that found in the dictionary very fast only to give the activity complete.

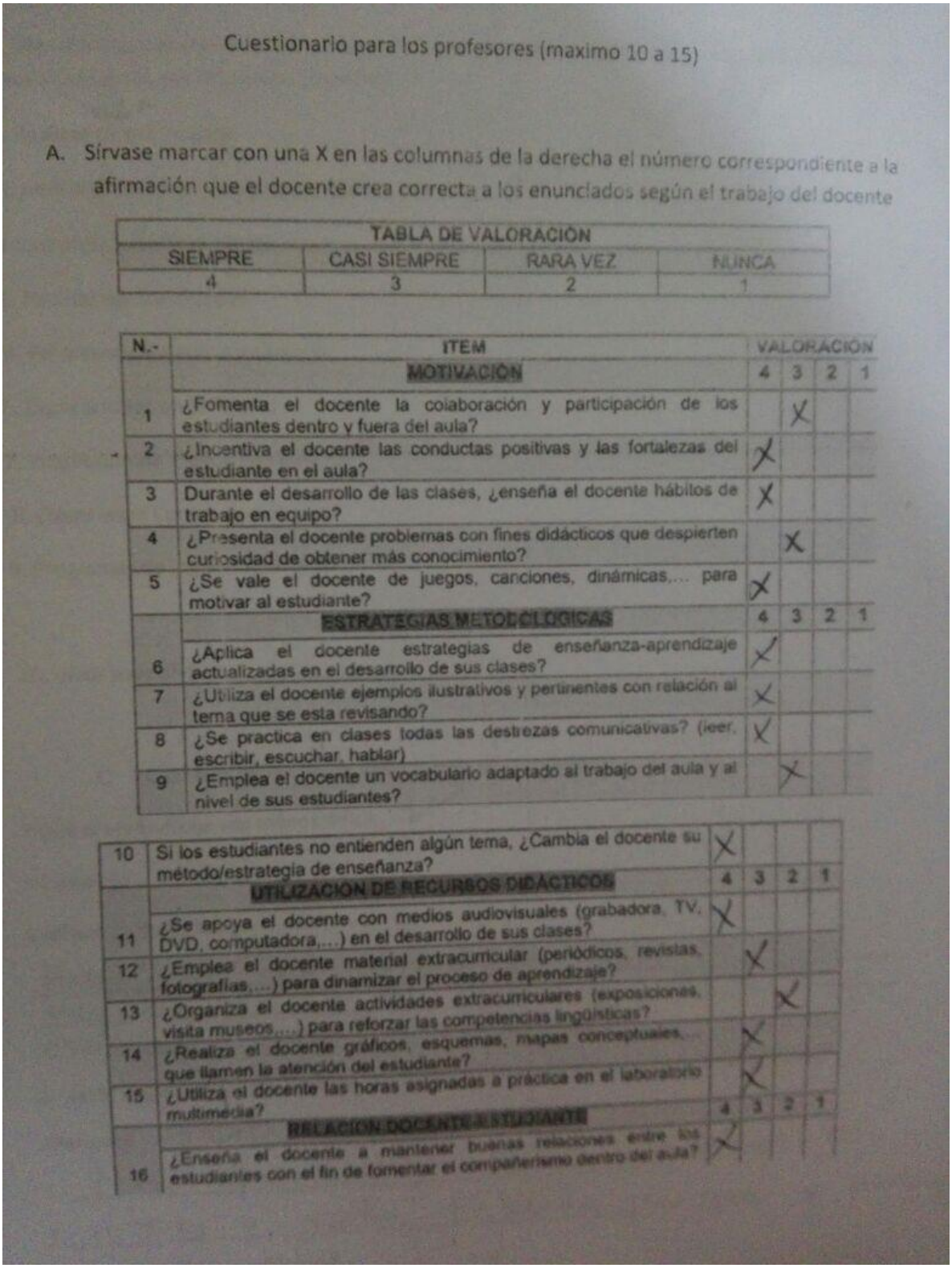
OBSERVATION 2

School: Escuela Normal Superior Distrital Maria Montessori **Course**: Seventh grade
Observer: Madelein Solano Gamboa **Date and Time**: Monday 3th October, 2016. 10 AM

DESCRIPTION OF THE LESSON	COMMENTS
The teacher begins the class with a short explanation about the activities to the next week and introduced the students in the topics for that session where she wrote on the board some sentences to obtain that students attend carefully the instructions given. After that She explained the structure of present simple and present perfect when used a charts to show the correct sentence order for each time.	Most of students pay attention at the beginning of the class, during the firstly examples.
These simply serve to show students the correct order of the words when forming these sentences. So in some pieces of paper she had written: subject (one paper), verb (other paper), auxiliary verb (other paper) and complement (other paper), so she organized and showed the correct order of the papers. But the teacher only explained and the students didn't have the opportunity to participate.	But after a short moment some students were using cellphones and they had unfocused of the topic. Maybe because the students couldn't active participation. Only they listen and listen the teacher.
The teacher gave a card to each student with five short sentences in present simple and perfect, for example "We come to school by bus", "He studies for his English class", "He teaches mathematics" between others. Then students had some minutes to memorize the sentences and the classroom was in silence. When the time to memorize finished, the students repeated sentences that had learnt and the win was student that memorize the five sentences completely. The students were motivated for the name of the winner because in order to win, the teacher gave an extra point in the list of notes and in the end of the trimester it helped in the final score.	Although the students were motivate for the notes. Then they only memorized, so most of the students didn't clear the meaning and less looked the composition of structures. Give students only sentences to memorize make they are not yet ready to decide which one is correct and how to use in a context.
At the beginning of the class the teacher had explained the activities that she though for the next week. Inside the activities were stage plays about the favorite TV series for the children. To introduce the students in a near context to them. So she asked about the TV programs and put a list on the	

board. So the students gave some examples of famous phrases or quotes of the TV program that they had chosen. For example: “I'm not planning to die today” by the walking dead or “I like my beer cold” by Homer Simpson. For that reason the participation of the students changed and in their faces somebody could notice that they felt more comfortable. In that case the teacher heard them and supporting the activity when they have doubts or advice, she checks the activity taken in count the pronunciation, the grammar and the vocabulary used. The teacher organize groups to make a performance of a favorite TV series, which involves a dialogue between various characters, so they should choose to act a scene and the dialogues should be commensurate with their level of English. The activity proposes the use of all grammatical structures that has been learnt in class. According the student´s level the dialogues must be complicated and different form other students, for example one group choose the series “the walking dead” and another group chose “the big bang theory as we know those series have a different level of English and the use of some structures are complex. After that The students presented a short performance in groups. The teacher gives his view on the dialogues made and allows students to repeat them; they can grasp the ideas and put into practice what they have learned in class. Additionally she suggests activities that involve cued dialogues, controlled information and role playing situations with goals. For the next class they make better the performance with clothes and scenery appropriate to the series.	However, the students were not active and demonstrate most emotion when the lesson finished. They were not active at moment to give ideas and express feelings with their favorite TV programs. Also they were not conscious of grammar in the moment of the teacher correct the sentences that they said. Some students choose complicated dialogues and not enough understandable for their, because they only though in their favorite TV series but not in the use of language that the series have, so, some of them only repeat words without any conscious learning. Finally, the big distractors at the moment of the lesson were the cellphones or mp3 players; It has a big influence in the students. In the other hand, the positive point above it was the adequate attitude in class and the respect that students keep to their teacher, some of their love teacher. But they have a good attitude with the teacher as a person, but it is not happen with her class. Then they are respectful and said “good morning”, “good day for you”, but in the moment to participate in a topic or activity their attitude change.

Appendix 2: Teacher questionnaire

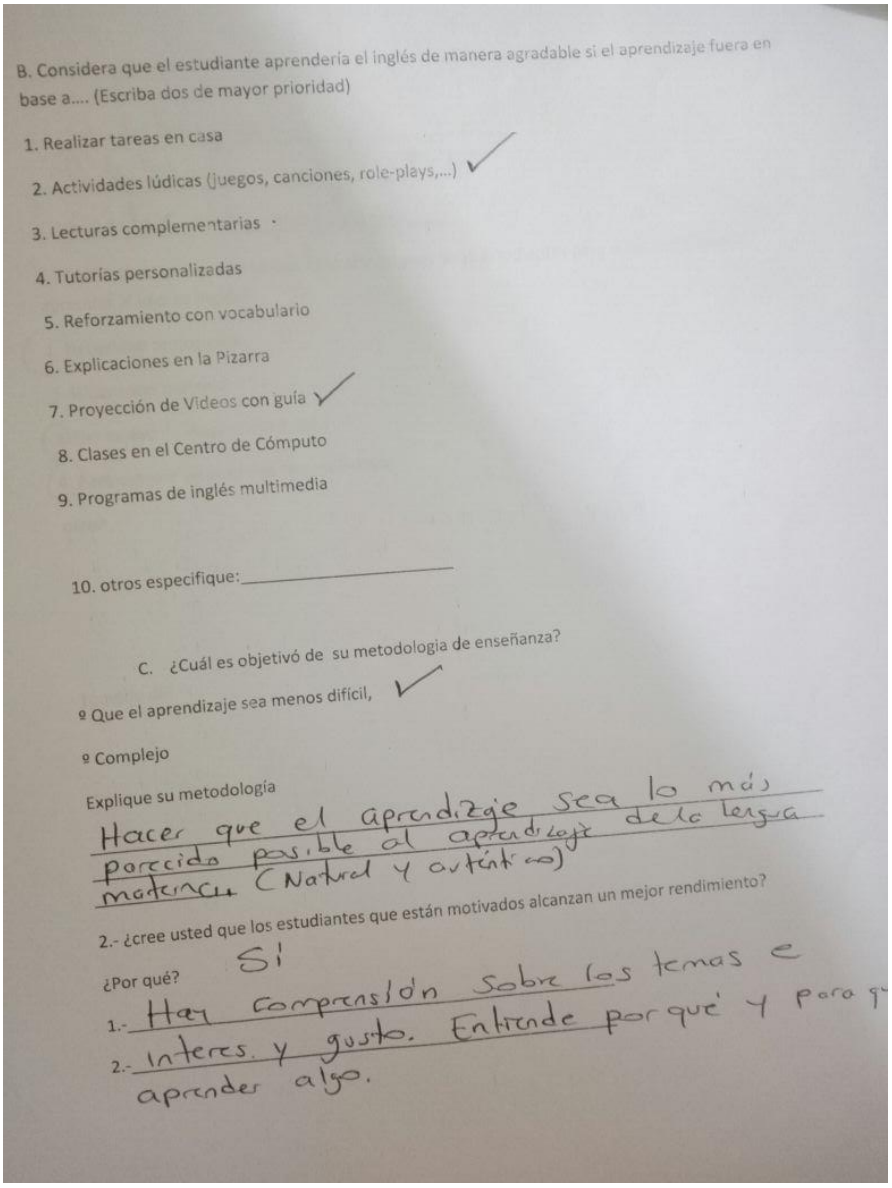


Cuestionario para los profesores (maximo 10 a 15)

A. Sírvase marcar con una X en las columnas de la derecha el número correspondiente a la afirmación que el docente crea correcta a los enunciados según el trabajo del docente

TABLA DE VALORACIÓN			
SIEMPRE	CASI SIEMPRE	RARA VEZ	NUNCA
4	3	2	1

N.-	ITEM	VALORACIÓN			
	MOTIVACIÓN	4	3	2	1
1	¿Fomenta el docente la colaboración y participación de los estudiantes dentro y fuera del aula?		X		
2	¿Incentiva el docente las conductas positivas y las fortalezas del estudiante en el aula?	X			
3	Durante el desarrollo de las clases, ¿enseña el docente hábitos de trabajo en equipo?	X			
4	¿Presenta el docente problemas con fines didácticos que despierten curiosidad de obtener más conocimiento?		X		
5	¿Se vale el docente de juegos, canciones, dinámicas,... para motivar al estudiante?	X			
	ESTRATEGIAS METODOLOGICAS	4	3	2	1
6	¿Aplica el docente estrategias de enseñanza-aprendizaje actualizadas en el desarrollo de sus clases?	X			
7	¿Utiliza el docente ejemplos ilustrativos y pertinentes con relación al tema que se esta revisando?	X			
8	¿Se practica en clases todas las destrezas comunicativas? (leer, escribir, escuchar, hablar)	X			
9	¿Emplea el docente un vocabulario adaptado al trabajo del aula y al nivel de sus estudiantes?		X		
10	Si los estudiantes no entienden algún tema, ¿Cambia el docente su método/estrategia de enseñanza?	X			
	UTILIZACIÓN DE RECURSOS DIDÁCTICOS	4	3	2	1
11	¿Se apoya el docente con medios audiovisuales (grabadora, TV, DVD, computadora,...) en el desarrollo de sus clases?	X			
12	¿Emplea el docente material extracurricular (periódicos, revistas, fotografías,...) para dinamizar el proceso de aprendizaje?		X		
13	¿Organiza el docente actividades extracurriculares (exposiciones, visita museos,...) para reforzar las competencias lingüísticas?			X	
14	¿Realiza el docente gráficos, esquemas, mapas conceptuales,... que llamen la atención del estudiante?		X		
15	¿Utiliza el docente las horas asignadas a práctica en el laboratorio multimedia?		X		
	RELACIÓN DOCENTE-ESTUDIANTE	4	3	2	1
16	¿Enseña el docente a mantener buenas relaciones entre los estudiantes con el fin de fomentar el compañerismo dentro del aula?	X			



B. Considera que el estudiante aprendería el inglés de manera agradable si el aprendizaje fuera en base a.... (Escriba dos de mayor prioridad)

1. Realizar tareas en casa
2. Actividades lúdicas (juegos, canciones, role-plays,...) ✓
3. Lecturas complementarias
4. Tutorías personalizadas
5. Reforzamiento con vocabulario
6. Explicaciones en la Pizarra
7. Proyección de Videos con guía ✓
8. Clases en el Centro de Cómputo
9. Programas de inglés multimedia

10. otros especifique:_____

C. ¿Cuál es objetivó de su metodologia de enseñanza?

º Que el aprendizaje sea menos difícil, ✓

º Complejo

Explique su metodología

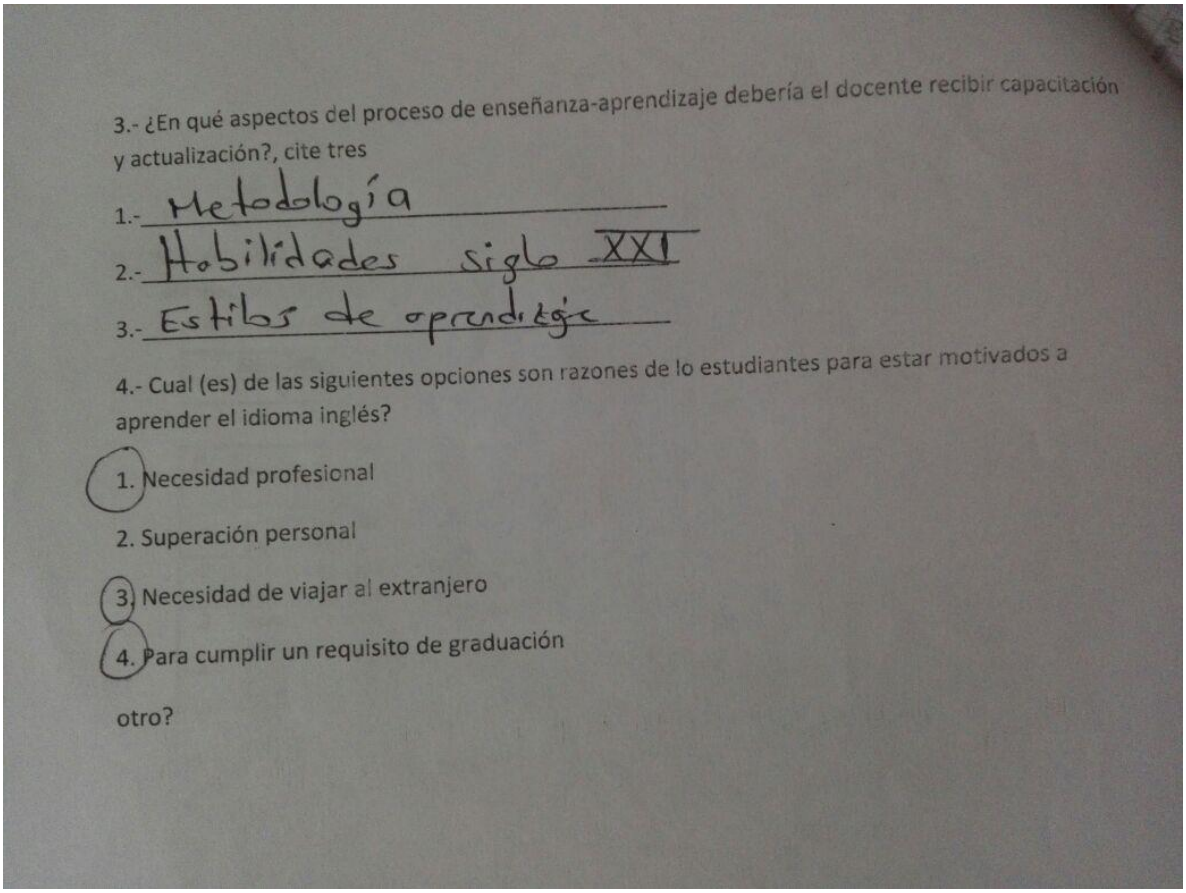
Hacer que el aprendizaje sea lo más parecido posible al aprendizaje de la lengua materna (Natural y auténtico)

2.- ¿cree usted que los estudiantes que están motivados alcanzan un mejor rendimiento?

¿Por qué? Si

1.- Hay comprensión sobre los temas e

2.- interes y gusto. Entiende porqué y para q aprender algo.



3.- ¿En qué aspectos del proceso de enseñanza-aprendizaje debería el docente recibir capacitación y actualización?, cite tres

1.- Metodología

2.- Habilidades siglo XXI

3.- Estilos de aprendizaje

4.- Cual (es) de las siguientes opciones son razones de lo estudiantes para estar motivados a aprender el idioma inglés?

1. Necesidad profesional
2. Superación personal
3. Necesidad de viajar al extranjero
4. Para cumplir un requisito de graduación

otro?

Appendix 3: Test

Cuestionario para medir la motivacion del estudiante

1. Causales de motivación

Colegio: .... Idioma:..... Número de lista: ..... Genero: M .... F..... Fecha:.....

Instrucción: Califica las siguientes declaraciones. Escoge solo **UN** número que corresponda con tu opinión sobre cada aspecto y escríbelo entre paréntesis

Que tipo de motivación recibes al principio del año? cual es tu expectativa, manera de pensar, opiniones, y creencias sobre los siguientes aspectos? Usa:

5 = Muy alto 4 = Alto 3 = Imparcial
2 = Bajo

(.....)
1. La confianza que tienes en ti mismo, en tu capacidad y tu talento natural para aprender el inglés.
(.....)
2. Tu grado de independencia y autosuficiencia para llevar a cabo las tareas de aprendizaje.
(.....)
3.Tus expectativas con respecto a los resultados que esperas alcanzar.
(.....)
4. Tus necesidades de logro (académicas): deseo de aprender, superar obstáculos y obtener buenas calificaciones.
(.....)
5. Tus necesidades para comunicarse y establecer vínculos con personas que hablen inglés y para aprender su idioma.
(.....)
6. Los objetivos que usted fija para usted mismo, su grado de ambición con respecto al logro de la meta inglés.
(.....)
7. La idea de controlar tus éxitos y fracasos es algo interno y depende de ti mismo y no de tu maestro o de las otras personas que te rodean.

2. RAZONES DOMINANTES (ORIENTACIÓN)

¿Por qué te sientes motivado para estudiar la inglés? ¿Cuáles son sus objetivos en el estudio de una lengua extranjera? Indique en qué medida las siguientes razones influyen en su interés hacia el idioma extranjero …

5 =Muchisimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = Nada

(.....) 1. Viajar a otros países y comunicarse con su gente.
(.....) 2. Comunicarse con visitantes extranjeros.
(.....) 3. Para integrarse y vivir en la sociedad británica / americana.
(.....) 4. Encontrar un trabajo mejor en Colombia.
(.....) 5. Para acceder a un trabajo en Gran Bretaña, los Estados Unidos o la Unión Europea.
(.....) 6. Para beneficiarse de una formación y educación más completas.
(.....) 7. Para estudiar en un pais de

habla inglesa (Estados Unidos, Canada,

Inglaterra, etc

(.....) 8. Objetivos académicos: ampliar

mis conocimientos para que cuando

llegue a la Universidad, pueda consultar bibliografías y realizar más estudios en el

inglés.
(.....) 9. Simplemente para cumplir con un requisito académico y pasar la asignatura.
(.....) 10. Interés por conocer la lengua extranjera y su cultura.

Si tiene otras razones que no han sido mencionadas anteriormente, escríbalas aquí:
.....
.....
.....
.....

3. INFLUENCIA DEL MEDIO AMBIENTE SOBRE LA MOTIVACIÓN DEL ESTUDIANTE

Indique hasta qué grado influyen en su actitud, interés y esfuerzo en la clase de inglés los siguientes aspectos:

5 = Muchisimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = Nada

(.....) 1. Amigos
(.....) 2. Padres y familiares
(.....) 3. Television
(.....) 4. Escuela o Colegio
(.....) 5. Presion
(.....) 6. Cine
(.....) 7. Vecinos
(.....) 8. Hablantes nativos que tu conozcas
(.....) 9. Iglesia o parroquia
(.....) 10. Musica pop

4. Deseo de integrarse en el país de habla inglesa y la actitud hacia sus hablantes *

5 = Muchísimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = nada

(.....) 1. En el futuro, me gustaría vivir e integrarme en Gran Bretaña
(.....) 2. En el futuro, me gustaría vivir e integrarme en Estados Unidos de América
(.....) 3. En el futuro, me gustaría vivir e integrarme en Australia
(.....) 4. En el futuro, me gustaría vivir e integrarme en Canadá
(.....)5. En el futuro, me gustaría vivir e integrarme en otro pais de habla inglesa. Cual?_____
Por qué?
……
……

Hasta ahora, según lo que he experimentado, oído, leído o visto en televisión, **MI OPINION HACIA** los siguientes países y personas es:

5 = Muy buena 4 = buena 3 = Imparcial 2 = Mala 1 = Muy mala

(.....) 1. Gran bretaña y británicos
(.....) 2. Estados Unidos, Americanos, Su idioma y costumbres
(.....) 3. Australia y Australianos
(.....) 4. Canada and Canadiense, Porque? ……
……

Según lo que he oído, experimentado, leído o visto, considero que **EL CONOCIMIENTO QUE TENGO** de los siguientes países es,
(.....) 5. Gran bretaña y británicos
(.....) 6. Estados Unidos, Americanos
(.....) 7. Australia y Australianos
(.....) 8. Canada and Canadiense

5. GRADO DE MOTIVACIÓN EN EL AULA Y RENDIMIENTO
Ahora califique las siguientes declaraciones y escriba lo que le interesa más y menos. Usa:

5 = Muy alto 4 = Alto 3 = Imparcial 2 = Bajo 1 = Muy bajo

COMPONENTE MOTIVACIONAL:
(.....) 1. Mi grado de interés en la clase de **INGLÉS** usualmente es

Lo que más me interesa:.....
.....

Lo que menos me interesa:.....
.....

(.....) 2. Mi grado de atención en clase usualmente es

Presto más atención a.....
.....

Presto menos atención a.....
.

(.....) 3. Mi esfuerzo para aprender en clase usualmente es

Hago más esfuerzo en.....
.....

Hago menos esfuerzo en.....
.....

(.....) 4. Mi grado de dedicación y constancia suele ser

Trabajo con mayor persistencia en.....

Trabajo con menos dedicación en.....

(.....) 5. Mi grado de motivación en general durante clase usualmente es

Lo que más me agrada.....
.....

Lo que menos me agrada.....
.....

6. TIPOS DE MOTIVACIÓN

Califique las siguientes oraciones de 1 a 5 considerando que:
5 = Siempre 4 = Casi siempre
3 =Algunas veces 2 = Casi nunca
1 = nunca

(.....) 1. Cuando obtengo buenos resultados y buenas calificaciones en la clase de inglés, mi motivación aumenta; Es decir, buenos o malos resultados tienen una influencia muy directa en mi motivación (+ calificación = + motivación).

(.....) 2. Mis resultados y mis calificaciones dependen de mi estado motivacional: si no estoy motivado, soy incapaz de desempeñar bien y de obtener buenos resultados. Creo que cuanto mayor sea mi motivación, mejores serán mis resultados; Es decir, mi motivación es la causa de mi rendimiento (+ motivación = + calificación).

(.....) 3. Mi motivación aumenta o disminuye en la clase como resultado de: los premios, elogios o castigos que recibo; notas, el rendimiento del profesor; Y de otros factores externos; Es decir, no estoy motivado, sino, más bien, necesito estar motivado.

(.....) 4. Mi motivación no aumenta ni disminuye en la clase como resultado de premios, elogios o castigos que recibo; notas, o la actuación del profesor, pero es algo interno y personal dentro de mí; Es decir, estoy motivado independientemente de la influencia de otros.

7. FUENTES DE MOTIVACIÓN

Creo que los siguientes factores influyen en mi grado de motivación, actitud, interés y esfuerzo en la clase de lenguaje:

5 = Muchisimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = Nada

(.....) 1. La importancia del **INGLÉS** y su valor instrumental en la sociedad actual para comunicarse con otras personas, encontrar un trabajo, viajar al extranjero, completar la educación, etc.

(.....) 2. Factores ambientales: la influencia de mis padres y familia, de la música pop, del cine, de hablantes nativos que conozco, etc.

(.....) 3. El deseo de vivir en el extranjero y de integrarse como otro miembro de la comunidad (en Estados Unidos,Canadá, etc.).

(.....) 4. Las características específicas del inglés como asignatura escolar, las peculiaridades del idioma extranjero en

comparación con los otros temas del currículo (por ejemplo, Matemáticas, Artes, Lengua y Literatura, etc.). (.....)5. Las características de la clase de Inglés, las situaciones de enseñanza-aprendizaje y mi experiencia personal en el aula: objetivos y contenidos que estudiamos, éxitos y fracasos, forma de trabajar, las notas que obtengo, los cumplidos y reproches que recibo, etc. (.....) 6. Los ejercicios y tareas que hacemos en el aula de idiomas con el profesor, el libro de texto, las grabaciones, etc.
(.....) 7. El libro de texto y otros materiales curriculares que utilizamos en clase: grabaciones, ilustraciones, video, computadoras, etc.
(.....) 8. Las cualidades de mi profesor, su personalidad y comportamiento en clase: sus cualidades didácticas, científicas y personales: forma de tratar a los estudiantes y de enseñar. (.....) 9. como soy y cómo me comporto en clase: mis rasgos de personalidad.

8. NIVEL DE MOTIVACIÓN EN EL INGLÉS COMO MATERIA

Las siguientes materias me interesan y motivan...
5= Grandemente 4= Demasiado 3= usualmente 2= un poco 1= No

1. Matemáticas (__)
2. Español (__)
3. Inglés (__)
4. Ciencias Naturales (___)
5. Artes (___)
6. Música (___)
7. Educación física (___)
8. Geografía (___)
9. Tecnología (___)
10. Religión (___)
11. Química (____)
12. Física (____)

Yo califique la materia **INGLÉS** con un número en específico, las razones de esta calificación son:

---

9. EFECTOS DE LAS SITUACIONES DE APRENDIZAJE EN LA MOTIVACIÓN

Escribe el número que corresponda con tu opinión en la linea. Indica cuál de las siguientes palabras se acomodan a ti

5 = siempre 4 = frecuentemente 3 = algunas veces 2 =poco 1 = nunca

1. Cuando el profesor me motiva o da una recompensa por mi trabajo en clase. Ya que obtener una recompense aumenta mi motivación. _____
2. Cuando soy regañado mi motivación disminuye. _____
3. Cuando las actividades de la clase de inglés son fáciles o cuando el profesor las adapta de acuerdo a mi nivel. Las actividades me motivan, pero cuando son difíciles me desmotivan. _____
4. Yo estoy motivado en ejercicios que desafían mi intelecto._____
5. Cuando obtengo buenas notas y mis expectativas son superadas mi motivación aumenta, cuando pierdo y mis expectativas no son alcanzadas me siento desmotivado._____
6. Cuando trabajo en parejas o grupos mi motivación aumenta._____
7. Cuando participó en las decisiones curriculares, es decir, cuando el profesor y los estudiantes toman las decisiones juntos acerca de que estudiar y que tipo de ejercicios escoge. _____
8. Cuando puedo expresar mi opinión sobre mis notas, así me siento más

motivado que cuando no lo hago. ____

9. Cuando trabajo individualmente y autónomamente me siento más motivado, así me siento mejor que cuando trabajo en grupos._____
10. Cuando me siento incluido en la clase y puedo participar, me siento motivado._
11. Cuando el profesor habla más en inglés que en español me hace sentir más motivado. ____
12. Cuando la clase satisface mis necesidades e intereses , cuando el profesor evidencia la relevancia de lo que estamos haciendo me hace sentir motivado._____
13. Me gusta sobrepasar a los demás, cuando tengo una actitud competitiva en las actividades me siento motivado.__
14. Cuando no pregunto en clase y no participó, aunque escucho al profesor y a mis compañeros. Así me siento motivado y relajado.____
15. Cuando las actividades no fueron hechas para mí, pero en esas situaciones descubro y aprendo algo nuevo.____
16. Cuando el profesor usa material audiovisual como videos, fotos audios, internet, etc. Me siento más motivado así, que cuando usamos libros. ____

MOTIVACIÓN FINAL

Después de haber estudiado el inglés hasta ahora, considerando sus **EXPERIENCIAS PERSONALES A LO LARGO DE TU VIDA** tanto en clase como fuera, en relación con las situaciones de aprendizaje y el uso del INGLÉS ¿cómo se siente? ¿Hasta qué punto ha experimentado los siguientes aspectos emocionales?

5 = Muy alto 4 = Alto 3 = imparcial 2 = Bajo 1 = Muy bajo

REACCIONES EMOCIONALES:

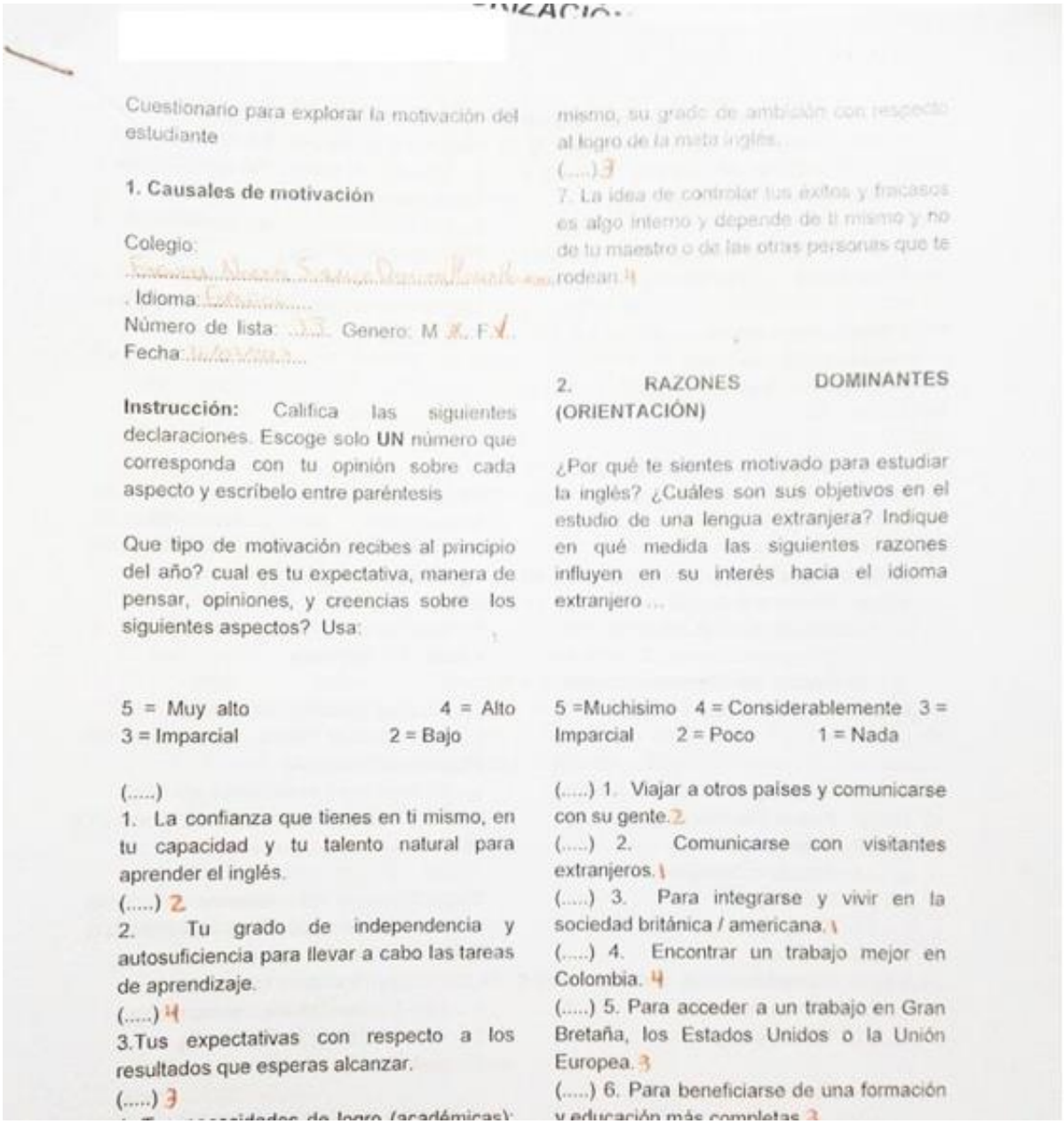
(.....) 1. Satisfacción
(.....) 2. Insatisfacción
(.....) 3. Frustración
(.....) 4. Relajación
(.....) 5. Ansiedad, nerviosismo
(.....) 6. Confianza en ti mismo
(.....) 7. Competitividad
(.....) 8. Autoestima
(.....) 9. Indignación
(.....) 10. Sorpresa
(.....) 11. Aumento de la competencia
(.....) 12. Responsabilidad
(.....) 13. Autorrealización
(.....) 14. Mayor autocontrol
(.....) 15. Interés
(.....) 16. Deseo de prestar atención en clase
(.....) 17. Deseo de hacer un esfuerzo
(.....) 16. Deseo de estudiar el inglés
(.....) 17. Deseo de comunicarse en el inglés fuera del aula

ACTITUDES FAVORABLES hacia …

5 = Muy alto 4 = Alto 3 = imparcial 2 = Bajo 1 = Muy bajo

(.....) 17. El inglés.
(.....) 18. El pueblo británico
(.....) 19. Americanos
(.....) 20. Países de habla inglesa
(.....) 21. Las fuentes de información en inglés
(.....) 22. Situaciones comunicativas en el inglés.

Taken and adapted from: Madrid, D. y Pérez Cañado, M. L. (2001): "Exploring the student's motivation in the EFL class", en E. García Sánchez (ed.): *Present and Future Trends in TEFL*, pp. 321-364. Universidad de Almería: Secretariado de publicaciones.



Cuestionario para explorar la motivación del estudiante

1. Causales de motivación

Colegio: [illegible]
. Idioma: [illegible]
Número de lista: [illegible] Genero: M [illegible] F [illegible]
Fecha: [illegible]

Instrucción: Califica las siguientes declaraciones. Escoge solo **UN** número que corresponda con tu opinión sobre cada aspecto y escríbelo entre paréntesis

Que tipo de motivación recibes al principio del año? cual es tu expectativa, manera de pensar, opiniones, y creencias sobre los siguientes aspectos? Usa:

5 = Muy alto 4 = Alto
3 = Imparcial 2 = Bajo

(.....)
1. La confianza que tienes en ti mismo, en tu capacidad y tu talento natural para aprender el inglés.
(.....) 2
2. Tu grado de independencia y autosuficiencia para llevar a cabo las tareas de aprendizaje.
(.....) 4
3.Tus expectativas con respecto a los resultados que esperas alcanzar.
(.....) 3

mismo, su grado de ambición con respecto al logro de la meta inglés.
(.....) 3
7. La idea de controlar tus éxitos y fracasos es algo interno y depende de ti mismo y no de tu maestro o de las otras personas que te rodean. 4

2. RAZONES DOMINANTES (ORIENTACIÓN)

¿Por qué te sientes motivado para estudiar la inglés? ¿Cuáles son sus objetivos en el estudio de una lengua extranjera? Indique en qué medida las siguientes razones influyen en su interés hacia el idioma extranjero ...

5 =Muchisimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = Nada

(.....) 1. Viajar a otros países y comunicarse con su gente. 2
(.....) 2. Comunicarse con visitantes extranjeros. 1
(.....) 3. Para integrarse y vivir en la sociedad británica / americana. 1
(.....) 4. Encontrar un trabajo mejor en Colombia. 4
(.....) 5. Para acceder a un trabajo en Gran Bretaña, los Estados Unidos o la Unión Europea. 3
(.....) 6. Para beneficiarse de una formación y educación más completas. 3

(.....) 9. Simplemente para cumplir con un requisito académico y pasar la asignatura. 5
(.....) 10. Interés por conocer la lengua extranjera y su cultura. 2

Si tiene otras razones que no han sido mencionadas anteriormente, escríbalas aquí:
Para comunicarme con una prima que vive alla y viene algunas veces

3. INFLUENCIA DEL MEDIO AMBIENTE SOBRE LA MOTIVACIÓN DEL ESTUDIANTE

Indique hasta qué grado influyen en su actitud, interés y esfuerzo en la clase de inglés los siguientes aspectos:

5 = Muchisimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = Nada

(.....) 1. Amigos 2
(.....) 2. Padres y familiares 5
(.....) 3. Television 1
(.....) 4. Escuela o Colegio 4
(.....) 5. Presion 1
(.....) 6. Cine 1
(.....) 7. Vecinos 1
(.....) 8. Hablantes nativos que tu conozcas 5
(.....) 9. Iglesia o parroquia 1
(.....) 10. Musica pop 3

4. Deseo de integrarse en el país de habla inglesa y la actitud hacia sus hablantes *

5 = Muchísimo 4 = Considerablemente 3 = Imparcial 2 = Poco 1 = nada

(.....) 1. En el futuro, me gustaría vivir e integrarme en Gran Bretaña 1
(.....) 2. En el futuro, me gustaría vivir e integrarme en Estados Unidos de América 1
(.....) 3. En el futuro, me gustaría vivir e integrarme en Australia 1
(.....) 4. En el futuro, me gustaría vivir e integrarme en Canadá 3
(.....)5. En el futuro, me gustaría vivir e integrarme en otro pais de habla inglesa. Cual?_____
Por qué?

Hasta ahora, según lo que he experimentado, oído, leído o visto en televisión, **MI OPINION HACIA** los siguientes países y personas es:

5 = Muy buena 4 = buena 3 = Imparcial 2 = Mala 1 = Muy mala

(.....) 1. Gran bretaña y británicos 3
(.....) 2. Estados Unidos, Americanos, Su idioma y costumbres 4
(.....) 3. Australia y Australianos 3
(.....) 9. Canada and Canadiense, Porque? 5
Porque ella me dan quinceleazo

Según lo que he oído, experimentado, leído o visto, considero que **EL CONOCIMIENTO QUE TENGO** de los siguientes países es,
(.....) 9. Gran bretaña y británicos 1
(.....) 10. Estados Unidos, Americanos 3
(.....) 11. Australia y Australianos 1
(.....) 12. Canada and Canadiense 4

5. GRADO DE MOTIVACIÓN EN EL AULA Y RENDIMIENTO

Ahora califique las siguientes declaraciones y escriba lo que le interesa más y menos. Usa:

5 = Muy alto 4 = Alto 3 = Imparcial
2 = Bajo 1 = Muy bajo

COMPONENTE MOTIVACIONAL:

(.....) 1. Mi grado de interés en la clase de **INGLÉS** usualmente es

Lo que más me interesa: Conversación en inglés

Lo que menos me interesa: Los números

(.....) 2. Mi grado de atención en clase usualmente es

Presto más atención a: La conversación

Presto menos atención a: Números, animales, colores y frutas

(.....) 3. Mi esfuerzo para aprender en clase usualmente es

Hago más esfuerzo en: Pronunciación

Hago menos esfuerzo en: Escritura

(.....) 5. Mi grado de dedicación y constancia suele ser

Trabajo con mayor persistencia en: Conversación

Trabajo con menos dedicación en: Frases, números, etc.

(.....) 6. Mi grado de motivación en general durante clase usualmente es

Lo que más me agrada: Pronunciación

Lo que menos me agrada: Escritura

6. TIPOS DE MOTIVACIÓN

Califique las siguientes oraciones de 1 a 5 considerando que:

5 = Siempre 4 = Casi siempre
3 =Algunas veces 2 = Casi nunca
1 = nunca

(.5.) 1. Cuando obtengo buenos resultados y buenas calificaciones en la clase de inglés, mi motivación aumenta; Es decir, buenos o malos resultados tienen una influencia muy directa en mi motivación (+ calificación = + motivación).

(.4.) 2. Mis resultados y mis calificaciones dependen de mi estado motivacional: si no estoy motivado, soy incapaz de desempeñar bien y de obtener buenos resultados. Creo que cuanto mayor sea mi motivación, mejores serán mis resultados; Es decir, mi motivación es la causa de mi rendimiento (+ motivación = + calificación).

(.3.) 3. Mi motivación aumenta o disminuye en la clase como resultado de: los premios, elogios o castigos que recibo; notas, el rendimiento del profesor; Y de otros factores externos; Es decir, no estoy motivado, sino, más bien, necesito estar motivado.

(.5.) 4. Mi motivación no aumenta ni disminuye en la clase como resultado de premios, elogios o castigos que recibo; notas, o la actuación del profesor, pero es algo interno y personal dentro de mí; Es decir, estoy motivado independientemente de la influencia de otros.

7. FUENTES DE MOTIVACIÓN

Creo que los siguientes factores influyen en mi grado de motivación, actitud, interés y esfuerzo en la clase de lenguaje:

5 = Muchisimo 4 = Considerablemente
3 = Imparcial 2 = Poco 1 = Nada

(.4.) 1. La importancia del **INGLÉS** y su valor instrumental en la sociedad actual para comunicarse con otras personas, encontrar un trabajo, viajar al extranjero, completar la educación, etc.

(.5.) 2. Factores ambientales: la influencia de mis padres y familia, de la música pop,

del cine, de hablantes nativos que conozco, etc.

(..1..) 3. El deseo de vivir en el extranjero y de integrarse como otro miembro de la comunidad (en Estados Unidos,Canadá, etc.).

(..2..) 4. Las características específicas del inglés como asignatura escolar, las peculiaridades del idioma extranjero en comparación con los otros temas del currículo (por ejemplo, Matemáticas, Artes, Lengua y Literatura, etc.).

(..1..)5. Las características de la clase de Inglés, las situaciones de enseñanza-aprendizaje y mi experiencia personal en el aula: objetivos y contenidos que estudiamos, éxitos y fracasos, forma de trabajar, las notas que obtengo, los cumplidos y reproches que recibo, etc.

(..1..) 6. Los ejercicios y tareas que hacemos en el aula de idiomas con el profesor, el libro de texto, las grabaciones, etc.

(..1..) 7. El libro de texto y otros materiales curriculares que utilizamos en clase: grabaciones, ilustraciones, video, computadoras, etc.

(..2..) 8. Las cualidades de mi profesor, su personalidad y comportamiento en clase: sus cualidades didácticas, científicas y personales: forma de tratar a los estudiantes y de enseñar.

(..3..) 9. como soy y cómo me comporto en clase: mis rasgos de personalidad.

8. NIVEL DE MOTIVACIÓN EN EL INGLÉS COMO MATERIA

Las siguientes materias me interesan y motivan...

5= Grandemente 4= Demasiado 3= usualmente 2= un poco 1= No

1. Matemáticas (1)
2. Español (1)
3. Inglés (1)
4. Ciencias Naturales (3)
5. Artes (4)
6. Música (4)
7. Educación física (4)
8. Geografía (1)
9. Tecnología (4)
10. Religión (1)
11. Química (1)
12. Física (1)

Yo califique la materia **INGLÉS** con un número en específico, las razones de esta calificación son:

QUE NO ME GUSTA

9. EFECTOS DE LAS SITUACIONES DE APRENDIZAJE EN LA MOTIVACIÓN

Escribe el número que corresponda con tu opinión en la linea. **Indica cuál de las siguientes palabras se acomodan a ti**

5 = siempre 4 = frecuentemente
3 = algunas veces 2 =poco 1 = nunca

1. Cuando el profesor me motiva o da una recompensa por mi trabajo en clase. Ya que obtener una recompense aumenta mi motivación. 2
2. Cuando soy regañado mi motivación disminuye. 1
3. Cuando las actividades de la clase de inglés son fáciles o cuando el profesor las adapta de acuerdo a mi nivel. Las actividades me motivan, pero cuando son difíciles me desmotivan. 2
4. Yo estoy motivado en ejercicios que desafían mi intelecto. 1
5. Cuando obtengo buenas notas y mis expectativas son superadas mi motivación aumenta, cuando pierdo y mis expectativas no son alcanzadas me siento desmotivado. 1
6. Cuando trabajo en parejas o grupos mi motivación aumenta. 3

7. Cuando participó en las decisiones curriculares, es decir, cuando el profesor y los estudiantes toman las decisiones juntos acerca de que estudiar y que tipo de ejercicios escoge. 1
8. Cuando puedo expresar mi opinión sobre mis notas, así me siento más motivado que cuando no lo hago. 1
9. Cuando trabajo individualmente y autónomamente me siento más motivado, así me siento mejor que cuando trabajo en grupos. 1
10. Cuando me siento incluido en la clase y puedo participar, me siento motivado. 1
11. Cuando el profesor habla más en inglés que en español me hace sentir más motivado. 1
12. Cuando la clase satisface mis necesidades e intereses , cuando el profesor evidencia la relevancia de lo que estamos haciendo me hace sentir motivado. 3
13. Me gusta sobrepasar a los demás, cuando tengo una actitud competitiva en las actividades me siento motivado. 4
14. Cuando no pregunto en clase y no participó, aunque escucho al profesor y a mis compañeros. Así me siento motivado y relajado. 5
15. Cuando las actividades no fueron hechas para mí, per o en esas situaciones descubro y aprendo algo nuevo. 1
16. Cuando el profesor usa material audiovisual como videos, fotos audios, internet, etc. Me siento más motivado así, que cuando usamos libros. 1

MOTIVACIÓN FINAL

Después de haber estudiado el inglés hasta ahora, considerando sus **EXPERIENCIAS PERSONALES** A LO LARGO DE TU VIDA tanto en clase como fuera, en relación con las situaciones de aprendizaje y el uso del INGLÉS ¿cómo se siente? ¿Hasta qué punto ha experimentado los siguientes aspectos emocionales?

5 = Muy alto 4 = Alto 3 = imparcial 2 = Bajo 1 = Muy bajo

REACCIONES EMOCIONALES:

(.1.) 1. Satisfacción
(.3.) 2. Insatisfacción
(.4.) 3. Frustración
(.5.) 4. Relajación
(.1.) 5. Ansiedad, nerviosismo
(.5.) 6. Confianza en ti mismo
(.3.) 7. Competitividad
(.3.) 8. Autoestima
(.2.) 9. Indignación
(.1.) 10. Sorpresa
(.3.) 11. Aumento de la competencia
(.4.) 12. Responsabilidad
(.1.) 13. Autorrealización
(.1.) 14. Mayor autocontrol
(.1.) 15. Interés
(.1.) 16. Deseo de prestar atención en clase
(.1.) 17. Deseo de hacer un esfuerzo
(.3.) 16. Deseo de estudiar el inglés
(.1.) 17. Deseo de comunicarse en el inglés fuera del aula

ACTITUDES FAVORABLES hacia …

5 = Muy alto 4 = Alto 3 = imparcial 2 = Bajo 1 = Muy bajo

(.3.) 17. El inglés.
(.1.) 18. El pueblo británico
(.1.) 19. Americanos
(.1.) 20. Países de habla inglesa
(.1.) 21. Las fuentes de información en inglés
(.5.) 22. Situaciones comunicativas en el inglés.

Taken and adapted from: Madrid, D. y Pérez Cañado, M. L. (2001): “Exploring the student’s motivation in the EFL class”, en E. García Sánchez (ed.): *Present and Future Trends in TEFL*, pp. 321-364. Universidad de Almería: Secretariado de publicaciones

Appendix 4: Focus group format

Grupo focal para explorar

la motivación del estudiante

Colegio:
.....
.....

Género: M....
F..... Fecha:.....

Intrínseca

1. Basado en tus metas personales, tienes algún objetivo diferente a aprender inglés, por ejemplo: metas en tu familia, metas a futuro ya sea viajar, casarse tener hijos, ingresar a la universidad.

2. Si recibieras palabras, recompensas o premios que muestren lo bueno que haces, en la clase de inglés, ¿cómo te sentirías? ¿te gustaría? ¿Qué te gustaría recibir?

Ejemplos: º Que buen trabajo.
º Felicitaciones.
ºTienes un punto extra.
º Recibiras una sorpresa por tu buen trabajo.

3. ¿Qué necesidad tienes tú de aprender inglés?

¿Qué intereses tienes al aprender inglés?

4. Te sentirías mas motivado si hubieran mecanismos de participación diferentes

Como los del video. ¿Qué actividades te gustarían?

Extrínseca

5. ¿Sientes algún tipo de presión por parte de compañeros o profesores?

¿Tienes vecinos que hablen inglés? ¿Has hablado con alguno de ellos? ¿Los has escuchado cantando canciones en inglés?

6. ¿Qué programas ves en televisión?

Has visto alguno de los siguientes programas: Bizaadvark, acampados o atrapada en el miedo? ¿Qué has aprendido?

7. Recordando tus películas favoritas ¿Cuáles son? ¿Qué has aprendido de ellas?

La profesora ha usado alguna película que ayude en el aprendizaje de inglés.

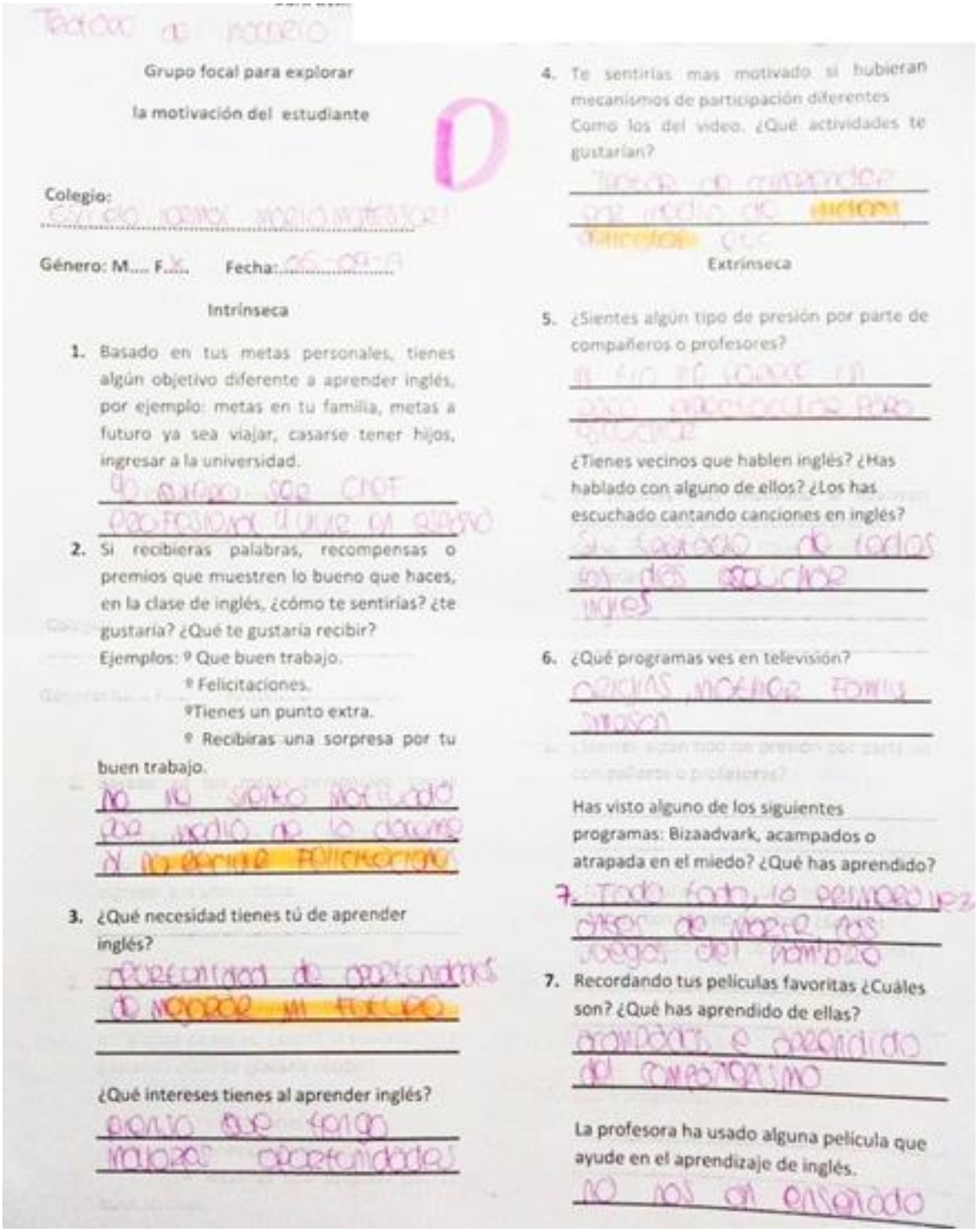
8. ¿Qué percepciones tienes de Gran Bretaña?

Experiencial

9. Recuerda tus experiencias al aprender inglés desde pequeño. ¿Qué problemas has tenido? ¿Fue con algún profesor? ¿Cómo los has superado?

¿Qué has sentido con estas experiencias?

¿Crees que estas experiencias son causa de tu desmotivación en tus clases de inglés?



Grupo focal para explorar

la motivación del estudiante

Colegio:

Género: M.... F.X.. Fecha:

Intrínseca

1. Basado en tus metas personales, tienes algún objetivo diferente a aprender inglés, por ejemplo: metas en tu familia, metas a futuro ya sea viajar, casarse tener hijos, ingresar a la universidad.

2. Si recibieras palabras, recompensas o premios que muestren lo bueno que haces, en la clase de inglés, ¿cómo te sentirías? ¿te gustaría? ¿Qué te gustaría recibir?
Ejemplos: º Que buen trabajo.
º Felicitaciones.
ºTienes un punto extra.
º Recibiras una sorpresa por tu buen trabajo.

3. ¿Qué necesidad tienes tú de aprender inglés?

¿Qué intereses tienes al aprender inglés?

4. Te sentirías mas motivado si hubieran mecanismos de participación diferentes Como los del video. ¿Qué actividades te gustarían?

Extrínseca

5. ¿Sientes algún tipo de presión por parte de compañeros o profesores?

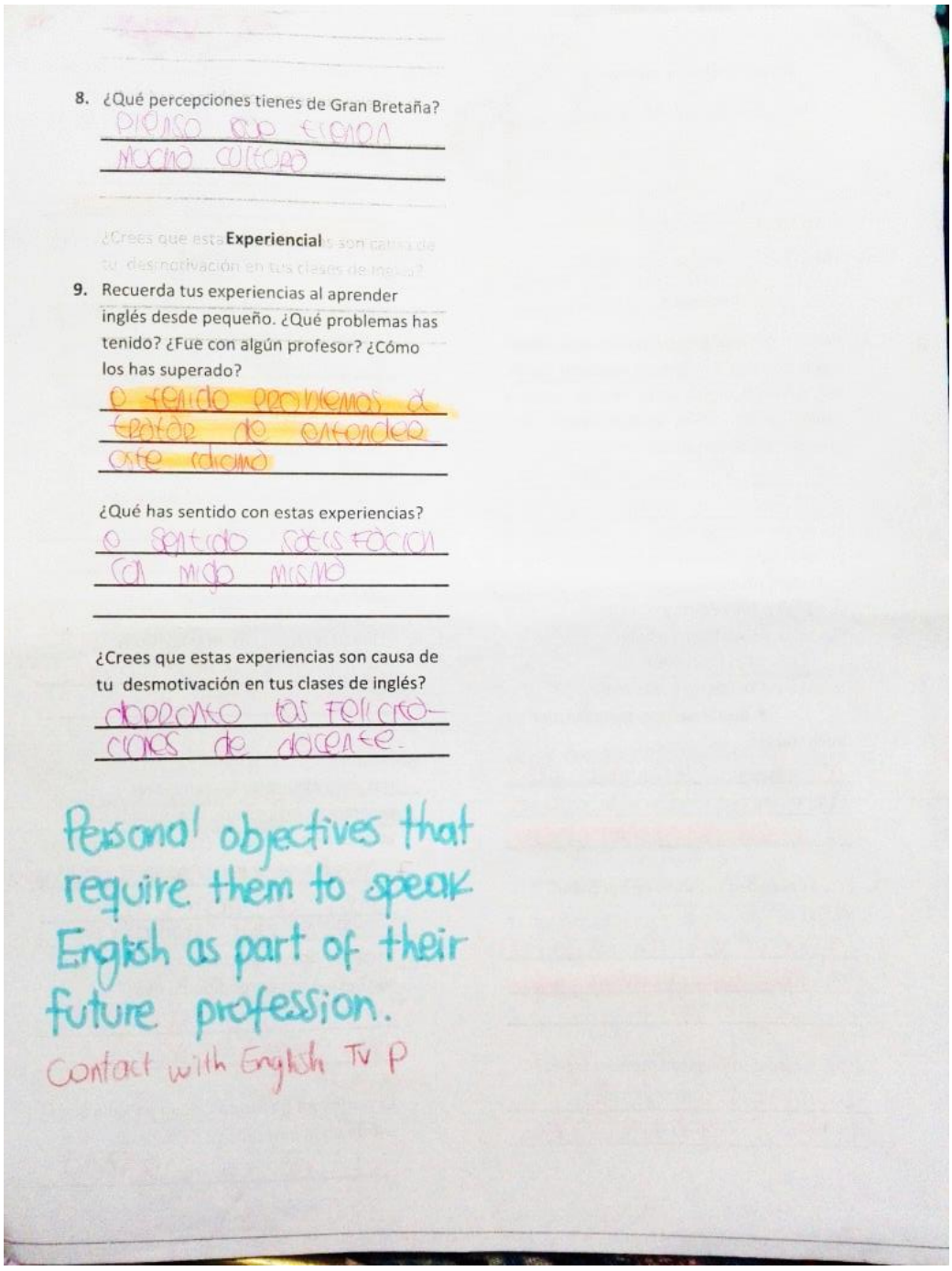
¿Tienes vecinos que hablen inglés? ¿Has hablado con alguno de ellos? ¿Los has escuchado cantando canciones en inglés?

6. ¿Qué programas ves en televisión?

Has visto alguno de los siguientes programas: Bizaadvark, acampados o atrapada en el miedo? ¿Qué has aprendido?

7. Recordando tus películas favoritas ¿Cuáles son? ¿Qué has aprendido de ellas?

La profesora ha usado alguna película que ayude en el aprendizaje de inglés.



8. ¿Qué percepciones tienes de Gran Bretaña?

Pienso que tienen mucho cultura

¿Crees que estas **Experiencial** son causa de tu desmotivación en tus clases de inglés?

9. Recuerda tus experiencias al aprender inglés desde pequeño. ¿Qué problemas has tenido? ¿Fue con algún profesor? ¿Cómo los has superado?

e tenido problemas a tratar de entender este idioma

¿Qué has sentido con estas experiencias?

e sentido satisfacion con migo mismo

¿Crees que estas experiencias son causa de tu desmotivación en tus clases de inglés?

derronto las felicitaciones de docente.

Personal objectives that require them to speak English as part of their future profession.

Contact with English TV P

Appendix 5: Interview format

Entrevista para explorar la motivación del estudiante

Colegio:

.....

Género: M.... F..... Fecha:.....

1. ¿Crees que se requiere el inglés para poder ser profesionales?

2. ¿Considera que para lograr sus objetivos personales debe aprender inglés?

   Si es así, ¿por qué no se siente motivado durante la clase de inglés?

3. ¿Piensa que lo que se enseña en inglés te prepara para afrontar los problemas de la vida adulta?

4. ¿La profesora lo regaña durante la clase? ¿Lo hace por algún comportamiento en especial suyo? ¿Qué le ha dicho?

5. ¿Participa durante sus clases de inglés?

6. ¿Qué actividades hace la profesora para aprender inglés? ¿Cuál es su actitud y opinión frente a las actividades que plantea la profesora durante las clases?

   ¿Qué sentimientos estas actividades generan en usted?

7. En el grupo focal se encontró que tiene familiares que saben inglés ¿Por qué no está motivado a aprender inglés aun cuando tiene familiares y personas cercanas que podrían ayudarle a mejorar?

   ¿Cuál cree que es la razón de sus fracasos aprendiendo inglés?

8. ¿Qué ha aprendido en inglés a lo largo de su vida? ¿Qué temas recuerda? ¿Genera en usted frustración su pasado?

   ¿Qué actividades permitieron ese aprendizaje? ¿Recuerda alguna experiencia?

9. ¿Ha tenido algún profesor en el pasado que lo haya hecho sentir motivado a aprender inglés? ¿Alguna experiencia positiva o negativa?
10. ¿Le interesaría ver películas, series, programas de televisión o canciones con subtítulos en ingles durante sus clases?

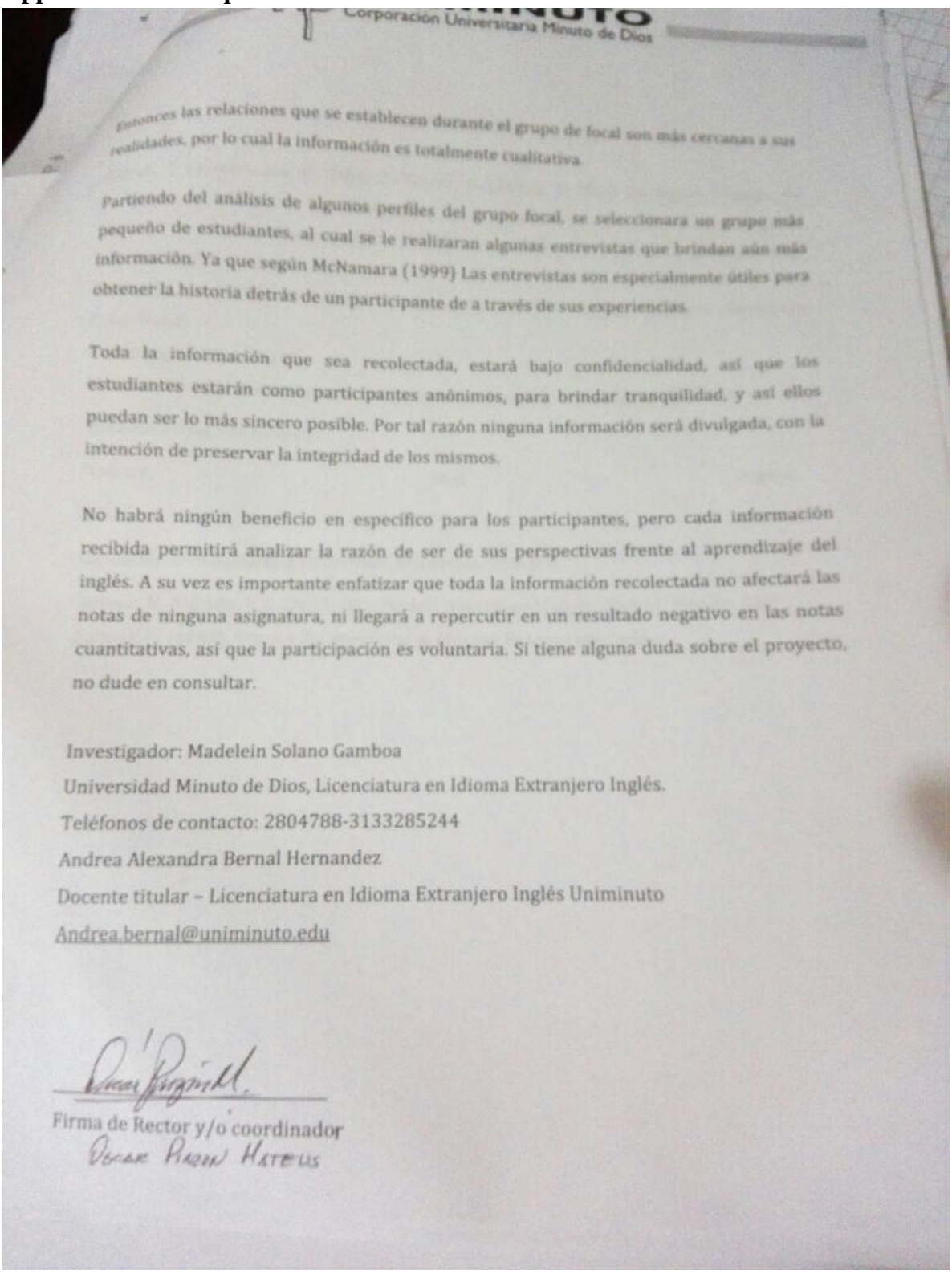
Appendix 6: Operazionalization

Meaning based on authors	DIMENSIONS	INDICATORS (comportamiento observable)	QUESTION
	INTRINSIC: It is determine for attitudes and emotions of students	Attitudes - Emotions	1. CAUSAL ANTECEDENTS OF MOTIVATION
Self-fulfillment: Realization needs: Its interest is to develop, to stand out accepting personal responsibilities, it is also distinguished by trying to do things well, to succeed, to seek the confrontation with problems, and to face the triumph or the failure. Needs McClelland theory.			Trust in himself/herself
Self-esteem: The successful realization of the proposed activities enhances the student's confidence and decreases the refusal to make new ones: the confidence that everyone can reach the end.		It has motivation: (+)	
Self- improvement: The need for status, recognition, reputation, and dignity; And a higher one, which determines the need for self-respect, including feelings such as trust, competence, achievement, mastery, independence and			Independence and self-sufficiency
Autonomous work: Recent studies show that the autonomy of the students is in the hands of motivation. Students become aware and responsible for their own learning.			expectatives towards learning
		Self-fulfillment	academic needs
		self-esteem	Need to establish bonds with foreigners
		Self-improvement	objectives and degree of ambition
		Autonomous work	own control of failure and success
			2. DOMINANT REASONS
			travelling and talking to foreigners in English
			communication with foreigners in English
		It has not motivation: (-)	american or british life style
Scold: If coupled with a lack of positive feedback, Scolding can hurt more than help children may have trouble forming social relationships as they grow.			Find a good job in Colombia
		Scold	Find a good job in another coutry
		Insecurity	benefits for a complete education

	EXTRINSIC: It is determined for the environment and	It has motivation: (+)	Music 4. DESIRE TO INTEGRATE IN THE FL COUNTRY AND A In the future live in great Britain
Level of involvement of students with task:The teachers express that the classrooms that are well endowed, specific for the language teaching, encourage the motivation of the students: adequate material endowment, appropriate and specific classrooms The use of different methods and strategies adapted to each student and situation is another basic element (P14), and also that the methodologies are adapted to the interests, to the age of the individuals (P26, P45) Establish goals: To increase the orientation of the objectives in the students. Teachers need to be able to help students to set general and particular objectives and, above all, to take into account and to be oriented towards the satisfaction of individual and group needs. Cultural influences: The relationship with the foreign language and culture is very important, because you can neither learn, nor teach a foreign language outside the cultural context and even less in isolation. Gardner mentions that the success of learning a language depends a lot on the affective predisposition of the student towards a linguistic cultural group in study. Classroom atmosphere: Every teacher must be aware that the anxiety of the student created by a tense atmosphere weakens the motivation when learning a foreign language. Get prizes and rewards: The objective of these lessons is to maximize rewards and minimize "pain" (Pinder, 1985). To analyze the motivation, you need to know what you are looking for in the organization and how you think you can Each person has a certain idea of the level of performance that he is able to achieve in the task. People expect those who do the best jobs to achieve the		Level of involvement of students with tasks Establish goals Classroom atmosphere Cultural influences Get prizes and rewards: High scores- Money- gifts- scholarships. It has not motivation: (-)	In the future live in United states In the future live in Australia In the future live in Canada In the future live in other English country Britain and British United states and american Australia and australians

			Amount of dedication
		Adaptation process:	Amount of motivation
		Facts in the past influence present behaviour	6. TYPES OF MOTIVATION
	EXPERIENTIAL: It is determined through past events that affect present situations	Facts in the past influence present opinions	Good or bad results
Past influence: A high school teacher says that when the apprentice arrives in the classroom, the work of the teacher is unmotivated: Students already have learning experience of a foreign language and their expectations are already		Relatives' opinions during their lives affect behaviours	Results depend on motivation
			Prizes
Good experiences: In the study carried out by Naima and collaborators (1978), some adult students identified having had a corrective teacher as one of the factors that exerted more influence on them when continuing the study of a language, regardless of the initial motivation given.		Experiencias de éxito durante la vida generan motivación	Motivation without others's influence
Failure experiences: We can set an example to a bad teacher who disqualified a job, humiliating with his comment in front of the classroom the incipient artistic creation of a student, or the violent evaluation of a father when he shouted "stop making that noise" at the moment when the fantasy of the child made him integrate an important "band" in concert and hit with two		Experiencias de fracaso durante la vida generan motivación	7. SOURCES OF MOTIVATION
		Las experiencias del pasado generan ansiedad	English importance
Emotions in the experiences: Some teachers in referring to previous experiences require that the low linguistic level generates a feeling of inferiority with respect to the companions who block them emotionally and precludes the acquisition of new skills.			Enviroment factors
			A wish to live in other country
			English as a subject
			English lessons
Psychologically, scolded children can experience feelings of humiliation, guilt, shame, anxiety, and stress.			Activities and homeworks
if coupled with a lack of positive feedback, Scolding can hurt more than help children may have trouble forming social relationships as they grow.			Books and materials

Appendix 7: School permission



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Entonces las relaciones que se establecen durante el grupo de focal son más cercanas a sus realidades, por lo cual la información es totalmente cualitativa.

Partiendo del análisis de algunos perfiles del grupo focal, se seleccionara un grupo más pequeño de estudiantes, al cual se le realizaran algunas entrevistas que brindan aún más información. Ya que según McNamara (1999) Las entrevistas son especialmente útiles para obtener la historia detrás de un participante de a través de sus experiencias.

Toda la información que sea recolectada, estará bajo confidencialidad, así que los estudiantes estarán como participantes anónimos, para brindar tranquilidad, y así ellos puedan ser lo más sincero posible. Por tal razón ninguna información será divulgada, con la intención de preservar la integridad de los mismos.

No habrá ningún beneficio en específico para los participantes, pero cada información recibida permitirá analizar la razón de ser de sus perspectivas frente al aprendizaje del inglés. A su vez es importante enfatizar que toda la información recolectada no afectará las notas de ninguna asignatura, ni llegará a repercutir en un resultado negativo en las notas cuantitativas, así que la participación es voluntaria. Si tiene alguna duda sobre el proyecto, no dude en consultar.

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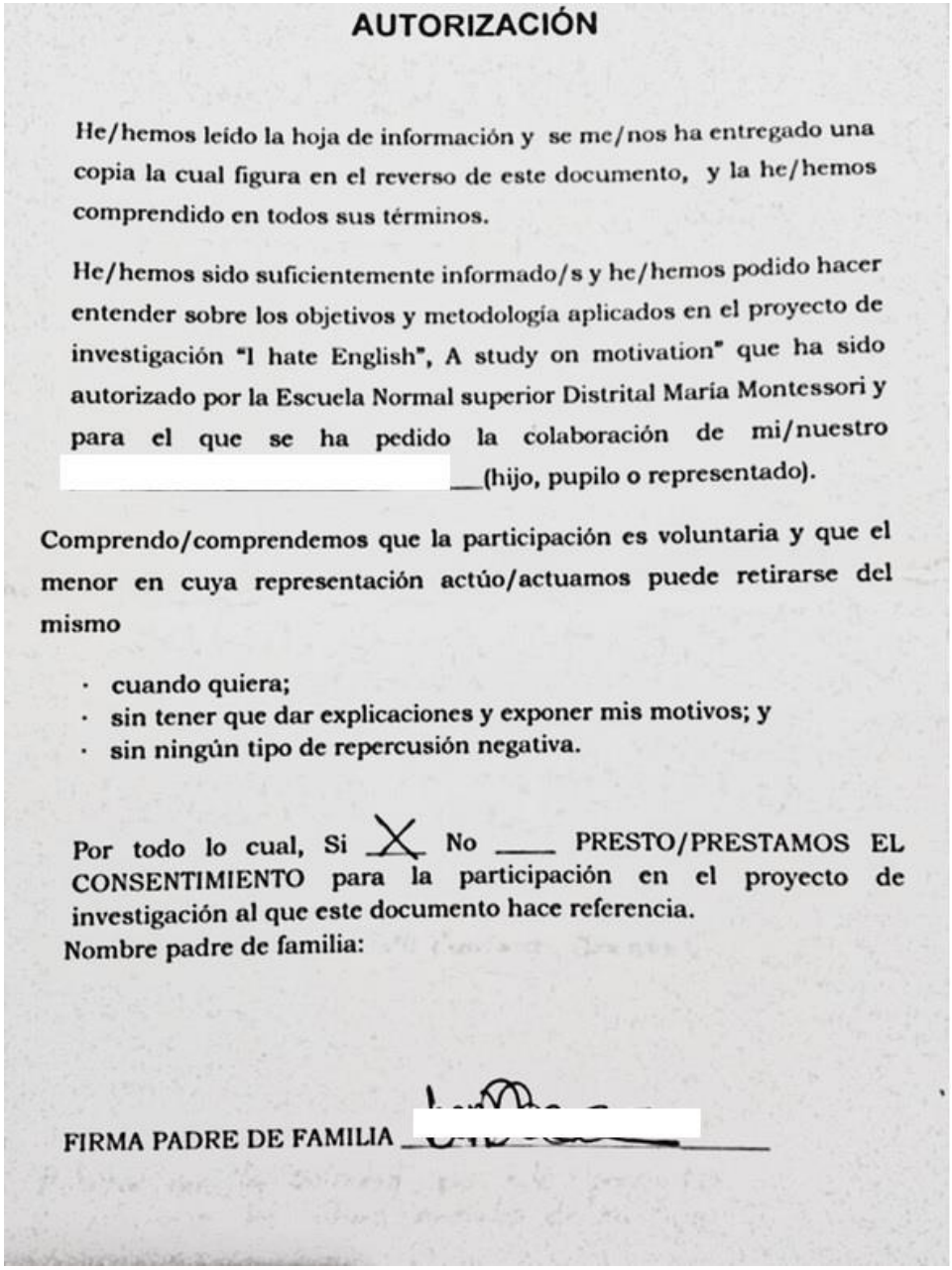
Firma de Rector y/o coordinador
Oscar Ramon Mateus

Appendix 8: Parents consent



AUTORIZACIÓN

He/hemos leído la hoja de información y se me/nos ha entregado una copia la cual figura en el reverso de este documento, y la he/hemos comprendido en todos sus términos.

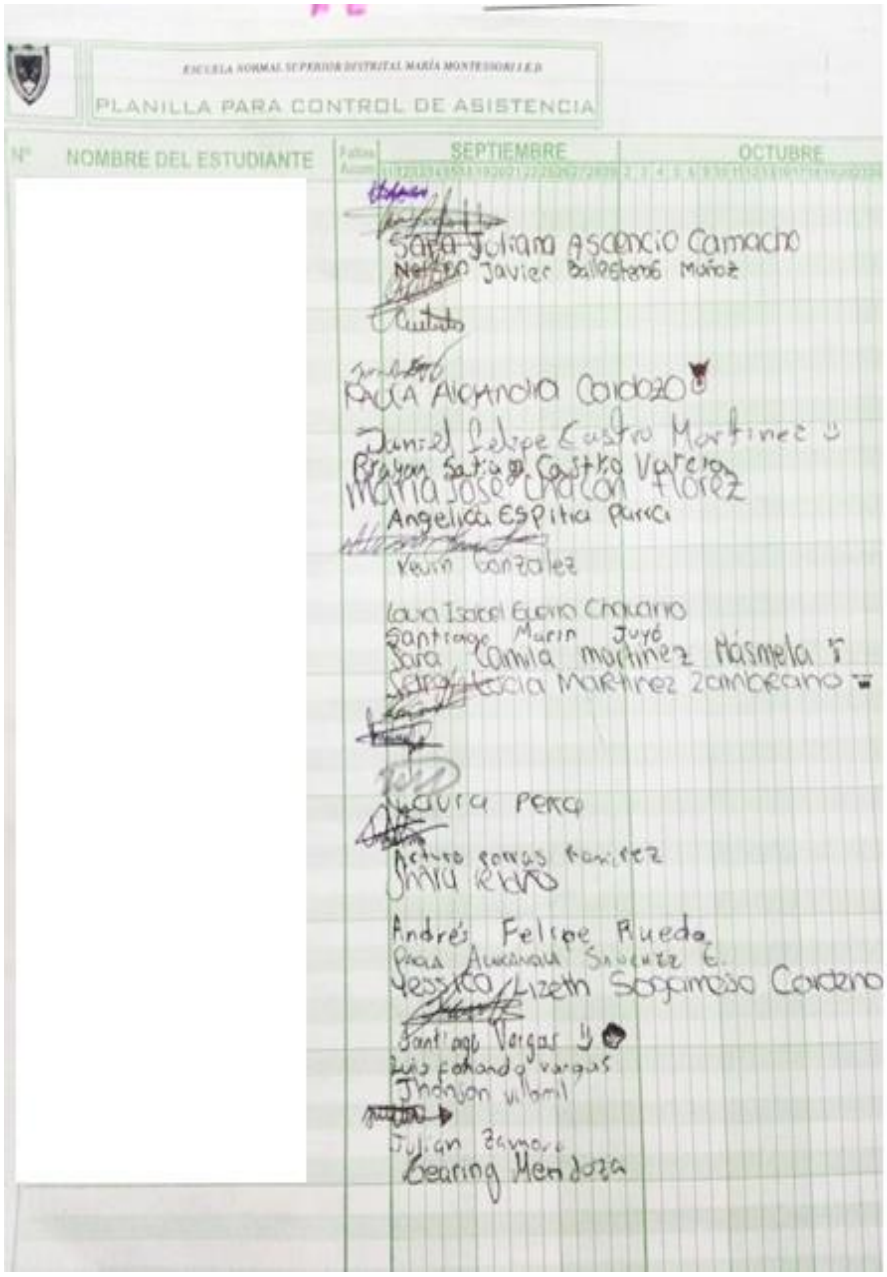
He/hemos sido suficientemente informado/s y he/hemos podido hacer entender sobre los objetivos y metodología aplicados en el proyecto de investigación "I hate English", A study on motivation" que ha sido autorizado por la Escuela Normal superior Distrital María Montessori y para el que se ha pedido la colaboración de mi/nuestro _____ (hijo, pupilo o representado).

Comprendo/comprendemos que la participación es voluntaria y que el menor en cuya representación actúo/actuamos puede retirarse del mismo

- cuando quiera;
- sin tener que dar explicaciones y exponer mis motivos; y
- sin ningún tipo de repercusión negativa.

Por todo lo cual, Si X No ____ PRESTO/PRESTAMOS EL CONSENTIMIENTO para la participación en el proyecto de investigación al que este documento hace referencia.

Nombre padre de familia:

FIRMA PADRE DE FAMILIA _____

Appendix 9: Students signature