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9TH GRADE STUDENT MOTIVATION TO LEARN EFL AT C.E INSA

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DEDICATIONS

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ABSTRACT

The researchers conducted the project “9th grade student motivation to learn EFL at C.E INSA” to describe the type of motivation 9th grade students had towards learning EFL; thus, the researchers analyzed whether and to what degree a relationship between the variables existed.

To carry out this research, a study was developed under the qualitative paradigm. Besides, the study provides reliable and meaningful data of the population that was studied and the type-level of motivation they had toward learning EFL.

The researchers developed a descriptive study in order to explore and describe the type of motivation students had every time they were exposed to learn EFL. The results gathered using the 3 different tools (interview, observation guide and diaries) showed that the some of the students were not intrinsic motivated to Learn EFL because they were not willing to participate in the class, to be interested on the topics, to get involved on activities and to be paying attention to the teacher’s explanations.

Also, teacher’s attitude and approach did not extrinsic motivated students and researchers observed that all these factors were affecting EFL classes which have a negative impact in the learning process.

In addition, all the information provided on this study was based on theoretical ground. Thus, the researchers drew various conclusions on the phenomenon, and all the useful information collected during the whole process.

INTRODUCTION

Nowadays, the factors that interfere to improve students' interest in the learning process of a second language are very notably in students' behaviors, and since motivation takes a very important role in students' lives, this study was intended to investigate student motivation to learn EFL at C.E INSA.

During the observation, researchers found out that motivation (intrinsic and extrinsic) was one the factors causing the problems (lack of vocabulary, fluency, bad grades) and this factor was preventing students to fulfill the English learning process.

After analyzing those factors, researchers decided that motivation (intrinsic and extrinsic) was crucial in order to awake students' interest in the English learning process, and that was the main reason researchers started the project to describe the phenomenon.

Due to the problematic situation, the thesis is focused on 9th grade student motivation to learn EFL at C.E INSA. The team executed a deep research in which they gathered important and useful data to describe 9th grade students motivation in the English learning process at C.E INSA.

Therefore, the work includes a careful description of the process used to collect meaningful data which helped the students of 9th grade at C.E INSA in order to analyze the student motivation to learn EFL.

The research was divided into five chapters. In Chapter I, Description of the Problem, the researchers pointed out student motivation to learn EFL based on observations on 9th grade students, this chapter contains detailed information of their behavior during classes.

Chapter II, State of Art presents series of elements based on theoretical bases; it provides information about the two types of motivation students can experience in their journey of learning EFL.

Chapter III exposes the type of paradigm and type of study used in this research project. Besides the sampling procedure to delimit the units of observation and a description of the work that had been followed based on specific research stages.

Chapter IV contains the analysis and interpretation of the data that was collected through the instruments.

Chapter V includes the conclusions obtained at the end of the research project and the recommendations for future researchers, teachers in charge of 9th grade, and for students currently in 9th grade.

Also, the index of content and the index of tables to facilitate the search of any chapter or table and a specific part of the research paper.

CHAPTER I: STATEMENT OF THE PROBLEM

At C.E INSA in 3rd cycle, pupils study from 7th to 9th grade. When students reach 9th grade they are expected to start thinking about their future, and they should start showing the interest they have toward learning EFL; in this case, 9th grade student motivation at C.E INSA to learn EFL in the scholar year 2017.

1.1. Description of the problem

Nowadays, learning English is very important in our society and this learning starts from basic levels at school. Many students between ages of 14-15 neither know what they will do with their future nor pay interest on their current subjects, EFL in this case. That is why researchers explored and described the type of motivation students had toward learning EFL.

The term motivation is usually defined by psychologists as the set of processes which involve the arousal, direction, and sustaining of behavior (conduct). It is employed to indicate, for instance, a subject's persistence and his/her pervasive work on certain tasks and not on other activities. When we use the term "motivation", we should be aware of its limitations and problems (cf. Madrid, 1999).

During 4 weeks, researchers observed 9th grade section "F" classes using direct observation. Researchers noticed that the majority of the students

were not intrinsic motivated because they were not willing to participate in the class. Students were passively listening to the teacher, and when the teacher asked them to participate there were only around 3 students who answered without being requested to. Also, researchers observed that the tutor's attitude during classes affected student extrinsic motivation because the tutor only used the English language in the class and that made the students afraid of participating, but it helped students to get accustomed to the English language. On the other hand, it was observed that the tutor could increase students' extrinsic motivation through the use of activities, especially when students worked in pairs, trios and groups.

People cannot directly observe students' motivation; all they can observe is their behavior and the environment in which they develop it. Motivation is something inside the individual, and it acts reciprocally with the environment. That is why it was studied students' behavior with the help of certain instruments such as: observation guide, interviews, diaries, etc., so that it was verified the type-level of motivation they had toward learning EFL.

Motivation involves several processes. In order to obtain a deeper insight into the underlying processes by means of which students begin to learn in class, pay attention to certain activities more than to others.

Having observed and gathered all this information from previous studies the researchers finished up asking the following question. How is the motivation of 9th grade students at C.E INSA- 2017?

1.2. Research Objectives

1.2.1. General Objective

- ✓ To describe 9th grade student's motivation in the English Learning Process at C.E. INSA.

1.2.2. Specific Objectives

- ✓ To determine factors that affect students' intrinsic motivation at C.E. INSA.
- ✓ To identify how teacher's attitude alters students' extrinsic motivation during EFL classes.
- ✓ To monitor how intrinsic and extrinsic motivation influence EFL classes.

1.3. Justification

In El Salvador, the English Language has become essential for the education process. Nowadays, English language is considered a basic subject since the beginning of children education (kinder garden) until High School.

This research provides very important information that reveals the different types of motivation that students from C.E INSA were showing in learning EFL and also describes students' motivation in the English Learning Process. In that way, the research had its importance on analyzing how intrinsic and extrinsic motivation played an important role when learning EFL. In El Salvador, students' learning is measure by grades. To fulfill students learning

process they must be motivated; not only for getting good grades, but also to acquire knowledge and achieve their goals. Saville-Troike (2006:85-86) claims that “*motivation* is another factor that is used to explain why some L2 learners are more successful than others. The level of effort that learners expend at various stages in their L2 development depends on how motivated they are to learn. The more motivated students are, the easier they will learn a new language”.

For this reason, this research helped students and teachers to know how motivation improved and influenced the learning process and to know the different factors that affected motivation.

CHAPTER II: STATE OF ART

In this chapter, the researchers included essential information about student motivation to learn EFL. The researchers decided to gather information about this topic to explore and describe 9th grade student motivation to learn EFL at C.E INSA in the scholar year 2017. Also, it was explained, through the information gotten, the significant role that motivation plays in EFL acquisition.

2.1. Definition and etymology of variables

2.1.1. Student motivation to learn EFL

Student: a person formally engaged in learning, especially one enrolled in a school or college. late 14c., from Old French *estudiant* "one who is studying," from Medieval Latin *studiare* "to study," from Latin *studium* (see *study*). Student-teacher is attested from 1907.

Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example

is a student that spends extra time studying for a test because he or she wants a better grade in the class.

1873, from motivate + -ion. Psychological use, "inner or social stimulus for an action," is from 1904.

Learn: "to acquire knowledge of or skill in by study, instruction, or experience," Old English leornian "to get knowledge, be cultivated, study, read, think about," from Proto-Germanic *liznojan (cf. Old Frisian lernia, Middle Dutch leeren, Dutch leren, Old High German lernen, German lernen "to learn," Gothic lais "I know"), with a base sense of "to follow or find the track," from PIE *leis- "track."

EFL: English as a foreign language: the study of English by nonnative speakers living in a non-English-speaking environment.

Student motivation to learn EFL: Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. The term motivation to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner –regardless of whether or not they are intrinsically interesting" (Marshall, 1987). Another notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning (Ames, 1990).

2.1.2. Intrinsic motivation

Intrinsic: late 15c., "interior, inward, internal," from Middle French *intrinsèque* "inner" (13c.), from Medieval Latin *intrinsecus* "interior, internal," from Latin *intrinsecus* (adv.) "inwardly, on the inside," from *intra* "within" (see *intra-*) + *secus* "alongside," originally "following" (related to *sequi* "to follow;" see *sequel*). Meaning "belonging to the nature of a thing" is from 1640s. Related: *Intrinsicly*.

Intrinsic motivation: It is a stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment. Intrinsic motivation is usually self-applied, and springs from a direct relationship between the individual and the situation. It is very important factor in the design of a learning or training course.

2.1.3. Extrinsic motivation

Extrinsic: 1540s, from French *extrinsèque*, from Late Latin *extrinsecus* (adj.), from Latin *extrinsecus* (adv.) "outwardly," from *exter* "outside" + *in*, suffix of locality, + *secus* "beside, alongside," originally "following" (related to *sequi* "to follow;" see *sequel*).

Extrinsic motivation: Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

2.2. Actual situation of the phenomenon

Everyone has a first language, which has been acquired through a combination of innate aspects and the environment where people are raised (first language acquisition); but nowadays, learning more than one language has become important for all people around the world, and one of the most important and useful languages that people are learning is the English language.

Throughout the time, people have had the necessity to learn to communicate among others, and this not only involves the improvement in the society, but also it includes the improvement on the learning process at schools and universities. This fact has done many people get motivated to learn English as a foreign language to look for better opportunities; such as, get a better job, continue university studies, travel abroad, be in touch with the main opinion leaders in the world, etc.

Motivation (Intrinsic and Extrinsic) plays an important role for human beings in any activity they develop. This also affects the learning process; in this case, 9th grade students English Learning Process as researchers observed during classes was affected by students' intrinsic motivation towards the English Language, because it was seen that students were not motivated at the beginning of the classes and tutor's attitude (extrinsic motivation) did not push students or motivated them during the classes.

Motivation in connection with FL learning in formal classroom contexts compels us to focus on the topic in a more restricted manner, taking into account the main factors in the teaching-learning process in the FL, namely, the student and his/her motivation to learn the language, and the teacher's attitude towards student's motivation to learn EFL. ("Exploring student's motivation in the EFL class" E. García Sanchez, page 323)

2.3. History background

Historically talking, motivation has become the most important factor for students at the moment of learning EFL. Through the pass of the years, English has been taught as FL, but it has been observed that the motivation students have for learning this language influences the learning process. Based on the *Monitor Theory*, emotional factors and motivation as key elements can control the language acquisition process. "When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotion state and motivation... filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language" (1981, 1982, 1985; Dulay, Burt, and Krashen, 1982)

On the other hand, Lambert's (1974) and Clément's (1980) include motivation as a central factor in L2 learning. The extent to which L2 is learnt depends on the attitude towards L2 learning, and on student's degree of motivation. Clément's (1980) even goes as far as to claim that motivation determines the level of competence achieved by the subjects.

Further studies have looked into the factors of motivation, and they have taken into account the development of motivation as intrinsic and extrinsic motivation to know how they are influencing students in the process of learning English as a FL; and finally, they have studied the teacher's attitude and approaches towards student's motivation at learning EFL.

2.4. Motivation and language learning

Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Gardner (1985), believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

According to Cook (2000) the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis (1994) sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis (1994, p. 508) says that "language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation".

Cook (2000) states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. Ellis (1994, p. 715) suggests that motivation is “the effort which learners put into learning an L2 as a result of their need or desire to learn it”. Also, Lightbrown and Spada (2001, p. 33) identify motivation in SLA as an intricate incident which can be identified along with two factors: “learners’ communicative needs and their attitudes towards the second language community”. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Lightbrown & Spada, 2001).

2.5. Intrinsic motivation

There is also another concept in the field of motivation introduced by Ryan & Deci (2000) as Self-Determination Theory; Ryan & Deci (2000) say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which

strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

2.6. Extrinsic motivation

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006)

To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically

motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment (Pintrich & Schunk, 1996).

2.7. Teacher's approach

For a teacher, being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success. While working towards providing students at a certain development level information, experience and behavior on a certain topic, teachers become role models for students by way of their own behavior and attitude. Positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes. For example, if the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable (Gecer, 2002).

2.8. Teacher's attitude

In Frymier's (1993) study concerning the effect of positive teacher behavior on the student's motivation level, the author has concentrated on certain behaviors for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested. The results of the study show that teachers' non-verbal actions such as smiling, having a relaxed stance, various gestures and facial expressions come first in improving

the learning experience for students whereas the topic of the class itself comes in second.

The student's performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher. A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self-confidence and as a result personality development.

Teaching is much more than saying and explaining (Gundogdu, Silman, 2007: 264). One of the most basic principles of teaching abilities is supporting of the student by the teacher and for the teacher to put for their positive expectations in order to motivate the student to learn (Yavuzer, 2000). While the positive behavior of the teacher allows him/her to create a positive relationship with students, it also allows for the teacher to dwell on the positive behavior of students as opposed to the negative, taking on a reinforcing role as well (Yavuzer, 2000).

CHAPTER III: METHODOLOGICAL DESIGN

This chapter describes the methodology to be used in order to carry out the research thesis. The chapter contains the paradigm and the type of study in which the researcher based their investigation, the planning phase, and a detailed description of the data collection procedure. In conclusion, this chapter deals with the way the study was conducted.

3.1. Paradigm and type of study

To fulfill the thesis “9th grade student motivation to learn EFL at C.E. INSA the researchers used the qualitative paradigm in order to gather up data through qualitative measurement instruments; such as, an observation guide (non-participant observation), an interview guide, and a diary.

To study how motivation influences in the process of learning English as a Foreign Language, the researchers used the descriptive study to set whether and to what degree a relationship between the variables existed.

To gather data, the researchers used effective techniques and tools during two months at C.E INSA. During those two months, the researchers carried out observations, interviews and diaries to the target population.

In this thesis, the research team considered better to choose the Qualitative, descriptive study because it was a way of conducting and conceiving

research. In qualitative research, the researcher is the instrument or the tool for designing, collecting, and analyzing research. Qualitative research, in contrast to quantitative research, generally does not translate aspects of the world into numbers to be analyzed mathematically. Instead, it analyzes the world through the lenses the researcher brings to bear on the data.

3.2. Description of the environment

This thesis was carried out at C.E INSA Campus” located West 31st street and 10th avenue south, El Palmar, Santa Ana, El Salvador, in the urban area. The total population of students was composed by four thousand, one hundred and twenty-four students at Centro Escolar INSA

3.3. Units of observation

After having decided to use the non-probability sampling of thirty-seven students of Centro Escolar INSA, 2017, no matter their sex or age, the researchers took into account some criteria of inclusion and exclusion for the population.

Criteria of inclusion for the population:

- ✓ Centro Escolar INSA students
- ✓ Students who attended every single class during the week
- ✓ The students must belong to ninth grade
- ✓ Students who belong to section F

- ✓ Afternoon students
- ✓ Group selected by the person who was in charge of 9th grades
- ✓ The most suitable schedule for researchers

Criteria of exclusion for the population:

- ✓ Students who did not attend classes every day
- ✓ Students from High School
- ✓ Students from seventh grade
- ✓ students from eighth grade
- ✓ Students from other sections

Researches took into account those units of observations based on non-probability Sampling Procedure since that was the best technique to select students who accomplish the criteria already explained in order to obtain better and reliable results in the research.

3.4. Sampling procedure

Researchers made use of the Purposive Sampling to carry out the investigation. According to that type of sampling, the researchers decided who the sampling population were based on the criteria previously established according to the objectives and purpose of the investigation.

Researchers selected one section of ninth grade at C.E INSA, 2017. The selected group for the research was group “F” which was chosen as a suggestion from the person who was in charge of 9th grades. This group had thirty-seven students, and researchers took into account all of the students in the class.

3.5. Operationalization of variables

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	CRITERIA TO OBSERVE	DEFINITION	INDICATORS	INSTRUMENTS	TIME		
<p>✓ To describe 9th grade student's motivation in the English Learning Process at C.E. INSA.</p>	<p>✓ To determine factors that affect students' intrinsic motivation at C.E. INSA.</p>	<p>Intrinsic Motivation</p>	<p>It is a stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment.</p>	<p>-Eagerness and Interest -Internal Satisfaction - Behavior -Desire to learn - Anticipation of reward or punishment</p>	-Interviews	8 h.		
							-Diary	8 h.
								-Observation Guide
	<p>✓ To identify how teacher's attitude alters students' extrinsic motivation during EFL classes.</p>							
	<p>✓ To monitor how intrinsic and extrinsic</p>							

	<p>motivation influences EFL classes.</p>	<p>Extrinsic Motivation</p>	<p>Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise.</p>	<ul style="list-style-type: none"> - Enjoyability of activities <hr/> -Type of activities developed in class -Teacher's reaction toward student's participation in class -Teacher's reaction toward student's negative attitude 		
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				-Teacher's error correction -Teacher's encouragement -Teachers' attitude during the class		
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3.6. Research techniques

To conduct the project, the researchers developed some tools to gather important information about the situation studied.

3.6.1. Interview

An interview is a conversation where questions are asked and answers are given. In common parlance, the word interview refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. By means of an interview guide, the researchers checked how intrinsic motivation influenced on the learning process of ninth grade students at C.E INSA, 2017.

3.6.2. Observation guide

By means of using an observation guide, the researchers had the opportunity to analyze which factors act on ninth grade students' extrinsic motivation and how those factors influenced in the process of learning EFL at C.E INSA, 2017. The researchers measured and organized the information based on the results obtained in the observation guide; in order to, know if extrinsic motivation affected student's performances in the subject.

3.6.3. Personal diary

A Personal Diary is a book in which the researchers write down their personal experiences and thoughts each day they meet the group they are

working with. By doing so, the researchers took notes every class to describe the different activities and the performance of the students.

3.7. Approaching the field of study

In March 2017, researchers observed 9th grade section “F” at C.E INSA. And by means of a direct observation, researchers noticed that the most of the students were not intrinsic motivated, and because of that, they were not willing to participate in the class. Students were just listening to the teacher and when the teacher asked them to participate, only few students felt motivated to participate. Also, researchers observed that the tutor’s attitude during classes affected student extrinsic motivation because the tutor only used the English language in the class and this made students felt afraid of participating, even though it helps students to get accustomed to the English language. It was also observed that students got extrinsically motivated if they worked in pairs or groups. Taking into account the observation about what the research was, some validated instruments were administered to collect and analyze the data gathered.

3.8. Methods to analyze the information

The information that was obtained in the research was processed through the Microsoft word program in order to have all the information organized. Microsoft word is a graphical word processing program that users can

type with. It is included in the Microsoft Office suite of applications. The software's purpose is to allow users to type and save documents.

By using Microsoft word, the research team organized, processed, and analyzed the entire data gathered in the instruments above mentioned. Then, they analyzed and graded the information gathered from the diaries, interviews and observations that was administered to the participant students of the project. Finally, the team discussed all results in order to analyze all the details they had gotten.

3.9. Validity of data collection instruments

Under the qualitative study, it was measured all the data gathered from the instruments used through the full research about how motivation affected ninth grade student at C.E. INSA. It was validated by the research expert in charge of the research team; and all the data was analyzed and interpreted in an accurate and objective way.

3.9.1. Descriptive and interpretive validity

Descriptive Validity is a research term that refers to the accuracy and objectivity of the information gathered. Descriptive validity forms the base on which all the other forms of validity are built upon. Without an accurate account of the formative data all else is irrelevant (Glaser & Strauss, 1967).

The research tools used in the study were validated by research experts and authorities in the field of the English language department at the Western Multidisciplinary Campus of the University of El Salvador. To do so, the researchers provided the experts with a validation sheet for each instrument. The researchers took into account all the suggestions and recommendations provided by the experts on the field, and thus, made the necessary variations in the instruments to improve their reliability and quality.

Those instruments were presented to different research experts at the Western Multidisciplinary Campus to get feedback and recommendations. An Expert Validation Sheet was fastened for such purpose. The validation sheet had five sections containing different items that were graded in the following way: 1. Acceptable, 2. Needs Improvement, 3. Non-acceptable. At the end of all sections, there was a space for suggestions.

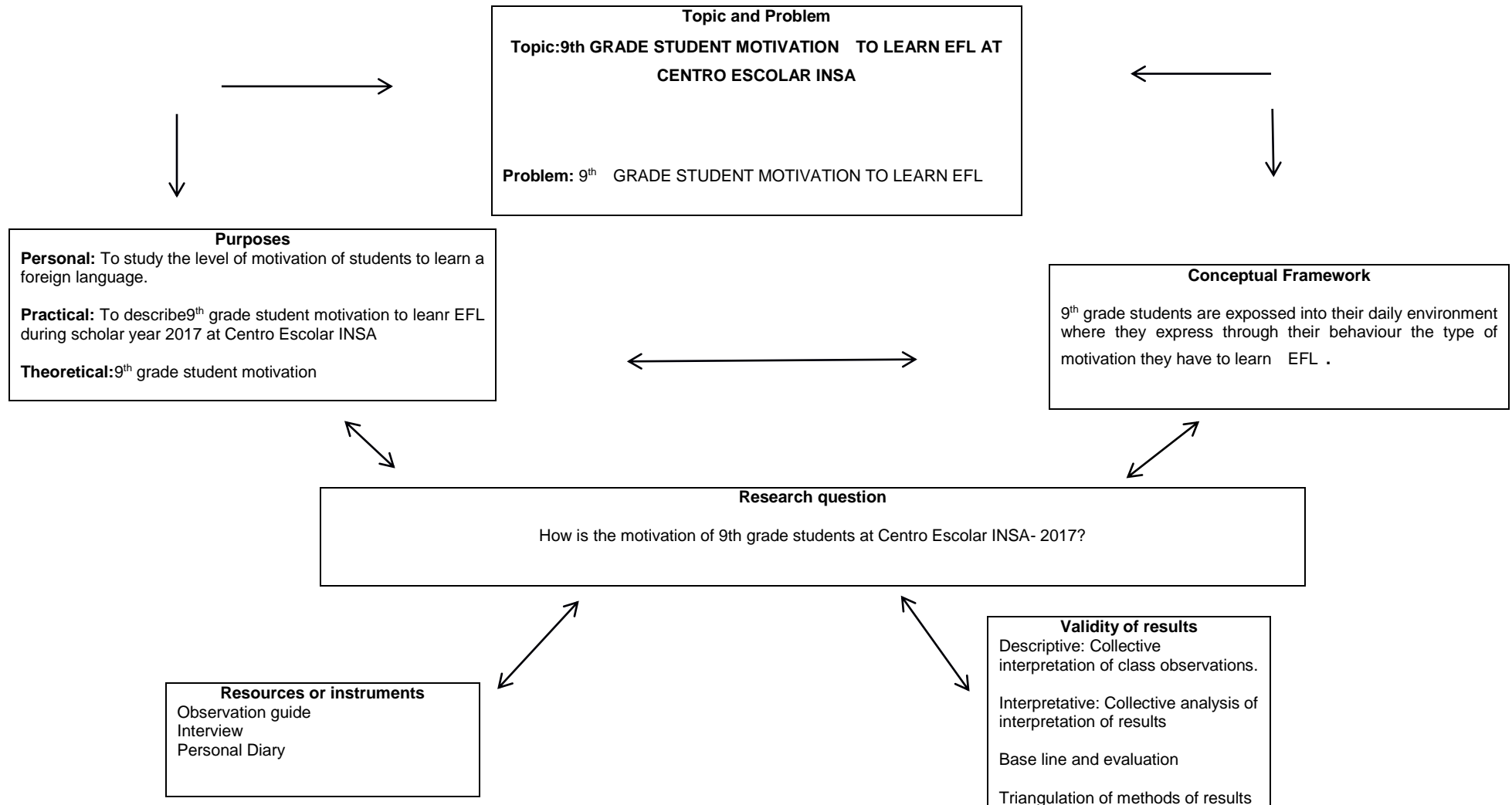
The research tools were also administered to a small sample of the target population to ensure the questions and items were not ambiguous and to identify any blurred concept or term in any of the items. The small sample did not participate in the real study.

To the interpretative validity, students, and researchers' feelings were taken into account in the project. At that time, some students felt demotivated to learn English at school. Other students were worried about how things were going to be in the evaluations, and some others felt enthusiastic and motivated

to learn English. Also, researchers felt worried the low motivation that the majority of students presented in the subject

During the observation sessions, the researchers took field notes in the form of a "Research Diary" to make the information more reliable. The analysis of those dairies was made by all the members of the research team during casual meetings after each observation session, and all the members came into an agreement at the end.

3.9.2. Triangulation of methods of results



3.10. Reliability

Researchers tested the reliability of the tools by controlling the consistency of the items that made up its body in order to had reliable results. It was carried out by assessing the degree of reliability of each item and by determining if the tools brought about results as similar as possible when applied in two different times. To ensure consistency in the results, the data collection process took place in a short lapse of time and under the same conditions for the whole population, taking into account aspects as, number of items, heterogeneity of items administrator factors etc.

3.11. Ethical aspects

The researchers followed basic ethics principles throughout the whole research project. Such principles were the following:

- a) Confidentiality: participant's personal information was kept anonymous and confidential.
- b) Forcing results: participants responded the items of the tools without any pressure from the researcher or any leading question that may provoke unreliable information.
- c) Non-maleficence norm: no participant's integrity was damaged in the research process.

Free will: the participants were free to make choices. Any participant could decide to quit the study if he or she considered it was necessary.

CHAPTER IV: ANALISYS AND INTERPRETATION OF DATA

The following chapter helps students, teachers and future readers know how was 9th grade students' motivation at C.E INSA to learn EFL in the scholar year 2017. In this chapter, it is analyzed and described the type-level of motivation they have toward learning EFL.

4.1. Factors affecting students' intrinsic motivation

4.1.1. Eagerness and Interest

The majority of 9^o students from C.E INSA said that English opens more job opportunities and nowadays is very important for a future mayor. According to some experts, intrinsic motivation happens when the person is eagerness and interest in the activity (in this case learning the English language) and students at C.E INSA were interesting in learning the language; however, some of them thought that English language is important because we need it to communicate with foreigner when traveling to other countries. (see appendix A1.1)

4.1.2. Internal Satisfaction

Learning English as a second language is a big opportunity for youngers and even older people and we can say that parents know this. Parents motivational orientation helps students' intrinsic motivation. Learning begins with parental orientation and according to some students their parents paid for their

learning. This can be obvious, but in our country is not always in this way because of economic problems. If parents are there for their kids not just economical but orientational, kids will be intrinsic motivated to do their best in any activity or subject. when asked about this, students said that their parents are there when they need it, not just paying for their needs but also with their studies.

Moreover, Researchers notice that during this question students were excited to answer how they would feel if they understood an audio or a person speaking in English. Competition and challenge are important factors for intrinsic motivation and learning a new language is a big challenge and also during classes the learning process can be a competition between students depending of the teacher. English learning process makes students intrinsic motivated because they are acquiring knowledge and they feel powerful when acquiring it. Students also said that if this happen or when this happen, they felt like teachers or masters in the language which improved their intrinsic motivation to keep learning the English language. (see appendix A1.1)

4.1.3. Behavior

Human beings are more likely to be intrinsic motivated when they are congratulated for their performance or their behavior. This was asked to the students, and almost all of them said that their parents congratulated them, got excited, were glad or proud of their efforts and gave gifts for their performance. (see appendix A1.1) Recognition is an important factor for intrinsic motivation,

and this can be observed in students whose parents recognized their effort in the school or every day activity.

When students were asked for their parents' thoughts about the English language almost all of them said that English was very important to successes in life, but pushing them to learn something they did not want to was not helping their intrinsic motivation and that was reflected in their academic performance and behavior. An autonomy support is the key to intrinsic motivate a kid. Parents have to avoid pushing them and start to monitor them with patience and resilience. You have to like something or have an interest in order to be intrinsic motivated and parents must know this.

4.2. Teacher's attitude reflected on students' extrinsic motivation

4.2.1. Teacher's attitude

Researchers observed that positive teacher behavior on students affected their motivation level. For example, during classes it was observed that if the teacher was smiling, listening to students, interesting on what they were doing or at least showing confidence to them, student's motivation increased and they used to participate on the activities; but most of the time, there was not a positive behavior or attitude from the teacher so students were affected by that (See appendix B1- Jun. 08th and 29th -July 06th). They did not want to participate, repeat or read because the teacher's attitude was not ok. It was observed that almost all the time the teacher did not want to teach classes to the students. She

did not show any confidence, smile or interest, and students noticed it and were not interested on the class. In other words, it can be said that teachers' non-verbal actions had a big influence on student's motivation.

In consequence, it is also important that the extrinsic motivation on students can be affected by the rewards or punishments they receive. For example, on 9th grade, it was observed that students were more motivated when the teacher offered them one extra point to their next exam, they were participating and interesting on what was going on during the full class. Another time, she let them create like a mini presentation on the class, but it was going to be graded and that increased student's interest on developing everything in the right way. Moreover, every time that students were not motivated to receive classes or when they were not interested on what the class was about, the teacher seemed to be frustrated, and more than one time, she was yelling or arguing with them, she let them know how important it was for them to learn English but her attitude made students feel even less interested. Finally, there were some punishment applied to some students, and it was observed that they did not enjoy being yelled by the teacher and it affected student's extrinsic motivation.

4.2.2. Error correction

Researchers observed that 9th grade students of section "F" at C.E INSA were sometimes corrected by the teacher if they committed a mistake. However, error correction was not presented in all of the classes, but whenever

the teacher used this strategy; researchers observed that student's motivation was affected if they were corrected. If the teacher engaged in belittling comments towards a student due to his/her failure, the negative effects of this were inevitable.

The majority of students were afraid to be corrected in front of the class because they thought that the rest of their classmates were going to make laugh of the mistake, and it was predictable that they did not participate in class. (see appendix B1). Students did not present motivation on participating in class if they were afraid of being corrected by the teacher.

However, if the teacher presented a positive behavior when she gave feedback to the students, students changed their fear of being corrected. It was observed that sometimes the teacher did not threaten the students when correcting mistakes, and also asked the rest of students not to laugh if someone committed a mistake. In that case, students participated more and their motivation of learning the subject increased. (See appendix B1) In the effect of positive teacher behavior on the student's motivation level, the author concentrated on certain behaviors for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested, but most of the time students were afraid when there were corrected and preferred not to participate in the subject.

4.2.3. Activities

Researchers observed that the kind of activities affected the student motivation level. For example, during classes it was observed that if the activity was based on working on the workbook, it was not attractive at all for students; on the contrary, they started to do whatever except working on it. It was interesting to see that when the teacher tried to do the class a little bit dynamic, but, they did not want to participate. It was observed that almost all the time the students were not interested on working on any activity in the class. They did not show any interest on the English classes (see appendix B1-Jun 01st). Actually, some of them manifested that they were not interested on that subject, but they were in others, or some others said that they just did not understand.

In consequence, activities that engage students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Teachers should be who adopt a student-centered approach to increase opportunities for student engagement, which then would help everyone more successfully achieve the course's learning objectives.

4.3. The influence of extrinsic and intrinsic motivation in EFL classes

4.3.1. Desire to learn

By means of the observation, researchers realized that 9th grade students at C.E INSA- 2017 did not show desire to learn. Researchers noticed that the majority of the students were not willing to participate in the class. During the classes, students were passively listening to the teacher and when the teacher asked them to participate, only some of them were doing the task while some other students were doing other things (see appendix C; diary 4).

Motivation is a basic and essential part of learning, and there must be something that the learner desires to achieve or do. Nevertheless, Students did not show desire to learn. Some of them mentioned openly that they do not like English; that they were interested on Language and Math (see appendix C; diary 4).

During the classes, the students did not make questions about the topic they were receiving, and neither they were involved in the classroom activities. Almost all of them worked on something else that was not related to the class (see appendix C; diary 8). Motivation is the effort which learners put into learning an L2 as a result of their need or desire to learn it. However, the majority of students arrived late the classroom, and when they were there, they did not make the effort to learn.

4.3.2. Anticipation of reward or punishment

Researchers observed that students' extrinsic motivation influenced their EFL classes and the activities that they developed in class. When students had an assignment to be evaluated, they worked on the activity and

showed motivation because they were graded. That grade was a reward if their work was well done, but if they worked incorrectly or did nothing, they received a bad grade (see appendix C; diary 2). Researchers monitored students' behavior and observed that if students had this kind of motivation, they worked better on their activities. Researchers also noticed that students did their assignments if their teacher threatened students with a punishment. They anticipated the punishment and started working, as the team realized in one of the classes in which they had to complete all of the pages of the book that were going to be checked and evaluated (see appendix C; diary 5).

4.3.3. Enjoyability of activities

By means of class observations, researchers found out that 9th grade students of section "F" at C.E INSA showed intrinsic motivation if the activities developed in class were enjoyable, but it was noticed that the majority of students did not like English. During their classes, some of them mentioned that they did not like the subject and preferred other subjects (see appendix C diary 4).

Moreover, students found English difficult to learn. Most of the students did not understand the language, found unpleasant when the teacher only spoke in English and started getting distracted during class. Also, if students found an activity too difficult for them to develop, they did not feel that motivation to do the task they were required to do. Listening audios in English or reading paragraphs in English was too difficult for them, so they felt the subject unpleasant; however,

if students were taught with an interesting topic, they participated more, but most of the time, they found English too difficult (see appendix C; diary 3). As summary, students who were intrinsically motivated do and practice the activities and works because they felt that the activities were enjoyable, but most of them found the subject unpleasant.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Through the thesis, it was gotten some conclusions based on all the results obtained after having done the qualitative research, the researchers concluded that the phenomenon of 9th grade student motivation to learn EFL at C.E INSA was a real fact that could be observed and analyzed during English classes. Also, the team had emphasized the importance on making some recommendations to future researchers in order to improve their investigation.

5.1. Conclusions

1. The research team concluded that there were some factors that were affecting intrinsic motivation in most of the students; those are, eagerness and interest, their own internal satisfaction, and their behavior because it was observed that if there was an activity or something that motivated them in the class they tended to develop a better and active participation because it constructed more successful relationships, and made them feel interest for learning about the class. It was observed that if a student enjoyed the language, they learnt because they want, and they had those intrinsic factors that challenged them to focus on the class.

2. It was concluded that interesting and funny activities; such as, roll plays, brainstorming, or games are very important when teaching a second language. Sometimes, if the teacher did not promote any type of activity during the class;

students did not get involved in the class. Therefore, if the teacher showed a good attitude to teach students new topics and made them feel motivated to learn what he or she was teaching, they participated in the class and learnt more.

3. The research team concluded that motivation could influence students in two ways; those are, intrinsic motivation the one that made them learn by themselves, and extrinsic motivation the one that they received from the external environment; in this case, EFL classes. It can also be said, that in 9th grade students from C.E. INSA it was observed that just the ones that had intrinsic motivation, in other words those who were with eagerness and interest to learn English, were the ones who really learnt something new every day, but the ones that did not have intrinsic feeling to learn did not get interested on the topic or on the activities almost all the time. To conclude, the research team observed that whenever the teacher created extrinsic motivation through activities (Roll plays, games, ect.) or through a good environment; students, even the ones who had lack of interest for the language, got involved and motivated to learn or participate.

4. Researchers concluded that the answer to the research question “How is the motivation of 9th grade students at C.E INSA- 2017?” was that almost half of the students on the classroom had lack of motivation to learn EFL because they rarely showed any interest on the topics. Also, there were other aspects that were observed; such as, students` preference on checking their phones instead of paying attention, students` preference of their mother tongue, the lack of

interest in class, and finally that students` intrinsic and extrinsic motivation influenced a lot for them to learn the new language.

5.2. Recommendations

1. To the teacher in charge of instructing 9th grade students, it is recommended to be part of the extrinsic motivation for students to learn English; that means, he or she should create a positive environment showing a good attitude towards students, and this can also be done through activities which involves all students and makes them feel interesting on the classes. If this happens, students will learn ELF.

2. To the teacher in charge of instructing 9th grade student motivation, it is recommended to implement contextualization to teach EFL, so that learners can use natural learning strategies to help them to understand contextualized language and recall it at the later date. Using contextualization, students will be extrinsic motivated.

3. To the students, it is recommended to get involved actively in the several topics they receive during classes, taking notes, paying attention and participating. Also, it is suggested to create intrinsic motivation by themselves, thinking for their future in order to get better opportunities, thinking about the doors that will be opened if they learn EFL or thinking about the challenge they have to improve as students now and as professionals later. That will increase their interest for learning EFL.

4. To the future researchers, it is important to take into account the schedule that schools have because sometimes they do not have classes.

5. Finally, it is advised to take into account the different academic activities and evaluations carried during the year; like holidays, meetings, and exams, since these ones interfere with the observations and the interviews.

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APPENDICES

APPENDIX A: SAMPLE INTERVIEW

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT
INTERVIEW**



Objective: To gather information about 9th grade students' intrinsic motivation inside the classroom.

How important do you consider the English language subject?

What is the role your parents play in your education?

How important do your parents consider to learn English?

What kind of reaction do your parents have when you get excellent grades in your tests?

How do you feel when you understand an audio or even a person talking in English?

APPENDIX A1: SAMPLE INTERVIEW IN SPANISH

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT
INTERVIEW



Objective: To gather information about 9th grade students' intrinsic motivation inside the classroom.

¿Qué tan importante consideras la materia del Idioma Ingles?

¿En tu hogar qué papel juegan tus padres respecto a tu Educación?

¿Para tus Padres que tan necesario es el aprender Inglés?

¿Cuándo tienes buenos resultados en tus exámenes que tipo de reacción tienen tus padres?

¿Cómo te sientes cuando entiendes un audio o a una persona hablando el idioma Inglés?

APPENDIX B: EXTRINSIC MOTIVATION INSIDE THE CLASSROOM

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT



OBSERVATION GUIDE

Objective: To gather information about 9th grade students' extrinsic motivation inside the classroom.

Indicator	Comments
Type of activities developed in class	
Teacher's reaction toward student's participation in class	
Teacher's reaction toward student's negative attitude	
Teacher's error correction	
Teacher's encouragement	
Teachers' attitude during the class	

APPENDIX A1.1: FACTORS AFFECTING STUDENT'S INTRINSIC MOTIVATION

QUESTIONS	ANSWERS	INDICATORS	OBJECTIVE	INTERPRETATION
<p>1)How important do you consider the English language subject?</p>	<p>- For me, it is really necessaire because nowadays it is a requirement in most jobs and it opens up more opportunities.</p> <p>- Over all everything you have said, it is important because thanks to that I can get a job.</p> <p>- Nowadays, it is really important to get a job; it opens up doors.</p>	<p>-Eagernes and Interest</p> <p>-Internal Satisfaction</p> <p>-</p>	<p>□-To determine factors that affect students' intrinsic motivation at C.E. INSA.</p>	<p>The majority of students agree that English language subject is important because it opens up more opportunities. For this question, all of the students made emphasis on how the subject can help to find a good job. For them, English could be interesting only for getting a job, but they do not show eagerness and interest on the subject, and just a few of them have the motivation of learning the language for</p>

	<ul style="list-style-type: none"> - Ahh I do not know, I think I consider that it is important for jobs. - I think it can help me with jobs because English is a requirement for jobs. It is an opportunity to travel. - To me it is really important because it opens up door for better jobs. - Well, nowadays it is important because you don't get jobs if you don't know English. - It is really important because I can communicate with foreigners. 	<p>Behavior</p>		<p>traveling to another country or communicating with foreign people. Also, having knowledge of the language would be a satisfaction for them but any of the answered that they would like to learn English, most of them answered that the language is important, but they do not want to learn it.</p>
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	<ul style="list-style-type: none">- I think it is important to know another language because it opens doors.- Nowadays, English is the most spoken language.- I feel that it is really important because how can I say it, there are a lot of jobs opportunities for people who learn it, practice it, and understand it, so it opens up opportunities.- For me it is an important subject because I consider that English can open many doors in life. Nowadays, it is a requirement for many jobs			
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	<p>- Well, for me it is really important because it is one, as I told you, is one subject that helps us in occasions to find job opportunities.</p> <p>- Well, for me it is really important because it wider the job opportunities. For that reason, I feel that it is really important to learn it.</p> <p>- Ehh it is really important ehh it has a <u>big monopoly</u> the language.</p> <p>- For me it is really important because it has become the second language and it is the first language of importance.</p> <p>- I think it is really important</p>			
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	<p>because most companies ehh to be able to get a job, they require English so, for the reason, I think it is really important.</p> <ul style="list-style-type: none">- Well a lot because it can open doors.- Well, it is really important ahh because it helps us to get more opportunities for our future. Nowadays, it is a worldwide language.- A lot because nowadays if you don't know English, you cannot work in a company.- Well nowadays, it is really			
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	<p>important since to get a good job one must speak English at least because it is one of the most spoken language in the world.</p> <p>-It is important because when we go to another country the U.S. for example, people can understand us if we speak English; otherwise, if we speak Spanish, they won't.</p> <p>- A lot because it is worldwide.</p> <p>It is really important.</p> <p>- Well, for me it is a really important subject because it helps to have grater expectations for job opportunities.</p>			
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<p>2)What is the role your parents play in your education?</p>	<ul style="list-style-type: none"> - My dad is in charge of paying for everything I need for school, and my mom is in charge of making sure I accomplish all of my responsibilities. - They ask me to study, and pay for everything. They pay attention to me. - They care because they want me to succeed in the future. - Well, they are demanding and they always are asking me to study all my subjects 	<p>Eagernes s and Interest</p> <p>-Internal Satisfactio n</p> <p>- Behavior</p>	<p>-To determine factors that affect students' intrinsic motivation at C.E. INSA.</p>	<p>Parents play an important role to increase eagerness and interest, since they are asking for good results. It helps the students to be involved in the learning process to get good grades.</p> <p>At the end, students express internal satisfaction, and they show a good behavior because they are extrinsically motivated and monitored by their parents. This becomes an important factor that affect positively students' intrinsic motivation.</p>

	<ul style="list-style-type: none">- It is really important; it motivates me to keep going and to get a better job.- People advise me to learn it because in my case I have family in the U.S. and if - I want to travel I have to learn it. And it is something that it can actually help me.- She always motivates me to enroll in English courses.- They pay for everything and they are always there for me.- Mostly, economically.- They play an important role. They are the ones that ask me to give my			
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	<p>best effort.</p> <ul style="list-style-type: none">- They play an important role, they ask me to do my homework, and they always pay attention to me.- They are the ones the support me and motivate me to keep studying. Moreover, I have a scholarship to study. Thanks to my parents I am here and they have supported me to keep going.- Well, it is really important because ehh they support my decisions.- Well, my mom is ehh really strict, that is how she like to be and she wants me to get good grades; she			
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	<p>is even paying me English courses.</p> <ul style="list-style-type: none">- I can't really tell you exactly, but they really care about it; how I am doing with my grades and my dad helps me with English.- My mom and dad are demanding, especially with the English language because it opens doors.- Well, for me they play an important role because they are the ones who support me, and everything I need to come to class, and they also help me when I have to do team work; they really support me			
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	<ul style="list-style-type: none">- How? Ohh yeah, they ask me to study.- They are my biggest support because they are always helping me with homework or if I need money to get something for my homework. They are always paying attention to me, and they are always there to help me with homework or something else.- Well, they are the ones who help me anytime I have a hard work if not, I do everything for myself.- Well, they are the responsible of taking care of me, and making sure			
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	<p>that I attend to classes every day.</p> <p>Also, they make sure that I do my homework and that I don't misbehave at school.</p> <ul style="list-style-type: none">- They play an important role because they take care of me, they give me money and everything I want.- Umm I don't know.- Almost, umm it is important as well.- Well, my parents really care about my education, they make a great effort for me to get good grades.			
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<p>3)How important do your parents consider to learn English?</p>	<p>-Well, for them it is really important, and they want me to learn English because I will have more opportunities. However, I do not like it.</p> <p>- My dad had a job the required knowing English; he even had job trips outside the country. My mom says that it is really important, and my dad also says that nowadays degrees are no complete if you do not know English.</p> <p>- For them it is really important,</p>	<p>Eagernes s and Interest</p> <p>-Internal Satisfactio n</p> <p>- Behavior</p>	<p>-To determine factors that affect students' intrinsic motivation at C.E. INSA.</p>	<p>Students agree that their parents see English as a very important part of their children's education; Students answered that for their parents, learning English is essential nowadays for better job opportunities. Some others answered that knowing English is very important for them to travel and visit relatives who live in the United States. For parents if their children learn English would be a success in life.</p> <p>When students see that English as a subject is very important for their</p>

	<p>again for better job opportunities, they advise me to learn English.</p> <ul style="list-style-type: none"> - They say yes because it is essential for a job. - For example; In my case I have family in the U.S. and if I want to travel I have to learn it. And it is something that it can actually help me. - For my mom, it is really important because she wants me to get a scholarship and travel outside the country. - For them it is really important and they say they will enroll me in 			<p>parents, they are intrinsically motivated to learn the language because students gain determination to do the best in the subject. Students see how important their studies are for their parents. That is why they are motivated to learn the language because it brings internal satisfaction for students and changes their behavior according to the subject.</p>
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	<p>English classes.</p> <ul style="list-style-type: none">- No, for them it is not important, but the other subjects are important.- Well, I have a brother that studies languages. And they ask me to give the same effort in all of the subjects.- A lot, they want me to learn English because they want me to have better jobs opportunities.- For me and mainly for my father it is really necessary, ehh he is one of those people that like English even though he doesn't know it very well; he has learned some. He tells me that I have to make my best effort			
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	<p>and learn it. As I said it opens doors.</p> <p>- Well, they tell me to learn English and that it is important for my future; for example, to reach some goals I consider are possible.</p> <p>- A lot because she says that I can be someone with better opportunities for my future. Knowing English, I understand miss; miss my power knowing English, right?</p> <p>- Well a lot, mostly because everybody knows English.</p> <p>- My mom thinks it is important ehh</p>			
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	<p>because it is going to give me a better life style.</p> <ul style="list-style-type: none">- They really care that I learn English in fact they are looking for a way I can get a scholarship to study English, to learn it more, and practice it besides what I am learning at school.- It is really important being able, it is really necessaire because they say that I can get a job, a good job with knowing English.- It is really important because half of my family lives in the U.S. so, that is a reason for me to learn and			
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	<p>move there with them.</p> <ul style="list-style-type: none">- Well, they have never told me to learn English; actually, my uncles are the ones telling me to learn it.- Well, for them it is really important because they are not here ehh so they had to learn it too. They want me to learn it in case I go there with them so, in that way it will be easier for me.- It is really important for them because there are some jobs that required to know English.- Well, it is pretty necessary- A lot because if I want to go to			
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	<p>another country, I know another language.</p> <p>- For my parents, it is really important that I learn English; since, I can get greater opportunities and I can go further in life.</p>			
<p>4) What kind of reaction do your parents have when you get excellent grades in your tests?</p>	<p>- None, they say that that is my responsibility, and there is not point in congratulating me.</p> <p>- I always tell them, they congratulate me; however, they say it is my responsibility.</p> <p>-They congratulate me and</p>	<p>Eagernes s and Interest -Internal Satisfactio</p>	<p>-To determine factors that affect students' intrinsic motivation at C.E. INSA.</p>	<p>When people do their activities in a correct form, they get internal satisfaction. In the case of students who were interviewed, students are intrinsically motivated if they get good grades at school. Moreover, they answered that parents are also satisfied</p>

	<p>encourage me to keep going.</p> <ul style="list-style-type: none"> - Happiness, they congratulate me. - They congratulate me; they don't give me gifts but motivate me to keep going. - She feels good because I am learning English. - They congratulate me because I am above the average grades. - They are glad of my effort. - They get really excited. - Ehh they don't really care, if I get good grades or not. - Happiness, they are proud of me. <p>They say that if I could do it already</p>	<p>n</p> <p>-</p> <p>Behavior</p>		<p>if students get good grades, congratulate students and motivate them to keep going.</p> <p>It creates interest in students for English because they gain interest on the subject</p>
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	<p>I can do it again and even better.</p> <ul style="list-style-type: none">- They congratulate me and sometimes they give me gifts, things I need.- Well, my mom gets happy because she says that at least ehh how do I explain? Ehh that at least I am taking into advantage the opportunity she is giving me; the opportunity of studying English.- Well happiness and I don't know, they reward me with something; sometimes with something I like and other times with something I am into.			
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	<p>- I don't really show them my test, but if I did they would get excited.</p> <p>- Well, they congratulate me. They also motivate and encourage me to continue going by taking me to eat or getting something that I want.</p> <p>- Well, they get happy.</p> <p>- They just congratulate me.</p> <p>- They congratulate me because they know how it is in here haha they congratulate me.</p> <p>- Well, they congratulate me and tell me that they are so pleased to know that I am doing great. They as well motivate me to keep going and</p>			
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	<p>improving.</p> <ul style="list-style-type: none"> - Happy, they congratulate me for my good grades. - They get really happy. - Proud, they feel proud of me. - Well, they get really happy. 			
<p>5)How do you feel when you understand an audio or even a person talking in English?</p>	<ul style="list-style-type: none"> - Happy and capable of being able of understanding another language. - Haha great! Because I feel that I am bilingual. - Well, good because that means I am learning, and that I know more English.Well, I feel ehh I try to focus on what I am doing and listening to 	<p>Eagernes s and Interest -Internal Satisfactio n</p>	<p>-To determine factors that affect students' intrinsic motivation at C.E. INSA.</p>	<p>It is really difficult for students to develop some activities of their learning English process but when they are able to do any task, even if it is difficult, students get internal satisfaction because they know that they can do things if they try to do the best.</p> <p>The listening skill is one of the most</p>

	<p>what they are saying, listening all the words to give a proper answer in the say way with her.</p> <ul style="list-style-type: none"> - Hahaha that would be like knowing I am learning. - I feel great! Haha because it is something good to be learning another language. - Good because I know what they are asking me. - Good teacher haha I feel like I have a master in English. - Ehh it would be a success if I understood, even understanding a sentence. 	<p>- Behavior</p>		<p>difficult part of the learning English process, that is why students answered that they are very satisfied if they are able to understand an audio or a person speaking in English.</p> <p>Students answered that they are motivated if they know that with effort, they can do anything, so they try to do the things as well as possible every time. In contrast, if they are not able to do any task as understanding an audio, they get afraid and frustrated. Indeed, internal satisfaction places an important role in student's motivation to learn English. .</p>
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	<p>- Uhh I feel out of this world. Almost always, I try to understand; I like English.</p> <p>- How do I feel? Weird because I don't really understand that is why I feel weird.</p> <p>- Ahh I feel at the same time happy and motivated to keep going and learn English as the teacher do. And also, to be able to send audios in English haha even to myself.</p> <p>- Well, I feel ehh I try to focus on what I am doing and listening to what they are saying, listening all the words to give a proper answer</p>			
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	<p>in the say way with her.</p> <ul style="list-style-type: none">- Well, sincerely it feels good because I am able to know a little bit of English and at least I am able to communicate in English.- Good because it was worthy all the effort.- I feel so happy because I know that the classes I am attending are helping me.-I feel happy because now haha it is something new for me not only Spanish that we usually speak; but also, I am able to understand something else that is not from my			
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	<p>country</p> <ul style="list-style-type: none">- I am happy haha because I know that I have learned something in class.- Well, I feel proud of myself because I know I have learned somehow the language and I started to understanding it.- I feel that you are helping me a lot because you are explaining me a little bit.- Well, I feel unique, I don't know maybe because not everybody understands it. However, there are something that I still don't			
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	<p>understand.</p> <ul style="list-style-type: none">- Good because now I understand some words and I have an idea of what they are saying.- Well, I feel confuse sometimes, but happy because that person already knows English.- Well, really happy because I feel like I am understanding a bit.			
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APPENDIX B1: TEACHER'S ATTITUDE INFLUENCE ON EFL CLASSES

INDICATORS	OBSERVATIONS	OBJECTIVE	INTERPRETATION
<p>Type of activities developed in class</p>	<p>-May 25th -Students worked the whole class i the workbook</p> <p>-June 01st -T hey worked in a handout</p> <p>-June 08th - they worked on the workbook the whole class. Students were working on the grammar part of the workbook</p>	<p>☐To identify how teacher's attitude alters students' extrinsic motivation during EFL classes.</p>	<p>- It was observed that the kind of activities affected the student motivation level. For example, during classes it was observed that if the activity was based on working on the workbook, it was not attractive at all for students; on the contrary, they started to do whatever</p>

	<p>ordering sentences in the correct form, and passing to the board. Then asked the rest of students if the sentences were good or wrong.</p> <p>-June 15th The teacher checked student's homework. She asked students to past to the front and write their sentences in the simple past tense.</p> <p>-June 29th The students basically did not</p>		<p>except working on it. It was interesting to see that when the teacher tried to do the class a little bit dynamic, but, they did not want to participate. It was observed that almost all the time the students were not interested on working on any activity in the class. They did not show any interest on the English classes (Jun 01st). Actually, some of them manifested that they were not interested on that subject, but they</p>
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	<p>participated in class as they worked on the workbook the whole class.</p> <p>-July 06th - The students worked on a reading activity from the book; they tried to read and understand about some holydays</p> <p>-July 13th - .The students worked on a reading activity from the book; they tried to read and understand about some holydays</p> <p>-July 19th - Students worked</p>		<p>were in others, or some others said that they just did not understand.</p>
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	the whole class i the workbook		
Teacher's reaction toward student's participation in class	<p>- May 25th- Most of the students didn't participate because they had a practitioner teacher and their teacher wasn't in the class.</p> <p>- June 01st - Some students didn't do the homework and because of that they did not participate in class, so the teacher was really angry and disappointed.</p>	<p><input type="checkbox"/>To identify how teacher's attitude alters students' extrinsic motivation during EFL classes</p>	<p>- Positive teacher's behavior on students affected their motivation level. For example, during classes it was observed that if the teacher was smiling, listening to students, interesting on what they were doing or at least showing confidence to them, student's motivation increased and they used to</p>

	<p>- June 08th- The students basically did not participated in class as they worked on the workbook the whole class.The students basically did not participated in class as they worked on the workbook the whole class.She only told them be quiet, work on the workbook</p> <p>- June 15th- The teacher challenged the students to participate; and every time a</p>		<p>participate on the activities; but most of the time, there was not a positive behavior or attitude from the teacher so students were affected by that. They did not want to participate, repeat or read because the teacher's attitude was not ok. Almost all the time the teacher did not want to teach classes to the students. She did not show any confidence, smile or interest, and students noticed it and were not</p>
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	<p>student participated, she felt satisfied.</p> <p>- June 29th -The students basically did not participated in class as they worked on the workbook the whole class.The students basically did not participated in class as they worked on the workbook the whole class.She only told them be quiet, work on the workbook</p> <p>- July 06th- The students</p>		<p>interested on the class. In other words, it can be said that teachers' non-verbal actions had a big influence on student's motivation.</p>
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	<p>basically did not participated in class as they worked on the workbook the whole class.The students basically did not participated in class as they worked on the workbook the whole class.She only told them be quiet, work on the workbook</p> <p>- July 13th The students basically did not participated in class as they worked on the workbook the</p>		
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	<p>whole class. She only told them be quiet, work on the workbook</p> <p>- July 19th - The students basically did not participated in class as they worked on the workbook the whole class. She only told them be quiet, work on the workbook</p>		
<p>Teacher's reaction toward student's negative attitude</p>	<p>- May 25th- The teacher was a practitioner. She was nervous and seem as she wanted to leave the</p>	<p><input type="checkbox"/> To identify how teacher's attitude alters students' extrinsic motivation during EFL classes</p>	<p>- Extrinsic motivation on students can be affected by the rewards or punishments they receive. It was</p>

	<p>classroom.</p> <p>- June 01st- The teacher was disappointed and stressed so she decided to give extra grade as reward to the ones who did the homework and participated</p> <p>- June 08th- She monitored students she knows that they do not like to work. She scolded them</p> <p>- June 15th - She seemed to be frustrated.</p>		<p>observed that students were more motivated when the teacher offered them one extra point to their next exam, or activities related to the creation of mini presentations that were going to be graded and that increased student's motivation to do it, .</p> <p>Moreover, every time that students were not motivated to receive classes or when they were not interested or had a negative on what the</p>
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	<p>- June 29th- The teacher tell them to work on the notebooks that she was going to check it.</p> <p>- July 06th- She monitored students she knows that they do not like to work. She scolded them</p> <p>- July 13th- She monitored students she knows that they do not like to work. She scolded them</p> <p>- July 19th- She could notice</p>		<p>class was about, the teacher seemed to be frustrated, and more than one time, she was yelling or arguing with them. Although she let them know how important it was for them to learn English; her attitude made students feel even less interested. Finally, there were some punishment applied to some students, and it was observed that they did not enjoy being yelled by the</p>
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	that many of the students don't like to participate in class, and start making noise, but she didn't reacted angry. she just seemed to be frustrated		teacher and it affected student's extrinsic motivation.
Teacher's error correction	<p>- May 25th-The teacher tried to give feed back to the students but students didn't</p> <p>- Jun 01st- The teacher was asking the rest of students if the sentences were good or wrong and asked students not to laugh if someone</p>	<p><input type="checkbox"/>To identify how teacher's attitude alters students' extrinsic motivation during EFL classes</p>	<p>- Students sometimes were corrected by the teacher if they committed a mistake. However, error correction was not presented in all of the classes, but whenever the teacher used this strategy, it was observed</p>

	<p>made a mistake.</p> <ul style="list-style-type: none"> - June 08th- Teacher corrected students mistakes when they get closer to her - June 15th- Teacher corrected students mistakes when they get closer to her - June 29th- Teacher corrected students mistakes when they get closer to her - July 6th- There was no error correction. - July 13th Teacher 		<p>that student's motivation was affected if they were corrected. If the teacher engaged in belittling comments towards a student due to his/her failure, the negative effects of this were inevitable.</p> <p>The majority of students were afraid to be corrected in front of the class because they thought that the rest of their classmates were going to laugh at them.</p>
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	<p>corrected just some students who got closer to her.</p> <p>- July 19th - Teacher corrected students mistakes when they get closer to her</p>		<p>There were times in which the teacher did not threaten the students when correcting mistakes, and also asked the rest of students not to laugh if someone committed a mistake. In that case, students participated more and their motivation of learning the subject increased.</p>
Teacher's encouragement	<p>- May 25TH- The only thing she said was they had to</p>	<p><input type="checkbox"/>To identify how teacher's attitude alters students'</p>	<p>- Teacher's encouragement is very important to make</p>

	<p>work on it because she was going to check it before the class ended.</p> <p>- June 01ST- She didn't encouraged them as she was too nervous to encourage them</p> <p>June 08th- She didn't say anything encouraging, the only thing was that she asked them to be quiet and to work on the workbook.</p> <p>- June 15th- During the reading she encouraged students in the right way.</p>	<p>extrinsic motivation during EFL classes</p>	<p>students succeed /get interested in the target language. During almost all the classes encouragement was barely observable from the teacher to the students. As the only thing she told them was that it was going to be checked but, nothing more. Although there was 3 times in which she encouraged them by giving them clues about the activity.</p>
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	<p>June 29th- The only thing she said was they had to work on it because she was going to check it before the class ended.</p> <p>- July 06th- During the reading she encouraged students in the right way.</p> <p>-July 13th - She reward the students who practiced in class and encouraged the others to be better students</p> <p>- July 19th-We could notices that even though students</p>		
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	<p>don't feel motivated to participate in class, the teacher doesn't do anything to help them</p>		
<p>Teachers' attitude during the class</p>	<ul style="list-style-type: none"> - May 25th -Nervous and afraid - June 01st -Confident but disappointed - June 08th -She seemed to be frustrated - June 15th- -She seemed to be frustrated - June 29th -Passive 	<p>□To identify how teacher's attitude alters students' extrinsic motivation during EFL classes</p>	<p>- Teacher's attitude is crucial in the learning process of a foreign language. During the majority of the classes it was observed that the teacher had a passive attitude in which she never showed energy or any interest and that was</p>

	<p>- July 06th -Passive</p> <p>- July 13th -Passive</p>		<p>transmitted to the students.</p> <p>Students were not interested on the English class, sometimes they did not even know what was the class about.</p>
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APPENDIX C: EXTRINSIC-INTRINSIC MOTIVATION IN EFL CLASSES

DIARIES	INDICATORS	OBJECTIVE	INTERPRETATION
<p style="text-align: center;">DIARY: 1</p> <p style="text-align: center;">DATE: May 26th</p> <p>The class was supposed to start at 3:20 p.m., but students arrived late to the classroom because they were going to take the promotion picture that day.</p> <p>After waiting all the students, the teacher passed the attendance list, and then students they working on a reading from the book they use to learn English. The reading was about “shopping”.</p>	<ul style="list-style-type: none"> - Desire to learn - Anticipation of reward or punishment - Enjoyability of activities 	<ul style="list-style-type: none"> - To monitor how intrinsic and extrinsic motivation influences EFL classes. 	<p>Students are motivated if the activities that they develop are enjoyable for them. During the class, the teacher encouraged students to repeat sentences from a reading, and they seemed to enjoy repetition of sentences, but they do not like reading. Moreover, students did not show any desire to learn about the reading, they looked boring and when they were interrupted by a person who told the teacher that students needed to be prepared for their promotion picture, they forgot about the reading and the topic they were studying. In the class, the teacher did not make</p>

<p>During the activity they were developing, the teacher read and students were just paying attention the first time. The second time, the teacher encouraged students to repeat after her making sure they were speaking loud and properly. Students felt motivated to repeat; but while reading, a person interrupted the class letting the teacher know that another group were not prepared for the promotion picture, so 9th grade students could go to take theirs. So, students completely forgot their reading and started to prepare everything to go out.</p> <p>Because of the picture, the teacher let</p>			<p>use of reward or punishment to motivate students to work. It was a very short class.</p>
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<p>students leave the classroom and the calls ended up at 4:00 p.m.</p>			
<p style="text-align: center;">DIARY: 2</p> <p style="text-align: center;">DATE: June 2nd</p> <p>The class started at 3:25 p.m. The first thing the teacher did was passing the attendance list to make sure all of the students were present. After that, students needed to prepare like a mini presentation. The presentation consisted of introducing animals or people using some pictures; such as, a dog, a cat, one man, a woman, a girl, etc. But at this time; instead of students presenting the animal</p>	<ul style="list-style-type: none"> - Desire to learn - Anticipation of reward or punishment - Enjoyability of activities 	<ul style="list-style-type: none"> - To monitor how intrinsic and extrinsic motivation influences EFL classes. 	<p>The type of activities are very important at the time students are learning a new language. It was observed that students were highly motivated for the semi-controlled activity that was carried out and they were even more motivated because they were going to obtain a grade from that enjoyable activity.</p>

or the person they had chosen, they had to write down on their paper like if the picture was presenting itself. For example, if the picture was a man, he needed to say his name, his age, his nickname, etc.

Students were all working hard to finish their assignment, and they looked very happy. They were motivated to work because they were sharing information to each other, and they were having fun. Moreover, they were motivated because they were going to receive a grade for their mini presentation.

The class finished at 4:00 p.m. and students gave their papers to the teacher in

<p>charge. Everybody left the classroom and were home.</p>			
<p style="text-align: center;">DIARY: 3</p> <p style="text-align: center;">DATE: June 9th</p> <p>Even though the students had sport practice before their English class, almost all of them were on time, and after three minutes, the class started exactly at 3:25 p.m. The teacher started the class greeting the students and passing the attendance list. At first, the students seem to be motivated, but unfortunately, the teacher had to leave the class and a practitioner took her place. The</p>	<ul style="list-style-type: none"> - Desire to learn - Anticipation of reward or punishment - Enjoyability of activities 	<ul style="list-style-type: none"> - To monitor how intrinsic and extrinsic motivation influences EFL classes. 	<p>In this class, students had a practitioner teacher, and because of that, they felt free to make noise and bothering their classmates and were not motivated to participate in class because they didn't have a reward for their work. In addition, they did not participate in class because they felt that they would not have a punishment if they did not work. The practitioner teacher had students develop a reading and comprehension activity from the book, and it could be observed that students didn't like reading paragraphs, but the</p>

<p>practitioner begun teaching and the majority of students started talking with their classmates. After some minutes, the practitioner asked questions about a new topic. She was giving her class only in English, and for that reason most of the students were disappointed because she said that they didn't understand anything. The lack of knowledge of English makes students feel demotivated.</p> <p>The first activity was a reading and comprehension from the book. Researchers could realize that Students didn't like to read. Some of them whispered that they don't even read in Spanish because reading was not</p>			<p>topic of the reading was interested and enjoyable for them, and when the teacher started explaining about the topic, students paid attention.</p>
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enjoyable for them. The after reading was really difficult for the students because they didn't understand the questions that the practitioner was asking about the topic. Some of them were afraid of answer the questions because they thought they would make a mistake and everybody would laugh about it. At the same time, students at the back were distracted, talking and playing. Some of them said they wouldn't participate in the class because they didn't understand. However, the practitioner noticed that things started getting out of control, and because of that she started listing the students who were playing in class. After that, students started paying attention.

<p>Finally, the teacher practitioner explained in Spanish what the topic was about. The topic was about the Independence Day celebration in the United States . Researchers noticed that the topic was interesting for the students because even the students at the back of the classroom got involved in the class at that moment. Five minutes later the class finished at 4:00 p.m.</p>			
<p style="text-align: center;">DIARY: 4</p> <p style="text-align: center;">DATE: June 23rd</p> <p>The class started at 3:20 p.m. The first</p>	<ul style="list-style-type: none"> - Desire to learn - Anticipation 	<ul style="list-style-type: none"> - To monitor how intrinsic and extrinsic motivation 	<p>Since the very beginning of the class it was observed a lack of interest in the class, specially because the activity was about working on the workbook. It was observable that this behavior</p>

<p>thing the teacher did was passing the attendance list to make sure all of the students were present although some came late. Everybody started to make noise. It did not look like a class for the noise there was in the classroom. Students were working on the workbook., in a self test. The teacher told them that if they had any doubt they could approach her. Students were supposed to be working on the workbook, some of them were some other did not.</p> <p>There were some students at the back who approached me and asked about doubts they had on their assigned activity. Some of</p>	<p>of reward or punishment</p> <p>- Enjoyability of activities</p>	<p>influences EFL classes.</p>	<p>was repeated many times when they had to work on the workbook as the teacher barely explained what they had to do. At the end of the class it was even more obvious their lack of interest in the class as some students never started to work on what they had to because they did not know what they they had to do or they had other subjects as priorities as some student mentioned us.</p>
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them mentioned me that they do not like English that they are interested on language and math. On the other hand there was a girl who was not working, she was arguing with a classmate. Near them there was a group of boys talking random things not related to the activity they were supposed to be developing. The class ended and they did not do anything.

<p style="text-align: center;">DIARY: 5</p> <p style="text-align: center;">DATE: June 30th</p> <p>The class started at 3:25 p.m. The first thing the teacher did was passing the attendance list to make sure all of the students were present. Students started working on the workbook while some other were talking with the teacher about the activity they had to developed on the workbook.</p> <p>The teacher started checking workbooks as they were working on then since previous days and today was the deadline. As a result students were very quiet and working on their workbooks, some were just copying</p>	<ul style="list-style-type: none"> - Desire to learn - Anticipation of reward or punishment - Enjoyability of activities 	<ul style="list-style-type: none"> - To monitor how intrinsic and extrinsic motivation influences EFL classes. 	<p>In this class, the teacher checked the workbook, and many students had not done the task. It was observed that most of the students were afraid because the teacher would punish them for their irresponsibility, so they started copying information from who had done it. Student's anticipation of punishment motivated students to do the task. However, students did not work on the activity when it was required because the activity was not interesting for them and they did not understand the activity. Students find the activities too difficult to develop so they do not present desire to learn the language,</p>
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<p>all the information from those who already had done it. Teacher started calling the students who had not handed in the workbook. Teacher was correcting mistakes in the workbook to students that were in her desk.</p> <p>Some students from 12 grade came to the classroom and took them to vote (there were elections of representative of students and CDE)As a result the class ended earlier because the students were voting.</p>			
<p>DIARY: 6</p>	<p>- Desire to</p>	<p>- To monitor</p>	<p>It was observed that students were not interested</p>

<p style="text-align: center;">DATE: July 7th</p> <p>The class started at 3:20 p.m. Students started working on workbook. It did not look like that as the majority of them were just talking and standing and some of them just arriving (the most troublesome ones). I asked one student about what they were doing and he told me he did not know that maybe learning a list of irregular verbs the teacher taught some days ago. Some time later a classmate appeared with some photocopies for all the students. Students started working on the worksheets. The teacher briefly explained what they had to do in the</p>	<p>learn</p> <p>- Anticipation of reward or punishment</p> <p>- Enjoyability of activities</p>	<p>how intrinsic and extrinsic motivation influences EFL classes.</p>	<p>in the class. They did not show desire to learn. The students were just pretending they were interested in the activities. The students were not motivated by interesting activities. They had one activity during the class; it was to work on a worksheets. After all they the activity was not checked, and the students had to leave the classroom without any feedback about the topics covered in the class.</p>
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<p>worksheets(a crossword related to verbs in past, and other exercises related to verbs in past).</p> <p>There was a group that was not working, they were talking. The teacher passed the attendance list because she says there are some who come late. Students were working on the worksheets, at least the majority of them. Another teacher came in to tell students they had a meeting in the auditorium and that they had to go. As a result students left classes 5 minutes earlier</p>			
<p>DIARY: 7</p>	<p>- Desire to</p>	<p>- To monitor</p>	<p>In this class, students arrived late which affected</p>

<p style="text-align: center;">DATE: July 14th</p> <p>The class started at 3:20 p.m. and some of the students haven't arrived to the classroom, for that reason, the teacher waited five minutes for the rest of the students to come to the classroom. After those minutes, all of the students were in class. The teachers passed the attendance list and greeted the students.</p> <p>After greeting the students, the teacher told the students to pay attention because she was going to explain very important grammar information, and that information would be evaluated in the trimestral exams. Since that</p>	<p>learn</p> <p>- Anticipation of reward or punishment</p> <p>- Enjoyability of activities</p>	<p>how intrinsic and extrinsic motivation influences EFL classes.</p>	<p>the beginning of the class. The teacher advised students about the importance of the grammar information she was going to teach. This motivated students (anticipation of reward) and they were willing to listen; however, not all understood the explanation. This frustrated some of the students. At the end of the class, everybody understood the lesson and the objective was fulfilled.</p>
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very moment, students were quiet and paying attention. some students at the back were still talking with each other, but one students told them to be quiet because all of them needed to understand the teacher's explanation that was very important for them to get a good grade.

Some minutes later, the teacher had explained part of the simple past tense, and she said it was time for students to participate, but students didn't want to participate because they felt afraid of committing mistakes. Fortunately some students had understood the explanation and participated making

<p>sentences in the simple past tense. Even though some of them were wrong, many of them finally started understanding the grammatical rules of the simple past tense by asking questions. The class finished exactly at 4:00 p.m</p>			
<p style="text-align: center;">DIARY: 8</p> <p style="text-align: center;">DATE: July 21st</p> <p>The class started at 3:20 p.m. and students were happily entering at the classroom. The teacher started the class passing the attendance list ;and it was observed that some students were present, but some of them were arriving ten or fifteen</p>	<ul style="list-style-type: none"> - Desire to learn - Anticipation of reward or punishment 	<ul style="list-style-type: none"> - To monitor how intrinsic and extrinsic motivation influences EFL classes. 	<p>In this class, it was observed the same factor; students arrived too late.</p> <p>The students were not interested in the class.</p> <p>The activity was based on the workbook, it was not attractive at all for students. At the end, the activity was not relevant for the students; Most of them finished talking and checking their cell phone.</p>

<p>minutes late.</p> <p>The teacher told the students to take out their books and open a page about the Mardi Gras tradition; and she began asking some questions to make sure if students had previous knowledge about it. Since the students didn't know anything about the topic, the teacher spent 15 minutes to explain it, but the information was given in Spanish. After all, the teacher assigned an activity from the book to fill in the blanks.</p> <p>Finally, just a few part of the students worked on the activity. Almost all of them were working on something else that was not</p>	<p>- Enjoyability of activities</p>		
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related to the class. And then, the class
finished at 4:00 p.m.

APPENDIX D: Budget

Office supplies	Pens	\$0.40	10	\$4.00
	Pencils	\$0.25	10	\$2.50
	Printer ink	\$ 25.00 black ink	2	\$50.00
	Printer paper	\$ 0.05	200	\$10.00
	Stapler/ Staples	\$4.00	1	\$4.00
	Folder	\$ 0.35	10	\$3.50
	Fastener	\$0.35	10	\$3.50
Total: \$51.00				

Services	Cost	Total
Photocopies	\$0.05/ page	\$25.00
Internet	\$35.00	\$35.00
Validators	\$60.00	\$60.00
Other expenses (food, transportation, and electricity)	\$200.00	\$200.00
Total: \$320.00		

Service	Cost	Total
Investigation	\$50.00/researcher * 6	\$250.00
		Total: \$250.00

APPENDIX E :Timetable

ACTIVITY	RESPONSIBLE S	MONTHS									
		FEBR 2017	MARCH 2017	APRIL 2017	MAY 2017	JUNE 2017	JULY 2017	AUG 2017	SEPT 2017	OCT 2017	
Team formation, choosing of the topic, and preliminary research	Research team										
PRELIMINARY PHASE											
Approaching the field of study	Research team										
Diagnostic study	Research team										
Definition of the problema	Research team										
PLANING PHASE											
Literature review	Research team										
Elaboration of the research project	Research team										

First delivery of the research study	Research team									
Development of State of Art	Research team									
Elaboration of data collection instruments	Research team									
Checking and incorporation of the suggestions made by the advisor	Research team									
Second delivery of the research study	Research team									
EXECUTION PHASE										
Validation of data collection instruments	Research team									
Data collection	Research team									
Analysis of data collection	Research team									
Presentation	Research team									
Final report										