

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



UNDERGRADUATE RESEARCH:

**MOTIVATIONAL FACTORS IN THE ACTIVITIES AND ASSIGNMENTS IN THE
TEACHING-LEARNING PROCESS OF INTERMEDIATE INTENSIVE ENGLISH
LEVEL I TAUGHT AT THE FOREIGN LANGUAGES DEPARTMENT OF THE
UNIVERSITY OF EL SALVADOR.**

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PRESENTED BY:

**CRUZ AREVALO, EDSON JOSUE
GONZALEZ RIOS, RAQUEL NOEMI
MAJANO SANCHEZ, IRIS XIOMARA**

ID

**CA01080
GR05012
MS05050**

ADVISOR:

JOSE RICARDO GAMERO ORTIZ, M.A.

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, JUNE 2014.

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JOSE RICARDO GAMERO ORTIZ, M.A.

HEAD OF THE DEPARTMENT

JOSE NICOLAS AYALA, M.A.

COORDINATOR OF THE GRADUATION PROCESS

JOSE RICARDO GAMERO ORTIZ, M.A.

ADVISOR

RESEARCH TOPIC

“Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador”.

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I. INTRODUCTION

This document presents the results of the research carried out in order to get the Bachelor's Degree in English teaching at the University of El Salvador. The research was developed at the Foreign Languages Department of the University of El Salvador concerning to the topic *Motivational factors in the activities and assignments in the teaching learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador*. This research had as a main objective to research to what extent motivational factors applied by teachers from the Foreign Languages Department induce students' interest and efforts through the activities and assignments in order to reach a better and effective learning of Intermediate Intensive English level I. The research was carried out by three undergraduate students from Bachelor of arts in English, emphasis in teaching at the Foreign Languages Department of the University of El Salvador. The field to research was the University of El Salvador, School of Arts and Social Sciences, the Foreign Languages Department. The population taken into account involved teachers and students from all the courses of Intermediate Intensive English Level I and it was conducted during the second semester of the year 2012. From the total population of students taking the Intermediate Intensive English Level I courses, an 80% was taken and about the teachers' population the sample was all of the teachers in charge of those courses. To obtain the necessary information for carrying out the research, the data collection techniques used were surveys and observations making use of questionnaires and checklists. After collecting the information, it was organized, summarized, analyzed and finally reported.

This project is divided in seven parts. The first part of this project presents the research topic that describes what was researched for the group, the statement of the problem that provides the research question and subsidiary questions that the research group intended to answer, the justification that tells us the importance of the research, and the general and specific objectives which wanted to be achieved. The second part is the theoretical framework which presents extensive literature from several authors that support

the research. The third part explains the methodology which describes the type of research, the research population and sample, the variables, the different sources and the techniques used for collecting the information. The fourth part shows the results and data analysis from students' and teachers' questionnaires and observations with the help of graphics and tables. The fifth part presents conclusions based on the results and analysis from the research. The sixth part shows some recommendations that the research team considers important for the Foreign Languages teachers to follow. Finally, the seventh part provides the list of references cited in the theoretical framework.

1.1 STATEMENT OF THE PROBLEM

RESEARCH TOPIC:

“Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador”.

RESEARCH QUESTION:

To what extent motivational factors applied by teachers from the Foreign Languages Department induce students’ interest and efforts through the activities and assignments in order to reach a better and effective learning of Intermediate Intensive English level I?

SUBSIDIARY QUESTIONS:

1. Which motivational factors are being applied in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador?
2. Which motivational factors do teachers from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen, in order to increase their efficiency in motivating their students through activities and assignments in the teaching- learning process?

1.2 JUSTIFICATION

The research was carried out at the University of El Salvador, School of Arts and Social Sciences at the Foreign Languages Department since motivation is a very important issue in the language teaching-learning process and because not all of the students attend to their English classes motivated or with the same level of motivation for learning and getting involved in the different activities developed in the classes; therefore, it was considered important and necessary to conduct our graduation work based on the importance of motivational factors in the activities and assignments in the teaching learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador. With this research we intend to determine which motivational factors are present in the activities and assignments in the teaching-learning process and their influence in the students' English learning and besides that if the students are being motivated in their English classes. As researchers we want to show the importance of this issue for the teaching-learning process of English courses at the Foreign Languages Department in order students be benefited with properly stimulation of motivation in their learning through the activities and assignments assigned by their English teachers which would help them to develop their abilities to learn English successfully.

1.3 OBJECTIVES

GENERAL OBJECTIVE:

Identify to what extent motivational factors applied by teachers from the Foreign Languages Department induce students' interest and efforts through the activities and assignments in order to reach a better and effective learning of Intermediate Intensive English level I.

SPECIFIC OBJECTIVES:

1. Determine weaknesses and strengths of motivational factors in the activities and assignments in the teaching- learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department of the University of El Salvador.
2. Distinguish motivational factors teachers from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen in order to increase their efficiency in motivating their students through the activities and assignments in the teaching- learning process.

II. THEORETICAL FRAMEWORK

2.1 “Motivation and Learning”

2.1.1 What is motivation?

Most of the people around the world are motivated in a way or another to do something in life. Being more specific in the educational field, not all of the students are motivated to learn in the same way. Some students do not present any level of motivation at their classroom and other ones are losing their motivation little by little. Therefore, those students do not acquire a good learning as it should be. As a consequence, teachers have a hard job to do which is to help to initiate, sustain, and increase their students’ motivation in order for them to continue learning in comfortable settings.

In order to understand better this topic, it is necessary to define what motivation means. Trying to define motivation is a little difficult because it is a very complex and broad issue. Many have been the authors who have tried to give a unique scientific definition of motivation but some of them are only assumptions. In this research, it will be considered two definitions, one given by Anita Woolfolk (2007) and the other given by Johnmarshall Reeve (1996) . Woolfolk defines motivation as “an internal state that arouses, directs, and maintains behavior”. Reeve gives a more complex definition and he states that motivation is the study of internal processes which involve a variety of concepts such as interests, emotions, needs, thoughts, beliefs, attitudes, aspirations, and expectations which give to human behavior its energy and direction toward achieving a specific goal.

2.1.2 Intrinsic and extrinsic motivation

When students do a particular task for learning whether they are required or not to do it, they are motivated in a certain manner or another. In other words, students may be intrinsically or extrinsically motivated depending on the context or the environment they are in and the interests, needs, expectations they have. Students have different types of perspectives regarding needs, goals, personal curiosities, interests, and expectations which

are related to their motivation; thereby, students may enjoy learning because it represents a need, an interest, a goal, or expectations which keep them motivated.

On one hand, according to Harmer (2003) and Woolfolk (2007) *intrinsic motivation* comes spontaneously from within each student such as personal curiosities and needs. Thus, a student may be motivated by the pleasure of learning or by a desire to become better in different areas. That is, when students are intrinsically motivated, there is no need of punishments nor rewards to make them work because the reward or prize is itself the development of the activity. For instance, students who are intrinsically motivated work hard in a favorite subject of a course because the subject itself has a tremendous inner of incentives to learn even if there is not an external reward for it.

On the other hand, *extrinsic motivation* comes from external factors such as attractive results (e.g., rewards) or the prevention of unattractive results (e.g., punishments) . In other words, students who are extrinsically motivated need a variety of extrinsic incentives in order to learn because they are focused only in what they may gain in doing something, not for experimenting the joyful of learning on doing a task or an activity for its own sake. For example, students extrinsically motivated develop certain activities or study because they are interested in getting a high grade, passing an exam, winning a trophy, pleasing their teachers or parents, avoiding any punishments, or for some other external reasons that have a very little to do with the task or learning itself (Reeve, 1996; & Woolfolk, 2007) .

In the classroom, teachers must take into account that both intrinsic and extrinsic motivation are important because students may be highly intrinsically or extrinsically motivated. Teachers have the duty of helping to enhance their students' intrinsic motivation by connecting the students' interests, needs, etc, to the teaching and supporting their competence through their activities developed at classes in order to create autonomy on students rather than depending just on external factors which influence their motivation. Woolfolk (2007) emphasizes that there are some occasions where external factors are necessary in order to motivate their students but teachers do not have to focus only on them. In short, teachers' job is to encourage and nourish intrinsic motivation while making sure that extrinsic motivation just supports learning.

2.1.3 Theories of motivation

Four general approaches to motivation

As it has been said before motivation is a broad and complex issue embracing many theories. This research will be selective taking into account four broad areas –the behavioral, humanistic, sociocultural and cognitive– classified by Anita Woolfolk (2007) in order to organize the many ideas about motivation in a way that it be useful for teaching and learning.

1) Behavioral approaches to motivation

In accordance with the behavioral perspective, in the educational field a cautious study of the factors: rewards and incentives present in the classrooms must be done in order to understand students' motivation. Therefore, behaviorist researches analyze and distinguish these two types of factors which are very important since students are encouraged through both of them and as a result lead students to accomplish good proposals by their teachers or parents.

An *incentive* is an event or object that when is given to students the effect provoked may be for encouraging or discouraging their behavior in a certain manner. For example, when a 10 or A is promised by the teacher to their students, that promise is an incentive that encourages students to do a task or an activity in a good manner just only for that incentive. A *reward* is an inviting event or object given as a result of a specific behavior. For instance, when a student is rewarded with bonus points for the next exam as a consequence of doing something in a required manner by their teachers, those bonus points are the reward which provokes in the students a positive reaction.

In summary, the behavioral view emphasizes that students' motivation is influenced by extrinsic reinforcements such as incentives, rewards, and punishments supplied by their teachers or parents. That is, students are extrinsically motivated for learning. They need an attractive incentive or reward (e.g., money, affection, praise, privileges,

good grades, stars, points, etc.) in order to study harder, to develop any activity, or to behave in certain required manner in the teaching-learning process.

2) Humanistic approaches to motivation

Humanistic perspectives of motivation focus on intrinsic sources of motivation and they point out that people's intrinsic sources are their personal needs (e.g., personal freedom, choice, personal growth, self-esteem and autonomy) for self-actualization and self-determination. The major exponents of the humanistic approaches in the 1940s were Carl Rogers and Abraham Maslow and they emphasized that intrinsic motivation is really important for humanistic views. For humanistic interpretations, motivating is to promote students' intrinsic needs such as their self-actualization, autonomy, self-esteem, and their sense of competence. The role of these needs is meaningful in the students' learning. The two principal humanistic theories are *Maslow's hierarchy theory* and *self-determination theory* which have been an influential humanistic explanation of motivation.

- **Maslow's hierarchy theory**

This theory makes emphasis on that all human beings have several needs that have to be satisfied in order to fulfill in life, survive or do something productive for intellectual achievement. Maslow (1970) classified the needs hierarchically into two broad groups: the first one is *deficiency needs* which includes four lower levels needs –for survival, followed by safety, then belonging, and after that self-esteem. The second one is *being needs* which includes the next three higher levels needs –intellectual achievement, followed by aesthetic appreciation, and finally self-actualization. Maslow states that lower levels needs are the most meaningful so that they must be satisfied first because when they are met people are encouraged to fulfill the next higher levels needs and finally reaching self-actualization which in Maslow's words means the realization of personal potential.

On one hand, motivation enhances to find ways of meeting *deficiency needs* when they are not satisfied but when these needs are satisfied, the motivation for meeting them

decreases. On the other hand, motivation does not decrease when *being needs* are satisfied, instead, it enhances to look for further fulfillment because of these kinds of needs can never be totally filled. In other words, the motivation for reaching *being needs* is endlessly renewed. For instance, the more successful a person is in his/her efforts to develop as a student, the harder he/she is likely to make an effort even greater improvement.

In short, Maslow's theory shows that students have to be taken into account as a whole person, whose physical, emotional, and intellectual needs are all interrelated and if all of these levels needs are satisfied one by one hierarchically as Maslow suggests, students' motivation enhances to achieve and meet the higher level which is the realization of their personal potential called by Maslow self-actualization.

- **Self-determination theory**

This theory emphasizes that students need some basic needs through a focus on self-determination such as autonomy, control, relatedness, and competence in order for them to feel competent and capable in their learning, have a sense of control, be connected to others, and belong to a group. Need for relatedness and autonomy are meaningful to self-determination. According to Furrer and Skinner (2003) as cited in Woolfolk (2007), the need for relatedness is important because students who feel a sense of relatedness to their partners, teachers, and relatives are more emotionally engaged in their classes and show highly intrinsically motivated because they feel that people around them care about their interests and well-being. The need for autonomy is essential as well because when students feel that they can make choices and take decisions about their learning they experience a sense of control and believe that the activity is important and not just imposed by their teachers. Therefore, students' interests increase –intrinsic motivation– and they learn more without external rewards or punishments.

According to this theory, some events at the teaching-learning process affect students' sense of self-determination and competence thus influencing their intrinsic motivation. For example, in accordance with Pintrich (2003) as cited in Woolfolk (2007), if the event provides information that enhances students' sense of competence then their

intrinsic motivation will enhance as well but if the information makes students feel less competent then their motivation will be diminished. Further, if the event is highly controlling, in other words, if it pressures students to do, feel, or act in a certain manner then students will feel less control and their intrinsic motivation will decrease. In order to avoid this situation, teachers have to support their students' needs for competence and autonomy by limiting their controlling messages and providing information that highlights their students' competence.

3) Sociocultural approaches to motivation

Sociocultural interpretations of motivation declare that students are more motivated to learn if they belong to a classroom or school community that values learning. That is why these approaches emphasize that students' identity and their interpersonal relations within a community are essential in the teaching-learning process. Hickey (2003), Rogoff, Turkianis, and Barlett (2001) as cited in Woolfolk (2007) state that people learn to be students by observing and learn from members of their school community (e.g., their partners and teachers). That is, they learn by the company they keep.

To conclude, sociocultural views of motivation defend that students' motivation comes from both their identity and their participation in communities of practice – classrooms– . Therefore, it is really important that all students be members of a community and participate in the work of the group since in this way students are motivated to learn the values and practices of the community in order to keep their identity as community members. Sociocultural approaches emphasize that students' motivation relies on extrinsic factors.

4) Cognitive and Social cognitive approaches to motivation

According to the cognitive and social cognitive perspectives on motivation, what guides students' motivation is their thought. In other words, students' behavior is determined by their thinking not by if they are rewarded or punished for their behavior.

Cognitive theorists believe that students' behavior is initiated and regulated by their plans, goals, expectations, and attributions. They emphasize that students' motivation is internal – intrinsic– because students do not respond only to external events or physical conditions as behavioral and sociocultural approaches state. These approaches also defend that students are active and curious searching information in order to learn, understand, and solve problems. They work very hard to achieve their goals, and they enjoy the process itself because their motivation not rely on external factors if not on internal ones (Woolfolk, 2007) .

A revision about the main cognitive and social cognitive theories of motivation – Attribution theory, Self-efficacy theory, Self-worth theory and Expectancy value theories– is presented.

- **Expectancy-value theories**

In accordance with these theories and as Woolfolk (2007) states, motivation is based on two main factors: expectations for success of reaching a goal and the value given to that goal. Thus, the effort students are willing to dedicate to a task is a result of: the degree to which students value the rewards they anticipate from success fully completing a task, and the degree to which they expect to be able to perform the task successfully. Expectancy and value are so important and essential because these factors influence students' motivation. In other words, if both or one of these factors are missing there is no motivation to work in the activity, task, or goal. For example, as Tollefson (2000) as cited in Woolfolk (2007) explains if students have a high value for the task, but they truly believe that they cannot perform the task successfully; there is no motivation to engage in the task. The students who are convinced of not matter what they do they will not achieve their task successfully and achieving success in that task it is not important for them, they do not make an effort for developing the task. And if students believe that they cannot develop their task (low expectation), and they do not care about the task (low value), then there is not motivation as well. In contrast, if students strongly believe that they can execute successfully their task (high expectation), and the task is really important for them (high

value), then their motivation will be strong . When students have high expectations for the task and high value for it as well, they are more motivated for developing their tasks.

Attribution theory, self-efficacy theory, and self-worth theory –explained later– fall into expectancy-value theories since they take into account both the behaviorists’ concern with outcomes of behavior, and the cognitivists’ interest in the impact of individual thinking (Woolfolk, 2007) .

- **Attribution theory**

Attribution theory of motivation is concerned with the way in which an individual’s explanations, excuses, and justifications of success or failure influence subsequent motivation and behavior. Students try to make sense of their own behavior by searching for explanations and causes to understand their successes or failures, particularly unexpected ones. For example, students may attribute their success or failure to different causes, such as aptitude, mood, knowledge, skills, luck, content, degree of difficulty, time, ability, effort, help, the interference of others, interest, clarity of instructions, and so on, depending on their beliefs about whom or what controls their successes or failures (Woolfolk, 2007) .

This theory was developed by the educational psychologist Weiner in the 1980s. In research on students motivation, attribution theory became the dominant model in that period since it was considered unique because it manages to connect people’s past experiences with their future achievements or failures by introducing causal attributions as the mediating link (Dörnyei, 2005) .

Attribution theory posits that most of the attributed causes for success and failure can be characterized according to three important dimensions. These three important properties are: locus, stability, and controllability.

1. *Locus* refers to the location of the cause. It can be described as internal or external to the individual. According to Weiner (2000) as cited in Woolfolk (2007) locus of control is closely related to feelings of self-esteem. For

instance, when students attribute their success to their own internal causes, such as ability and hard work, students experience pride and their self-esteem and motivation is increased. Conversely, if students attribute their failure to their internal causes their self-esteem decreases. In the other hand, when students attribute their success or failure to external causes, such as luck and difficulty of the task, pride and high self-esteem is not experienced . Therefore, these kinds of attributions affect students' expectations and their performance in the learning process.

2. *Stability* pertains to expectations about the future. The endurance of a cause over time. The causes can be stable or unstable. For example, ability/aptitude is considered stable, whereas effort, luck, knowledge, and mood are considered as unstable. In addition, if success is attributed to stable factors, such as ability, students expect to get success in the future, but if failure is attributed to stable factors, students strongly believe that in the future they will fail once again because they consider nothing and no one can help to change that situation. Unlike, when the outcome is attributed to unstable factors, such as mood, luck, or effort, students can anticipate for the next time better outcomes and their persistence increased (Woolfolk, 2007) .
3. *Controllability* indicates whether a person can do something in order to control the causes. Weiner (2000) as cited in Woolfolk (2007) argues that this dimension is related to emotions such as pity, anger, shame, gratitude, guilty, pride, and the like. For instance, students who fail because of internally uncontrollable causes, such as low ability, usually experience shame, humiliation, or embarrassment and when failure results from externally uncontrollable factors students can feel anger. On the other hand, students experience guiltiness when failure results from internally controllable causes, such as negligence or lack of effort, since they feel responsible for that outcome.

Weiner (2000) as cited in Woolfolk (2007) believes that these three dimensions have an important implication for motivation. He declared that one of the greatest

motivational problems here is when students tend to attribute their failure to stable, uncontrollable causes. Such students think that they cannot control their outcome, so they do not do any effort to improve. They just accept their failure and get unmotivated toward learning. In general, students should attribute their success and failure to internal and controllable causes such as study hard enough, understanding the directions, or having the necessary knowledge. This will help students to increase their feeling of control and motivation for learning.

- **Self-efficacy theory**

Self-efficacy theory was introduced by Bandura as part of social cognitive theories of motivation. Bandura (1997) as cited in Woolfolk (2007) defines self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”. Therefore, in accordance with Dörnyei (2008) self-efficacy theory alludes to personal judgments that people do about their capabilities to carry out specific activities.

In Woolfolk’s (2007) view, self-efficacy and attributions are related because they affect each other. For instance, if students attribute their success to luck or to the intervention of others (e.g., teachers and parents), then self-efficacy may not be strengthened, but whether success is attributed to internal or controllable causes, such as ability or effort, then self-efficacy is increased and consequently their motivation for learning as well. On the one hand, students that tend to attribute their failures to lack of ability present a low sense of self-efficacy. Bandura (1997), Pintrich and Shunk (2002) as cited in Woolfolk (2007) point out that students with a low sense of self-efficacy consider that ability cannot be changed. And when they do not understand something, or they are not able to carry out some activities they believe they will never be able to learn. Besides, some of them call themselves dumb and this affects their motivation for learning. On the other hand, students that tend to attribute their failure to lack of effort have a strong sense of self-efficacy. Therefore, they believe that putting in more effort or using different strategies will lead to a better performance. Moreover, these students consider themselves good at specific activities and this helps to strengthen their motivation.

In Dörnyei's (2008) opinion, there are some important factors that have effect on students' self-efficacy. For example, prior experiences, attributions of past accomplishments, observational experiences (e.g., by observing peers), personal qualities (such as abilities and aptitudes), and social support (e.g., reinforcement, evaluation by others, especially teachers and parents). Each of these factors plays an important role for developing self-efficacy. Many students feel lost in their classes because they do not have an initial belief in their self-efficacy. In this situation, teachers can help their students develop a strong sense of self-efficacy by supplying meaningful and achievable tasks and opportunities for success. Once a strong sense of efficacy is developed, students feel capable and confident in their learning, and failures may not have much impact in their motivation.

- **Self-worth theory**

In this theory, self-esteem concerns an individual's positive appraisal of their personal value in terms of how competent they appear for others in achievement situations. Covington is the main proponent in this theory, and he and his colleagues (2001) as cited in Woolfolk (2007) indicate that attributions and beliefs about ability, self-efficacy, and self-esteem are related to each other. Furthermore, they specify that these factors come together in three types of motivational sets: failure-accepting, failure-avoiding, and mastery oriented.

Failure-accepting students tend to attribute their failures to low ability. They are totally convinced that most of their problems are caused by their low ability, and as they strongly believe that ability is permanent; they think very few can be done for changing. Thus, failure-accepting students become apathetic, helpless, depressed, and unmotivated. Woolfolk (2007) asserts that teachers can help significantly to failure-accepting students by teaching them how to learn and helping them to find new, more realistic and achievable goals. This support will help their students develop a sense of self-efficacy for learning.

Failure-avoiding students set performance goals since they tend to hold an entity view of ability. These students resort to self-worth protection withdrawing effort. They do

not try or make people think they do not try. They provide different excuses for their failures. For them, that is more preferable than trying and failing because of their low ability. For instance, procrastination is one strategy that these students present. They claim that their low grades do not imply low ability if not because they studied or did the assignment until the last minute. Therefore, they did not study enough. Besides, students blame anxiety for getting deficient performance in their grades. Failure-avoiding students lack strong sense of their competence and self-worth, so they do not feel competent. Consequently, they make up excuses in order to protect themselves such as their self-images from failure. In addition, students avoid failures merely by taking few risks and sticking with what they already know. If these students experience a lot of failures they may believe that are incompetent for learning and their sense of self-worth and self-efficacy deteriorate. As a consequence, failure-avoiding students give up and thereby become failure-accepting students (issue explained above) .

Mastery-oriented students focus on mastery goals in order to increase their abilities and skills also they tend to value achievement and see ability as improbable. These students do not present troubles since they have a strong sense of self-efficacy and they assume responsibility for their learning and attribute their success to their own effort. Mastery-oriented students are not afraid of their failures and this helps them to establish moderately goals and take risks. They perform better in competitive situations, have more energy and self-confidence, learn fast, and they are more enthusiastic for learning. According to Covington and Mueller (2001); McClelland (1985) as cited in Woolfolk (2007), all of these factors help students for constant and successful learning. Thus, mastery-oriented students succeed with their goals) .

So far, a revision about the fundamental aspects of motivation grouped into four broad approaches –the behavioral, humanistic, socio-cultural, and cognitive– has been presented in order to understand better what motivation is regarding education and its different theories. Each of the theories differs about the concept of motivation, but each of them contributes in its own way toward a comprehensive understanding.

2.1.4 Motivation in the classroom

Motivation in the classroom is really important because this is one of the psychoeducational factors that influences students' learning. When students are motivated they have a high interest for learning and do their best effort to develop their activities at their classes. As motivation is a complex issue there is not a specific method or technique for it, but there are a variety of strategies that could be applied in the teaching process (Diaz & Hernandez, 2004) .

Nowadays, some students attend to their classes motivated for learning, but there are many others who are unmotivated to learn. Krause (2003) as cited in "Motivation classroom," (2012) emphasizes that there is not problem and in a way it is easy to teach to those highly motivated students because they are excited about learning and are responsive to the teachers' ideas, but teachers face difficulty when students are uninterested to learn and become bored with any academic activity presented by teachers. Those students are completely unmotivated by what happens in their classrooms. As a consequence, it is really important for teachers to become aware that they need to be effective to help their students feel motivated to learn at their classrooms. Diaz and Hernandez (2004) also point out that teachers have to be aware that they play an important role on their students' motivation and they can help them through their relationship, the organization of the academic activities, the management of the contents and assignments, the resources and teaching materials, rewards, and the kind of evaluation. In other words, everything that has to do with their teaching.

Motivating to learn

Tapia (2000) declares that students' interest and effort to learn depend on the kinds of goals students have and the expectations for achieving them. Furthermore, he shows that teachers' performance (e.g., through their messages, the way they structure their classes, activities, and assignments) can influence in a positive or negative way in the interest for learning. Taking this into consideration, Tapia formulated different motivational principles to design teaching in order to students' interest for learning results outstanding.

According to Tapia (2000), the factors that teachers need to take into account to determine when the activity become motivating to students are the following:

- The contents and the way they are presented.
- The assignments and the way they are posed.
- The way to organize the activity.
- The kind of interaction among partners.
- Resources.
- Messages given by the teacher.
- Students' results.
- Evaluations.

As a result, the teachers' objective must be determine when and why these variables sometimes motivate their students and other do not since such as variables influence in the idea students have about the performance of their goals as the possibility of achieving them and the effort they have to do. At the same time, this affects motivation when students accept or reject to develop the assignmentst and show persistence for them.

According to Tapia (2000), in order to help students that present lack of interest for learning; teachers need to know what kinds of goals their students pursue when they face their assignments. Thus, Tapia explains what kinds of goals students may have and how these influence in their behavior. In accordance with contributions of different authors that have studied, classified, identified, and described these goals Tapia classifies them into four main categories: goals related to the task, goals related to the self, goals related to social valuation, and goals related to achievement of external rewards.

- a) *Goals related to the task.* This category includes three kinds of goals which have to do with the goals established to do an activity, learning, and intrinsic motivation. Moreover, they reflect interest for the task itself with regard to autonomy.
- The desire for increasing the own competence feeling that something new has been learned or previous skills have been improved.

- Behave with autonomy and not obligated to do something feeling satisfaction of doing what is desired and not imposed by others.
- Feeling absorbed by the assignment overcoming boredom and anxiety.

These kinds of goals have positive results in students' learning and performance.

b) *Goals related to the self.* These goals focus on achievement motivation and students' self-esteem.

- Experiencing pride and satisfaction when there are successes. Students experience that they are better than others or at least they are not worse than the rest.
- Avoid failure in order not to experience embarrassment. Students are scared of failure. They do not want to feel that they are worse than their partners.

These two goals play an important role on students' interest and effort in the activities because they influence the students' self-esteem and learning.

c) *Goals related to social valuation.* These goals are present when students care about what other people (e.g., adults and peers) think and may say about them. They are not directly related with learning and academic achievement but they are important.

- Experience approval, affection, and praises from parents, teachers, and peers.
- Avoid rejection or disapproval from parents, teachers, and peers.

Students need to feel valued and taken into account by every significant person for them; otherwise, this could affect negatively their motivation and as a result their learning as well.

d) *Goals related to achievement of external rewards.* These goals focus on reaching external rewards or avoiding external losses. They stress on the utility of a situation – activity – they take it as a means to obtain whatever they consider rewarding.

- Get prizes or external rewards such as high grades, diplomas, money, gifts, personal privileges, scholarships, and so on.

- Avoid punishments or external losses such as low grades, physical punishments, loss of privileges (e.g., money and gifts), expulsions, and the like.

In accordance with Diaz and Hernandez (2004), the first two goals –goals related to the task and to the self –are internal to the students and the last two –goals related to social valuation and to achievement of external rewards– are external to students. When students face a specific activity at their classroom they can work having several of these goals at the same time. Thus, Diaz and Hernandez (2004) summarize that among the main reasons that encourage students to study are: learn, achieve success, avoid failures, be valued by their teachers, parents, and peers, and obtain different kinds of rewards. These goals influence in students’ interest and effort with which they face their studies.

2.1.5 Motivational principles and strategies for teaching

Concerning some researches by Pardo and Tapia (1990) in order to arouse and sustain students’ interest and effort for learning in the classroom; teachers can make use of different resources such as choose the contents to be taught, the activities to develop, the way to show the information, and evaluations. Using these means properly can help to motivate students and in consequence facilitates their learning. Thus, Tapia (1991) defines and extends different motivational principles for teaching based on a set of principles summarized and illustrated by Keller and Kopp in 1986 (as cited in Tapia, 1991, 1992) .

- a) *Concerning the way to show and structure the assignments* Tapia defines the two first principles:
1. Activate students’ curiosity and interest for the content or the assignment to develop.

Strategies that can be used for this principle are:

- Present new, surprising and inconsistent information with the students’ previous knowledge.
- Pose problems that students have to solve.
- Varying the elements of the task in order to sustain students’ attention.

2. Show the relevance of the content or assignment for students.

Suggested strategies are:

- Relate the content with the students' experiences, previous knowledge and values.
- Show the goal for what may be relevant to learn what is presented as content.

The purpose of these principles is to encourage intrinsic motivation and achieve that learning be meaningful for students.

b) *Concerning the way to organize the activity in the class's context* Tapia presents the third and fourth principle:

3. Organize group work activities every time is possible, promoting cooperative learning in the classroom.

According to Diaz and Hernandez (2004) among the possible strategies to achieve this principle are:

- Teaching students to work in cooperative groups.
 - Encouraging students to participate in different groups work.
 - Teaching and supervising students' abilities and attitudes required for cooperation such as dialogue, argument, tolerance to differences, responsibility and so on.
4. Give the maximum of possible options of performance to facilitate students' autonomy.

In this category the purpose is that students develop social and cooperative abilities participating in group activities and encouraging students' responsibility and autonomy.

c) *Concerning the messages given by the teacher* Tapia explains the fifth and sixth principle:

5. Guide students' attention before, during, and after the assignment:

- Before developing the assignment; focus on the process more than the possible outcomes.
- During the assignment; looking for the solution using different means and dividing the assignment into steps in order to avoid students think they will not be able to achieve it.
- After the assignment; inform students about the correct or incorrect of their results.

6. Foster the acquisition of the following ideas:

- Intelligence is changeable.
- Attribute outcomes to causes perceived as internal, changeable, and controllable.
- Become aware of personal motivational factors.

The purpose of these two principles is that teachers become aware of the importance of the kind of messages they communicate in classes since the messages influence students' motivation to face the activities.

d) *Concerning evaluation* –since evaluations are necessary and inevitable– Tapia presents the seventh principle:

7. Organize evaluations in such a way that students consider them as an opportunity of learning and avoid making comparisons among students.

The recommended strategies by Tapia (2000), Diaz and Hernandez (2004) are:

- Give students not only quantitative grades but also qualitative information advising about what they need to improve.
- Give the students' results with messages that make students feel confident of their potential.
- Design a variety of evaluations not focusing only on written exams.
- Encourage students to self-asses themselves.
- Try to avoid of giving students' results in public.

The purpose in this last category is that students see their evaluations positively as a way to improve their learning.

These motivational principles and strategies designed and defined by Tapia (2000) and then expanded and analyzed by Diaz and Hernandez (2004) help to create a motivational learning environment in order to facilitate students to face their learning motivated.

A research by Tapia (2005) found that the factors that secondary and college students consider as motivating in their teaching-learning process are: interesting activities that encourage their curiosity, the messages that communicate the relevance of the assignments, the use of different materials, when the teachers show the goals and objectives to achieve, the presentation of organized and clear classes, receiving their grades in a private way not in public having the opportunity of checking them, that the teacher shows the usefulness and benefit of learning the content, and the additional help of the teacher outside the classroom. These factors increase the students' interest and motivation for learning according to those students. So that, it is important to take them into account using them every time is possible in the teaching-learning process.

2.2 “Motivation in the language teaching-learning process”

2.2.1 Humanistic language teaching

Humanistic theorists assert that the students' affective aspects are as important as their cognitive and mental aspects. Therefore, each student should be treated as a whole person not just as a small language learning facility. If students feel hostile towards the subject of study, the teaching methods, teachers, or the learning materials then they will not be motivated for learning and as a result they will be unlikely to achieve much success in their learning process (Harmer, 2003) .

Gertrude Moskowitz (1978) as cited in Stevik (1990) is one of the authors that has studied deeply the term “humanistic” regarding language teaching. She points out that humanistic education is about students' personal development, self-acceptance, and acceptance by others such as teachers and partners. She also stresses that in humanistic

education language learners are regarded as “whole persons” with emotional and intellectual needs because the students’ learning is affected by how they feel about themselves.

Terre (1982), Medgyes, Richards and Rogers (1986) as cited in Stevik (1990) agree with Moskowitz’s point of view and they state that in humanistic education concerning language teaching students are seen as human individuals with personal dignity and integrity –respecting their ideas, thoughts, and needs– rather than just full time linguistic objects. Language teachers must contribute developing humanistic activities in order to engage students as whole person including their feelings, emotions, linguistic knowledge, and behavioral skills exploring their values, ideas, opinions, goals, and their experiences. Thus, River (1983) as cited in Stevik (1990) explains that with these kinds of activities students are encouraged to be open with their partners and teachers to talk about themselves expressing their feelings. According to Harmer (2003), with humanistic activities students can make use of their own lives and feelings in the classroom, expressing for example how they feel about their lives.

Aloni (2011) as cited in Veugelers (2011) says that for humanistic education is really important the value of students dignity, moral autonomy, freedom of thought, and personal authenticity protecting students from physical or psychological humiliation. Students’ religion, nationality, and economic status are not relevant.

Humanistic language teachers are aware of what motivates their students and how they learn. They are flexible providing with learning opportunities, they are not in the classroom just to rule their students. For teachers is important that their students are motivated in order to engage in the different activities and contents they are teaching since this aids their students’ learning process. The teachers’ role is that of a facilitator being more supportive than critical, more understanding than judgmental in order not to damage their students’ self-esteem. Teachers’ goal is to create optimal conditions for learning developing self-actualized students in a cooperative, supportive, and unthreatening environment (Bress, 2005) . In accordance with Alarcon (2005) humanistic language teaching contributes to increase students’ motivation and thus facilitating their learning.

2.2.2 Motivation in the second language teaching-learning process

In the last decades there has been a significant amount of studies that search the role that motivation plays in the second language learning process since for many teachers motivation is one of the principal determining factor for learning a second language. Rost (2006) asserts that motivation is so meaningful for second language learners; thereby, teachers need to consider motivation as the core of their language teaching. Unfortunately many second language teachers often forget that their different activities developed in classes are filtered through their students' motivation; therefore, they do not integrate activities, techniques, and approaches to produce or increase their students' motivation, and without motivation there is not life in classes and consequently affect their learning.

According to Rost (2006), second language students need to have outstanding motivation in order to be successful at learning English, for instance, because of the lack of the necessary circumstances at their classrooms the ones that contribute to succeed in most second language settings. Therefore, he suggests that teachers have to make an effort for improving their students' motivation by promoting language development and generating motivation through their teachings. As a result, this will lead to increase students' effort and improve their skills in the second language acquisition, and this will provide a vital source of positive energy for learning. Hence, Rost in his book "Generating Students Motivation" explains that three levels of motivation in second language learning can be identified. These levels provide a set of steps that teachers can follow in order to become more motivating and in this way help their students' learning process.

First level of motivation: Finding students' passion.

Passion in second language learning context means students' main goals in life, the different things they are more interested, and all the things that move them emotionally. Rost (2006) states that all successful learning of a language is linked to students' passion. For this reason, he says that every student has to find a way to connect English learning to his or her passion in life. Teachers can aid their students to bring their passion at classes in different ways.

One way of generating students' passion is that teachers be a model of enthusiasm and motivation to learn. Teachers' positive attitudes may lead to their students become more motivated in the teaching learning process. To illustrate, if students see that their teachers are always happy in the classroom, excited to teach them, and seem to enjoy their classes, then students may be contagious by the same positive attitudes and get more interested and motivated as well. Another way is by presenting "hot elements" as Rost calls them, in order to activate students' interests. These hot elements can be; interesting movies, games, pictures or video clips of famous people, music (e.g., sample of current songs), and so forth. He adds that it would be much better if teachers allow their students to bring them in for having greater participation in the classroom. A third way of helping students find their passion is by organizing activities in which they can express themselves, such as journals, personalized tasks, conversation clubs or speaking circles, and so on. In this way, students realize that the content of the class is about their personal life and feel that their language teachers treat them as people, not just as language learners as humanistic theorists state –explained above– and consequently they generate a deeper level of dedication and motivation for learning.

Second level of motivation: Changing students' reality.

Nowadays, in many English contexts students do not receive sufficient instruction and attention in classes, there is not enough English input, and also there are not enough significant opportunities for interaction with English speakers, and the like. These kinds of negative circumstances have a big influence on students' progress for becoming proficient in English; thus is that Rost (2006) proposes change students' reality. In this sense, changing students' reality means helping them to see English learning in a positive way, modifying their language settings, and encouraging them to take self-directed steps to make choices to improve their learning.

In order that students can make positive progress, maintain English learning and a strong link to the language, and build or improve their own motivation –what every teacher should try to achieve– they need more language direction (e.g., quality interaction and opportunities for significant output) than the ones teachers give in their classrooms. Rost (2006) points out that this situation can be overcome by encouraging their students to

access to quality language learning websites outside their classrooms, watch videos, listen to audios, play games, answer quizzes and different exercises, in general, make use of a variety of multi-media learning sources.

Third level of motivation: Connecting students to learning activities.

Most of the teachers want their students connect with their learning activities they present at classes, but many of them unfortunately do not achieve this. They frequently fail taking precise steps that lead to a better connection. According to Harmer (2003), in order to avoid that negative circumstance both teachers and students have to be comfortable with the method and techniques being used. It is crucial that they have confidence in the way teaching and learning take place in order to get a better and strong connection to English learning. In Rost's opinion, there are useful "connecting principles" that teachers can use in their teachings.

First, second language teachers have to do each activity as dynamic and tangible as possible using interesting topics, including visual aids such as pictures, charts, flash cards, and the like in order to attract students' attention. Also, teachers have to provide diversity in learning activities so that students can try out different learning styles (e.g., kinesthetic, interpersonal, musical and so on) and besides that because of each student receives and processes information in different ways. For example, by listening, seeing, moving, touching, reflecting, and acting.

Second, in every activity teachers have to be sure that each student is involved and participating. When teachers assign pair or group activities they must supervise closely to be sure that each student especially the weaker and shyer ones stay active.

Third, second language teachers have to make use of personalized warm ups to lead into the different activities of the class. It is vital the use of warm ups in order to capture students' interest just from the beginning and this consequently helps to students get involve for the rest of the class.

Fourth, it is important to include inductive learning in every lesson. Second language teachers have to provide different experiences and opportunities to their students

for exploring and discovering new knowledge in doing so, learning is more significant and lasting.

Fifth, teachers must give frequent feedback to their students about how they are doing and praising their work efforts. Not only focusing on grammar and vocabulary points but also on all elements of their performance in the teaching-learning process. Pointing out the value of the accomplishments and not overreacting to errors.

In accordance with Harmer (2003) and Rost (2006), teachers are one of the principal factors that make a great influence on students' motivation about learning English or any other language through their teaching –as it has been explained above– since teachers' attitudes to the language being taught and the teaching-learning process are crucial for students' positive outcomes. The three levels of motivation is one important way of interpreting and analyzing how teachers can influence each of their students. If teachers know and try to follow each of the levels, then they can make positive and significant progress with their students and at the same time become more motivating and enthusiastic teachers. And as a result they will help to generate “the heart of language teaching-learning” (i.e., students' motivation) in their classrooms.

2.2.3 Initiating and sustaining motivation in second language teaching-learning process.

Nowadays, initiating, increasing, directing, and sustaining students' motivation is one of the teachers' responsibilities because of when a course starts not matter the level and the age of the students not all of them attend to their classes with the same level of motivation. Some students are highly extrinsically or intrinsically motivated and have clear goals that want to attain. But there are others that are not motivated at all, they present a low motivation; and even worst there are also some students that lack of motivation for learning a second language. Rogers (1996) as cited in Harmer (2003) emphasizes that teachers have to be aware that their students' low motivation may die if they do not do anything in order to increase, direct and sustain it.

According to Harmer (2003), there are three areas where teachers' behavior can significantly influence their students' continuing engagement during the teaching-learning process.

First area: Interesting classes.

Harmer (2003) declares that for making interesting second language classes it is really important that teachers furnish to their students with different kinds of activities, exercises, assignments, contents and using selected and meaningful material in order to keep students engaged in the whole teaching-learning process. This is vital because students require to be interested in the second language they are learning, in the different activities, and in the contents presented by the teachers. The creation of good and interesting classes needs an immense amount of work, but working hard and doing all the necessary for it, teachers will help significantly to initiate, increase, and sustain their students' motivation for learning the second language.

Second area: Learning environment.

In order to design and create a right and meaningful learning environment for students, second language teachers have to take into account two important aspects which have an influential effect on the initial and continuing students' motivation. The first one is the emotional atmosphere and the second one is the physical appearance.

Regarding the emotional atmosphere, the most crucial factor is the relationship between teachers and students. As humanistic language teaching states –issue explained above– there must be a warm and respectful relationship, taking into account students' feelings, thoughts, ideas, fears, emotions, needs and so on, in order to create optimal conditions for motivating learning. Thus it is that, teachers need to be careful about the way they talk to their students, the way they correct them, and give feedbacks. In summary, teachers have to apply humanistic techniques in order to treat their students in the best way and as they need and deserve for their learning process.

With regard to physical appearance, second language teachers can do a lot of even when they cannot choose their classrooms and when the classrooms do not belong just to

the same teacher. For instance, teachers can improve, enrich, and renovate any unattractive classroom using all kind of visual materials, changing the arrangement of furniture but if it is not possible teachers can make use of music, ask their student to stand up and sit down and move around the classroom when it is appropriate to do it. In this way, teachers make the classroom, that is, the learning environment more pleasant, comfortable and supportive to initiate and sustain their students' motivation for learning. Harmer (2003) asserts that when students receive their classes in an unattractive classroom from the beginning of the course, motivation may not be initiated and if students have any level of motivation, it may be decreased. But when students come to an attractive environment it will help to initiate and increase motivation for the whole process going.

Third area: Goals and Goal settings.

Harmer (2003) explains that second language students' desire to attain a goal is connected with their motivation for learning. He adds that students may have two kinds of goals, that is, short term goals and long term goals. Thereby, it is necessary that teachers can differentiate both of them.

Short term goals are by their nature easier and faster to achieve during the learning process. For example, they may be the passing of short weekly quizzes, the learning of a small amount of the second language, the successful writing of an essay, and so forth. *Long term goals* seem to be more difficult and too far away because they take a long time to achieve. For instance, the possibility of getting a better job in the future, the passing of a long exam at the end of the year, the mastery of the second language, and so on. Harmer (2003) emphasizes that teachers have to realize that it is important to get a balance between short and long term goals because both of them are meaningful. When teachers help their students to achieve their short term goals, students get a sense of accomplishment that consequently influences positively on their motivation and at the same time encouraging to pursue their long term goals.

2.2.4 Motivational factors in the activities and assignments of second language teaching

In her 2005 study, Alarcon presents a meaningful classification of motivational factors in the activities and assignments of language teaching in order to analyze if the activities and assignments that the different methods of teaching second language present, favour students' motivation for learning. This classification comes from motivational principles of Tapia (2000), –presented and explained above– expanded and elaborated with the specific applications to motivation in second language learning of Williams and Burden (1997) and Dörnyei (2001) (as cited in Alarcon, 2005) .

Alarcon classified the motivational factors in the activities of second language learning as follows:

A) *Concerning the way to show and structure the assignments:*

- *Curiosity and interest*

An essential step in order to attain students' success in their teaching-learning process is to manage to engage their attention. Many researches that focus on motivation field agree that curiosity and interest is one of the meaningful factors to students' learning. In this way, Tapia (2000) points out that it is vital that teachers present the activities in an interesting and attractive way, providing new and surprising information in order to activate students' curiosity and interest for the activity and the content. In his first motivational principle –explained above– Tapia (2000) presents some strategies that can be used to achieve this factor because of that this factor has a big influence on their students' motivational process.

- *Relevance of content*

Among motivational factors of this category *relevance of content* is one of the fundamental that teachers have to take into account concerning the way the activities are presented. One way to achieve that the different activities be relevant to students is relating the content with the students' personal or cultural

reality, their experiences, their previous knowledge, and their interests or values. Another way is explaining the finality and purpose of the activity in order students realize the importance and utility of that part of learning. The content of each activity which students do at their classes have to be relevant to students in order for them to find meaning in their second language learning (Alarcon, 2005) .

- *Attitudes*

The attitudes that students have toward the culture and language are meaningful to their motivation in the teaching-learning process. Thus is that Williams and Burden (1997) as cited in Alarcon (2005) emphasize that this factor is really important for learning languages. They point out that for learning a second language also involves knowing and learning its culture. Therefore, second language teachers have to develop different activities that favour this kind of attitudes making students reflect about the new culture. For instance, making comparisons of both cultures –the native students’ language and their second one– to identify their similarities and differences in order to understand better the new language and its culture.

- *Expectations*

Alarcon (2005) says that another factor that can be included in this category is *expectations of success* in learning a second language. It is vital that students have high expectations for the tasks because in this way they get more motivated for developing their tasks. As it has been explained before on expectancy-value theories, if students strongly believe that they can carry out successfully their tasks (high expectations) and they consider that the tasks are really important for them (high value), then their motivation may increase in order to execute and finish them (Woolfolk, 2007) .

B) *Concerning the way to organize the activity in the class's context:*

- *Group cohesion*

Group cohesion is defined as the relationships' strength that bind to students one to each other and with the group itself. In this way, second language students feel totally identified with their group. Some researchers such as Moskowitz (1978); Clément, Dörnyei, and Noels (1994); and Dörnyei and Malderez (2000) as cited in Alarcon (2005) agree that group cohesion is a very important factor in order to get better students' outcomes from the teaching. This factor also helps to increase and strengthen feelings of self-worth and self-esteem that consequently favour students' motivation for learning. Second language teachers may help to foment group cohesion at their classrooms assigning group work activities, encouraging their students to get involve, and have positive relationships with their partners, sharing personal information, feelings, and ideas in order to get to know to each other better in a comfortable environment as Moskowitz (1974) suggests (as cited in Alarcon, 2005) .

- *Cooperative learning*

Alarcon (2005) emphasizes that in order to foment students' motivation, *cooperative learning* is crucial too. This factor is not only about to group students to work in classes but also organize the activities in such a way that every student has to get involve in order to carry them out successfully. That is, every member of the group has a task and his/her participation is necessary for all of the members. Researchers such as Tapia (2000); Brown (1994); and Dörnyei (2001) as cited in Alarcon (2005) defend that working cooperatively in groups has more advantages than just working individually or in a competitive way. Cooperative learning also contributes to foment students' self-esteem, develop positive attitudes to the learning, decrease students' anxiety, and as a result increase and sustain motivation.

- *Autonomy*

Most of the researches agree that students' autonomy is a significant factor to facilitate motivation in the teaching-learning process of a second language because

when students feel that they conduct their own learning their motivation is increased toward the same learning. There are different ways in which teachers can foment students' autonomy. Tapia (2000) in his fourth motivational principle states that in order to facilitate students' autonomy in the classroom teachers have to provide the maximum of possible options of performance. For instance, give students the opportunity of choosing and deciding about some contents, the kind of task or the way to do it. In this way, students' autonomy is strengthened and they feel that control their own learning process. They do not feel obligated to do something if not they experience satisfaction of doing what is considered important and desired for them and not just doing something imposed by others. Alarcon (2005) also adds that it is meaningful to encourage students to set achievable goals in order to get success in their learning and above all motivate them to continue working hard.

C) *Concerning the messages given by the teacher:*

- Attributions

In Alarcon's words, all of the students' attributions about their learning are really important to their motivation. Weiner (1986) as cited in Woolfolk (2007) in his attribution theory states that students try to make sense of their own behavior by searching for explanations and causes to understand their success and failure particularly unexpected ones. Alarcon (2005) emphasizes that it is really important that second language teachers give to their students messages that let them attribute their success and failure to internal, unstable and controllable causes such as effort and perseverance regarding to *success* or lack of effort and not knowing the strategies regarding to *failure*. This will help students to increase their feeling of control and motivation for continue learning the second language. Teachers also should praise students' success in their performance and make constructive criticisms giving motivating feedback and supplying information more than just judging students' mistakes helping them to overcome obstacles and appreciating the knowledge they are acquiring.

- Self-concept

According to Alarcon (2005), this motivational factor is related to self-image, self-esteem, and self-efficacy. *Self-image* refers to students' point of view about themselves; *self-esteem* alludes to feelings related to their images; and *self-efficacy* refers to beliefs about students' abilities to do a specific task in a determined area. In order students have a positive self-concept, teachers may help them praising all the time what they do right, giving positive comments about their performance in their teaching learning process. This help to improve students' self-esteem. Furthermore, it is important that teachers present activities in which students have the opportunity of expressing their feelings. Fontana (n.d) as cited in Alarcon (2005) points out that when teachers encourage their students to use the second language for expressing what they feel students' linguistic abilities are improved and as a result their self-esteem as well. Concerning self-efficacy teachers have to assign activities in which students are aware of their capacities, abilities, skills, strengths, and weaknesses in the second language. Implementing activities that help to create a positive self-concept on students facilitates success in their learning and at the same time increases their motivation to continue learning the second language.

D) *Concerning evaluation:*

- Self-evaluation

This factor is fundamental to facilitate the feeling of control, competence, and self-efficacy about students' learning and guide them toward an autonomous learning. Practicing this factor in the teaching learning process students are able to reflect not only about their knowledge but also the different strategies that they may be implementing to achieve it. When students evaluate themselves, they discover their skills, weaknesses, and mistakes and look for the possible ways to solve them, doing so, they acquire security in their learning process and they are motivated to face a new challenge in the future. In this way, students do not consider their

mistakes as negative aspects if not they see them like a learning tool (Williams & Burden, 1997, as cited in Alarcon, 2005) . Moreover, students are able to realize their language learning progress during the whole process and this increases their self-esteem and self-efficacy feeling. Besides, this helps them to keep motivated during the teaching-learning process.

- Self-efficacy

Alarcon (2005) considers that this motivational factor is closely related to evaluations, that is why he included it in this category even though it has been mentioned before in other factors. Shunk (1997) defines self-efficacy in learning field as the students' beliefs regarding to their capacities they have to apply with efficacy, the knowledge, and skills they already have and as a result learn new strategies. It is meaningful that students consider themselves capable of learning the second language, having the elemental tools to do it and the capacity of applying them. If students do not have these ideas on mind, they will not probably be motivated enough for learning in an efficient way.

E) Concerning teacher's personality traits and didactic aspects:

- Teacher's personality traits

This factor is also really important because second language teachers' personality traits play a meaningful role on the students' motivation in their teaching-learning process (as it has been explained above) . There are many positive personality traits that teachers should have when they are teaching some of these include having a good sense of humor, –laughter makes every classroom a better place– having great passion and enthusiasm for teaching, loving and enjoying what they are doing every single day, always doing their teachings in a responsible manner (Urban, 2008) . Also, it is necessary that teachers form a strong relationship with their students and show that they care about them as people treating them with respect, being warm, having patience and being accessible for everyone anytime, and being fair-minded. Second language teachers need to have all of these favorable teachers' personality traits at time of teaching leaving outside of their

classroom all negative and unfavorable personality traits, such as being pessimist, petulant, having quick-temper, having preferences and being apathetic and boring.

- Didactic aspects

This is another factor that is meaningful as well in the whole teaching learning process and focuses on how teachers gives their second language classes. There are a lot of didactic aspects that have to be taken into account for teaching a second language such as English. Urban (2008) states that teachers are important because what they do help their students a lot to become motivated for learning and do not give up during the process. Among positive didactic aspects which second language teachers have to pay close attention in order to help their students are: having a broad and deep knowledge of second language, being good at explaining, presenting the contents of their classes creatively and with enthusiasm, using all kind of interesting materials for making more enjoyable the classes, being always prepared and organized, listening to all of their students without having preferences and grading fairly each evaluation giving grades and advices as well. All of these didactic aspects and other ones not mentioned here play an important role as teacher's personality traits on students' motivation for learning a second language.

III. METHODOLOGY

3.1 Description of the methodology

3.1.1 Type of research

This research followed a quantitative descriptive and transverse non experimental design, since variables were observed as they occurred in their natural context without any manipulation and in order to carry it out, surveys and observations were the techniques used to obtain the necessary information about the research topic “*Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador*”.

The transverse nature of this research means that data collection was done in a specific moment by the research group. *The descriptive nature* allowed explaining the impact of the motivational factors’ deficiencies in the teaching-learning process of Intermediate Intensive English Level I. *The quantitative aspect* is evident in the fact that through the data collection, instruments could measure different motivational variables.

3.1.2 Research population and research sample

Universe

The universe of this research was comprised by the entire population of students and teachers from the University of El Salvador who belong to the School of Arts and Social Sciences at the Foreign Languages Department.

Sample

The sample was established by the students and teachers from Intermediate Intensive English Level I courses. Four was the number of teachers, two men and two women, all of them in charge of the different groups. Students summarized a total of one hundred. The surveys and observations were applied under natural settings at the students' English classrooms.

3.1.3 Variables

The variables that were taken into account were concerned to the practice of Intermediate Intensive English Level I in five dimensions on which motivational aspect was organized as follows:

- The way to show and structure the assignments by the teacher.
- The way to organize the activity in the class's context by the teacher.
- The messages given by the teacher.
- Evaluation by the teacher.
- Teacher's personality traits and didactic aspects.

Operationalization of Variables

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Determine weaknesses and strengths of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department of the University of El Salvador.	The way to show and structure the assignments by the teacher.	- Curiosity and interest.	-The presentation of the activities so attractive and interesting to attract the attention of the students.	-Average value obtained in items concerned with curiosity and interest.	-Interest. -Disinterest.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Relevance of content.	-Relationship of content to prior knowledge, the personal or cultural reality, experiences, interests or values of the students.	-Average value obtained in items concerned with the relevance of content.	-Relevance. -Irrelevance.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Attitudes.	-Attitudes towards learning a new language and culture.	-Average value obtained in items concerned with attitudes.	-Learning predisposition. -Unwillingness to learn.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Determine weaknesses and strengths of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department of the University of El Salvador.		- Expectations.	-Is to foster in students their expectations of success in learning.	-Average value obtained in items concerned with expectations.	-Security of success.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
	The way to organize the activity in the class's context by the teacher.	- Group cohesion.	- Degree to which students feel a strong identification with their group.	-Average value obtained in items concerned with group cohesion.	- Sense of belonging to the group.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Cooperative learning.	-Facilitate learning through participation and organization of students working in groups.	-Average value obtained in items concerned with cooperative learning.	-Sense of contribution to learning.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Autonomy.	Appropriation of the feeling that students are drivers of their own learning.	-Average value obtained in items concerned with autonomy.	-Sense of self-made learning.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Determine weaknesses and strengths of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department of the University of El Salvador.	The messages given by the teacher.	- Attributions.	- It is how students overcome obstacles and appreciate the knowledge acquired based on constructive criticism made by the teacher in their learning processes.	-Average value obtained in items concerned with attributions.	- Presence of motivating feedback.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Self-concept.	-Beliefs related to the existence of each student through which define his/her personality, such as self-image, self-esteem and self-efficacy.	-Average value obtained in items concerned with self-concept.	- Beliefs on specific skills.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Determine weaknesses and strengths of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department of the University of El Salvador.	Evaluation by the teacher.	-Self-evaluation.	-Type of formative assessment that seeks autonomy in students' learning and facilitate their sense of competence and self-efficacy.	-Average value obtained in items concerned with self-evaluation.	- Performing of self-evaluations.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		-Self-efficacy.	- Perceptions of students about their own ability to perform a task successfully.	-Average value obtained in items concerned with self-efficacy.	-Beliefs in the ability to learn.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
	Teacher's personality traits and didactic aspects.	- Didactic aspects.	- It is the way how teachers explain their classes, speak English and Spanish, develop different activities, etc.	-Average value obtained in items concerned with didactic aspects.	-Presence of didactic aspects.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
<p>Determine weaknesses and strengths of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department of the University of El Salvador.</p>		<p>- Personality traits.</p>	<p>- Refers to teachers' personality at their classes such as having a good character, being patient, enthusiastic, responsible, etc.</p>	<p>-Average value obtained in items concerned with teachers' personality traits.</p>	<p>- Personal qualities of teachers.</p>	<p>-Teachers -Students</p>	<p>- Poll -Classroom Observation</p>	<p>Questionnaire Checklist</p>

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Distinguish motivational factors teachers from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen in order to increase their efficiency in motivating their students through the activities and assignments in the teaching-learning process.	The way to show and structure the assignments by the teacher.	- Curiosity and interest.	-The presentation of the activities so attractive and interesting to attract the attention of the students.	-Average value obtained in items concerned with curiosity and interest.	-Interest. -Disinterest.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Relevance of content.	-Relationship of content to prior knowledge, the personal or cultural reality, experiences, interests or values of the students.	-Average value obtained in items concerned with the relevance of content.	-Relevance. -Irrelevance.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Attitudes.	-Attitudes towards learning a new language and culture.	-Average value obtained in items concerned with attitudes.	-Learning predisposition. -Unwillingness to learn.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Distinguish motivational factors teachers from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen in order to increase their efficiency in motivating their students through the activities and assignments in the teaching-learning process.	The way to organize the activity in the class's context by the teacher.	- Expectations.	-Is to foster in students their expectations of success in learning.	-Average value obtained in items concerned with expectations.	-Security of success.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Group cohesion.	- Degree to which students feel a strong identification with their group.	Average value obtained in items concerned with group cohesion.	- Sense of belonging to the group.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Cooperative learning.	-Facilitate learning through participation and organization of students working in groups.	Average value obtained in items concerned with cooperative learning.	-Sense of contribution to learning.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Autonomy.	Appropriation of the feeling that students are drivers of their own learning.	Average value obtained in items concerned with autonomy	-Sense of self-made learning.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Distinguish motivational factors from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen in order to increase their efficiency in motivating their students through the activities and assignments in the teaching-learning process.	The messages given by the teacher.	- Attributions.	- It is how students overcome obstacles and appreciate the knowledge acquired based on constructive criticism made by teachers in their learning processes.	-Average value obtained in items concerned with attributions.	- Presence of motivating feedback.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		- Self-concept.	-Beliefs related to the existence of each student through which define his/her personality, such as self-image, self-esteem and self-efficacy.	-Average value obtained in items concerned with self-concept.	- Beliefs on specific skills.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Distinguish motivational factors from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen in order to increase their efficiency in motivating their students through the activities and assignments in the teaching-learning process.	Evaluation by the teacher.	-Self-evaluation.	-Type of formative assessment that seeks autonomy in students' learning and facilitate their sense of competence and self-efficacy.	-Average value obtained in items concerned with self-evaluation.	- Performing of self-evaluations.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
		-Self-efficacy.	- Perceptions of students about their own ability to perform a task successfully.	-Average value obtained in items concerned with self-efficacy.	-Beliefs in the ability to learn.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist
	Teacher's personality traits and didactic aspects.	- Didactic aspects.	- It is the way how teachers explain their classes, speak English and Spanish, develop different activities, etc.	-Average value obtained in items concerned with didactic aspects.	-Presence of didactic aspects.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

Objectives	Dimensions	Variables	Definition	Indicators	Values	Source	Technique	Tools
Distinguish motivational factors teachers from Intermediate Intensive English level I at the Foreign Languages Department need to strengthen in order to increase their efficiency in motivating their students through the activities and assignments in the teaching-learning process.		- Personality traits.	- Refers to teachers' personality at their classes such as having a good character, being patient, enthusiastic, responsible, etc.	-Average value obtained in items concerned with teachers' personality traits.	- Personal qualities of teachers.	-Teachers -Students	- Poll -Classroom Observation	Questionnaire Checklist

3.1.4 Sources

The research took into account whole information obtained from different sources, as shown:

Primary sources

- Direct observation of English classes development.
- Structured surveys that were administered to students and teachers from the Intermediate Intensive English Level I Courses.

Secondary Sources

- Bibliography references.
- Electronic information sources.
- Interviews with professionals.
- Publications of research methods and topics regarding the problematic research.

3.1.5 Techniques for collecting information

The data collection instruments were designed by the research group with the guidance of the advisor and they were based on the research developed by Alarcon (2005) about motivation in the educative process. The surveys consisted of a questionnaire regarding the research topic and they were administered by the research group to students and teachers of Intermediate Intensive English Level I Courses at the Foreign Language Department in order to be answered individually in the second semester of the year 2012.

The observations were carried out during English classes in the second semester of the year 2012, using checklists as instruments.

Different steps were followed for carrying out this research, they can be mentioned briefly as follow:

- 1- Select the universe.
- 2- Select the sample.
- 3- Design the survey and checklist.
- 4- Deliver the survey and observe English classes' development to collect the data.
- 5- Analyze the information obtained.
- 6- Present the information in tables and graphics.
- 7- Present results and conclusions.

3.2 Treatment and analysis of information

Collected information was processed by means of a data base built with Microsoft Excel. It was helpful to elaborate frequency tables that minimized efforts and permitted graphics designed for understanding the behavior of research variables.

Concerning this, Likert's scale method was used to measure the attitude variables comprised in the data collection instruments designed for the research. Likert's scale is defined as a psychometric response scale primarily used in questionnaires to obtain participants' preferences or degree of agreement with a statement or set of statements. Likert's scales are a non-comparative scaling technique and are one-dimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.

In this method –Likert's scale– items were presented as affirmations so the participants –students and teachers of the *Intermediate Intensive English level I courses*– gave their reactions choosing one of the four categories established for the scale: Strongly Agree, Agree, Disagree and Strongly Disagree.

A numeric value was assigned to each category in order to obtain easily punctuations for each affirmation and so as get the total punctuation for each variable. The numeric value for each category was corresponding with the acceptance's degree, as shown below:

Scale's Category	Value
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

3.3 Ethics.

This research was developed under the basic ethical principles where human beings were involved. In such a case, people that participated in the research were warned about all the pertinent information and they were informed about the relevant importance and purposes of this research.

The obtained information was treated in a confidential manner, respecting honesty and autonomy of people as well as of the expressed opinions, avoiding to injure the moral integrity of participants.

IV. ANALYSIS AND INTERPRETATION OF RESULTS

Analysis was done by means of software Microsoft Excel 2010. Several tables were built and provided a way to discuss the results of the research. Results are shown divided with regards to the main participants: students and teachers of the Intermediate Intensive English Level I Courses.

As it was mentioned before, motivational factors in the activities and assignments designed by the Intermediate Intensive English Level I teachers were classified into five dimensions which are: *The way to show and structure the assignments by the teacher, the way to organize the activity in the class's context by the teacher, the messages given by the teacher, the evaluation by the teacher and the teacher's personality traits and didactic aspects.*

To differentiate weaknesses and strengths of the motivational factors in the activities and assignments presented in the teaching of Intermediate Intensive English Level I, it was necessary to set a boundary value which defined on one hand the weaknesses and on the other, the strengths. This value was calculated from the average scores obtained for both students and teachers, through the instrument of data collection in each case. For students overall average value was **3.16** and for teachers overall average value was **3.36**, in both cases, out of **4**.

4.1 Graphics and analysis from the students' questionnaires

The data were obtained from surveys administered to students from English Intensive Level I in their classrooms. The survey instrument is presented in appendix 1. Each data results were related with the key block that is shown in the figure 1 and also compared to the overall average value of **3.16** for student outcomes, which established the border between the weaknesses (values less than 3.16) and strengths (values greater than 3.16) for each motivational factor in the activities and assignments in the teaching learning process which were classified in the five dimensions.

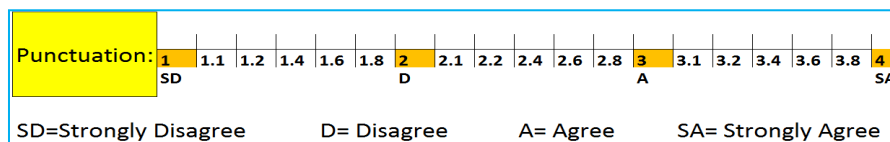


Fig. 1. Key block for evaluation criteria

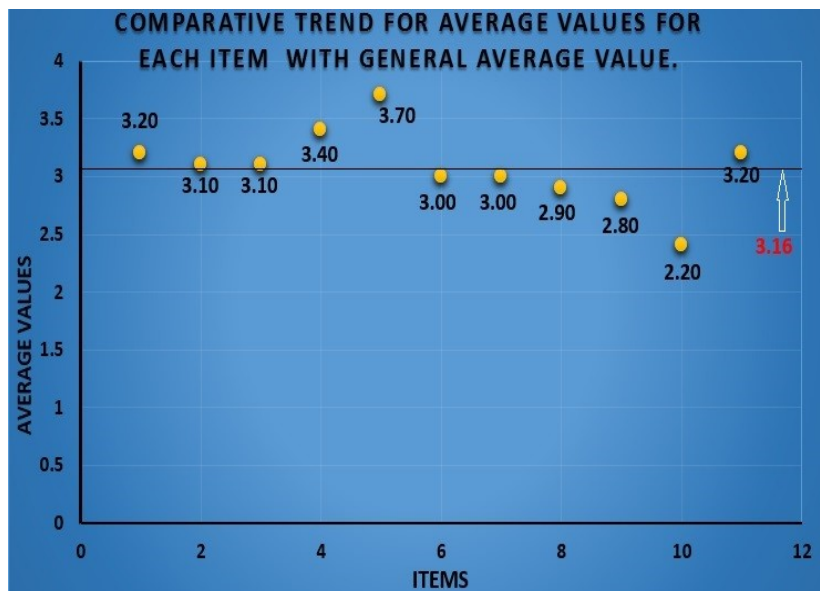
Dimension 1: *The way to show and structure the assignments by the teacher*

Item Number	Item	Average Punctuation
Overall Average Value		3.16
1	The English teacher makes me get interested in developing the different activities in the class.	3.2
2	The activities developed by the English teacher in class, are presented in an attractive way.	3.1
3	The English teacher makes me get interested in doing the homework assignments	3.1
4	When the English teacher assigns exercises and homework, I get interested in learning the language.	3.4
5	The topics that the English teacher presents to be studied and practiced in class are important.	3.7
6	The topics that the English teacher explains in class, are related with my personal experiences.	3.0
7	The topics that the English teacher presents in class, allow me to talk about myself.	3.0
8	The English teacher explains cultural aspects of English language countries.	2.9
9	The English teacher explains cultural aspects of English language countries, with the purpose of presenting similarities and differences with our culture.	2.8
10	When the English teacher explains cultural aspects of English language countries, I get identified with them.	2.4
11	The English teacher encourages me to develop successfully the exercises and homework assignments.	3.2
Average Value		3.1

Table 1. Student results of the dimension *The way to show and structure the assignments by the teacher.*

As shown, the average value of 3.1 in the scale for students' opinion about *the way to show and structure the activities by the English teacher* is quite favorable, highlighting the aspect of item 5 about the importance of the issues that the teachers present to be studied with an average of 3.7, although, it should be noted that in students' opinion the handling of the cultural aspects of English speaking countries and their correlation with the Salvadoran culture requires better attention from the English teachers, as it is shown by averages values found in items 8, 9 and 10 with 2.9, 2.8 and 2.4 average values, respectively.

In this case, since the items 6, 7, 8, 9 and 10, whose averages are lower than the overall average values of 3.16, they become as weaknesses and the items 1,2,3,4,5, and 11, whose average values are greater than the overall average value, they become strengths in the motivational process as presented in the following graph.



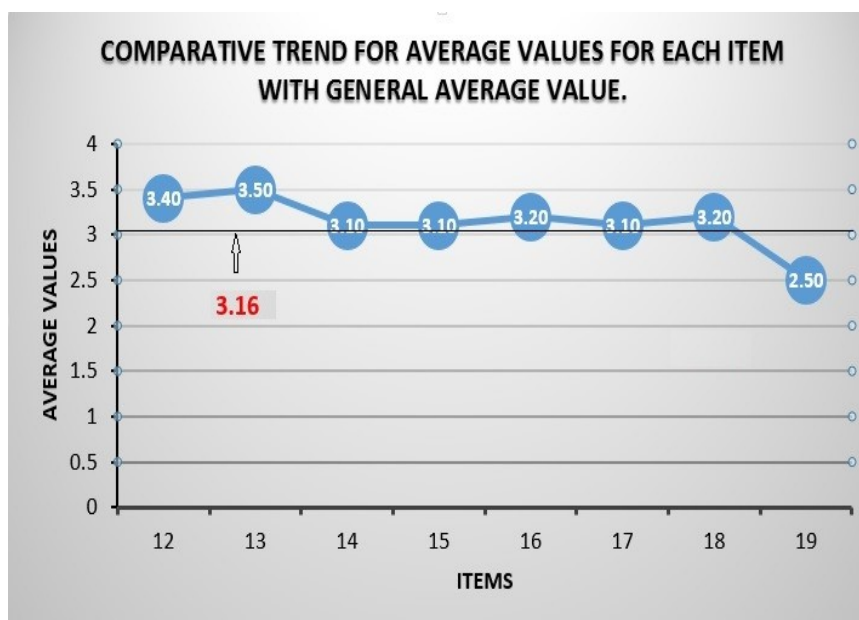
Graph 1. Comparative trend of student results for the dimension 1.

Dimension 2: *The way to organize the activity in the class's context by the teacher.*

Item Number	Item	Average Punctuation
Overall Average Value		3.16
12	The English teacher presents oral activities that make me share information with my classmates.	3.4
13	The English teacher presents activities to be developed in work groups.	3.5
14	When the English teacher presents group work activities goals are achieved successfully.	3.1
15	When the English teacher presents group work activities, every member group participates in them.	3.1
16	The English teacher asks for us to do individual exercises.	3.2
17	When the English teacher asks for doing individual exercises, personal goals are achieved successfully.	3.1
18	The English teacher encourages us to get achievable personal goals in order to get success in our English learning.	3.2
19	The English teacher provides us different options of tasks that we can choose freely which ones and how to do them.	2.5
Average Value		3.1

Table 2. Student results of the dimension *The way to organize the activity in the class's context by the teacher.*

Related with the dimension *The way to organize the activity in the class's context by the teacher*, the students' general opinion is favorable with an average value of 3.1, remarking with more emphasis on the aspects that promote group interactions as shown in items 12 and 13 with 3.4 and 3.5 average values, respectively. Although, the students' opinion about democracy in choosing the tasks and the way how to do them has the lower average value as it is seen in item 19 with a 2.5 average value and for that reason item 19 is considered a weakness and the rest items are strengths in this dimension; see graph 2.



Graph 2. Comparative trend of student results for the dimension 2.

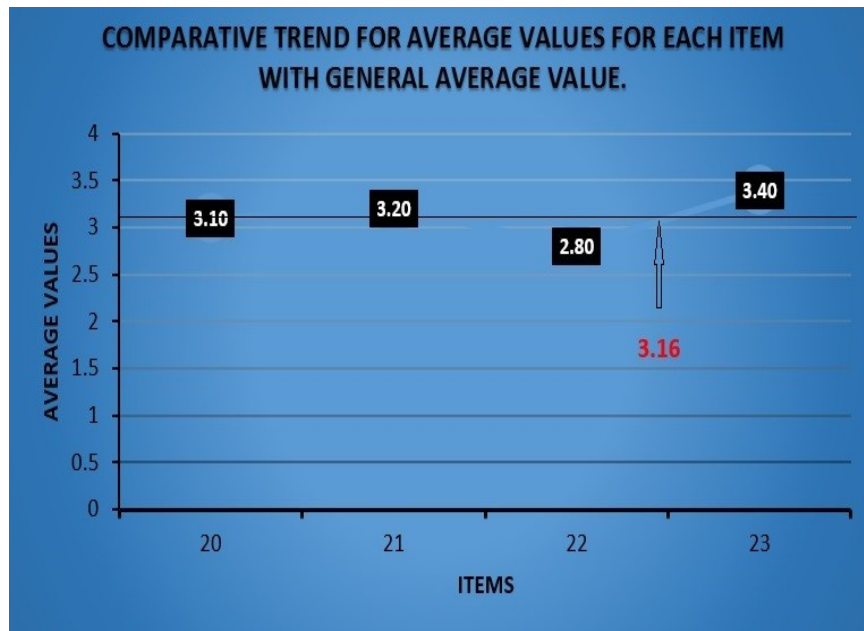
Dimension 3: *The messages given by the English teacher.*

Item Number	Item	Average Punctuation
Overall Average Value		3.16
20	The English teacher praises us when we get successes.	3.1
21	The English teacher makes constructive criticism.	3.2
22	The English teacher presents exercises in which we can talk about our own feelings.	2.8
23	The English teacher assigns us activities that let us realize about our deficiencies and abilities in language learning.	3.4
Average Value		3.1

Table 3. Student results of the dimension *The messages given by the English teacher.*

Like the two former dimensions with the dimension concerning to the messages given by the English teachers, the average value of 3.1 means that the opinion from the students is favorable, as it is shown by the results of the 20, 21 and 23 items with average values of 3.1, 3.2 and 3.4, respectively. Although, it is necessary to observe that for the item number 22 which is about if the English teachers present exercises in which students can talk about their feelings has an opinion of disagreement by students which is shown with an average value of 2.8. And since the value of 2.8 is lower than the

overall average of 3.16, this item becomes a weakness and the items 20, 21, and 22 are strengths in the motivational process. See graph 3.



Graph 3. Comparative trend of student results for the dimension 3.

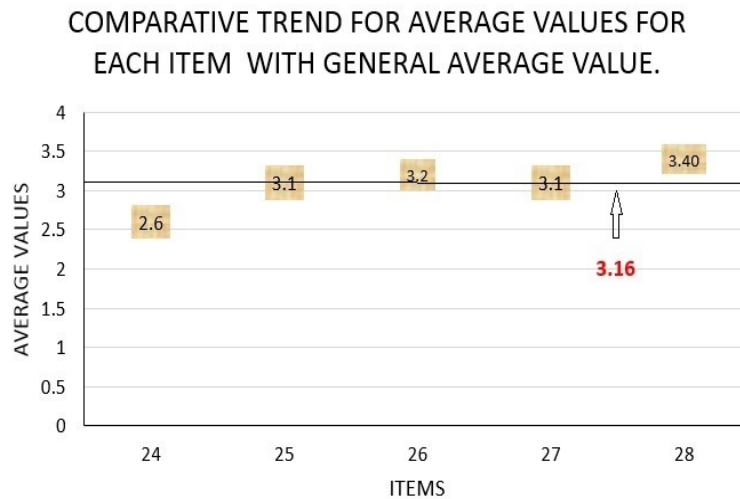
Dimension 4: *The Evaluation.*

Item Number	Item	Average Punctuation
Overall Average Value		3.16
24	The English teacher asks me for a self assessment on the basis of the individual progress that I observe myself.	2.6
25	When I make a self assessment, I realize about my individual progress in the language learning.	3.1
26	When I make a self assessment, I realize about my skills and mistakes in the language learning.	3.2
27	When I make a self assessment, I discover new strategies to the language learning.	3.1
28	I feel capable of achieving personal goals and learn successfully in this course.	3.4
Average Value		3.1

Table 4. Results of the dimension *The Evaluation.*

The dimension concerned with the evaluation has a favorable opinion from the students, since the value of average punctuation is 3.1 as it is shown in table number 4. The items 25, 26, 27 and 28 corroborate the agreement criteria with values of 3.1, 3.2, 3.1 and 3.4 respectively. And as they are greater than the overall average they are considered strengths in this dimension. The item 24 deserves a particular attention because it has a low average value of 2.6 that means disagreement criteria by the students.

Comparing with the overall average value of 3.16 the item 24 becomes a weakness in the dimension 4, since its average value of 2.6 is lower than the overall average. Graph 4 shows what has been mentioned above.



Graph 4. Comparative trend of student results for the dimension 4.

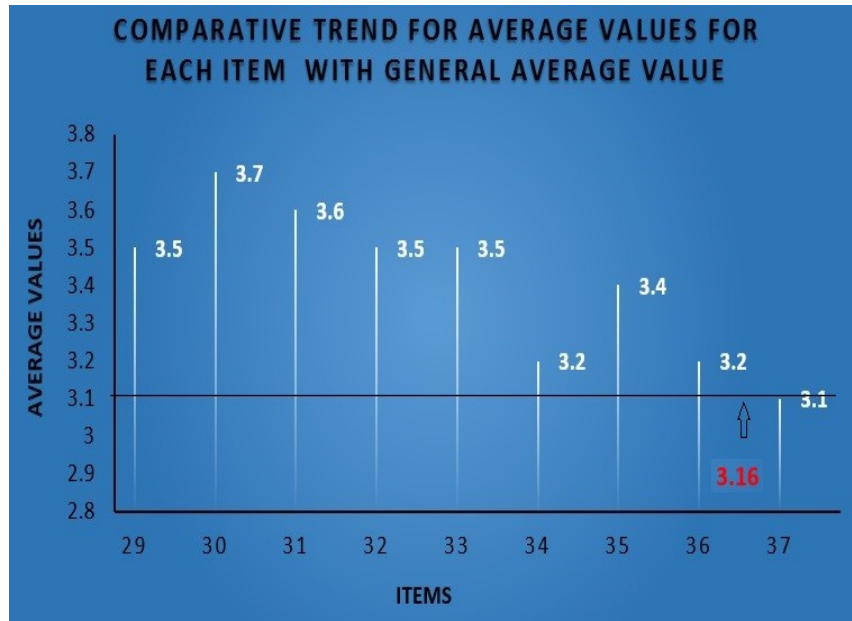
Dimension 5: *The English teacher's personality traits and didactic aspects.*

Item Number	Item	Average Punctuation
Overall Average Value		3.16
29	The English teacher does his work in a responsible manner.	3.5
30	The English teacher treats us with respect.	3.7
31	The English teacher treats us equally.	3.6
32	The English teacher always is in a good sense of humor in class.	3.5
33	The English teacher explains clearly his class.	3.5
34	The English teacher always uses creative ways of presenting classes using different didactic materials.	3.2
35	The English teacher listens to every point of view of us.	3.4
36	The English teacher uses different technological resources in class.	3.2
37	The English teacher gives us quantitative grades and also qualitative information and advises about what we need to improve.	3.1
Average Value		3.4

Table 5. Results of the dimension *The English teacher's personality traits and didactic aspects.*

The dimension of The English teacher's personality traits and didactic aspects has the higher punctuation of 3.4. This means that it is a quite favorable opinion from the students, noticing the higher contributions in the 30 and 31 items with 3.7 and 3.6 values, respectively. Those items are concerned with the treatment given by their teachers to their students.

Comparing the average values of each item with overall average value of 3.16 is concluded that all items are strengths in this dimension in the students' opinion. This situation can be seen in graph 5.



Graph 5. Comparative trend of student results for the dimension 5.

4.2 Graphics and analysis from the teachers' questionnaires

As well as with the students, the data from the English teachers were obtained from the surveys administered in the classrooms. The survey is presented in appendix 2. Each data results are related with the key block shown in the figure 2.

Again, the average results for each item was compared to the overall average value of **3.36** which –as it was mentioned before– established the border between the weaknesses (values less than 3.36) and strengths (values greater than 3.36) for each motivational factor in the activities and assignments in the teaching learning process classified in the five dimensions.

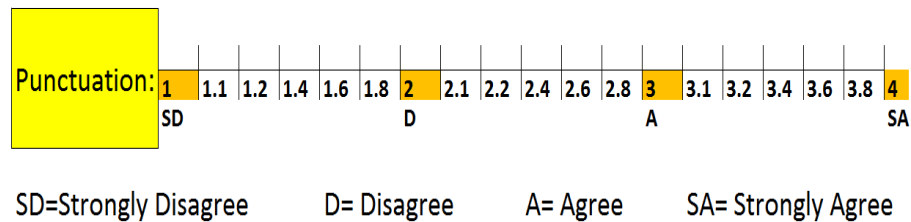


Fig. 2. Key block for evaluation criteria.

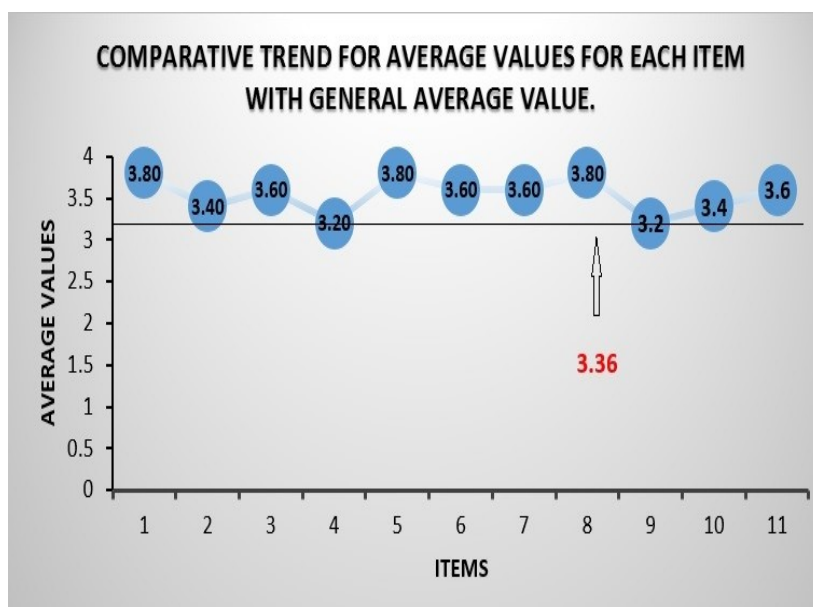
Dimension 1: The way to show and structure the assignments

Item Number	Item	Average Punctuation
Overall Average Value		3.36
1	I make that my students get interested in developing the different activities in the class.	3.8
2	The activities that I develop in class are presented in an attractive way.	3.4
3	I make my students get interested in doing their homework assignments.	3.6
4	When I assign my students to do exercises and homework assignments, they get more interested to learn the language.	3.2
5	The topics that I present to be studied and practiced in class are important.	3.8
6	The topics that I explain in the class are related with my students' experiences.	3.6
7	The topics that I present in the class let my students talk about themselves.	3.6
8	I explain cultural aspects of English language countries.	3.8
9	I explain cultural aspects of English language countries with the purpose of presenting similarities and differences with our culture.	3.2
10	When I explain cultural aspects of English language countries, my students get identify with them.	3.4
11	I encourage my students to develop successfully the exercises and homework assignments.	3.6
Average Value		3.5

Table 6. Results of the dimension *The way to show and structure the assignments by the teacher*.

According to the average value of 3.5 obtained, there is a strong positive opinion of English teachers regarding how they present and structure assignments for their students.

However, when comparing the average values of each item it is found that items 4 and 9 have an average value of 3.2 less than the overall average of 3.36 becoming in two weaknesses and the other items become strengths in this dimension. The situation is presented in graph 6.



Graph 6. Comparative trend of teachers results for the dimension 1.

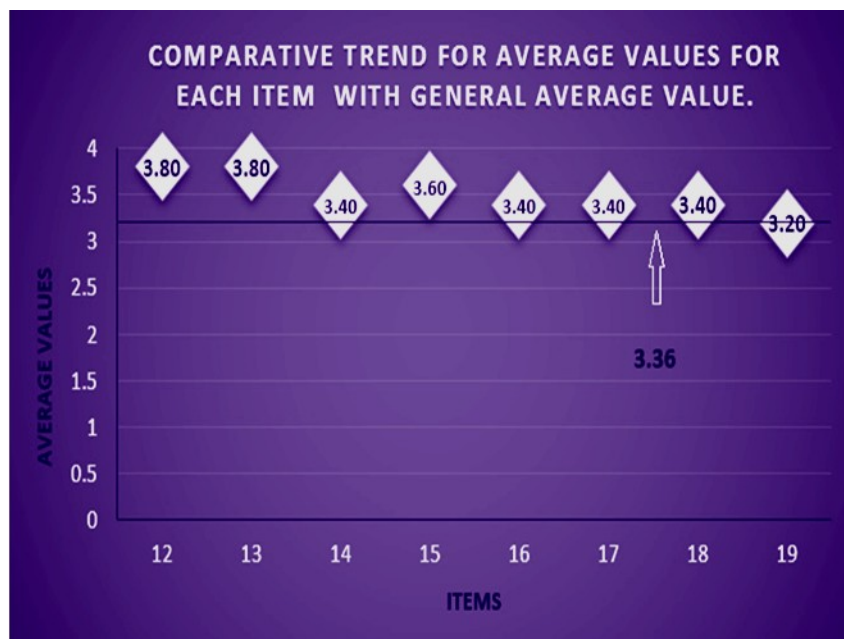
Dimension 2: The way to organize the activity in the class's context.

Item Number	Item	Average Punctuation
Overall Average Value		3.36
12	In class I present oral activities in which my students share information with their classmates.	3.8
13	In class I present activities to develop in groups.	3.8
14	When I present group work activities goals are achieved successfully.	3.4
15	When I present group work activities I get that each student participates in the activities.	3.6
16	I assign my students to do individual exercises.	3.4
17	When I assign my students to do individual exercises, personal goals are achieved successfully.	3.4
18	I encourage my students to set achievable personal goals in order to get success in their English learning.	3.4
19	I provide my students different options of tasks and they can choose freely which ones and how to do them.	3.2
Average Value		3.5

Table 7. Results of the dimension *The way to organize the activity in the class's context.*

Concerning the way to organize the activity in the class's context, the Intermediate Intensive English Level I teachers show a high level of agreement with such dimension which is corroborated first with the general average value of 3.5 and in second place because of the high average value of 3.8 for both 12 and 13 items that in essence deal with group work activities that English teachers organize.

In this dimension is found only one weakness in the item 19 with an average value of 3.2 lower than 3.36 and the items from 12 to 18 are strengths because they are greater than 3.36 as it is shown in graph 7.



Graph 7. Comparative trend of teachers results for the dimension 2.

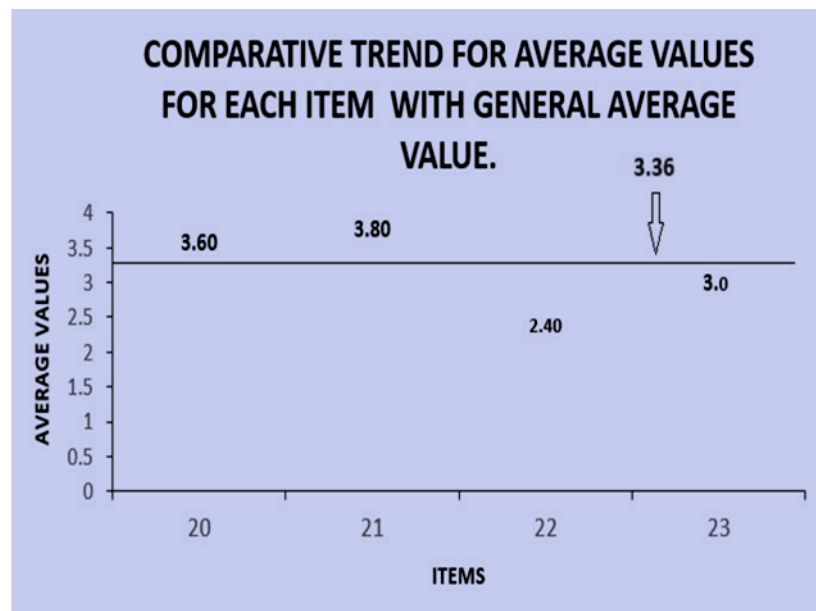
Dimension 3: The messages given by the English teacher.

Item Number	Item	Average Punctuation
Overall Average Value		3.36
20	I praise my students when there are successes.	3.6
21	I make constructive criticism.	3.8
22	I present exercises in which my students can talk about their own feelings.	2.4
23	My students realize their abilities and deficiencies in language learning when they develop the activities that I assign them.	3.0
Average Value		3.5

Table 8. Results of the dimension *The messages given by the English teacher.*

The general average value of 3.5 obtained from the Intermediate Intensive English Level I teachers in this dimension, denotes a high degree of agreement with the positiveness of the messages they give to their students in their learning process.

The average values of 2.4 and 3.0 for items 22 and 23 respectively are lower than the overall average value of 3.36 and for that reason these items are weaknesses and the rest are strengths in the process of students' motivation. See graph 8.



Graph 8. Comparative trend of teachers results for the dimension 3.

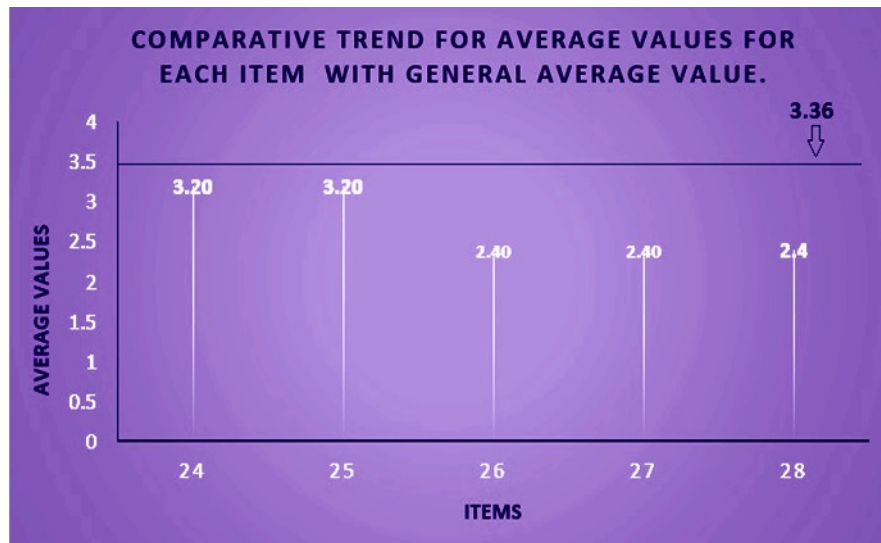
Dimension 4: The Evaluation.

Item Number	Item	Average Punctuation
Overall Average Value		3.36
24	I ask my students to self-assess on the basis of individual progress that they observe.	3.2
25	When my students evaluate themselves, they realize their individual progress in the language learning.	3.2
26	When my students evaluate themselves they realize their skills and mistakes in the language learning.	2.4
27	When my students evaluate themselves they discover new strategies to the language learning.	2.4
28	My students feel capable of achieving their personal goals and learn successfully in this course.	2.4
Average Value		2.7

Table 9. Results of the dimension *The Evaluation*.

The dimension of *The Evaluation* has the higher degree of disagreement compared to the dimensions mentioned above. The average value of 2.7 confirms it.

Comparing the average values of each item obtained in this dimension, against the overall average of 3.36 shows that this dimension presents many weaknesses, in fact all the items resulted weaknesses in the teaching learning process. So, this dimension merits special attention. The situation is shown in graph 9.



Graph 9. Comparative trend of teachers results for the dimension 4.

Dimension 5: The English teacher’s personality traits and didactic aspects.

Item Number	Item	Average Punctuation
Overall Average Value		3.36
29	I do my work in a responsible manner.	3.8
30	I treat my students with respect.	3.8
31	I treat my students equally.	3.8
32	I am always in a good sense of humor in class.	3.8
33	I explain clearly my classes.	3.8
34	I always use creative ways of presenting classes using different didactic materials.	3.4
35	I listen to every students’ point of view.	3.8
36	I use different technological resources in class.	3.0
37	I not only give quantitative grades but also qualitative information and advise my students about what they need to improve.	3.6
Average Value		3.6

Table 10. Results of the dimension *The English teacher’s personality traits and didactic aspects*.

In the Intermediate Intensive English teachers’ opinion, the personality traits and didactic aspects dimension has the highest level of agreement with an average value of 3.6, a value that is largely contributed by items 29, 30, 31, 32, 33 and 35 where the average value is 3.8. These findings indicate that teachers’ personal characteristics favor the process of interaction and language learning for their students.

Compared to the overall average of 3.36 for this dimension, it was found only one weakness with regard to the use of different technological resources in the classroom which yielded an average value of 3.0. And the other eight items become strengths in this dimension. This situation is seen in graph 10.



Graph 10. Comparative trend of teachers results for the dimension 5.

4.3 Strengths and weaknesses of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I, taught at the Foreign Languages Department of the University of El Salvador:

According the results of average values obtained and shown above from students' and teachers' opinion, it was possible to determine the strengths and weaknesses of the motivational factors in the activities and assignments in the teaching learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department during the second semester of the year 2012, these strengths and weaknesses are shown as follows in the next table:

MOTIVATIONAL FACTORS IN THE ACTIVITIES AND ASSIGNMENTS IN THE TEACHING-LEARNING PROCESS OF INTERMEDIATE INTENSIVE ENGLISH LEVEL I, TAUGHT AT THE FOREIGN LANGUAGES DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR.
<i>Concerning the way to show and structure the assignments</i>
Strengths: <ul style="list-style-type: none">• The English teacher makes that I get interested in developing the different activities in the class.• The activities to develop in the class are presented in an attractive way by the English teacher.• The English teacher makes me get interested in doing my homework assignments.• When the English teacher assigns me to do exercises and homework assignments, I get more interested to learn the language.• The topics that the English teacher presents to be studied and practiced in the class are important.• The topics that the English teacher explains in the class are related with my experiences.• The topics that the English teacher presents in the class let me talk about myself.• The English teacher encourages us to develop successfully the exercises and homework assignments.

Weaknesses:

- The English teacher explains cultural aspects of English language countries.
- The English teacher explains cultural aspects of English language countries with the purpose of seeing similarities and differences with our own culture.
- When the English teacher explains cultural aspects of English language countries, I identify with them.

Concerning the way to organize the activity in the class's context

Strengths:

- In class the English teacher presents oral activities in which I share information with my classmates.
- In class the English teacher presents activities to develop in groups.
- When the English teacher presents group work activities goals are achieved successfully.
- When the English teacher presents group work activities gets that each student participates in the activities.
- The English teacher assigns us to do individual exercises.
- When the English teacher assigns us to do individual exercises, personal goals are achieved successfully.
- The English teacher encourages us to set achievable personal goals in order to get success in our English learning.

Weakness:

- The English teacher provides us different options of tasks and we can choose freely which ones and how to do them.

Concerning the messages given by the English teacher

Strengths:

- The English teacher praises us when there are successes.
- The English teacher makes constructive criticism.
- Developing the activities that the English teacher assigns me I realize my abilities and deficiencies in language learning.

Weakness:

<ul style="list-style-type: none"> • The English teacher presents exercises in which we can talk about our own feelings.
<p><i>Concerning Evaluation</i></p>
<p>Weaknesses:</p> <ul style="list-style-type: none"> • The English teacher asks me to self-assess on the basis of individual progress that I observe. • When I evaluate myself I realize my individual progress in the language learning. • When I evaluate myself I realize my skills and mistakes in the language learning. • When I evaluate myself I discover new strategies to the language learning. • I feel capable of achieving my personal goals and learn successfully in this course.
<p><i>Concerning to English teacher's personality traits and didactic aspects</i></p>
<p>Strengths:</p> <ul style="list-style-type: none"> • The English teacher does his/her work in a responsible manner. • The English teacher traits us with respect. • The English teacher traits us equally. • The English teacher is always in a good sense of humor in class. • The English teacher explains clearly the classes. • The English teacher always uses creative ways of presenting classes using different didactic materials. • The English teacher listens to every students' point of view. • The English teacher not only gives us quantitative grades but also qualitative information and advises us about what we need to improve. <p>Weakness:</p> <ul style="list-style-type: none"> • The English teacher uses different technological resources in class.

Table 11. Strengths and weaknesses of the motivational factors in the activities and assignments in the teaching learning process of Intermediate Intensive English Level I.

Thirteen motivational factors –presented and explained above in the theoretical framework– were immersed in the different activities and assignments analyzed during the research in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department during the second semester of the year 2012. And in accordance with the results obtained and shown in the table number 11, it was possible to determine which motivational factors become strengths and which are weaknesses, these are presented in the following table:

MOTIVATIONAL FACTORS OF THE FIVE DIMENSIONS
<p>Strengths:</p> <ul style="list-style-type: none"> • Curiosity and Interest. • Relevance of content. • Expectations. • Group cohesion. • Cooperative learning. • Autonomy. • Attributions. • Teachers' personality traits. • Didactic aspects.
<p>Weaknesses:</p> <ul style="list-style-type: none"> • Self-concept. • Self-evaluation. • Self-efficacy. • Attitudes.

Table 12. Strengths and weaknesses of motivational factors.

4.4 Results and analysis from class observations

The research team observed students and teachers from Intermediate Intensive English Level I courses under their natural settings –the classrooms– at the Foreign Language Department during the second semester of the year 2012. In total, five courses were observed. Three groups attended classes in the morning; the first one from 6:15am to 8:00am, the second group from 8:00am to 10:00am, and the third one was from 10:00am to 12:00pm. The other two groups attended classes in the afternoon; one group from 3:00pm to 5:00pm and the other one from 5:00pm to 7:00pm.

The observations were carried out during English classes and the research group made use of checklists as instruments which contained several items regarding the research topic “Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I taught at the Foreign Languages Department of the University of El Salvador”. Each group was observed during the development of one complete competence –content– which lasted for some groups two weeks and for others a little more than two weeks. The research team decided to observe the time that a competence was developed completely in order to obtain better and enough information for the research.

Among all the aspects observed regarding to the research topic, the most relevant can be described as follows:

A) Concerning the way to show and structure the assignments:

From the aspects observed in this dimension it can be concluded that most of them were strengths which will be described as follows; the different topics that the English teachers presented to be studied and practiced in the classes were important for their students and let them talk about themselves, the activities developed in the classes were presented in an attractive way by the teachers and this made students get more interested

in developing them, the English teachers encouraged their students to develop successfully the different exercises and homework assignments. The weak aspects observed were that the English teachers did not explain cultural aspects of English language countries and therefore they did not make comparison with their students' culture –at least in the period the observations took place.

B) Concerning the way to organize the activity in the class's context:

The research team observed that the English teachers assigned activities to develop individually, in pairs, and in groups in which they got that each student participated in the activities, they presented oral activities in which their students shared information with their classmates, and the teachers encouraged students to set achievable personal goals in order to get success in their English learning, all of these aspects mentioned resulted strengths. In this dimension just one weakness was found and it was that the teachers did not provide their students different options of tasks where they can choose freely which ones and how to do them.

C) Concerning the messages given by the teacher:

Regarding teachers' messages were observed two strong aspects; the English teachers always praised when there were successes and they corrected students in a soft manner when they made mistakes, teachers made constructive criticism. The weak aspect found was that the English teachers did not present exercises in which students could talk about their feelings.

D) Concerning evaluation:

The aspect observed in this dimension resulted a weakness because the English teachers did not ask their students to self-assess on the basis of their individual progress that they observed.

E) Concerning teacher's personality traits and didactic aspects:

In this last dimension, it was found just one weak aspect and the rest were strengths. The weakness observed was that English teachers did not use frequently different technological resources in classes. Among the strengths can be mentioned that the English teachers did their work in a responsible manner, they explained their contents clearly, they treated their students with respect and equally not having preference so they listened to every students' point of view, the teachers used creative ways of presenting their classes, they were always in a good sense of humor and also it could be observed that English teachers not only gave quantitative grades but also qualitative information and advised their students about what they needed to improve.

In short, the research team found through the observations more strengths than weaknesses from the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department during the second semester of the year 2012. Compared to the students' and teachers' results from the surveys similar results were found with the observations. It can be concluded that students and teachers were honest answering the surveys and just few aspects need to be strengthen by the teachers in order to increase their efficiency in motivating their students.

V. CONCLUSIONS

Based on the research's results about *motivational factors in the activities and assignments in the teaching- learning process of Intermediate Intensive English Level I*, carried out at the University of El Salvador at the Foreign Languages Department of which main objectives briefly were; first, identify to what extent motivational factors applied by English teachers induce students' interest and efforts through the activities and assignments; second, determine weaknesses and strengths of motivational factors, and; third, distinguish motivational factors teachers from Intermediate Intensive English Level I need to strengthen in order to increase their efficacy in motivating their students, which were achieved by means of the data collection's techniques and instruments administered to students and teachers, it is possible to conclude:

With regard to what extent motivational factors applied by teachers from the Foreign Languages Department induce students' interest and efforts through the activities and assignments in order to reach a better and effective learning of Intermediate Intensive English Level I with the Likert scale, which was from 1 to 4 values, the overall average of 3.36 obtained in the field of teachers and 3.16 for students, representing 84.0% and 79.0%, respectively, show that this motivational purpose is largely fulfilled.

Regarding the weaknesses and strengths of motivational factors in the activities and assignments in the teaching learning process of Intermediate Intensive English Level I –which are shown in the results on tables 11 and 12– it can be concluded that in the five dimensions, in which motivational factors were grouped, were found strengths and weaknesses and in the most of dimensions there were more strengths than weaknesses. The dimension that showed more strengths of motivational factors was *concerning the English teachers' personality traits and didactic aspects* and the motivational factors immersed in this dimension, which resulted to be strengths, are *teachers' personality traits and didactic aspects*; whereas, the dimension that presented more weaknesses was

with regard to Evaluations and the motivational factors immersed in this dimension, which resulted to be weaknesses, are *self-evaluation and self-efficacy*. Concerning the average values obtained of each motivational factor it is possible to say that the strongest motivational factor is *teachers' personality traits* which was represented for the items 29, 30, 31, and 32 in the questionnaire and the weakest motivational factor is *self-efficacy* represented for the items 27 and 28 in the questionnaire.

In summary, the research team can say that; first, there were more strengths than weaknesses of motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English Level I taught at the Foreign Languages Department during the second semester of the year 2012 and this shows that in general motivation is being worked through the activities and assignments that English teachers present and develop in their classes; second, it was confirmed that most of English teachers of Intermediate Intensive English Level I were conscious of the importance of motivation for their students' learning process; and third, just few aspects –weaknesses of motivational factors– need to be strengthened by the Intermediate Intensive English Level I teachers in order to increase their efficiency in motivating their students.

As regards motivational deficiencies that teachers from Intermediate Intensive English Level I need to strengthen, which was one of the main purposes of this research, they can be stated as follows:

- Regarding *the way to show and structure the assignments by the teacher*, it fails to establish the cultural situations of English-speaking countries which do not place students within that context to facilitate learning attitudes in a more consistent way with such realities. *English teachers do not explain cultural aspects of English language countries and therefore they do not make comparison with their students' culture.*

- In the dimension of *the way to organize the activity in the class's context by the teacher*, motivational deficiency is manifested in the fact that classroom activities are very stereotypical, closed format, too instructional that do not allow students to participate in choosing tasks that will benefit most significantly in their language learning. *Teachers do not provide their students different options of tasks where they can choose freely which ones and how to do them.*
- Motivational deficiency in relation to *the message given by the teacher* is limited because in the exercises presented in classes students cannot express their own views, but rather to be solved in accordance with a predetermined form of response to the questions. *English teachers do not present exercises in which students can talk about their own feelings.*
- In the dimension of *the Evaluation*, the motivational deficiency manifests itself in the sense that English teachers do not elaborate self-assessment activities that explore the level of progress that each student has on her/his learning process. *English teachers do not ask their students to self-assess on the basis of their individual progress that they observe.*
- According to the results in the dimension of *the English teacher's personality traits and didactic aspects*, motivational deficiency found was with relation to the use of technological resources as teaching material in order to facilitate students' learning and similarly to increase their motivation. *English teachers do not use frequently different technological resources in their classes.*

VI. RECOMMENDATIONS

- The professors at the Foreign Languages Department should explain in their classes cultural aspects of the second language –English– making comparisons of both cultures –the Salvadoran culture and the second language culture–. In this way, students can reflect about the new culture identifying their similarities and differences in order for them to understand better the new language and its culture.
- English teachers from the Foreign Languages Department should provide their students several possible options of tasks and give them the opportunity of choosing freely about some topics, the kind of task, and the way to do them in order for students to feel comfortable doing them. In this way, students' autonomy is strengthened and they feel that in a sense they can control their own learning.
- Foreign Languages teachers should present different activities in which their students have the opportunity of expressing their own feelings. When students use the second language for expressing what they feel, their linguistic abilities are improved and as result this helps that students' self-esteem be enhanced as well.
- English teachers from the Foreign Languages Department should ask their students to self-assess on the basis of their individual process of English learning. When students evaluate themselves periodically they can discover their skills, weaknesses, and mistakes and they acquire security in their learning and also they realize about their progress in the English learning process.

- The professors at the Foreign Languages Department should use all kinds of interesting materials including technological resources for making learning more meaningful to students. The appropriate use of technological resources helps students to improve their skills and consequently they get more motivated for continuing learning a second language.

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APPENDIXES

APPENDIX 1

STUDENTS' QUESTIONNAIRE



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGES DEPARTMENT**

Topic: “Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I, taught at the Foreign Language Department of the University of El Salvador”.

Objective: The application of this questionnaire is intended to obtain the students' viewpoints about the teaching-learning process of Intermediate Intensive English level I, taught at the Foreign Languages Department. The answers received will be confidential and will be used in a research project.

Instructions: Read the questions carefully and check the best option according to your personal criteria as shown in the example.

General information:

Sex: Female Male

Age _____

Example:

	Strongly agree	Agree	Disagree	Strongly disagree
Conserve water is vital for humanity	✓			

	Strongly agree	Agree	Disagree	Strongly disagree
<i>Concerning the way to show and structure the assignments</i>				
1. The English teacher makes that I get interested in developing the different activities in the class.				
2. The activities to develop in the class are presented in an attractive way by the English teacher.				
3. The English teacher makes me get interested in doing my homework assignments.				
4. When the English teacher assigns me to do exercises and homework assignments, I get more interested to learn the language.				

5. The topics that the English teacher presents to be studied and practiced in the class are important.				
6. The topics that the English teacher explains in the class are related with my experiences.				
7. The topics that the English teacher presents in the class let me talk about myself.				
8. The English teacher explains cultural aspects of English language countries.				
9. The English teacher explains cultural aspects of English language countries with the purpose of seeing similarities and differences with our own culture.				
10. When the English teacher explains cultural aspects of English language countries, I identify with them.				
11. The English teacher encourages us to develop successfully the exercises and homework assignments.				
<i>Concerning the way to organize the activity in the class's context</i>				
12. In class the English teacher presents oral activities in which I share information with my classmates.				
13. In class the English teacher presents activities to develop in groups.				
14. When the English teacher presents group work activities goals are achieved successfully.				
15. When the English teacher presents group work activities gets that each student participates in the activities.				
16. The English teacher assigns us to do individual exercises.				
17. When the English teacher assigns us to do individual exercises, personal goals are achieved successfully.				
18. The English teacher encourages us to set achievable personal goals in order to get success in our English learning.				
19. The English teacher provides us different options of tasks and we can choose freely which ones and how to do them.				

Concerning the messages given by the English teacher				
20. The English teacher praises us when there are successes.				
21. The English teacher makes constructive criticism.				
22. The English teacher presents exercises in which we can talk about our own feelings.				
23. Developing the activities that the English teacher assigns me I realize my abilities and deficiencies in language learning.				
Concerning Evaluation				
24. The English teacher asks me to self-assess on the basis of individual progress that I observe.				
25. When I evaluate myself I realize my individual progress in the language learning.				
26. When I evaluate myself I realize my skills and mistakes in the language learning.				
27. When I evaluate myself I discover new strategies to the language learning.				
28. I feel capable of achieving my personal goals and learn successfully in this course.				
Concerning to English teacher's personality traits and didactic aspects				
29. The English teacher does his/her work in a responsible manner.				
30. The English teacher traits us with respect.				
31. The English teacher traits us equally.				
32. The English teacher is always in a good sense of humor in class.				
33. The English teacher explains clearly the classes.				
34. The English teacher always uses creative ways of presenting classes using different didactic materials.				
35. The English teacher listens to every students' point of view.				
36. The English teacher uses different technological resources in class.				
37. The English teacher not only gives us quantitative grades but also qualitative information and advises us about what we need to improve.				

THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX 2

TEACHERS' QUESTIONNAIRE



UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SOCIAL SCIENCES FOREIGN LANGUAGES DEPARTMENT

Topic: “Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I, taught at the Foreign Languages Department of the University of El Salvador”.

Objective: The application of this questionnaire is intended to obtain the teachers’ viewpoints about the teaching-learning process of Intermediate Intensive English level I, taught at the Foreign Languages Department. The answers received will be confidential and will be used in a research project.

Instructions: Read the questions carefully and check the best option according to your personal criteria as shown in the example.

General information:

Sex: Female Male

Example:

	Strongly agree	Agree	Disagree	Strongly disagree
Conserve water is vital for humanity	✓			

	Strongly agree	Agree	Disagree	Strongly disagree
Concerning the way to show and structure the assignments				
1. I make that my students get interested in developing the different activities in the class.				
2. The activities that I develop in class are presented in an attractive way.				
3. I make my students get interested in doing their homework assignments.				
4. When I assign my students to do exercises and homework assignments, they get more interested to learn the language.				
5. The topics that I present to be studied and practiced in class are important.				

6. The topics that I explain in the class are related with my students' experiences.				
7. The topics that I present in the class let my students talk about themselves.				
8. I explain cultural aspects of English language countries.				
9. I explain cultural aspects of English language countries with the purpose of presenting similarities and differences with our culture.				
10. When I explain cultural aspects of English language countries, my students get identify with them.				
11. I encourage my students to develop successfully the exercises and homework assignments.				
<i>Concerning the way to organize the activity in the class's context</i>				
12. In class I present oral activities in which my students share information with their classmates.				
13. In class I present activities to develop in groups.				
14. When I present group work activities goals are achieved successfully.				
15. When I present group work activities I get that each student participates in the activities.				
16. I assign my students to do individual exercises.				
17. When I assign my students to do individual exercises, personal goals are achieved successfully.				
18. I encourage my students to set achievable personal goals in order to get success in their English learning.				
19. I provide my students different options of tasks and they can choose freely which ones and how to do them.				
<i>Concerning the messages given by the English teacher</i>				
20. I praise my students when there are successes.				
21. I make constructive criticism.				
22. I present exercises in which my students can talk about their own feelings.				

23. My students realize their abilities and deficiencies in language learning when they develop the activities that I assign them.				
Concerning to Evaluation				
24. I ask my students to self-assess on the basis of individual progress that they observe.				
25. When my students evaluate themselves, they realize their individual progress in the language learning.				
26. When my students evaluate themselves they realize their skills and mistakes in the language learning.				
27. When my students evaluate themselves they discover new strategies to the language learning.				
28. My students feel capable of achieving their personal goals and learn successfully in this course.				
Concerning English teacher's personality traits and didactic aspects				
29. I do my work in a responsible manner.				
30. I treat my students with respect.				
31. I treat my students equally.				
32. I am always in a good sense of humor in class.				
33. I explain clearly my classes.				
34. I always use creative ways of presenting classes using different didactic materials.				
35. I listen to every students' point of view.				
36. I use different technological resources in class.				
37. I not only give quantitative grades but also qualitative information and advise my students about what they need to improve.				

THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX 3
SURVEYS' GUIDE FOR ENGLISH CLASS



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGES DEPARTMENT

SURVEYS' GUIDE FOR ENGLISH CLASS

DATE: _____
SIGNATURE: _____
TEACHER: _____
TIME: _____ CLASSROOM: _____
RESEARCHER: _____

CLASSROOMS' MAP	DESCRIPTION

**APPENDIX 4
CHECKLIST FOR ENGLISH CLASS**



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGES DEPARTMENT**

Topic: “Motivational factors in the activities and assignments in the teaching-learning process of Intermediate Intensive English level I, taught at the Foreign Languages Department of the University of El Salvador”.

Objective: The application of this checklist is intended to obtain information about the teaching-learning process of Intermediate Intensive English level I, taught at the Foreign Languages Department. The answers received will be confidential and will be used in a research project.

General information:

Teacher’s sex: Female Male

	Strongly agree	Agree	Disagree	Strongly disagree
<i>Concerning the way to show and structure the assignments</i>				
1. The English teacher makes that students get interested in developing the different activities in the class.				
2. The activities to develop in the class are presented in an attractive way by the English teacher.				
3. The topics that the English teacher presents to be studied and practiced in the class are important for students.				
4. The topics that the teacher presents in the class let students talk about themselves.				
5. The English teacher explains cultural aspects of English language countries.				
6. The English teacher explains cultural aspects of English language countries with the purpose of seeing similarities and differences with their own				

culture.				
7. The English teacher encourages students to develop successfully the exercises and homework assignments.				
<i>Concerning the way to organize the activity in the class's context</i>				
8. In class the English teacher presents oral activities in which students share information with their classmates.				
9. In class the English teacher presents activities to develop in groups.				
10. When the English teacher presents group work activities gets that each student participates in the activities.				
11. The English teacher assigns to do individual exercises.				
12. The English teacher encourages students to set achievable personal goals in order to get success in their English learning.				
13. The English teacher provides students different options of tasks and they can choose freely which ones and how to do them.				
<i>Concerning the messages given by the English teacher</i>				
14. The English teacher praises their students when there are successes.				
15. The English teacher makes constructive criticism.				
16. The English teacher presents exercises in which students can talk about their feelings.				
<i>Concerning Evaluation</i>				
17. The English teacher asks students to self-assess on the basis of individual progress that they observe.				

<i>Concerning English teacher's personality traits and didactic aspects</i>				
18. The English teacher does his/her work in a responsible manner.				
19. The English teacher traits their students with respect.				
20. The English teacher traits their students equally.				
21. The English teacher is always in a good sense of humor in class.				
22. The English teacher explains clearly the classes.				
23. The English teacher always uses creative ways of presenting classes using different didactic materials.				
24. The English teacher listens to every students' point of view.				
25. The English teacher uses different technological resources in class.				
26. The English teacher not only gives quantitative grades but also qualitative information and advises their students about what they need to improve.				

