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Motivational factors for language learning classroom situations: the self-determination theory in practice

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**MOTIVATIONAL FACTORS FOR LANGUAGE LEARNING CLASSROOM
SITUATIONS: THE SELF-DETERMINATION THEORY IN PRACTICE.**

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LICENCIATURA LENGUA CASTELLANA, INGLÉS Y FRANCÉS
BOGOTÁ D.C., JULIO 16 - 2014

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LICENCIADO EN LENGUA CASTELLANA INGLÉS Y FRANCÉS

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Dedications

My desire is to dedicate this project to my whole family especially to my mother finally they are one of my biggest supports to continue enhancing as a professional. I also want to mention to each of the people who believe in me and trust on my capacities to advance and overcome each of the obstacles I faced every day. Finally, to my teachers who ended up as my colleagues and provided me their wisdom in order to be a useful tool for the society.

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I dedicate this project to my son, wife and mother who have been always by my side, for encouraging me in every step I take for a better future in my life. They are the people that I trust the most and can count on.

Diego Alejandro Cubides

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Diego Leonardo Sánchez

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Abstract

This project seeks to identify and describe the motivational factors observed among the students at CAFAM Santa Lucía School. Through the observation of student's behaviours and experiences we define those by which students reveal interest in learning an L2. By classifying the factors in intrinsic and extrinsic, we construct a Self-Determination model based on Deci and Ryan's (1985) Self-Determination Theory. The descriptive method and instruments allow us to give in detail description the manner how the motivational factors develop within the types of motivation proposed in the theory. The data analysis and results suggest that the intrinsic and extrinsic factors emerged as the ones that students at CAFAM Santa Lucía School mainly revealed during the language learning process. We construct the Self-Determination model by locating the types of motivational factors according with the theory by taking into account that intrinsic factors go in line with the intrinsic motivation while the extrinsic factors go with the extrinsic motivation respectively. However, when students do not feel motivated, they present amotivation.

Keywords: Motivation, Self-Determination Theory, motivational factors, extrinsic, intrinsic.

Resumen

El proyecto trata de identificar y describir los factores de motivación observadas entre los estudiantes del colegio CAFAM Santa Lucía CAFAM. A través de la observación de los comportamientos y las experiencias de los estudiantes, definimos aquellos por los que los alumnos ponen de manifiesto el interés por el aprendizaje de una L2. Al clasificar los factores en intrínsecos y extrínsecos, construimos un modelo de la Auto-determinación basado en la teoría de Deci y Ryan (1985). El método y los instrumentos descriptivos nos permiten dar una descripción detallada de la manera cómo los factores motivacionales se desarrollan dentro de los tipos de motivación propuestas en la teoría. El análisis y los resultados de los datos sugieren que los factores intrínsecos y extrínsecos emergieron como los que los estudiantes del colegio CAFAM Santa Lucía revelaron principalmente durante su proceso de aprendizaje de una segunda lengua. Construimos el modelo de la auto-determinación ubicando los factores motivacionales de acuerdo con la teoría, teniendo en cuenta que los factores intrínsecos van en línea con la motivación intrínseca, mientras que los factores extrínsecos van con la motivación extrínseca, respectivamente. Sin embargo, cuando los estudiantes no se sienten motivados, ellos presentan amotivación.

Palabras claves: motivación, Teoría de la auto-determinación, factores motivacionales, extrínseco, intrínseco.

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Chapter 1

Introduction

In this research project, we determined the importance of specific attitudes and behaviors that students showed in the language learning process based on motivational factors that we identified through preliminary observations and interaction with students.

Students' behaviors and autonomy have important issues to take into account in motivation theory (see Dorney, 1998; Noëls et al, 2000). From those behaviors and autonomy, which are part of the Self-Determination Theory, we defined those motivational factors by which students revealed their motivation in learning a language different from their mother tongue, in this case English.

By analyzing such attitudes, interests, and behaviors of students from 8th grade at CAFAM Santa Lucia School we identified the causes of their learning motivation process. Hence, we attached such student's attitudes, interests and behaviors to development of an L2 Self-Determination system proposed by Ryan and Deci (1985). This motivational system involves a process of analysis of intrinsic and extrinsic factors that can promote autonomy and gives description of student's behaviors when learning an L2.

Our main concern involves the Self-Determination system. Edward L. Deci and Richard M. Ryan (1985) developed this theory at the University of Rochester, New York, USA. This theory is still valid because after years of analyzing factors we identified how students develop motivation and autonomy by observing and describing their behavior, attitudes, and interests in learning an L2. In this way, theory suggests that when students

display engagement in activities that they are likely to approach them and find them enjoyable, fun and interesting in a second an L2 learning process.

We defined the motivational factors that are in our research study by applying some instruments for gathering data from students at CAFAM Santa Lucia School such as: interviews, questionnaires, and non-participant observations. By working such kind of motivational factors from the data collected through these instruments, we integrated them to their L2 learning process and developed an understanding of the Self-Determination system of those students in particular.

In view of the aforementioned, we concluded this research with the importance of the motivational factors in students. We analyzed the motivational factors (intrinsic and extrinsic) from which motivation increases interest, good attitude, autonomy and gives an account to behavior. In consequence, it called teacher's attention to promote motivation in student's L2 learning process.

This project contains five chapters. The first one includes the justification of this research study, the problem statement, the two research questions and the objectives that frame the project. The second chapter presents the theoretical framework of the main concepts that give foundation to our research. Those concepts are as Self-Determination Theory, behavior, autonomy, relatedness and competence. The third chapter describes the procedures of the research design. We describe the procedures of data collection and analysis in the fourth chapter. The subsequent chapter contains and discusses the results of the study. Finally, the conclusions and the pedagogical implications are included in the last chapter.

Justification

We justified this research based on our concern by identifying and integrating the motivational factors, intrinsic and extrinsic, within the Self-Determination Theory which develops an account of students' motivation through which they learnt English. More precisely, the Self-Determination Theory proposed by Deci and Ryan (1985) mentions three types of motivations, which are intrinsic, extrinsic and amotivation. These types of motivations explained how motivation operates in students when learning an L2. It depended on issues like autonomy or interest (intrinsic) or external rewards and cultural and social factors (extrinsic) that caused motivation and behavior in students. Different author's perspectives have studied this issue of motivation that deal with L2 learning. Nevertheless, in this research project, we analyzed additional issues as part of our concerns such as autonomy, behavior, relatedness and competence. Our focused was based on identifying the student's classroom motivational factors for learning English and at the same time, on describing how those factors built in each one of the students a Self-Determination system towards an L2 learning.

In the field of language education there has been a variety of theories that developed an explanation for motivation (see Gardner, 1985; Gardner & Clement 1990). The importance of this research is to present a conceptualization of the Self-Determination theory, which is a theory of motivation, from extrinsic and intrinsic motivators that help understand how students display motivation in an L2 learning. If the case, students present no motivation, they may not be engaged in any activity. If students feel certain motivation that may help their intentions for any scenario of their life, it is more likely they engage in activity.

Problem Statement

We evidenced through preliminary observations and interaction in class with students that they revealed certain attitudes and behaviors according to their own interest towards English classes in which we as teachers took part on Saturdays. Attitudes such as: confidence, interest, emotions of being reward or sensations for avoiding a punishment gave students motivation to learn English. In addition, students presented certain behaviors that allowed them to motivate as well. Through the preliminary observations, we determined students behaved properly when they found activities enjoyable, playful, and approachable to participate and learn something new. However, in various sessions students did not behave properly when they did not understand and find activities attractive to them. In this case, students interrupted the class by whispering, playing little games among them and delays of class attendance. We inferred then how these attitudes and behaviors could serve as motivators for learning English. We classified these motivators in intrinsic and extrinsic motivational factors as they seemed to emerge from the self or out of the self of students. In this case, interest and confidence are attitudes that emerge from the self of students as they felt that activities were attractive to them or the emotions of reward and sensations for avoiding a punishment are attitudes that emerge out of the self of students as they approached the activities without feeling attractions to the activities but for some external pressure to perform them.

The activities presented to students at CAFAM Santa Lucia School depicted how students were more likely to motivate in learning an L2. They participated actively in activities such as playing games based on language matters; describing images; reading newspaper, articles or books they could find interesting; watching videos related to pop and

listening to songs they liked of pop music encouraged students to show their motivation on Saturday sessions. When we developed such activities, we could see the evidence of student's attitudes, interest and behaviors they showed. Thus, they were motivated as they were lively when we developed these activities.

Context and socio-cultural factors such as: sex, social class and ethnic identity also seemed to be a factor that could affect students L2 learning. The role of the context and socio-cultural factors determined that students could represent their reality in English based on the cultural background and environment that surround them. Therefore, extrinsic motivation (Ryan and Deci, 2000) that refers to behaviors performed to obtain some outcome separable for the activity itself showed that students were also extrinsically motivated when the environment and socio-cultural factors encouraged them to perform an activity related to express something in English as a feeling, emotion or thought. Hence, depending on the context and socio-cultural factors students developed certain affection towards English that made them either motivate or amotivate.

From these activities, context and socio-cultural factors, we analyzed how students displayed their motivation towards English learning. Nevertheless, these issues changed from student to student; it depended on their interests, attitudes and behaviors. It seemed to be that the intrinsic and extrinsic factors helped move forward students in their learning process, and others interrupted their learning process. For these reason, we needed to identify such factors accurately by applying questionnaires, group and semi-structured interviews, and covert participant observation in order to classify them in intrinsic and extrinsic, analyzing the manner how they operated and motivated students in their English learning process and integrate them to the Self-Determination Theory proposed by Deci and Ryan (1985). Through

the classification of the factors, we described how students act autonomously and how behavior operates in their performance as well.

Research Questions

We constructed our research interest from the experiences taken from our preliminary observations documented with field notes, and from the behaviors that we noticed during Saturday sessions. Therefore, our research questions are:

1. What are the students' self and classroom factors that serve as motivational factors for English learning in the Saturday classes at CAFAM Santa Lucia School?

According to our main interest, it is important to take into account students' attitudes, interest, and behaviors in classroom in order to identify the factors that promote motivation for developing autonomy.

2. How do all these motivational factors construct the students' L2 motivational Self-Determination system to learn English along those Saturday classes?

In terms of motivation, we aimed at to discover the manner how such motivational factors promoted motivation in students by which they showed interest towards English learning and served as components to construct the Self-Determination model.

Research Objectives

The main objective of this research is to determine and analyze students' motivators and classroom factors in L2 learning to construct the Self-Determination model of this population for language learning.

In order to achieve this main objective, we must steadily reach the following purposes:

1. To monitor activities through which students display motivation in order to identify intrinsic and extrinsic motivational factors.
2. To analyze whether the motivators relate to the classroom factors of the students' L2 motivational Self-Determination system from CAFAM Santa Lucia School.
3. To describe the intrinsic and extrinsic motivational factors in order to integrate them to the Self-Determination Theory.

Chapter 2

Theoretical Framework

In this theoretical framework, first, we described several elements we considered that are part of motivation in L2 learning. Second, we described some socio-cultural factors that affect and influence L2 learning. Finally, we described, defined and applied the core theory of our research project that is The Self-Determination Theory in the L2 learning process and how its types of motivation pursue fulfill students' basic psychological needs for autonomy, competence and relatedness.

Researchers have postulated different pedagogical techniques to investigate student motivation in the second language learning. These techniques analyzed motivations (intrinsic or extrinsic) to consolidate a clear understanding of what kind of motivations increase or decrease second language learning and outcomes. Likewise, they provided the possibility of being aware of the use of motivators through actions in the self-system learning bearing in mind the behaviors; attitudes or interests which are also developers of a Self-Determination process.

Condensing the main idea about how motivators are important in learning English process, Ellis (1985) suggested that research on language learning motivation needs to consider both external factors and internal factors. Thus, we postulated the Self-Determination theory (Deci & Ryan, 1985) as a preliminary reference that describe the approach to verify how the motivational factors serve as components to construct the students' L2 motivational Self-Determination model in the L2 learning.

The main concepts we used along the research such as motivation, autonomy, intrinsic and extrinsic factors, and Self-Determination have a relationship one to another. We worked on defining and analyzing the relationship among them to have a clear perspective about how to postulate an answer to the research questions.

In motivation, Barrios (1997) argued that among all affective variables, motivation stands out as the most important issue to acquire a professional profile. In addition, Dorney (1994) suggested motivation as a set of motives (intrinsic and extrinsic) for learning an L2. Further, psychological, social and cultural factors (intrinsic and extrinsic), and environmental conditions are part of the Self-Determination theory proposed by Deci & Ryan (1991).

According to Dörney (1998), Self Determination theory is one of the most influential theories in motivational psychology. Indeed, for Deci, Connell and Ryan (1989), the Self-Determination Theory meant to experience a sense of choice in initiating and regulating one's own actions. In that way, autonomy is the core concept to develop the two kinds of motivation: intrinsic and extrinsic. Along this research, the self-determination frequently appeared to conduct the identification process of factors that operated as motivators in the L2 learning of the research participants.

Motivation

In order to know why motivation is an important issue in EFL (English as a Foreign Language), we should be aware of how motivation is related to learning and how motivation affects when learning a second language. This part of the theoretical framework provides the set of definitions and relations that motivation has with psychological factors and autonomy.

Relationship between motivation and English language learning.

There have been several discussions and authors upon the issue of why motivation takes place in English language learning. Gardner and MacIntyre (1993) mentioned that motivation plays a primary role in L2 learning. However, the discussion on this topic turns to matters of achievement and orientations. Britton (n.d) conducted a study that explains how achievement is a common determiner of success in language learning. The statement is: the higher the achievement, the higher the motivation as well as the measure of the success and motivation is higher when the chances of success are, also, higher. Gardner (1985) also provided another notion of motivation, attached to achievement. He explained that motivation as “the combination of effort plus the desire to achieve a goal of learning, plus the attitudes towards learning the language” (p. 1).

In terms of achievement, instrumental and integrative orientations allow achievement when learning an L2. In the socio-educational model, Gardner and Lambert (1972) indicated that motivation to learn an L2 relates to integrative and instrumental orientations. The first one is the desire to learn an L2 in order to have contact with and identify members of a second language community; the second one alludes to the desire of learning an L2 in order to achieve personal goals. Hence, depending on instrumental or integrative orientation for learning an L2, achievement is measured. These definitions showed that individuals are motivated towards L2

learning depending on achievements and orientations that permit higher chances for learning an L2 and successful outcomes.

According to the Self-Determination Theory developed by Deci et al. (1989), learning comes from intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to an individual's motivation to perform a particular activity because of its internal reward because the individual finds it enjoyable and interesting. Extrinsic motivation refers to individual expectations of extrinsic rewards from others and those actions or behaviors to obtain outcomes different from the activity itself. Therefore, depending on intrinsic and extrinsic motivations, students can have either more positive affective experiences associated with study, or lack motivation, which allows to develop higher interests and attitudes in learning, promoting autonomy to learn an L2.

Relationship between motivation and psychology.

The psychological field has centered its awareness on the cognitive side when learning successfully an L2. According to Ellis (2007), "cognitive factors such as attention, working memory, implicit categorization, tallying, interference, consciousness are the heart of second language learning, as well as, affective, emotions and cultural motivations are its soul" (p. 24). Dörnyei (2009) established three subsystems in the human mind that work together and, interact among each other in a dynamic way. Each cannot work in isolation from the others. These subsystems are: cognition, affections and motivation" (p.225). Thus, cognitive factors are related to the intrinsic motivation in the way that natural motivational tendencies (learning, exploring, curiosity) and mental operations (analyzing, interpreting, judgments and inferences) are part of critical elements in cognitive development that interact with the learning process.

Relationship between motivation and environment.

Humans are social beings that need environmental influences on the learning process. Motivation in L2 learning is related and attached to cognitive processes. In this manner, environmental influences take part in the social component that, also, promotes motivation. According to Ellis and Larsen-Freeman (2006) "language is socially constructed. Its use, roles, learning and conscious experience are socially situated, negotiated, scaffolded and guided" (p. 573). In the L2 motivational self-system, Dörnyei (2009) proposed the existence of an external motivator factor that successfully engages the learner to an actual L2 learning process, the environment. In the same line, context is also part of the system in the language learning process (Larsen-Freeman and Cameron 2008, as cited in Dörnyei, 2009). Therefore, environment promotes motivation, being that, social environment determines the individual as well as the users of the language determines the language construction.

Relationship between motivation and monitoring activities.

Motivation also emerges from intrinsic factors such as mental functions from the awareness of the use of the language granting to individuals can control the way they use language through monitoring activities. Self-repair is a way of language control production which means to monitor one's speech production. Pillai (2006) stated L2 learners must have an awareness that a linguistic problem (hesitations, silent pauses and prolonged segments) is about to happen or has been produced in the language production process, leading the individual to self-monitor on how he uses the language and self-repairs the own error produced during the language production. For this, the individual needs to use cognitive processes and be interested when solving the linguistic problem.

Autonomy from intrinsic factors.

According to the Self-Determination Theory, autonomy emerges from intrinsic factors and intrinsic motivation. Intrinsic factors are those ones that come from the self of the individual such as Interests, needs, curiosity etc. More precisely, Deci et al. (1991) stated “Self-Determination, as shape by intrinsic motivation and autonomy, leads to the desire educational outcomes that are beneficial to individuals and society”. Intrinsic motivation is sustained by the satisfaction of the basic psychological need for autonomy. It refers to the behaviors that are volitional and self-reflectively. As an example, when students act autonomously, they willingly spend time in their studies and develop engagement in the activities. Accordingly, intrinsic factors, such as positive attitudes, effort, interests, and affective aspects, associated with interesting situations and a sense of freedom in order to develop an activity, allow autonomy and positive outcomes in second language achievement.

Autonomy and behavior from extrinsic factors.

Intrinsic factors such as conditions and affection affect behavior. Nevertheless, within the Self-Determination Theory, extrinsic motivation promotes autonomy and behavior. Based on the framework proposed by Deci and Ryan (1985), Vallerand (1997) distinguished four types of extrinsic motivation in which depending on the type of motivation students act autonomously and regulate from external factors apart from the self to intrinsic factors within the self. Through external regulation and introjected regulation, in which students have no inner reasons to learn an L2, they do not engage in their learning process and are less autonomous up to identified and integrated regulation, in which students find inner reasons to learn an L2; they engage in learning an L2 and act more autonomously based on these inner reasons. Thereby, from extrinsic factors students can regulate their behavior if the extrinsic

factors that emerge out of the “self” of the students encourage them to behave and engage or misbehave and disengage in their learning process.

Socio-Cultural Factors

Socio-Cultural factors refer to the role of the second language in society. They are all those specific social factors that can affect second language acquisition. The role of social factors in L2 determines how learners have differences in terms of the speed they learn and the type of proficiency they acquire. Despite these factors may not influence proficiency directly, they may be affecting motivation in respect to the student’s attitudes in class.

Ellis (1994) study found the following:

Learners’ attitudes may predispose them to make efforts to learn the L2 or not to do so. In some cases, learners may be subject to conflicting attitudes. On the one hand, they wish to learn the L2 because it is seen as a way of assimilating into the majority culture, while on the other; they wish to maintain their L1 as a way of affirming their own identities.

The reason for including the socio-cultural factors in our research study was to evidence the relationship between the Extrinsic Motivation actions and their context, for example, the manner the students achieved their goals when learning L2, the academic rewards, acknowledgement, enhancement of language competence, avoidance of failure they could obtain, and life style improvement among others. We also took into account the three social factors of sex or gender, social class, and ethnic identity

Sex or Gender.

Different and contradictory studies supported the gender in respect to the learning of a second language. They revealed advantages and disadvantages of women and men respectively. However, according to the objectives of this research, the real concern is how cultural factors like “sex” influences student’s attitudes. Then, the studies revealed a point of inflection in terms of L2 gender disposition. Women might have more positive attitudes than men might to acquiring any other language. It mostly depended on the purposes and circumstances.

On the one hand, Gardner and Lambert (1972) found out that “female learners of L2 French in Canada were more motivated than male learners and also had more positive attitudes towards speakers of the target language” (p. 134). Another study, Ellis (1994) reported that “Female learners of L2 Spanish at university level had the stronger instrumental motivation” (p. 203). In this manner, women and men seem to be motivated to learn L2 due to mainly functional reasons related to their professional performance or intercultural expectations. It means that both genders demonstrate interest in learning L2 to promote the multicultural interaction.

Research by Gass and Varonis (1986) support that on sex differences in interactions involving learners men use the opportunities to interact to produce more output, whereas women use it to obtain more input. To clarify the idea, women learn L2 with the purpose of obtaining information from other people, while men feel more comfortable using L2 to communicate their own ideas.

Self-report studies have found a clear difference between the strategies women and men use when using L2 for speaking, arguing that men feel more motivated to express ideas using translation while women speak with more confidence when they are monitoring their

comprehension. Ellis (1994) also argued that research on these issues has found that women relied on their L1 to make the L2 meaningful, rehearsing in their heads before they spoke and guessing at what might be going on. It is hard to conclude that gender as a social factor gives more relevance to women than men do in respect to the L2 learning motivation. To sum up this part regarding to sex and genre, Ellis (1994) stated “females may perceive a foreign language as having significant vocational value for them have more positive results in L2 learning because they show a better and positive attitude than men”. (p.204).

Social Class.

In terms of learning a second language, social class should not be a determinant factor to achieve its learning, considering elements such as income and occupation like external circumstances unable to interfere in the L2 learning process. Preston (1989) pointed out that there is a clear parallel between sociolinguistic phenomena associated with social class and language change and inter-language development. However, social class may influence motivation for learning a second language taking into account the student’s socio-economic status.

Burstall (1975) found that there is a strong correlation between socio-economic status and achievement. Children from middle class homes regularly outperformed those from lower- and working-class homes (Burstall, 1975; 1979). Besides the socio-economic differences, L1 proficiency plays an important role when learning L2 as Olshtain, Shonamy, Kemp & Chatow (1990) found in their research when he investigated the levels of proficiency in L2, English reached by 196 grade 7 learners in Israel. The learners were divided into two groups on the basis of socio-economic status. The findings indicate “The two groups differed significantly in L1 (Hebrew) cognitive academic level proficiency (CALP) and that number of measures of

this correlated significantly with L2 English achievement”. In addition, they found that the variance between students in the socio-economic advantage group were the result of other factors different from self-reported attitudes and motivation. In this way, the social class may influence the L2 proficiency in all levels but the socio-economic differences may affect motivation in a staged way, being the disadvantage groups those which present more variability.

Furthermore, there are other reasons to understand why middle-class learners apparently achieve better levels and show much better disposition and motivation than low-class students do. Those reasons pointed to the use of formal language or decontextualized language. The premise explained that middle-class students are individuals with more opportunities to deal with new situations and new forms of language sponsored by socio-economic advantages; however, these reasons are not enough to explain why some students have difficulties or show a lack of motivation for learning a second language. An ethnographic study by Heat explained how students from two different social classes had different results in terms of L2 achievement. They differed from each other because of the levels of L2 language they use at home. This fact places the low-class students in disadvantage because of the absence of L2 context at home (Ellis, 1994). Nevertheless, despite of the fact the low-class student’s narrow circumstances, Heat concludes, “It is different and not deficit that is at the root of many of the language problems children face at school”

Ethnic Identity.

The distance between the cultures of native languages and those cultures that want to learn it determine how motivated and how much proficient students can be. Studies have proposed that ethnic identity can influence the learning of a second language in three different

ways: normative, socio-psychological and socio-structural. In the first way (just as view of a different culture to have an example), Svanes (1988) found that Asian culture students had the poorest grades even showing the best disposition in the Norwegian L2 learning in respect to the Western culture and the Middle East culture students. Besides, to the normative, it was not a reflection of cultural distance or linguistic difference (Svanes, 1988).

The second way is the socio- psychological one, in which students show different behaviors in relation to their L1 and L2 target. In the first case, students have a good attitude to their ethnic identity maintaining their L1 and showing a positive attitude to acquire L2. In the second case, students tend to forget their L1 competence to add L2 because they have a very poor perception of their ethnic identity. In such a way, students may reveal a very strong attitude towards their ethnic identity in contrast with a very poor disposition for learning a second language.

The third way ethnic identity which can influence the second language learning is the socio-structural one. It focused specifically on the student's attitudes towards L2 communication with similar or different ethnic groups presenting positive or negative disposition as part of many strategies to communicate in a second language.

Autonomy Despite Socio-cultural Factors.

In the Self-Determination Theory, there is a specific difference between autonomous motivation and controlled motivation. This difference has a relation to the three socio-cultural factors observed before. To understand this relation, it is accurate to mention how autonomy defines student's level of willingness in terms of self-endorsement of their attitudes, and remark the fact that it fosters individual capacities and lead performance in many different ways and without any cultural distinction. Levesque, Copeland and Sutcliffe (2008) mentioned

that autonomy fosters determination to achieve goals despite of adversity. The development of controlled motivation may stimulate behaviors in students to reach L2 learning encountering satisfaction and sense of belonging to a Language community. However, at the same time, it may represent a frustration in terms of the need for autonomous motivation. Then, students might tend to exchange their own objectives about learning a second language and instead, they may focus on extrinsic goals.

Self- Determination Theory.

The L2 learning process has to do with the development of a motivational theory such as the Self-Determination. Along the research, we established some of the most important relationships between the Self-Determination Theory and issues such as intrinsic and extrinsic motivation, autonomy, behavior and environment.

In concrete, the Self-Determination Theory is concerned with humanistic theory of motivation and well-being. Referring to Deci, Vallerand, Pelletier and Ryan (1991), Hill (2001) explained the meaning of self-determination which suggested that individuals have innate tendencies towards personal growth and vitality that are either satisfied or thwarted by their immediate environment. In this manner, the Self-Determination Theory applied in educational contexts, as in L2 learning, provides a different perspective in terms of student's motivation for learning English. This theory relies on the engagement that individuals have towards activities they may find interesting according to their interests and needs. This allows them to create a sense of autonomy, competence and relatedness when learning a second language.

According to The Self-Determination theory proposed by Deci and Ryan (1985) and developed by Nöels et al (2000), there are three types of motivation which explain the manner how motivations manifest in student's learning process. It usually occurs in line with their

needs for autonomy, competence and relatedness. These are the components supported in the classroom where either one enhances students' learning towards educational goals and outcomes, or the lack of inner motivation for learning from the self of the student.

Intrinsic Motivation

According to Ryan and Deci (2000) intrinsic motivation refers to the motivation to engage in an activity because it is enjoyable, interesting and satisfying to do. It refers to the behaviors done in the absence of external impetus that are inherently interesting and enjoyable and that are within the inner self. Therefore, when students are intrinsically motivated, they explore and engage in activities they find them challenging, fun, exciting and curious.

Within this type of motivation, Vallerand et al (Vallerand, 1997; Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand et al., 1992, 1993), presented a three-part taxonomy of intrinsic motivation. The first one is *Intrinsic Motivation- Knowledge*, which is the motivation developed when doing an activity due to the feeling based on exploring new ideas and developing knowledge. The second type of Intrinsic Motivation is *intrinsic motivation – Accomplishment* associated to the sensations related to trying to master a task or achieve a goal. The third type of Intrinsic Motivation is *Intrinsic Motivation – Stimulation*, referring to the motivation based on the sensations stimulated by performing tasks such fun, excitement or curiosity. This three part taxonomy of Intrinsic Motivation shows how from the self of the individual there may occur good and pleasurable sensations for engaging and participating in tasks or activities that are found interesting and enjoyable. This allows Intrinsic Motivation to flourish and deeper inner learning to occur and support autonomy for developing and performing those activities and tasks. In an L2 learning, these three types of Intrinsic Motivation show how from exciting, fun and interesting activities students are willingly open

to perform them, based on good and pleasurable sensations towards English that permit learning happens in an enjoyable way.

Needs for autonomy, competence and relatedness.

Niemiec and Ryan (2009) argued that when students think more of autonomy, they increase their motivation and engage in the activities. According to Niemiec and Ryan (2009) “The Self-Determination Theory sustains that when students basic psychological needs for autonomy, competence and relatedness are supported in the classroom, they are more likely to internalize their motivation to learn and to be more autonomously engage in their studies” (p. 139). This means that as students might present more satisfaction with their learning process and experiences, they are likely to achieve desirable educational goals and positive outcomes.

Need for autonomy.

The *need for autonomy* refers to the strategies for using less controlling external pressures on the activities that students are performing. Niemiec and Ryan (2009) explained that when students experience more sensations of autonomy, teachers minimize the pressure salient of coercion in the classroom and maximize students’ awareness of having a sense of opinion and decision in those school activities they are engaged. Studies have shown that more autonomy-supporting teaching practices increase autonomy and positive outcomes in the classroom. In this manner, students’ effort in activities is more evident than controlling-restrictive activities.

Need for competence.

Activities that challenge student’s knowledge and abilities are called Competence. Again, Niemiec and Ryan (2009) provided an explanation of what of they call *need for*

competence. Students' competence can have evidence in introducing learning and activities that are challenging and allow students to test and increase their learning abilities. It is worth clarifying that, it is a demand that teachers provide enough tools to make his students be able to understand and master all the knowledge and information he is teaching but, also, to provide feedback to promote success and feeling of efficacy when developing activities.

Need for relatedness.

Niemiec and Ryan (2009) defined the *need for relatedness* as the internalization and acceptance of the values and practice of others to whom they want to feel connected in a context where they have a sense of belonging. In classroom contexts, the *need for relatedness* concerns with student's feelings that the teacher likes, respects or values him or her, either by their effort, attitude, work, etc. As students present *relatedness*, they display autonomy and get involved in tasks and learning. Otherwise, students, who feel disconnected or reject the teacher, are more likely to respond to external control.

In educational environments that develop and support the need of autonomy, competence and relatedness, students tend to be more likely autonomous, are willing to engage in activities, and present more desirable educational goals and outcomes, finding learning English useful and meaningful for their lives.

Extrinsic Motivation.

In order to develop a Self-Motivation perspective, we also have to look upon the Extrinsic Motivation that is involved in the learning process. We have observed how students change their behavior claiming for approval of their classmates and how good grades and praise from others change their learning vision as well (Deci, Connell & Ryan, 1989).

Extrinsic Motivation refers to those actions carried out in order to achieve some instrumental end or outcome separable from the activity itself, such as earning a reward or avoiding a punishment (Noels, Pelletier, Clément, Vallerand, 2000). The Self-Determination Theory distinguishes four types of Extrinsic Motivation in which the degree of autonomy individuals or students varies depending on classroom practices, if they are either autonomous-supportive or controlling instruction. From the lowest levels of Extrinsic Motivation and autonomy to the highest these are: external regulation, Introjected regulation, Identified Regulation and Integrated regulation.

The least autonomous type of Extrinsic Motivation is *External Regulation*, which refers to those behaviors enacted to obtain rewards or avoid punishments. As an example, when students study for an exam in order to get a good grade or simply to avoid being ridiculed by their classmates as incompetent. Perhaps students might not look for further information on the topic after being graded (Niemic & Ryan, 2009). The next type of Extrinsic Motivation towards autonomy is *Introjected Regulation* which refers to a series of reasons that pertain to performing an activity due to some type of external pressure that individual have already add to the self. An example of this type of regulation is when students who practice an L2 because they would feel ashamed if they had not learnt some topic very well or had not practiced well enough. In this case, learning is only applied for reducing guilt. Both external and introjected regulations emerged from out of the self of students, leading to a definition that DeCharms (1968) called *external perceived locus of causality* which stood for a cause of an outcome perceived by the individual that is in the environment or beyond his or her control. DeCharms study is continuous being valid due to the definition

for each regulation before mentioned and these types of regulations and behaviors tend to be relatively controlling as they were described.

Moving towards autonomy, those behaviors that individuals perform when they find relevant reasons to engage and invest energy in an activity are considered *Identified regulation*. In this regulation students carry out an activity because of its importance for achieving a valued reason (Noels, Pelletier, Clément, Vallerand, 2000). For instance, students who feel that speaking is an important aspect of their learning, will practice oral exercises, fluency and pronunciation in order to obtain the necessary level of competence. Continuing towards autonomy, Niemiec and Ryan (2009) postulate the most autonomous type of extrinsic motivation is *integrated regulation*. Identified regulation has been synthesized with other aspects of the self. For example, a student might study English because doing so enables him to enter to college in order to study a profession that both benefits his interests and needs. These two kinds of regulation present more connection towards autonomy and the self of the individual. DeCharms (1968) denominated these two kinds of regulation as *internal perceived locus of causality* which stood for the inherent causes under personal control to a desirable outcome of a performance. As opposed to External and Introjected regulation, these types of regulations and behaviors tend to be relatively autonomous.

In educational contexts, the internalization of Extrinsic Motivation into autonomy may be helpful for students, given that they report higher levels of well-being and desirable outcomes. Studies conducted by Willians and Deci (1996), Black and Deci (2000), Niemiec at al. (2006) reported that as students are higher autonomous self-regulated they learn better and achieve desirable educational goals and outcomes.

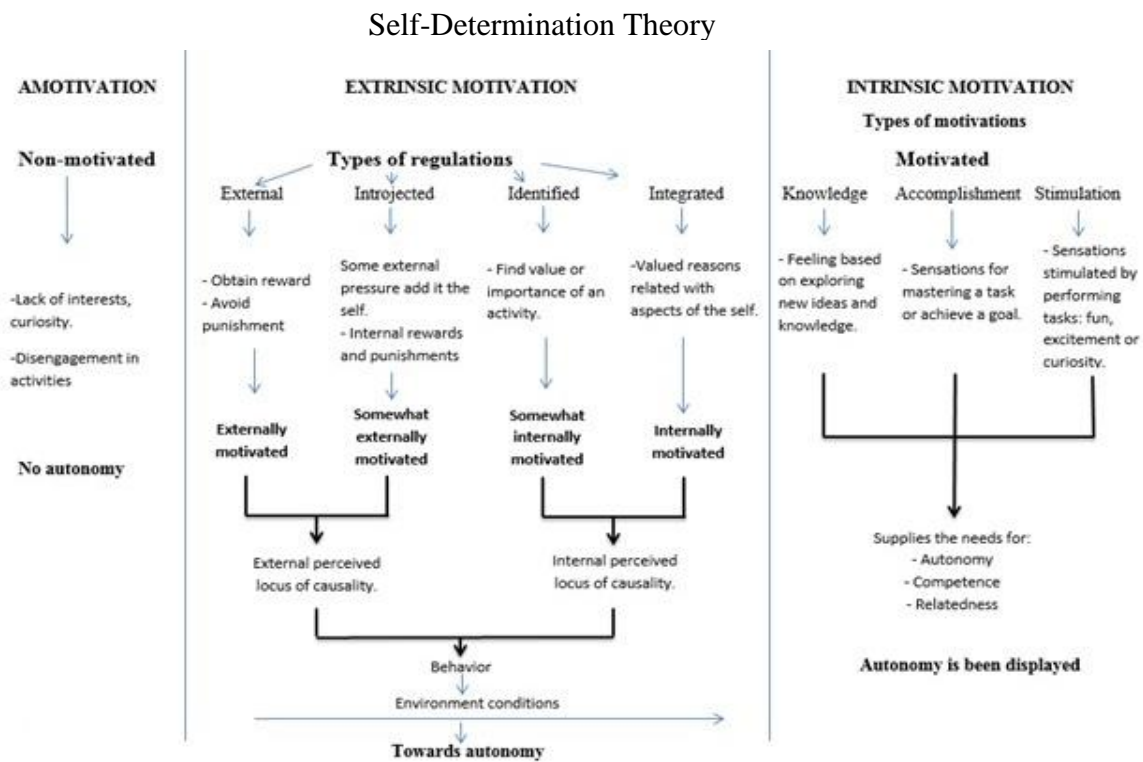
Environment Conditions

Environment may help students motivate towards L2 learning in classroom. Depending on the environment, students tend to orient their actions and regulate behavior. Noël et al (2000) proposed that students who learn an L2 in an autonomous environment where feedback enhances the sense of competence in tasks are more likely to learn because they find it pleasurable and less restrictive to give up when learning an L2. Even when environment conditions allow them to engage in the activities that they may find interesting, curious and fun, promoting participation, engagement and autonomy, and may achieve desirable educational goals is it possible to find a presence of lack of interest and disengagement in the activities. Therefore, environmental conditions are part of extrinsic factors and as well of extrinsic motivation, if environment is in optimal conditions, classes may be autonomy supportive. However, if environment is not in optimal conditions, they may be controlled, disengaged, restrictive and less autonomy supportive.

Amotivation

The Self-Determination Theory (Deci & Ryan 2000) was developed in order to differentiate between intrinsic motivation, extrinsic motivation and amotivation, and works by observing behaviour and distinguishing a level of self-determination in students. Intrinsic one appears once participants do something because it is enjoyable, fun, interesting, and Extrinsic motivation which refers to doing something because it leads to a separable outcome. Nevertheless, Amotivation is revealed in the Self-Determination Theory as a state of lacking of any motivation to engage in an activity and it results from not valuing an activity (Noels et al., 2000). In this situation, students present no reason or motivation for engaging in or performing in an activity because they might find learning English meaningless in their lives. Therefore, the expectations are to quit the activity as soon as possible.

Analyzing motivation, the Self-Determination Theory and its types, we focused on the factors for defining the most important and meaningful information in order to find the intrinsic and extrinsic factors that help students develop motivation. Therefore, to clarify the three types of motivations (Intrinsic, Extrinsic and Amotivation), we designed a model presented in the graphic N°2. This model displayed the manner how the types of motivations develop a Self- Determination Theory system proposed by Ryan and Deci (1985).



Graphic 2. Model of how Self-Determination Theory proposed by Ryan and Deci works.

In graphic N°2, we presented a description of how the Self-Determination Theory works as Ryan and Deci (1985; 1991) works. The three types of motivation depict the motivations students have for learning an L2. Herein, Intrinsic Motivation promotes autonomy in students as the type of motivation supplies the needs for autonomy, competence and relatedness. Extrinsic Motivation presents the four types of regulation by which students learn

English and act autonomously depending on the type of regulation. Amotivation stands for the lack of extrinsic and intrinsic motivations students have when learning an L2. The graphic establishes how students achieve autonomy gradually by enacting each type of motivation developing the Self-Determination system.

Chapter 3

Approach.

Our research process involved a process of investigation in which we examined and reflected upon certain issues regarding to certain aspects of 8th grade CAFAM Santa Lucia School students. The qualitative approach through which we developed this research helped discovering and reflecting upon issues such as: values, attitudes and perceptions (Neville, 2007). In the same line, Dawson (2007) stated that qualitative research aims for exploring in-depth information from participants like attitudes, behavior, opinions and experiences. Putting qualitative research into L2 learning, Richard F. Young (2012) presented three four reasons that support qualitative research in L2 learning. The first one is the participation in L2 learning and use is recognized as subjective and different from one participant to another. The second one stands for the relationship between researcher and participant is recognized as collaborative and thus, interpretation of data by a researcher is necessarily value-laden. The third reason he gave is that analysis of data involves attention to the particulars and the context of L2 learning and use, and the final reason is that in presentation of research to an audience, qualitative research aims for a personal voice. Therefore, qualitative research seeks for giving an account of student's attitudes behaviors, perceptions or opinions over their L2 learning which in this case varies from student to student, based on the effect of each context, the use of participant language and

interaction between researcher and students. Additionally, the analysis of data collected through this approach needs to be valued from the researcher's interpretation.

Methodology.

From the problem statement, research questions and objectives, we conducted this research study under the descriptive method. In this type of research method, the researcher's purpose is to understand and report the characteristics of a current or past real situation, describing how the situation in its nature. Descriptive research is a method in which the researcher interacts with the population. According to Tamayo (1999) descriptive research describes population characteristics, situations and events. It is not interested in checking explanations, evidence hypothesis and predictions neither. Therefore, descriptive research allows describing social situations and events as it happens in any context.

Going in line with descriptive research, Best (1970) specified more this concept as he noted that descriptive research is concerned with *what is* or *what exists*, a concrete definition of the descriptive method which has no changes currently and is still valid. Furthermore it relates to some preceding event that has influenced or affected a present condition or event so that the researcher defines the situation and reports what already exists by describing the characteristics of a current or past situation. In these terms, descriptive research concerns with narrate a situation or an event that has influenced or modified a present condition. Within educational contexts, descriptive research focuses on describing how these educative events happen as they naturally do. Therefore, we selected this type of research with the purpose of explaining how students displayed autonomy and behavior in order to describe, compare, contrast, analyze and interpret the manner how the factors emerge to construct the Self-Determination model based on the Deci and Ryan's postulates.

Our research focused on describing how different intrinsic and extrinsic factors motivate students for learning and L2; therefore, the selection of this type of research that demands analyzing the educational context. It described in detail the phenomenon that occurs in it, the factors that affected learning, and the perceptions of the students in the learning process based on its natural development.

In this manner, it is very important to be aware of the contingences that the context is providing in order to determine the cause and the effect. Besides, it is important to take into account the student's interests, attitudes, and behaviors. These factors are in close relation to their motivation in terms of an L2 learning. For this reason and based on preliminary observations, we designed the research project that emerges from the educational context.

Reporting Participants

Students registered in Saturday English classes at CAFAM Santa Lucia School were asked to participate in the project, resulting in a sample of size of 13 participants. They range in age from 12 to 15 years old enrolled in 8th grade and born in Bogotá. Male and female students had almost the same number of participants and were equally involved in this research; thus, there was in total 6 male students and 7 female students.

Delimiting the Context.

CAFAM Santa Lucia is a public school located in the southeast of Bogotá, at Rafael Uribe Uribe district, in "El Pesebre" neighborhood. Their current population of 1574 students are people of the socio-economic stratum one and two.

The Faculty of Sciences of Education of La Salle University offers its students in practicum of the B.Ed. in Spanish, English, and French English programs for the community

of CAFAM Santa Lucia School. During this pedagogical practice, the B.Ed. students have the possibility to develop their teaching skills and a research process for their degree work.

This pedagogical practicum program offers CAFAM Santa Lucia's students the opportunity to reinforce and support their English learning process, through a wide range of strategies and activities proposed by La Salle in-practice teachers on Saturday mornings. This practicum program includes the construction of lesson plans to follow the students' learning process and focus on the observations from students about the class development.

Regarding school facilities, the school has a big area of recreation and big spaces where the students can hang out and share some time out of academic activities. The classrooms are big enough to develop explanations of topics and activities proposed by the teacher such as: listening to songs, word composition games, filling in exercises etc. Each classroom has about forty chairs and tables for students, two big boards and big windows. CAFAM Santa Lucia School also provides students with a theater where cultural activities are developed.

We had two and a half hours every Saturday to implement strategies and observe, analyze and interpret factors that motivate students towards English learning language. We have noticed there is an absence of English Language material and resources such as text motivator words, murals or posters and music in English at the classrooms or social areas.

The school provides us, as in-practice teachers, with a video bean, a computer room which is available four days during the week excepting on weekends, and a tape-CD recorder to develop listening activities. The school library is also not available on Saturdays.

Research Stages.

Along the research, we conducted a descriptive research in order to collect information that provides data about how intrinsic and extrinsic factors emerge from students. Thus, the research demanded starting with preliminary observations. Such observations allowed being aware of what students normally did during his daily routine inside the classroom. In addition, the observations determined, in a preliminary step, the manner students behaved and what attitudes students showed when they were learning an L2.

These next research steps give an account of the development of the research. We adapted some of the stages presented in Kothari (1985), Dawson (2002), and Kumar (2005) to complete this research process. We established these stages to show also the gathering data instruments and the approaches for the data analysis and results.

Stage 1: Define a problem research.

Based on preliminary observations and interactions with students, it was possible to define a research problem. Here, we analyzed the educational context from students and the institution. The description had to be concise in order to make a statement and justification about what particular problems existed inside the institution or classroom. In this research, precisely, we proposed a problem statement of how intrinsic and extrinsic factors promoted motivation, autonomy and describe behavior within students.

Stage 2: Write research questions and objectives.

According to the preliminary observations and problem statement, we constructed the questions that guided the research study. In this stage, we also clarified the group of students who participate.

It is also important to take into account that the questions to ask were coherent with the research problem. Based on the questions, we developed the instruments such questionnaires and interviews in order to gather the respective data (extrinsic and extrinsic factors that allow identifying motivation, autonomy and describe behavior for integrating them into the Self-Determination Theory).

Objectives are the actions that achieve the main purpose of the research. They are the goals that enunciate through what actions we accomplish the research purpose. They have close relation to the research project and questions in order to give it coherence and answer to the questions.

Stage 3: Literature Review (Theoretical Framework).

The literature review focused on collecting theoretical information about the main constructs of the research problem, questions and objectives. This theoretical information provided information on the influences of motivation in its education language-learning context and the social-cultural factors that affected student's performance in the classroom. Besides, it stated the Self-Determination development based on theory and its relationship with language learning.

Stage 4: Preparing instruments design and application to participants.

This stage developed the instruments which encountered the factors mentioned in step number two. Questionnaires, group interview, semi-structured interviews and cover participant observations were the devices that provided the information we needed for answering the questions and developing the general and specific objectives. (For the development of each instrument, objective and procedure see chapter 4)

Stage 5: Data collection, analysis and results.

We selected two specific methods of data analysis, performance analysis and descriptive analysis. From the instruments applied to students in the school, we drew the analysis and the results for each motivational factor found. Both analyses revealed the main aspects we were looking in this research which were: attitudes, interests, behaviors and motivational factors the students had when they were learning on Saturday classes at the school. (For the development of each type of analysis and its approach see chapter 4).

Stage 6: Reporting conclusions and pedagogical implications.

After analyzing and describing the data obtained, we made conclusion statements over the respective analysis and description that instruments provide us. These conclusions indicated the evidences of the results from the data analysis and respond to the questions and objectives of the research study. The pedagogical implications presented the events of the results in the pedagogical practice.

Chapter 4**Data analysis and results**

This research study seeks for giving an answer to the questions and objectives proposed in chapter number one. We used the descriptive method to describe the information that students provided which gives an account of the student's factors at CAFAM Santa Lucia School. Descriptive method allowed us to describe and interpret the intrinsic and extrinsic factors that students showed in order to construct the Self-Determination Theory model. The instruments applied to the students gathered the most relevant factors that permitted to identify, analyze and describe the student's factors inside the classroom at the CAFAM Santa

Lucia School. This chapter presents the instruments applied to students at CAFAM Santa Lucia School, its data analysis and results.

Description of the instruments applied to students at CAFAM Santa Lucia School.

We provided a definition, objective and procedure for each instrument and described what kind of data we would have when we implemented them with students at CAFAM Santa Lucia School. According to the questions and the objectives, the instruments we used were: combined questionnaires, Group interviews, Semi-structured interviews, and Covert participant observations. Therefore, the purposes of using these data collection instruments were to identify, analyze and describe the students' actions, behaviors, classroom factors as motivators which allow constructing the L2 motivational Self-Determination in order to integrating them to the Self-Determination Theory proposed by Deci and Ryan (1985). (See appendices section).

Before the application of the instruments, we wrote an informed consent (Appendix 1) in which we invited the participants to be part of the research. This informed consent showed and described the purpose of the research, its importance and respective permission from their parents given that students were underage.

Once the students' permission was signed and accepted to start the research the instruments we applied them. Firstly, preliminary observations were the guide to plan the layout of a combined questionnaire based on six open questions to have a better perspective about students' interests, attitudes and actions that promote autonomy. We applied the questionnaire on September 28th 2013 to 23 students, and then once they answered it we analyzed each one and turned into codes their concepts. Finally, we contrasted the theoretical meaning with the students' definition for clarifying the concept and confirm it with the second

instrument. Secondly, we planned a group interview that took place on October 5th, 2013 at CAFAM Santa Lucia School for allowing students to discuss themselves about what we inferred of the questionnaires with the codes. It was extremely necessary to record the interview in order to check and analyze the codes we created in each student's answers. Hence, the first part of the project took form; nevertheless the model we want to implement needed a support to complete the project that is why we used covert participant observation for analyzing behavior, environment, attitudes and interests in students. Thirdly, we recorded two classes in order to discover how a self-system worked; those classes were placed at CAFAM Santa Lucia School in the room number 10, in October of 2013. The aspects to observe in each class were specific, such as: the disadvantages or advantages from environmental factors and students' behaviors, interest, participation, autonomy, etc. along the classes. Also, we observed the reaction students had talking with a native person in order to infer the participation and the interest for knowing foreign cultures. In the final part of the development of the research project, we conducted a semi-structured interview which contained six open questions and took place at CAFAM Santa Lucia School on November 4th, in order to analyze a personal perspective and opinion of the students from their own opinion that is why was it was individual to avoiding another student's influence in their answers.

Data Collection Instruments.

Questionnaires. Questionnaires are instruments for gathering written data in order to collect information. Brown (2001) defined questionnaires as written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answers. Furthermore, questionnaires contain three types of data about the respondent: attitudinal, behavioral and factual. In the

same line but with different definition, Hannan (2007) stated that questionnaires are devices for gathering data about peoples' opinions, often asking respondents to indicate how strongly they agree or disagree with a statement given as they also have space to formulate their own replies. As for, Sudman and Bradburn (1982) questionnaires are the method of collecting information about peoples' attitudes and behavior. Hence, questionnaires are the devices through which it is possible to gather written answers and information of people's attitudes, behavior opinions about certain specific topic or event.

The intention of applying questionnaires was to know what intrinsic factors students revealed in order to promote autonomy and how these factors act in student's actions and performance for learning English.

Objective. Identify and classify what intrinsic factors students have which serve as motivators for promoting autonomy and what students' attitudes' and actions that promote behavior.

Procedure. Firstly, we created and designed a series of guided questions that CAFAM Santa Lucia School students answer. The questionnaire needed piloting to guarantee its validity and reliability in order to make accurate questions for obtaining the factors that promote motivation and autonomy. This validity held on whether students displayed those intrinsic factors. As well as, reliability as the answers we were hoping to gather. Secondly, students developed the questionnaire by themselves, and finally we analyze the data obtained. (See appendix 3)

After applying the questionnaires, we gathered the information we needed to give more supported to the interviews. Thus, the information from the questionnaires was also supported with the information of interviews.

Interviews. According to Hannan (2007), interviews are a method for gathering information about peoples' place of work, age, attitudes, opinions, perspectives and meanings of a certain issue. The interest of the interview is to obtain information of the interviewee's point of view. Another definition by Turner and Daniel (2010) defined interviews as the way of obtaining in depth information pertaining to participants' experiences and points of view of a particular topic (p. 754). In this manner, we collected data on how students experience learning English by identifying their attitudes, interests and behaviors and classifying them into intrinsic and extrinsic factors.

Group interviews are commonly instruments to discuss about topical questions that provide a social or behavior event in groups. Dawson (2007) defined group interviews as a means of gathering data in a discussion of certain type of issue (p. 30). Likewise, Deem (1997) defined group interviews as the technique of obtaining and collecting data through interaction between group members. Group interviews are initiated and moderated by a moderator who controls the discussion and encourage everyone to get involve and contribute to the topic discussed. Therefore, after applying group interviews, we got deeper knowledge and validation of data recollected from questionnaires that students have about attitudes, interests and behaviors towards English learning.

Objective. Corroborate the experiences, insights, opinions and attitudes students had about learning an L2 in order to identify and classify the intrinsic factors that serve as motivators with the information questionnaires provide.

Procedure. After design a series of guided questions, quite similar to the questionnaire, teacher asked to students in a classroom in order to know what experiences, opinions and attitudes they have had in their learning English process. They were video recorded while

answering the questions. After making the recording, we analyzed the video obtained in order to corroborate information with the questionnaires. (See appendix 4)

Once we applied the questionnaire and the group interview, we identified and classified the motivational factors we were hoping to find. In this case, the motivational factors found were intrinsic in the way that they emerge from the self of students.

The covert participant observation focused more on capturing the student's behavior by showing their attitudes and action developed in the classroom. Therefore, environment played an important role as students regulated themselves depending on the type of environment the class had. If the environment were in optimal conditions, students were more likely to participate, engage in activities and leading to a more open autonomous behavior but if environment were not in optimal conditions, student were more likely to interrupt the class, ending up more restrictive and controlling.

Covert Participant Observation. It is a method for observing and describing behavior. Referring to Bernard (1994), Kawulich (2005) defined participant observation as the process of establishing rapport within community and acting blending into the community so that its members act naturally without controlling context factors. Participant observations get the researcher immerse within a community and experience events in which the subjects under study experience. The observations are covert participant developed without the community knowledge. Thusly, covert participant observation provided us with a description of how students act and behave in the classroom from environment.

Objective. Observe attitudes, actions and behavior of the students that showed how the classroom environment influences students' performance as extrinsic factors.

Procedures. While the teacher was teaching, the researcher, strategically, put the video recorder in small place where students could not see it. In this way, the observation caught every behavioral aspect in a natural context. The observations took place class after class in order to describe behavior in monitoring activities in which students present L2 motivation. (See appendix 5)

The semi-structured-interviews helped to re-validate the data collected from the questionnaire and the group interview with one difference which is that we did not want the answers of students were affected by the answers of their peers but they were the most original and honest as possible. These semi-structured re-validated the data gathered from the questionnaire and the group interview. In this way, we obtained the intrinsic and extrinsic factors that we planned to have.

Semi-Structured Interviews. Semi-structured interviews are the most common instruments for collecting and gathering data used in qualitative research. According to Hannan (2007), semi-structure interviews are the most often used in education research. Hollway and Jefferson (2008) defined semi-structured interviews as a type of qualitative method used in order to find out about peoples' experiences in context and the meanings these holds. In this case, the researcher designs a set of key questions before the interview happens. These questions have great flexibility and dynamism for effective exchange and fluency. In this way, the interview allows more scope for speaking open-ended answers in order to provide more continuity as the interview goes on. The interviewee explains issues and events according to a pre-set of guided questions. Semi-structured interviews are the instrument that gives more privacy to the answer of the students and presents how intrinsic factors work for constructing the self-determination system in L2 learners.

Objective. Contrast and describe what the intrinsic factors we encountered in order to construct the students' L2 Self-Determination system for learning English.

Procedures. After designing guided questions for the students, the interview took place with one student at a time. With this semi-structured interview, students described personal experiences and situations in which they learnt English. Through audio recording equipment, we captured their experiences in order to analyze how students develop the L2 Self-Determination system. The questions were related to the previous ones from the questionnaires and the group interview so that there is coherence in order to find validate the answers. After the interview, we analyzed and described the main aspects of the students' situations and experiences in order to identify the intrinsic and extrinsic factors. (See appendix 6)

In the next section, we define the two analysis approaches that best suit the data found from the instruments. These definitions also establish a relationship between the methods and the instruments that we used for the data collection.

Definitions and Approaches

Performance Analysis (PA) in L2 research. Larsen-Freeman and Long (1991) defined Performance Analysis as an approach to the study of a learner's competence in a language, based on the study of a learner's total linguistic performance (i.e. what the learner is able to say and do in the language) and not just the learner's errors. This type of analysis has a particular characteristic. It is longitudinal, given that we analyze students repeated actions and behaviors that they present inside the class sessions after session with the covert participant observation, allowing the researcher to observe and document what the learners have to go

through in development stages for their language learning. Performance analysis may not interpret by itself specific uses of language.

Approach. This data analysis technique is used for the covert participant observation instrument. The performance analysis allows interpreting the student's attitudes and behaviors in a staggered way. Through the observations, session after session, we analyzed if the changes observed in the videos relate or not to the responses obtained with the other instruments applied. Additionally, we had the possibility to analyze how the motivational factors are varying the student's performance in respect to the L2 learning in a progressive sequence of time thanks to the longitudinal condition of the performance data analysis. Nevertheless, it is imperative to clarify that our concern with the performance analysis is not associated to the student's competence for L2 learning but the performance in terms of how they develop the L2 Self-Determination system of motivation.

Descriptive Analysis in L2 research. It focuses on the measurement of a population characteristics. Defining the population, assessing each member of that population, and computing a summary value (such as a mean or standard deviation) based on those values. The results need to provide a summary of the data obtained. For example, a teacher might define as a population all 13 students taking an English course, and then calculate the average score of these students on a measure of class satisfaction. The resulting average is a parameter and this parameter is a descriptive characteristic of the students. Under a descriptive analysis, raw data is transformed into a form that people understand and are able interpret it (Zikmund, 1994). In general, describing responses is the first stage of analysis, involving calculation of averages and percentages. The type of measurement, and the level of scale measurement, both influence the form of the analysis.

Approach. Descriptive analysis applies for the questionnaire and the interviews. We selected the descriptive analysis to determine the student's ideas, expectations and opinions in respect to the Saturday class's sessions. In this way, we identified the variations between students about their L2 Self-Determination system development. Then, we consolidated the tendencies to establish the parameters in terms of motivational factors (extrinsic and intrinsic) influencing the students L2 learning in order to construct the Self-Determination model by using descriptive analysis. Then, we analyzed and described the data and results obtained through the performance and descriptive analysis. This data contained and results gave a detailed account of student's attitudes, actions and behaviors that determined their performance in the classroom.

Both definitions explained how we analyzed the data found through the instruments, by describing student's attitudes, behaviors and interests we give an account of student's performance inside the classroom and the motivational factors that, precisely, motivate students to learn English on Saturday classes at the school.

To sum up, the instruments we applied were questionnaires, group interview, cover participant observation and semi-structured interviews. First, we decided to apply questionnaires to have a better perspective about students' interests, attitudes and actions that promote autonomy (See appendix 2 & 3). Based on the student's answers, we establish some intrinsic factors that give an account of how they present autonomy. The second instrument was a group interview to narrow the factors we already establish by using questionnaires (See appendix 4). Therefore, we defined the factors they mentioned before about the English class by taking into account theory and student's perceptions. Once we had the results by using questionnaires and the group interview we decided to use a covert participant observation that

allowed us to identify all aspects in students' behavior into the classroom (See appendix 5). Through covert participant observation, we realized how the students developed their behavior and Self-Determination model in line with the motivational factors we classified with the two instruments mentioned before. Finally, we used the semi-structured interview in order to know the students' personal perspectives avoiding peers' influence on each answer. Both definitions and approaches of the types of analysis from the data collected through the instruments gave detailed descriptions of student's attitudes, interests, behaviors and motivational factors when they were learning English on Saturday classes at CAFAM Santa Lucia School.

Student's Self and Classroom Factors for English Class.

We created a model to show how Self-Determination Theory works at CAFAM Santa Lucia School. Based on the model, we classified the motivational factors in two types of groups that give an account of how they play a major role in student's performance. The first group was intrinsic factors. They emerged from the "self" of students; these factors emerged from questionnaires' analysis (See appendix 3) and they were interest in learning, going abroad for job opportunities and intercultural exchange. One extra factor was teacher's attitudes. This factor helped students be more autonomous in their learning. These intrinsic factors go in line with the Intrinsic Motivation as they engaged students in performing activities they find interesting, satisfying and enjoyable to do.

By using the questionnaires (See appendix 3) we classified the second group with the extrinsic factors. They emerged out of the "self" of students. Extrinsic factors were class appeal, reinforcement, going abroad for job opportunities and learning environment. Within learning environment, others extrinsic factors affected student's performance and behavior inside the classroom. These factors were participation, dynamism, communication, and class

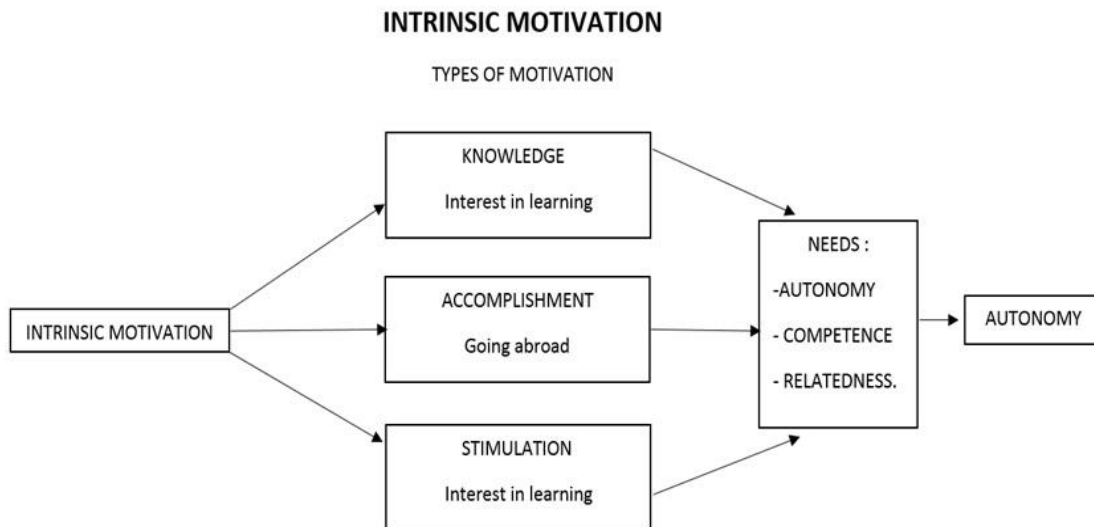
conditions. These environmental factors were part of the Extrinsic Motivation as they regulate behavior. The other extrinsic factors promoted progressively autonomy in students. The students presented amotivation in three cases. We announce these types of motivational factors and cases in detail in the next issue.

The Self-Determination Theory in CAFAM Santa Lucia School

Based on the motivational factors students revealed at CAFAM Santa Lucia School, we integrated them in the Self-Determination Theory model. In this way, the intrinsic factors went in line with the Intrinsic Motivation and the extrinsic factors went in line with the Extrinsic Motivation as mentioned above. However, cover participant observations records revealed that some students presented no motivation at all because they did not care about the class in any way (See appendix 5). In this case, Amotivation stands for the way they behave and it means that there is not autonomy in students amotivated due to lack of interest and curiosity in Saturday English classes. This section presents how all these three types of motivation operated in students at CAFAM Santa Lucia School.

Intrinsic Motivation.

In graphic 3.1, Intrinsic Motivation represents the inner interest of students when performing an activity or a task. These intrinsic factors generated the needs for autonomy, competence and relatedness that emerged from students self. These needs and intrinsic factors supported autonomy. Thereby, based on these intrinsic factors and needs, autonomy emerged in students.



Graphic 3.1 Intrinsic Motivation students at CAFAM Santa Lucia School. Research stage 4 and 5. Instruments used: questionnaires and semi-structured & group interview.

We evidenced how students also felt intrinsically motivated once they found activities stimulating, interesting and helpful for their future. For instance, in the semi-structured and group interview students expressed that they found learning English attractive for their life as they could go abroad in order to get a job or to make an intercultural exchange (See appendices 4 & 6). Therefore, students highlighted intrinsic features in spite of the class environment did not allow them to have autonomy supporting conditions. The intrinsic factors that we found through the analysis of the instruments are in the types of Intrinsic Motivation.

Intrinsic Motivation-Knowledge.

Within the Self-Determination Theory, Intrinsic Motivation-Knowledge refers to it as the feeling associated with exploring new ideas and knowledge (Nöels, Pelletier, Clément, & Vallerand, 2000). Through the analysis of one of the sessions observed through the covert participant observation, one intrinsic factor we attached to this kind of motivation is interest

in learning English as students had the feeling of fulfillment when explored new ideas and knowledge by using English to express or describe their thoughts. At CAFAM Santa Lucia School, one of the activities recorded and developed was to describe the feelings of some artistic photographs of Bogotá. Students watched a power point presentation which contains these artistic photos (See appendix 7). After watching them, they started to look for adjectives by asking the teacher for vocabulary and their dictionaries so that they could perform the activity well. When students found the adjectives they needed, they construct simple sentences. When they finished this construction, the teacher demanded them to share them with each other by couples. As the students were sharing, the teacher was walking through the classroom and hearing the construction the students did. To some students the teacher had to give feedback to students when there were wrong uses of language or mispronunciation. After giving them feedback, the teacher congratulated them and gave them encouragement and recognition for their work and effort. Thus, when teacher recognized such effort from students, the feeling of fulfillment emerged. In this case, the feeling associated with exploring new knowledge appears as the student's recognition and encouragement of their work when they need to look new language content in order to perform an activity.

Intrinsic Motivation-Accomplishment

Another intrinsic factor that emerged from the “self” of students was going abroad. Intrinsic Motivation-Accomplishment relates to the sensations for mastering a task or achieve goal (Nöels, Pelletier, Clément, & Vallerand, 2000). In this case, one of the questions used in the questionnaire and interview (See appendices 3 & 4) related to the purpose of learning English and the most common answers revealed that students considered going abroad as one of their achievable goals, in an inner way, by which they learn English. This factor expresses

that students had this inner motivation to go abroad as they find attractive to have a better life style by learning English. The questionnaire also allowed us to realize that students felt attraction to learn English in order to get a job in Colombia or any country abroad (See appendix 3). This factor fulfills the sensations when applying for a position in different working environments. Semi-structured interviews avoided the peers' interference in students' answers in which we noticed another intrinsic factor linked with going abroad that was to have an intercultural exchange as students believed that by learning English they could get an admission for an intercultural exchange and in this way they represent their own culture in another country and in a foreign university (See appendix 6). In the group interview we evidenced another important factor once they expressed the importance of learning English in an English speaking country (See appendix 4). When they go abroad for learning English, they could get a job, as either a translator or a consultant for a call center company. They argued during the group interview that by working in these kinds of jobs they increase their incomes to have a better life style (See appendix 4). In the same line, students also considered that by learning English outside of Colombia they could apply for an intercultural exchange to study in a foreign university. Thus, they could represent the Colombian culture to the world and adapt some patterns of the foreign culture to their "self".

Intrinsic Motivation-Stimulation.

Interest in learning is a factor that also took part in this type of motivation. According to Nöels et al. (2000), Intrinsic Motivation-Stimulation is the sensation stimulated by performing tasks or activities, such as fun and excitement. In this case, the student's sensations appeared as they developed projects. Applying the project work approach, students needed to work in groups to develop a project based on themes that they like. In this manner,

covert participant observation showed how students revealed interest in learning English when they felt that themes were attractive and interesting to them (See appendix 5).

By working in projects, students had the opportunity to work in groups. One of the purposes of working in groups is that students could help each other as they had fun and excitement while developing the activities for the project. The development of each project lasted three sessions. One of them was to create a gallery that described pop music along its history in posters (See appendix 8). By asking students to come up with a theme they would like, most of them proposed Pop music. Students said that they feel interest and attraction to pop music when they see music videos from pop artists and read and interpret their lyrics. This pop music history theme required the use of past and present tenses, adjectives for describing the personality of each musician and the management of personal information such as names, nationality, birth and birthplace. In the first session, students had to collect information of pop artists as much as possible and organize it in a time line. The other activity in this session was to listen to some excerpts of songs to identify the musicians. In the second session, students went deeper in the pop music information. They watched some videos about pop music history and identified some of the musicians they liked. Herein, they described the personal information and the personality of each musician in the way they wanted. In the last session, students brought photographs of all the musicians they had seen in class and developed the design of the poster by groups. In this session, the final activity was to present and share the information with each other in a short presentation. Each group presented the pop music gallery divided into decades with a fair management of the information and use of English. Projects related to students' interest such as Bogota's history in pictures or pop music history gave the students the opportunity of having fun and excitement while they developed

the activities by working in groups in a specific theme they chose themselves and by which they felt interest and attraction (See appendices 5 and 9). Therefore, we noticed that depending on whether the theme is interesting and attracting to students, they present sensations of excitement and fun when performing activities.

Presence of Needs for autonomy, competence and relatedness.

The need for autonomy relates to the strategies that allow using less controlling external pressures which affect student's performance (Niemec & Ryan, 2009). With the two interviews applied (semi-structured and group) students revealed a sense of opinion and decision in which they preferred learning from activities that engage them (See appendices 4 & 6). This need for autonomy requires a meaningful rationale that explains why the activity is useful. From a range of activities such as: description of objects and characters, role-playing or planning events allowed students to reduce the external pressure of controlling their performance (See appendix 9). Instead, it gives them more autonomy in their performance. As in the project work approach, the students were free to choose the theme to develop the project and willingly to work on the project. In this case, the pop music project led the students to work by the theme they liked. The attraction they felt of pop music and its artists permitted to make them feel comfortable (See appendix 9). With the teacher's rationale and feedback, students' autonomy increased as they chose the theme they wanted to perform and the way they achieved the making of the posters. In this case, when students had the freedom of choosing, they were willingly open to work (See appendix 8 & 9). Hence, students had control and decision over their learning likes and interests. Hence, when the students performed this pop music project, they worked on their own in which students did not work under external-

controlling pressures but autonomy-supportive strategies when students were free to choose on what topic they would like to work and how the topic could be worked.

The need for competence occurs when learning activities are challenging to students (Niemec & Ryan, 2009). It allows them to test their knowledge and to expand their learning abilities. Students at CAFAM Santa Lucia School presented this need for competence when activities challenge their knowledge. Activities such as: descriptions of characters or feelings, expressing ideas based on a topic, watching videos related to pop music or sharing ideas placed students' knowledge in prove. By developing these kind of activities students tried to use the information according to their understanding. In this way, students' needs for communication makes them to prove the knowledge they already had and constructed another one based on the new information. In one of the sessions recorded in the covert participant observation, the students had the opportunity to share some ideas with one American woman visitor called Kimberly Deckant who helped in practice teachers at CAFAM Santa Lucia School (See appendix 5). The purpose of taking her to the classroom was to make the students communicate with her using their English knowledge they had. In this case, we evidenced the intention of the students in establishing a dialogue with a native speaker. The interest of the students was to interact with the visitor to know her culture. This interaction allowed students to challenge their knowledge when they asked her questions about the American culture as the video revealed. When necessary, the teacher helped the students when they could not ask questions as the video and the analysis revealed (See appendix 5). However, students engaged in the interaction with the American visitor in the way that they strove to understand and master her ideas. They proved their knowledge and built a new one according to their communication needs. In the case, the need for competence relies on the use of English to

communicate ideas. Herein, these kinds of activities developed communicate competence and engage students to improve their own performance and learning.

In the analysis of the questionnaire and interviews, we could see how the need for relatedness emerges from the acceptance of values and practices of those to whom students relate to or sympathize (See appendix 3, 4 & 6). The need for relatedness appeared when students indicated that teacher's attitude influenced in their disposition for learning English. Teachers' attitude appeared in the questionnaires but it was not quite common in students' answers as in the interviews. One of the essential factors interviews provided us from students' perspective was the fact of the comparison between regular classes during the week to the Saturday classes at CAFAM Santa Lucia School. They revealed the Saturday classes were dynamic, didactic and relevant to reinforce the topics learnt in their regular class along the week. Students considered English classes on Saturday's dynamic as they were more involved in classes in terms of participation as the teacher encouraged them to be more participative; didactic in terms of the consistence of the classes, in which the teacher planned a project and developed it, allowing them to have a better understanding of the English topics, and relevant as they looked upon Saturday classes gave students English reinforcement contrasted to their weekly regular classes (See appendices 4 & 6). In contrast, students argued that their weekly English classes were inconsistent as the teacher's plan projects adhere to the school system and never get underway. Thus, student's disposition emerged when students sensed that teachers' attitudes relates to the class as dynamic, didactics and reinforcing for their English learning, leading student to have good attitudes about the teacher as they considered Saturday classes different in dynamic, didactics and reinforcing for their English learning.

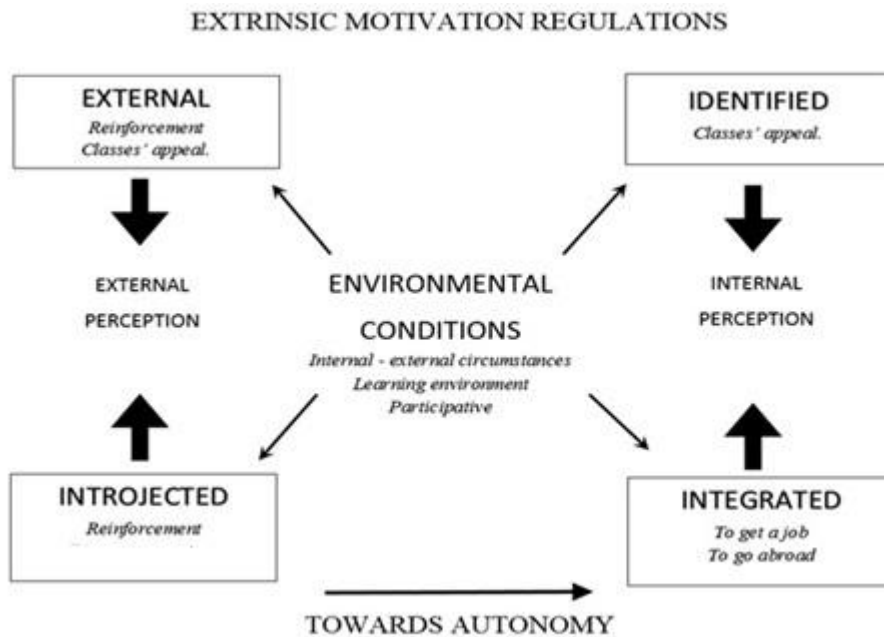
As a result, we interpreted through the recordings, questionnaires and interviews (See appendices 3, 4, 5 & 6) how students promoted autonomy when the intrinsic factors (interest in learning, and going abroad) provoke in them feelings associated with exploring new knowledge, achieve goals and the sensations stimulated by performing activities.

Additionally, the needs for autonomy, competence and relatedness help students present more inner motivation towards their learning process when along the activities developed students had a sense of choice on picking what theme they would like to work on, when the activities challenged their knowledge in terms of communication and students attitudes towards the class and the teacher was good in the way they considered Saturday English classes dynamic, didactic and reinforcing (See appendices 4, 6 & 8). For this, they presented engagement in the activities. The students perceived that learning English is useful and meaningful for their lives as the intrinsic factors and the needs for autonomy, competence and for relatedness gave the motivation for learning English and by which they found it interesting, enjoyable and a satisfactory activity for their lives.

Extrinsic Motivation.

One of the aspects of motivation students reveal has to do with the students' outside factors, such as rewards. In preliminary observations and covert participant observation (See appendix 5), we noticed how when students worked on a task, even when they had no interest in developing it; they performed it and somehow felt satisfaction in doing it. These students' work may be the result of the rewards such as congrats, proud and approbation. These rewards provided them satisfaction and pleasure with themselves. In this way, the external reward continues being a motivator, even when the activity or task is not important for the students. As a result, we classified the Extrinsic Motivation into four regulations external,

introjected, identified and integrated. We show how each one of the regulations emerges in the data analysis. In the following graphic, we present the regulations of the extrinsic motivation with its factors:



Graphic 3.2 Extrinsic regulations and its motivational factors at CAFAM Santa Lucia School. Research stage 4 and 5. Instruments used: Questionnaires, semi-structured & group interview and covert participant observations.

In graphic 3.2, we can see the effect of environmental conditions in all regulations of extrinsic motivation. We also proved by using and analyzing the instruments mentioned in the graphic how external and introjected regulations share the same perception of factors such as reinforcement, distraction or class appeal. Nevertheless, the internal perception has to do with factors such as getting a good job, going abroad and class appeal (See appendix 3). In this way, we realize how external regulations develop a structure towards autonomy.

External regulation.

Along the analysis of the instruments, we found how students regulate their behaviors. They executed it to achieve a reward, such as congrats or acknowledgment, or by avoiding, punishments such as bad grades or scorn (Niemeck & Ryan, 2009). One of the cases revealed in the covert participant observation presents motivation by promoting the external regulation is the reinforcement (See appendix 5). During the class students felt motivated once the teacher and the topic reinforced students' knowledge. This factor appeared through the teachers' immediate feedback to students during the class development. Through Saturday English classes, we identified how students reinforced previous topics and use them. For example, one of the topics developed along the last semester of the practicum was the present simple tense. In the first session, as a warm up activity students talked freely about their daily routines in which most of them refused to take part. In the second session, students wrote a short explanation about their daily routines to share with their peers. In the last session, we asked them to do it as part of their grading. As a result, most of them completed the task. At the end, we evidenced that students were not motivated due to enhancement of their speaking skills but for the feeling that produce the acknowledgment of a grade. Besides, we evidenced that students felt the grade as a reward, and they are interested in attending the Saturday English class. We considered this as an appeal for the English sessions based on the instruments analyzed (See appendices 3, 4 & 6)

Introjected regulation.

This kind of extrinsic motivation comes from a behavior related to avoid feeling guilt or even shame in the case that students have not practiced for a test or activity (Nöels et al 2000, Niemeck & Ryan, 2009). This regulation involves also the reinforcement as in external regulation.

Due to students search for acknowledgment and they feel satisfaction with themselves. This inspired students to enact a behavior not because they wanted but for the pressure. For explaining the introjected regulation, the example exposed before in external regulation regarding to the acknowledgement of a grade ended up being a reward to the student, serves as a reference to understand why students felt motivated to perform better due to the results of having bad grades or to teacher punished them. (See appendices 3, 4 & 6)

Identified regulation.

Towards the analysis of the questionnaire and interviews, we found behaviors such as interest and participation for increasing autonomy as soon as they appeared (See appendices 3,4 & 6). Here, class appeal that was one of the factors we inferred in the questionnaire and the interviews leded the issues that represent this regulation. For instance, in one of the classes students expressed their interests freely by taking active part in the sessions. One of the reasons has to do with the topics that are close to students' context and interests such as Bogota city history or Pop culture. Another specific moment in which the students revealed their interest was when teacher promoted communication among them during speaking tests or activities (See appendix 5). Once students produced language, they experienced a placebo effect revealed along the classes. It is just when they had confidence in their language production is well elaborated. We identified by using and analyzing the instruments, exactly the questionnaires and the interviews, how in contrast with regular classes, students found it interesting and different to Saturday classes (See appendixes 3, 4 & 6). It is because Saturday classes focused in knowledge; communication proposes but also in behaves. In this way, students recognized those issues along the class and adopted them as their own as beneficial.

Integrated regulation.

Along the research project, autonomy plays an important role. Integrated regulation is the most autonomous type of the extrinsic motivation (Niemeec & Ryan, 2009). The students had integrated their motivation within themselves by highlighting opportunities such as going abroad or getting a job as the factors we found like the questionnaire and interview revealed (See appendices 3,4 & 6). As a clear example of this regulation, we mentioned one session supported by a fellow teacher, an American girl called Kimberly Deckant. Here students revealed an interest for going abroad and getting a good job through their questions. Some of the students asked questions related to her origin, United States. Others asked her about her profession and the amount of money she makes. Students faced a situation that showed how the integrated regulation influenced behaviors (See appendix 5). On this occasion, students depicted their integrated regulation when they found that by learning English they could have an opportunity of going abroad or getting a job. Hence, they found that such interest for learning English are not in their self but out of their self as they saw that going abroad or getting a job are the opportunities they observed that the context provided them. Students integrated going abroad and get a job to their self after as the action they also found meaningful for their lives.

Environmental condition.

Environmental conditions provide essential information about how students revealed their behaviors. Along the covert participant observations recorded, we realized how the conditions of the environment conducted the dynamism of the class. This dynamism promotes communicative purposes such as participation and interaction between themselves (See appendix 5). For instance, one observation recorded showed how cooperation in students

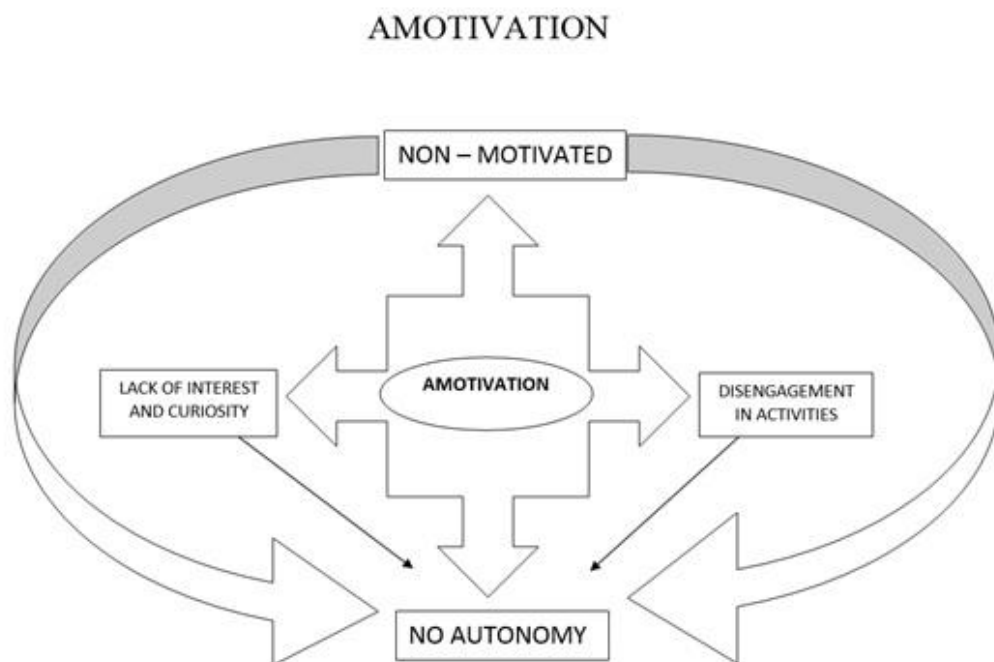
developed respect and cooperative work. Besides the video revealed how teacher promoted dynamism and autonomy-supportive conditions for the class by asking students and offering feedback to them. Students' reactions were respectful when some peer was talking and taking part of the debate in the class. Accordingly, the environment is meaningful in order to regulate the behavior in students. However, we analyzed a few isolated cases in the second class recorded in which the environment was not in optimal conditions. In the video, we realized how three students got distracted due to their mischievous peers (See appendix 5). In these cases, the teacher used restrictive-controlling strategies such as talk in a loud voice or call distractors students' attention with their participation to maintain the environment dynamic and respectful.

As a result, the extrinsic factors that appeared in the Extrinsic Motivation promoted autonomy in the students. The four types of regulation promoted autonomy from the least regulation to the most. As students avoided punishment, reduced the feeling of guilt or , or learning English as the, it benefits students' interest and needs for a career to have a job in a foreign country even once the regulation of the behavior came from to the extrinsic factors. If they found meaningful reasons to learn English, students behave properly. For instance, when students found that Saturday class were appealing and provided them the opportunity of going abroad or getting a job the behavior was good. Nevertheless, when they found that classes were reinforcing and class appeal was for being rewarded for a grade or for avoiding punishment or reducing the feeling of guilt students did not behave properly as they did not find English important for their lives, just for attending to class (See appendix 5). The environmental conditions such as the respectful or the dynamism in the participation revealed in the sessions recorded also permitted students to regulate behavior. Thus, depending on each

of the extrinsic factors, students learn autonomously, engaging in the activities or learn just for a reward, avoid a punishment or the reducing the feeling of being guilty.

Amotivation.

Graphic 3.3 shows the way Amotivation occurs in the students. Taking into account the students' process and the covert participant observations, they present Amotivation when they lack of interest, curiosity, disengagement in activities and non-motivation in their Saturday classes. In the classes recorded, we identified three isolated cases where amotivation appeared (See appendix 5). Accordingly, when all of these terms met together, they generated lack of autonomy in the students. In this case, Amotivation is not negative; it is simply the lack of interest.



Graphic 3.3 Amotivation process in students from 8th grade at CAFAM Santa Lucia School. Research stage 4 Instrument used: Covert participant observations.

The 3.3 graphic shows how the students' Amotivation process is revealed in the isolated cases identified in the analysis of the covert participant observations. This is one of the types of motivation within the Self-Determination Theory model that reveals how when students lack of interest and curiosity automatically they disengage in the activities. In this way, the covert participant observation recorded revealed that they are non-motivated, as they do not find the activities, tasks or topics relevant in their lives in any way (See appendix 5). This Amotivation is also the way students behave in the classroom, as they do no interest for learning English in any way.

Along the analysis of data, we found that some students present Amotivation. This refers to a case of lacking of any motivation to engage in a task or an activity (Nöels et al, 2000). In contrast with Extrinsic and Intrinsic Motivation, students revealed Amotivation by not paying attention to class as they were talking with their peers, playing and listening to music through technological devices as the covert participant observation revealed in recordings (See appendix 5). In addition, there were other activities which students found more interesting such as: dancing for cultural activities inside the school and singing lesson that students preferred to perform, as they do not find learning English intrinsically motivated or extrinsically motivated. We evidenced other cases with an evidence of Amotivation. Inside the classroom, students did not find learning English interesting or helpful to their lives or any aspect added to the self nor to avoid to a punishment or obtain reward. In various sessions, the video recording showed students just went to Saturday English classes to meet with their peers for messing around or playing games among each other (See appendix 5). In these sessions, students interrupted constantly the class development due to these actions. In this manner, the bad behaviors students presented distracted themselves and they disturbed each other.

Therefore, students disengage from the activities as they lack of reason for learning English. As a result, students did not present motivation and interests for learning English.

Chapter 5:

Conclusions and Pedagogical Implications

Along the data analysis and results, the student's self and classroom factors that serve, as motivational factors are the intrinsic and extrinsic factors. The students revealed these ones as they learnt English at CAFAM Santa Lucia School and through the analysis of the instruments mentioned in Chapter 4. These intrinsic and extrinsic factors give an account of the internal and external motivation the students had during their learning process. The intrinsic factors emerged from their student's own self. These are Interest in learning and going abroad as they give an account of how the needs for autonomy, competence and relatedness emerges from students. When these needs are in the self of students they are more likely to have a sense of opinion over their learning, the activities proposed, and the positive feelings and attitudes towards the teacher in the sessions. The extrinsic factors emerged out of the students' self. Class appeal, going abroad, reinforcement and getting a job are the extrinsic factors the students showed on Saturday classes. In addition, these extrinsic factors relate to the classroom factors with the environmental conditions as students behave properly inside the classroom when these factors gave them motivation to perform learning English activities. Therefore, students could regulate their behavior and performance. Different from the intrinsic and extrinsic factors, in some isolated cases students do not feel motivated to learn English. Therefore, disengagement emerged as the video recording showed the students were playing games among them, talking to each other and managing electronic devices.

We constructed the students' English motivational Self-Determination system by integrating the motivational factors in the types of motivation proposed in the theory. In this way, intrinsic factors go in line with the intrinsic motivation while the extrinsic factors go with the extrinsic motivation. As the intrinsic factors emerge from the students' self, intrinsic motivation alludes to the inner motivation students have for learning English. Each intrinsic motivation type deals with each type of intrinsic factor. Thus, Intrinsic Motivation-Knowledge explains the interest in learning which stands for the feeling of fulfillment when they explored new ideas and knowledge through the development of describing the feelings and thoughts of some Bogota's artistic photographs. The Intrinsic Motivation-Accomplishment gives an account of going abroad for getting a job or having an intercultural exchange to a foreign university. In the Intrinsic Motivation-Stimulation, interest in learning appeared as a factor; when the students felt stimulated by letting them to choose freely on interesting and attracting English themes they could work on to develop activities. These intrinsic factors support the needs for autonomy, competence and relatedness. Thus, autonomy in terms of the students' sense of choice and opinion over their learning; competence in the challenge towards their knowledge; and the relatedness deals with the attitudes towards the teacher who they considered dynamic, didactic and reinforcing.

Regarding extrinsic factors, they emerged out of the students' self. In this case, Extrinsic Motivation alludes to the influence of external factors that motivates the students to learn English and to regulate their own behavior. Likewise, each Extrinsic Motivation type gives an account of each type of extrinsic factor, moving from the less autonomous types of regulation to the most ones. Therefore, External and Introjected Regulation are the least autonomous types of regulation and the Integrated and Identified regulation are the most autonomous types of regulation.

From the least autonomous types of regulation, the External Regulation refers to reinforcement and class appeal. These ones appeared as extrinsic factors by which students felt motivation due to an external reward or punishment. Introjected Regulation sees upon reinforcement as an extrinsic factor that inspired the students to enact behavior not because students want to but because they learnt it out of a sense of obligation as they revealed that learning English is useful as grades are a reward or could avoid punishment. Moving forward to the most autonomous types of regulation, in Identified Regulation, class appeal emerged as a factor that the students had as they took active part in the sessions in line with the topics or subjects they are interested in. Referring to Integrated Regulation, going abroad and getting abroad are extrinsic factors by which students learn English when they find contextual opportunities to accomplish these two factors. The environmental conditions were extrinsic factors through which students regulated their behavior inside the classroom. Thus, through the recordings of the cover participant observation, we evidenced that from time to time the teacher had to use some controlling strategies to maintain the course of the class dynamic and respectful. If environment allows classes to conduct in autonomy-supportive strategies, sessions develop dynamically. On the contrary, if environment is not dynamic, sessions develop under restrictive-controlling strategies.

The environmental condition regulated student's behavior. It depended on the condition that allowed autonomy to promote supporting-condition or restrictive-controlling conditions. In this case, as sessions at the school were dynamic and respectful, the environment inside the classroom was autonomy supportive. Nevertheless, in the isolated cases, the students had restrictive-controlling conditions.

In three isolated cases, the students were amotivated. Amotivation is the type of motivation through which students do not engage for learning English in any way. In these isolated cases, the students did not engaged as the covert participant observation showed how students preferred playing games among them and or for having fun with their peers. In this case, the lack of interest and curiosity for performing the activities presented disengagement.

Overall, after considering the analysis presented, it is important to notice how the intrinsic and the extrinsic factors offer an overview in the motivational types within the Self-Determination Theory. As far as we concerned, all factors contributed to shape any type of motivation. The intrinsic factors such as interest in learning and going abroad promoted Intrinsic Motivation in students. However, more extrinsic factors finally ended up regulating the interest for learning English in the students at CAFAM Santa Lucia School. Extrinsic factors such as class appeal and reinforcement are between the less autonomous types of regulation. However, class appeal and going abroad are within the most autonomous types of regulation. Depending on each kind of regulation, the factors revealed the level of motivation the students have and the behavior they presented, acting gradually more autonomously.

Based on our theoretical framework, the Self-Determination model proposed by Ryan and Deci (1985) outlined three types of motivation in which students revealed their intrinsic or extrinsic motivation for learning English. The Self-Determination Theory gave an account of the engagement that the CAFAM Santa Lucia School's students presented and performed according to the extent of their intrinsic and extrinsic motivations and the factors that enabled them to learn an L2, which in this case is English. Each type of factor, either intrinsic or extrinsic, matched the type of motivation within the frame of the Self-Determination Theory proposed by Ryan and Deci (1985).

As the first objective was stated, we conclude that throughout the sessions at CAFAM Santa Lucia School we developed monitoring activities with the purpose of making students to show their performance inside the English classroom, as well as, how they display motivation for identifying the factors. Activities such as: playing games, describing feelings based on photographs, watching videos, listening to songs or development of projects students displayed how they motivate for learning English. From these activities they monitored their English production of language and the instruments enabled us to identify the intrinsic and extrinsic factors that emerged from them.

Though the analysis of data collected, we can conclude for the second objective that all motivational factors related to the classroom factors, in the way, they emerged from student's performance inside the classroom. Their attitudes, interests, behaviors, and motivators promoted the self-Determination model by which they depicted their motivational system for learning English on Saturday's classes. (See appendices section)

As for the third objective, by using the performance and descriptive analysis we described the manner how the student's intrinsic and extrinsic motivational factors appeared within the frame of the Intrinsic Motivation, Extrinsic Motivation, and Amotivation from the Self-Determination Theory. Thereby, as the intrinsic motivation states, students observed engaged in activities as long as they are enjoyable, satisfying and achievable. The intrinsic factors found helped students to act autonomously as they feel inner interests for studying English, leading students feel enjoyment and satisfaction towards their learning process. The Extrinsic Motivation helps give an account of the external influence of the students over their performance and by which they engage and study English. Each type of regulation moves from the least autonomous types to the most, within the frame of Extrinsic Motivation. Here,

the extrinsic factors: reinforcement, class appeal, getting a job and going abroad influenced students in their learning. Along the sessions, activities also revealed these factors as students were participating in the English activities mentioned and attending to class, they were extrinsically motivated. Students revealed Amotivation when they lacked of interest in learning English by not engaging in the activities. In this case, the students were playing little games with each other and messing around during the English classes' time. Therefore, they did not find English meaningful as they did not find learning English interesting at all. The results presented in this study give an account of the manner the motivational factors appeared in the students and how these revealed motivation in students' performance along Saturday sessions at CAFAM Santa Lucia School. In this way, based on the description of these factors, we integrated them to the Self-Determination Theory within types of motivation.

The descriptive research applied explains the natural process of learning. In this case, we described the manner the motivational factors operated in students within the natural environment of the classes throughout the sessions. The analysis of the questionnaires, interviews and covert participant observations (see appendices section) allowed giving detailed description of how the motivational factors affected the student's performance, as well as, how they promoted intrinsic and extrinsic motivation within the theoretical framework of the Self-Determination Theory.

Pedagogical Implications

The pedagogical implications look upon autonomy as they contributed to the understanding of motivation in students who learn English on Saturday classes with in-practice teachers. The students have intrinsic interests and motivations by which they learn English and benefit from it. These intrinsic factors emerge from the self of students as they

feel inner motivations to learn English. These ones promoted and developed autonomy in students, as they are willing to spend time studying English, engage in activities and put effort in their learning process. Autonomy also leads to positive attitudes and gives students a sense of choice and opinion towards their learning.

The projection of this research based on motivational factors projects autonomy as the core for learning English. Autonomy leads students to perform an activity because they found it enjoyable, satisfying or interesting. The intrinsic and extrinsic factors appeared within the self of students and out of them which could encourage students to learn an L2. Accordingly, depending on the interests of students and the factors, they tend to act either more autonomous or less autonomous. This research sought for giving an account of how motivation and autonomy were displayed in 8th grade CAFAM Santa Lucia School students through the classification and integration of such factors to the Self-Determination Theory proposed by Deci and Ryan (1985). We constructed the Self-Determination motivational model by integrating these factors mentioned before in the theory. However, the same model can be used for explaining it in different context and with different students. Depending on the level of interest and motivation students present when they learn English, the teacher can prepare a series of aspects designed to help students to act more autonomous over their learning English process in order to achieve desirable outcomes.

Although this research process was time consuming, the results were rewarding as well. We noted how students displayed the factors that motivated them to learn English. For this reason, we suggest the need for further research over motivation and autonomy, given that, when autonomy is given to students, they act freely , motivated, and with no pressure or

controlling- restrictive strategies with the tendencies for better attitudes towards learning and desirable achieving outcomes.

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MOTIVATIONAL COMPONENTS FOR LANGUAGE LEARNING

Appendix 1: Permission letter designed for students' acceptance in the research project



Bogotá D.C., 17 de Agosto de 2013

Señores Padres de familia.

Reciban un cordial saludo de parte de los docentes en práctica de la Universidad de La Salle.

Teniendo en cuenta la culminación de nuestro proceso de formación como docentes, es necesario cumplir con el desarrollo de un proyecto de grado que nos dará la oportunidad de alcanzar el título de profesionales en Licenciatura de lengua castellana, inglés y francés.

Para el desarrollo de dicho proyecto, queremos, comedidamente, pedir a ustedes la autorización para realizar un proceso de investigación de sus hijos dentro de las instalaciones del colegio Cafam en las clases de inglés que son dictadas por nosotros mismos los días sábados.

El proyecto de investigación que empezaremos a llevar a cabo con sus hijos está relacionado con el proceso de motivación en cada uno de ellos para aprender el inglés como segunda lengua.

Cabe agregar que dicha información es de carácter estrictamente confidencial, íntima y reservada, luego entonces, por ningún motivo, y, en ninguna parte de nuestra investigación se verá reflejado el nombre de sus hijos. Además es de aclarar que la participación en el proceso investigativo de cada uno de los estudiantes no tendrá incidencia académica y es de carácter voluntario.

Agradecemos respetuosa y amablemente su valiosa colaboración y esperamos poder seguir contribuyendo en la formación de la segunda lengua en sus hijos.

A continuación, les pedimos el favor de diligenciar la siguiente información para iniciar con nuestra investigación.

Yo _____, identificado(a) con cédula de ciudadanía N° _____ de _____, autorizo a los docentes en práctica de la Universidad de La Salle, para que realicen su proceso de investigación de mi hijo(a) _____, identificado con documento de identidad N° _____, de _____.

Acudiente

Appendix 2: Questionnaire layout



CENTRO EDUCATIVO DISTRITAL CAFAM SANTA LUCÍA

UNIVERSIDAD DE LA SALLE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS

ENGLISH SCHOOL – SATURDAYS



CUESTIONARIO

Responde las siguientes preguntas:

1. Por qué vienes a clase de Inglés los sábados en la mañana?

2. Crees que aprender Inglés va a cambiar tu forma de vida en el futuro? Es decir, puedes conseguir un mejor empleo o puedes viajar a un país extranjero, etc.

3. Cómo es el ambiente de las clases de Inglés los sábados? Cómo te sientes dentro de estas?

4. Qué te ha dejado las clases de Inglés de los sábados?

5. Qué esperas lograr durante las clases de Inglés de los sábados?

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6. Solo para ti, por qué aprender Inglés?

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Appendix 3: Analysis of the combined questionnaire

Along the semester we design and apply a combined questionnaire in which we were looking for the most important factors (intrinsic and extrinsic) participants consider as a part of learning a second language, specifically English.

COMBINED QUESTIONNAIRES' ANALYSIS

Combined questionnaires for gathering information about intrinsic and extrinsic factors, was a core instrument in order to infer the correct information. Thus, we classified the most common answers and became them in codes. Then, we contrast the theoretical and the students' definition for clarifying the concept and confirm them with the second instrument.

Motivational Factors encountered

REINFORCEMENT: It refers to how individual learns behavior. It was proposed by Skinner. It states that individual's behavior is a function of its consequences. Is the sum of different factors such as: learning the language *apart of the ordinary classes*, to recap *forgotten aspects of language*, the *improvement* of vocabulary, writing and language fluency. Furthermore, it is a strategy for participants to *enhance their assessment* and evaluation performance.

INTEREST IN LEARNING: Interest has a strong influence on individuals' cognitive and affective functioning (Ainley, 1998; Renninger, 2000; Renninger & Wozniak, 1985; Schiefele, 1996; Schiefele, Krapp, & Winteler, 1992). *It's the pleasure of participants for learning English according to their own needs.*

TO GET A GOOD JOB: Is for participants the opportunity *to have a better life style* and to easily *fulfill the requirements when applying* for a position in different working environments.

TO GO ABROAD: It is the opportunity to gain admission *to the intercultural exchange for participants.* Moreover, it is the idea they have about increasing their chances of obtaining *better opportunities in another country* different than their homeland.

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LEARNING ENVIRONMENT: Is the sum of the internal and external circumstances and influences surrounding and affecting a person's learning. Besides it refers to the advantages that Saturday English classes are perceived by the participants such as: the classes' dynamism, the differences between in practice teachers and regular teachers and finally the classes approach in the Saturday's sessions.

TEACHERS' ATTITUDE: It focuses on the quote base on the quality of any teaching program cannot rise above the quality of its teachers. According to the authors, it is the teacher who is responsible for influencing a participants' learning of the subject. Teachers have a very important participation in participants' learning disposition.

HIGHER LEARNING: It conducts to the context where academic accomplishment offers in educational tools to learn easily. The environment includes different advantages for achieving an enhancing performance.

OPPORTUNITIES: This noun refers to a favorable combination of circumstances where students take advantage of the knowledge acquired before and conduct their own interest in improving their lifestyle.

HOW WE ARE TO CONDUCT THE INTERVIEW?

The interview's procedures are designed in order to identify the main motivators participants have written before. The questionnaires where students face on the learning environment and how it affects the participants' assistance and interest allow corroborating the interview process. It would be an advantage in terms of creates a group discussion where all the inner and external factor which serve as motivators.

Hence, the most common codes we identified in the analysis before presented, offer clues to solve part of the research. Nevertheless, we are going to analyze the answers participants will give during the interview by groups and later we are going to contrast that with the participant observation and the group interview.

Appendix 4: Group Interview

We design an interview as an instrument for being sure about what participants answered in the combined questionnaires. So we recorded participants' interview in order to understand what they mean with the codes we find in questionnaires.

INTERVIEW BY GROUPS ANALYSIS

Once we applied the first questionnaire, it was extremely necessary create other instrument to realize how the codes we create in the questionnaires analysis are going to appear along the group interview. In here, we have the description and the analysis of the second research instrument:

Se realizó una entrevista a nivel grupal con catorce participantes de octavo grado. Hay contenido en video de dicha reunión, pero cabe mencionar que solamente siete participantes fueron activos con sus respuestas y prestaron atención a las preguntas del moderador.

Las preguntas a debatir fueron las siguientes:

¿Cómo perciben las clases de los sábados?

Est. Niña 1: Interesantes y diferentes.

Est Niña 2: Se cambia la dinámica de la semana.

Est Niño 3: Son didácticas.

Si comparan las clases de lo sábados con las regulares de la semana, ¿creen que las clases de los sábados les aportan algún beneficio?

En la pregunta muchos de los participantes asienten con la cabeza afirmativamente.

Est. Niña 4: Las clases de los sábados nos ayudan a repasar los temas que se ven en la semana.

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Est Niño 3: Sí aporta beneficio, porque aprendemos temas que no sabíamos.

¿De qué manera las clases de inglés de los sábados les ayudan a mejorar el lenguaje?

¿Cómo les ayuda a mejorar el lenguaje?

Est Niña 1: mejora la escritura. Es decir, el profesor dice algo y nosotros, como estudiantes, tenemos que saber cómo lo escribimos.

Est Niño 3: Se pierde el miedo al idioma y se permite estar con mejor disposición respecto al idioma.

¿Qué necesidades de lenguaje tienen respecto al inglés?

Est Niño 3: Es una forma rápida para poder conocer otra ciudad, entender a la gente y su cultura.

Est Niño 5: Es poder realizar un sueño en función de poder viajar a otro país.

Est Niña 4: Posibilita conseguir un mejor trabajo en el futuro.

Teniendo en cuenta que en el primer cuestionario hablan en repetidas ocasiones del estilo de vida, para ustedes, ¿qué es estilo de vida?

Est Niña 4: Estilo de vida es la visión que uno tiene. Las metas u objetivos.

Est Niño 5: Es otra forma de ver la vida.

Est Niña 6: Es un punto hasta donde se quiere llegar. Siguiendo cada proceso

¿De qué manera consideran que el inglés les puede ayudar en su perspectiva de vida?

Est Niño 3: Con ayuda del inglés podemos conocer a otras personas para que ellas nos ayuden a conseguir buenos trabajos.

Est Niña 7: Sabiendo más idiomas, se abren más puertas y esto permite conseguir mejores empleos.

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¿Sabiedo inglés, qué ventajas van a tener para buscar trabajo?

Est Niña 4: Posibilita conseguir trabajo en empresas del exterior.

Est Niña 4: Trabajando en una empresa nacional, brinda la posibilidad de viajar al exterior.

Est Niña 6: Sabiedo inglés puedo ser la intermediaria en reuniones con extranjeros, haciendo el papel de traductora.

¿Qué oportunidades les daría el inglés?

Est Niña 6: Trabajar en un call center.

Est Niña 4: Poder estudiar en una universidad en el exterior.

Est Niño 5: Conseguir un mejor trabajo en el exterior del que se podría tener acá.

Est Niño 3: Conocer las culturas extranjeras con el fin de identificar diferencias con la nuestra.

Est Niña 1: Viviendo en el extranjero, podría trabajar o servir como traductor al español.

¿Qué es intercambio cultural?

Est Niño 3: Poder enseñar a los extranjeros nuestra cultura y aprender la cultura de ellos.

También mostrar nuestras culturas indígenas, costumbres, comidas, etc.

Est Niña 6: Poder representar la cultura extranjera y que los extranjeros representen la nuestra. Es decir, contar como es la cultura extranjera y que los extranjeros cuenten como es la nuestra.

Est Niña 7: Juntar estilos de cada cultura para armar una nueva que me aporte algo para mi vida.

Est Niña 1: Viajar y ver qué tenemos y qué no tenemos de las culturas extranjeras.

¿Qué diferencias hay entre el manejo que los profesores dan a las clases de la semana regular, al manejo de la clase de los sábados?

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Est Niña 1: En las clases de la semana, hay un tema para cada clase, mientras que los sábados se extienden los temas permitiendo mejor comprensión por parte de los estudiantes.

Est Niña 6: Las clases de la semana están enfocadas en el sistema del colegio Cafam planteando muchos proyectos que no se llevan a cabo, mientras que los sábados se plantea un proyecto que si se ejecuta.

¿Cómo el sistema de la semana o el de los sábados les beneficia en su propio aprendizaje?

Est Niña 6: Con la práctica de los sábados, se pueden comprender mejor los temas de la semana.

Est Niño 3: Se ha reforzado más la pronunciación.

En una sola palabra, ¿cómo definen las clases de los sábados?

Est Niña 7: Diferentes.

Est Niña 1: Didácticas.

Est Niño 5: Buenas.

Est Niño 3: Especiales.

Est Niña 1: Cuando a uno le gusta algún tema, lo aprende más fácil.

Finalmente se puede afirmar, y debido a la participación en la actividad, que algunos estudiantes están motivados a asistir al curso de los sábados, porque además que están aprendiendo o reforzando más sobre la segunda lengua, les gusta la forma como se enseña en el curso, ya que en repetidas ocasiones hacen ver que el curso es dictado de forma diferente e inusual debido a su contenido didáctico y especial.

Por otra parte, los estudiantes tienen una motivación especial, primero por obtener mejores empleos en el futuro, y segundo por poder tener la posibilidad de viajar al extranjero. En

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este caso, a un país de habla inglesa, ya que, y como alguno de ellos lo afirma, es un sueño poder viajar al exterior.

Aunque no lograron concretar una definición de perspectiva de vida, debido a las diferentes opiniones, es claro que para ellos, dicho término hace relación a las metas u objetivos por alcanzar, y en este aspecto, y haciendo relación a la segunda lengua, tiene claro que con ayuda del idioma inglés podrán mejorar su estilo de vida en el futuro.

Contrast questionnaires students' answers with group interview and the participant observation.

Questionnaires – Group interview.

Coming back with the analysis we need to contrast the tabulation of the students' answers to the group interview and, in here, we found the next information:

- In questionnaires, the third question has to do with the perception of the classes for students. The group interview revealed participants considered classes are **interesting and different** and these are important and repetitive codes students mentioned in questionnaires. Some of them develop their interest by attending Saturday classes normally and they also mentioned the dynamism by contrasting the regular classes with the Saturday ones. (External and identified regulation)
- **Reinforcement** along the questionnaires is a code who allows perceiving a big factor in the second language acquisition. Participants are agreeing with the feedback they receive on Saturday classes and even they argue that they learn the same language topic by using different themes and it is a way to reinforce. (External regulation and introjected regulation)

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- Although the code we classified as **learning environment** is not mentioned as well, we found a core perception from participants facing the language. They felt comfortable in order to develop their English skills and it is considered as an aid to learn easily. (extrinsic factor)
- Opportunities is a code which involves basically two main aspects as a whole: the labor issue and the interest in knowing different cultures. In this way, students along the interview agreed in the acquisition of the English as a second language for **getting a job or perhaps knowing other countries**. (Intrinsic regulation)
- Dynamism, different and special are the three adjectives participants defined the Saturday English classes and we considered the most important codes to adapt those terms into the **learning environment**. Participants consider Saturday classes as an opportunity to face the language because classes are focused in the communicative competence and they want to achieve communicative goals specifically. (integrated regulation)

We were interested in knowing the definition of life style in participants as, in the first questionnaire we mentioned it too many times and they match in a concrete answer where they change their possibilities taking advantage of each situation. **Thus, we didn't find other factors along the group interview** and even we clarify by using the group interview, too many concepts participants had mentioned in the questionnaires like cultural interchange or life style.

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Appendix 5: Covert Participant Observation

Behavior is as important as autonomy issues along the project however there are others such as environment, attitudes, etc. Thus, we record and analyzed two videos from Saturday English classes in order to discover how a self-system is being developed.

COVERT PARTICIPANT OBSERVATION ANALYSIS

Self-determination theory (SDT) constructs an important part of our main objective along the thesis project. Behaviors, autonomy, environment among others are issues which are involved along the SDT development. So, we recorded two whole classes for analyzing those factors here described

Class observation # 1 Date: October 12th, 2013 **Room:** 10 **Observer:** Wilber Barrera

Activity: Identify and describe the place where students live.

Aspects to observe: Students' behaviors, interest, participation, autonomy, etc. along the class. Besides we pretend to observe disadvantages or advantages from environmental factors.

Al principio de la clase, los participantes están concentrados en la explicación magistral del docente de turno, muchos de ellos participan, otros muestran timidez, otros participan con mucho entusiasmo e incluso usan comandos en inglés para formular preguntas como *"how do you say in English?"*... A lo largo de la grabación muchos de los participantes tienden a corregirse entre ellos mismos con conocimientos que tienen bien definidos.

El tema pedagógico central, llama la atención de los participantes al igual que la cámara que en ese momento se está utilizando. Sin embargo, los participantes se muestran activos e interesados por aprender del tema en otro idioma. La dinámica de la clase es participativa, en cuanto los estudiantes repiten la idea central del docente pero en su lengua materna. Se centran

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subtemas y cuestionamientos basados en la explicación previa del docente y esto genera más interés de parte de los participantes.

En algunos de los estudiantes el aprendizaje es autónomo en la medida en que construyen su opinión y ayudan a otros participantes a comprender la idea central. De parte del docente, se suscita un espíritu participativo con el fin de despejar dudas y crear pensamiento crítico.

A lo largo de la grabación de la clase es importante resaltar como los estudiantes buscan una retroalimentación inmediata con el fin de corregir sus errores gramaticales a tiempo y crear conciencia del buen uso de la lengua extranjera. Es también importante como el aprendizaje colaborativo motiva a los estudiantes a mejorar su competencia comunicativa en lengua extranjera. Algunos de los estudiantes que no estuvieron activos al principio de la clase ahora participan y muchos de ellos usan comandos en inglés aunque sea de afirmación.

Es claro que a lo largo de la clase los estudiantes prefieren usar su lengua materna. Sin embargo, muchos de ellos repiten lo que el profesor dice previamente creando una dinámica participativa y de aprendizaje recíproco. Algunos de los participantes entienden lo que el profesor demanda una vez la traducción les ofrece un contexto del tema, las palabras que alimentan el vocabulario de la clase promueven un aprendizaje integral donde los participantes focalizan su atención en las nuevas cosas que llegan a la mente.

Uno de los factores que contribuyen al proceso como motivador es el criterio del profesor una vez la respuesta del estudiante es acertada, eso promueve la participación e incluso sirve como herramienta pedagógica.

La explicación oportuna e inmediata incentiva a los participantes a hacer parte activa del proceso de aprendizaje de la lengua extranjera. Es trascendental resaltar la contextualización de la

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clase, pues desde aquí el proceso hace parte de la rutina y la experiencia del participante y eso sirve como agente autónomo en el desarrollo de la competencia comunicativa.

Los agentes ambientales influyen en alguna manera dentro del proceso de aprendizaje, el salón cuenta con buena iluminación y la voz del docente llega a los participantes de manera clara y oportuna, Incluso a lo largo del video cuando algunos de los estudiantes están dispersos el docente de turno, utiliza su dinamismo para volver a llamar la atención de estos participantes.

En la grabación la explicación en lengua extranjera de parte del profesor llama la atención de los estudiantes e incluso muchos de ellos hacen un esfuerzo por usar la lengua extranjera en la participación activa. Otro de los factores lo constituye el lenguaje corporal, los estudiantes encuentran interesante la dinámica de la actuación para entender un concepto o una explicación.

Uno de los factores que constituyen un interés motivacional es la correcta pronunciación y el reconcomiendo de la comprensión oral al que los estudiantes están expuestos. Aquí el profesor exige una pronunciación inmediata y cumple con una retroalimentación inmediata para corregir esos errores en el momento oportuno. Los factores motivacionales, también se generan desde la misma dinámica colectiva del aprendizaje, así por ejemplo, el aprendizaje colectivo y cooperativo contribuye en la búsqueda de interés de parte del estudiante por no dejar pasar información por alto y será constructor y generara conciencia en sus compañeros.

Algunos de los estudiantes tienen conciencia de la necesidad de comunicación en lengua extranjera y lo reconocen con sus expresiones. Muy pocos son arriesgados en la construcción de oraciones y algunos usan solo palabras dentro de su discurso en lengua materna.

Es interesante resaltar la importancia de la comprensión oral a lo largo de las explicaciones de los docentes. Muchos de los estudiantes comprenden la idea principal del

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proceso de aprendizaje de una segunda lengua, la explicación de alguna temática en lengua extranjera les llama la atención y hacen parte de ella de manera activa usando comandos sencillos de respuesta y cuestionamientos e interactuando con los directos implicados en el proceso de enseñanza- aprendizaje, el profesor.

Class observation # 2 Date: October 19th, 2013 **Room:** 10 **Observer:** Wilber Barrera

Activity: Presentation of the most representative Bogota's places and things and discussion with native people.

Aspects to observe: Students behaviors, interest, participation, autonomy, etc. along the class. Also, we observe the reaction students have talking with a native person in order to infer the participation and the interest for knowing foreign cultures.

La clase tiene una parte introductoria en español que tiene como fin contextualizar a los estudiantes para lo que escucharán más adelante en lengua extranjera. De repente la primera pregunta con carácter participativo aparece en lengua extranjera "*who wants to read this?*" a lo que uno de los participantes levanta la mano en acción voluntaria y se ofrece a leer los subtítulos de la diapositiva. La parte imperativa del video conforma el suceso siguiente pues el docente de turno exige la lectura del primer párrafo a una de las participantes consiguiendo que ella se desenvuelva inmediatamente. De esta misma manera, se ofrece una retroalimentación en pronunciación, esto permite que algunos de los participantes sigan la lectura y presten atención a las correcciones de sus compañeros e incluso se presten una asistencia oportuna entre ellos.

El seguimiento de órdenes de parte de los participantes, establece un criterio de valoración pedagógica efectivo en los docentes de turno. Las órdenes se imparten en lengua extranjera y la recepción del mensaje es efectiva. Entre los participantes se evidencia un aprendizaje

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colaborativo en la prestación de asistencia inmediata, además es claro que la riqueza de muchos de los participantes en términos de aprendizaje es evidente en el vocabulario y no en la pronunciación. Los estudiantes tienen gran interés en participar pero no lo hacen de forma voluntaria sino imperativa desde la elección del profesor, lo que en parte, constituye un proceso conjunto de participación y permite conocer los comportamientos de cada uno de ellos a lo largo de la clase.

Es clave la aparición de Kimberly, una estudiante nativa que genera interés y llama la atención de varios de los participantes por su fluidez para la lectura y la producción oral en inglés. Muchos de los estudiantes se sorprenden con la participación de la compañera extranjera llegando incluso a aplaudirla una vez termina con la lectura. Aquí, uno de los motivadores aparece como potenciador de interés en el intercambio cultural. La clase continúa con un método de aprendizaje a partir de la traducción y la participación es voluntaria para la explicación del tema en discusión.

El tema ofrece un amplio repertorio de vocabulario y los estudiantes se muestran interesados en seguir comprendiendo cada una de las principales ideas expuestas por el profesor. Es notorio el uso de comandos en función del contexto, a partir de palabras y elementos de uso continuo, como el periódico y los diferentes nombres de las prensas locales los participantes infieren el significado de una nueva palabra y esto promueve el aprendizaje autónomo.

Es curioso como algunos de los participantes se dejan llevar por las frustraciones de no hacer un proceso competente en el ámbito del aprendizaje de la lengua extranjera e incluso se rehúsan a leer sin ser conscientes del aporte fundamental que este tipo de actividades generan en ellos. Sin embargo, otros participantes toman parte del proceso de manera activa y reciben una retroalimentación inmediata y precisa gracias a la estudiante nativa que apoya el proceso. Es

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interesante ver como cuando la persona extranjera toma la vocería muchos de los participantes se concentran en la lección e incluso uno de los docentes de turno enfoca el tema de pronunciación para clarificar el tema.

Muchos de los participantes pasivos a lo largo del proceso de aprendizaje no toman la vocería para afrontar la habilidad lectora. Sin embargo, la estrategia pedagógica que el profesor de turno dirige en el momento es acertada y adoptada de manera exitosa. Se propone entonces una lectura continua pero por secciones que primero menciona el profesor y el estudiante repite con la mayor cantidad de detalles parecidos posibles de esta manera. Otro de los participantes quiere tener participación crítica frente al texto dando una opinión, así que decide hacer una lectura analítica de manera autónoma pero para clarificar el tema porque finalmente no decide participar.

La sesión termina con un discurso de la persona extranjera, aquí muchos de los estudiantes se concentran en la producción oral de ella e incluso una de las participantes comprende gran parte de lo que acaba de escuchar y lo clarifica frente al profesor de turno. El interés sobre las raíces culturales de esta persona no da espera a generar cuestionamientos y una de las participantes formula una pregunta dejando claro que no puede hacerla en lengua extranjera. El tiempo de interacción no es suficiente para que los participantes realicen preguntas relacionadas con el intercambio cultural pero ellos quieren saber mucho sobre el contexto extranjero. La parte más interesante de la clase se constituye en la interacción de la participante con la estudiante extranjera, En este caso es un proceso competente en la medida en que el uso del inglés es predominante, la competencia comunicativa se desarrolla con la intención pero no con la eficacia, sin embargo esto muestra un factor de autonomía que constituye el modelo que pretende adaptar el proyecto investigativo.

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El intercambio cultural que se evidencia en la pequeña interacción con la persona estudiantes por mostrar su cultura y permear otras en un proceso intercultural que fue lo que se evidencio en los dos instrumentos anteriores.

ASPECTS OF BEHAVIORS, AUTONOMY AND ENVIRONMENT THE COVERT PARTICIPANT OBSERVATION REVEALED

The covert participant observation was used to conduct the research project results. Through this we identify factor or aspects participants reveal in order to develop the main concern in our project the Self- Determination Theory and its components.

Behaviors: All participants reveal in this aspect a well-being in order to take part of the class they are receiving. Participants show *interest in learning the language topic* by using a new approach based on the TBL (Task Based Learning). However, most of the time, participants get distracted and ask for help to their classmates to clarify their doubts. It is quite interesting observe how the leader person in a group motivate to other participants to take part of the class.

Autonomy: Participants' *reactions* about what teacher requires, are factors that allows revealing the autonomy. Each of one of the participants is able to contribute to the class by using their own knowledge in English. Even, we realize that the *permanent feedback* teacher offers motivate students to learn by themselves.

Environment: *Respectful and participative* are two adjectives we want to emphasize along the two observations. Some of the participants support their classmates when take part of the class. Even, the funny comments along the class development are accepted for everyone and it helps to the learning environment

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Appendix 6 : Semi-structured Interview

Self-determination theory is the core issue along this project. Then, we design a semi-structure interview for analysing a personal perspective and opinion from participants. Nevertheless, the interview is going to be personal for avoiding another participant's influence in answers.

SEMI-STRUCTURED INTERVIEWS' ANALYSIS

Our research project is being developed well, however some of the participants presented a shy personality for participating in front others. We think about an instrument in which students offer a personal perception of some of the most important factors we have lack of explanation. Here, the semi-structured interview was not applied by groups in order to avoid their peers' opinion.

Questions

- 1. ¿Qué es lo interesante y lo diferente de las clases de inglés de los sábados?**
- 2. ¿Cuál es el beneficio de la clase de inglés de los sábados?**
- 3. ¿Qué miedos le produce el idioma y cómo afrontar esos miedos?**
- 4. ¿Qué metas y objetivos tiene con el aprendizaje del inglés?**
- 5. ¿Qué otras formas de ver la vida a desarrollado?**
- 6. ¿Qué piensas hacer en el futuro y cómo el inglés ayuda?**
- 7.**

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P	Q # 1	Q # 2	Q # 3	Q # 4	Q # 5	Q # 6
1	Salen de la monotonía de la semana y además aprenden más gracias a la práctica	Saber un idioma a la hora de elegir una carrera trae un beneficio	El idioma no le produce miedos además el ambiente se presta para aprender activamente	Las metas se centran en estudiar en otro país	No ha cambiado la forma de ver la vida	La oportunidad de viajar y entrar a una empresa mas fácil
2	Las clases son más didácticas , más chéveres y aprenden más que en las clases de la semana	Gracias a las certificaciones es más viable entrar a la universidad y en los trabajos buscan gente que hable inglés	No le genera miedo el inglés, ni en comunicación con un nativo aunque depende de su conocimiento	Si se decidiera en un futuro con una carrera que tenga el desarrollo del idioma le serviría mucho. Hay objetivos laborales claros. Ser traductora o intérprete	La forma de ver la vida sigue igual pero es más didáctica	Ser agente de call center o quizás empezar una carrera universitaria y empezar a trabajar en algo donde el inglés sea necesario.
3	Son lúdicas , no se ve lo mismo de siempre y hay cosas más interesantes	El refuerzo del idioma es trascendental al igual que la asesoría académica en la pronunciación de algunas palabras.	No afronta miedos al momento de hacer uso del idioma extranjero	Ir a otros países para practicarlo mejor además la actualidad laboral se complementa con personas que dominen el idioma extranjero.	La forma de ver la vida se desarrolla en un ámbito exitoso siempre y cuando uno domine el inglés.	El inglés es algo que siempre va a mejorar el futuro de todo el que lo sepa, cualquier decisión que se tome va a estar beneficiada

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4	<p>Hay temas que han visto que hacen frente a las culturas extranjeras y el reconocimiento histórico. Además hay dinamismo para la producción oral con diálogos concretos.</p>	<p>Las clases regulares se mejoran gracias a las clases de los sábados y eso se manifiesta en la percepción del profesor regular.</p>	<p>La mala interpretación de una persona nativa es uno de los miedos que le genera la adaptación de un idioma, hay un miedo a quedar en ridículo. La manera de afrontar es a través de la práctica y el estudio.</p>	<p>Estudiar una carrera en el extranjero y que pueda tener riquezas en experiencias para evidenciar en la familia.</p>	<p>Si ha cambiado la forma de ver la vida, hay un interés en radicarse en otro país o intercambiar raíces culturales.</p>	<p>Con el inglés se puede viajar para terminar los estudios y empezar a laborar para conocer la dinámica del trabajo en el extranjero y así tomar una decisión acertada con la asesoría familiar.</p>
5	<p>Los sábados se cambia de tema y hay muchas más actividades.</p>	<p>Pueden aclarar más el tema y entre semana mejoran</p>	<p>No surgen miedos porque tiene confianza en la retroalimentación y la tarea de los profesores.</p>	<p>Viajar a Estados Unidos o aprender el idioma para poder enseñarlo.</p>	<p>Sí, porque a partir de este aprendizaje puede cambiar radicalmente el rumbo de la vida.</p>	<p>Para enseñarle a los que no saben es necesario saber bien el inglés además de viajar y conocer otros idiomas.</p>
6	<p>Los profesores son más amables no son tan rígidos, las clases son las diferentes e interesantes por ellos que por los contenidos.</p>	<p>El conocimiento ha enriquecido gracias a las clases de los sábados.</p>	<p>No hay miedos al momento de enfrentar el idioma.</p>	<p>Viajar, conocer e interactuar con otras personas y esto se hace aprendiendo bien el idioma.</p>	<p>Ha cambiado porque afrontar un aprendizaje del idioma inglés en un futuro será más fácil.</p>	<p>No hay claridad en el futuro, quiere viajar y conocer muchos lugares.</p>

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7	Las clases regulares nunca son dinámicas además hay un cambio en las reglas del colegio (uso del uniforme)	El contenido de las clases promueve más el conocimiento de algunos temas (verbos)	No lo clasifica como miedo, es más inseguridad en la producción oral.	Conocer el inglés de manera completa con el fin de enseñarlo.	No se evidencia una forma de ver la vida, más bien se hace parte de un proceso de mejora en las clases regulares.	En la trasmisión de ideas y el compartir de las experiencias el inglés complementa cualquier decisión en el futuro.
8	Los contenidos de las clases de inglés de los sábados son inesperados pero interesantes.	Para repasar los temas que ya se habían visto.	No se producen miedos hacia el idioma, hay seguridad en las respuestas.	Las metas se desarrollan con base en el entendimiento de la lengua extranjera a través del uso de canciones y gustos que tienen que ver con el idioma extranjero.	La perspectiva de vida no ha cambiado en absoluto, sin embargo esta consiente que el inglés ayudará en su proceso a futuro.	Salir del país con fines comunicativos o recibir gente del extranjero para potenciar esta competencia.
9	Se cambia la dinámica , ahora es más didáctico el aprendizaje.	Los contenidos en cuanto a vocabulario y pronunciación le ayudan a mejorar cada habilidad comunicativa.	Los miedos hacen parte del proceso y la ayuda pedagógica es una de las maneras de hacer frente a esos miedos.	Al momento de acabar el bachillerato un curso de inglés para mejorar la competencia es adecuado, con las clases se ha hecho consiente de su progreso académico.	El inglés permite conocer otras culturas y la forma de ver la vida ya no es tan limitada como cuando no se interpreta esta comprensión comunicativa.	Usar el inglés para centrar sus estudios de leyes en otros países es una de las ventajas de saber el idioma.

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The first question, relating to how participants conceive the Saturday English classes, reveals concepts we have mentioned before like dynamism, playful, different and even the content of each new Saturday English class. Then, we found too much coincidence in most of the participants.

The second question about the benefits of the Saturday English Classes, presents two clear factors for participants such as reinforcement and opportunities. Hence, we incorporate the two codes mentioned and classified in the previous instruments. Two participants agree in learn English as a way to enhance future possibilities in order to go to the university or get a good job. Others agree in reinforce the regular classes by using the Saturday English classes because they consider is helpful.

The third question regarding to “fears” of facing English, shows how most of them trust on teachers’ skills. Nevertheless, at the moment of the interaction and the communicative competence some of the participants do not feel comfortable because they think there is a lack of knowledge and that why the interest in learning increase.

The continuity in the learning process is addressed with the opportunity of go abroad in the fourth question that refers to the goals once they acquire enough development in the communicative competence skills.

The fifth question has to do with the perception of understanding the life once they have practiced the English language before. Currently there is an interest in knowing foreign cultures and interchange with natives.

The last question emphasizes in the future once participants acquire the communicative competence. Most of them are interest in working in companies where the English is present. Others even, want to share the knowledge with pedagogical purposes. Finally, we are aware of the opportunities participants expect with the English learning process.

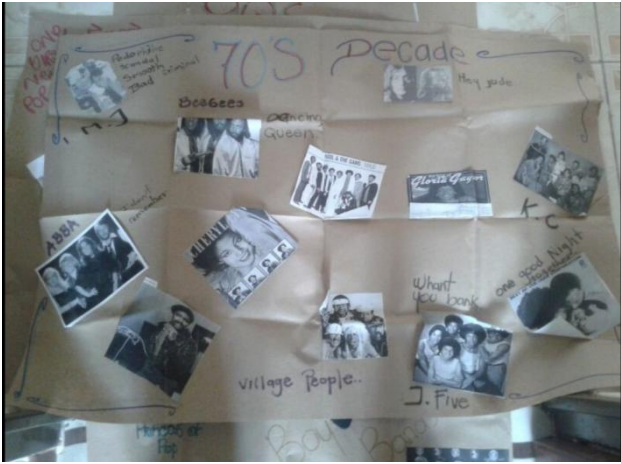
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Appendix 7 : Power point slides used for identified intrinsic Motivation- Knowledge



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Appendix 8 : Pop music gallery designed by Students' design.



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Appendix 9: Students collaborative work in the design of the posters

