

How can the Construction of a Scrapbook Increase Seventh Graders' Intrinsic Motivation
in an EFL Public Institution?

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Abstract

This action research was aimed at increasing seventh graders' intrinsic motivation through the construction of a scrapbook at a public institution in Bello. Data was collected through a journal, self-assessments, a questionnaire, scrapbook entries made by the students, and an interview to the teacher. Data analysis showed the potential effectiveness of this strategy because of the creative process implied in it, the memories that students can bring when building it, and the involvement in their learning process. It would be interesting to see the results of this same strategy throughout a whole school year to be submitted as a final project, or in smaller EFL courses.

Key words: Motivation, intrinsic motivation, scrapbook.

Degree Requirement

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellín, Colombia.

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Preface

Teaching is not only my profession, more than that: it is my vocation. I teach because I want my students to learn for their present and their future. I want them to understand the importance of learning a foreign language and the advantages that it could bring to their future lives. I want them to discover the world through the foreign language and I want them to learn the value of learning because of their own decisions. In our education system the value of intrinsic motivation is being lost; students are being motivated for external reasons, they are learning for rewards which are represented in grades; this type of learning can become meaningless. For this reason, I think that it is paramount to increase the learners' intrinsic motivation which could be a way to be more autonomous and to acquire more meaningful learning.

Description of the Context

The Institución Educativa Sagrado Corazón is a public school located in Bello, Antioquia. As it is ruled by the Colombian government, it is divided into preschool, primary school and secondary school. Sagrado Corazón manages the Calendar A with courses starting in January and ending in November with three terms to evaluate, and three vacation times during the academic year. The school's philosophy is aimed at educating kids, teenagers and adults with ethics and moral basis to develop a respectful environment that makes them understand the differences of each individual and let the person develop its own integrity. The vision of the school is to be in 2020 an educational institution with academic, technical and axiological qualities that promote citizenship competencies focused on the development of the society with a big sense of ownership.

The institution has two English teachers for secondary school. My cooperating teacher has a degree in basic education with emphasis in English and has been teaching this language for ten years. A large percentage of her experience as a teacher has been in private institutions; she has been working in public education for a short time. In her teaching practices, she usually implements activities such as dialogues, songs, listening exercises and games; she believes that learning English requires a high level of motivation. According to the institution's educational project, the students belong to socio-economic strata 1, 2 and 3. Around 98% of the students live in Bello; most of them come from closer neighborhoods. Seventh graders are 15 boys and 25 girls between 10 and 14 years old, and they study English three hours a week. From the information obtained in a questionnaire I applied, it can be concluded that learning English is important for them because they could find a job more easily, travel and make their dreams true.

According to the institution's paper "Mallas Curriculares de Inglés", the methodology suggested to work in English is based on a model of teaching where the learner has to go through three educational processes: educative, in which the students learn values; instructive, in which they increase their knowledge of the area, and developmental, in which the spiritual and physical dimensions are important to survive the daily life. Nevertheless, the paper does not suggest a teaching approach or method to follow in the English classes.

As reported by the institution's educational project, the school follows the guidelines suggested in chapters I and II of 1290s decree and Law 715 of 2001; in consequence, it has opened a space for teaching English with a frequency of three hours in secondary school. The English syllabus for seventh graders aims to develop the communication abilities through activities that let the learners improve their reading, writing, listening and speaking skills. For the teaching process, the teacher can support her classes with the audio-visual material that the classroom has such as a whiteboard, a television, speakers which include USB and CD ports, and a video beam.

Statement of the Problem

Based on the observations conducted in the group seventh A, I identified different situations that affect the teaching and learning process during the English class. There are two actors involved in this process: the teacher and the students. Both actors play an important role in these situation because their behaviors, beliefs and personalities are directly related to the difficulties in the English class. In the following lines I will refer to the issues that have contributed to the formulation of the problem.

The first situation I identified is the students' exposure to the language during the class. Although it is an English class, the use of this language is minimum; sometimes the students lack better explanations and instructions for the activities and they are not motivated enough to learn

what the teacher proposes. The second situation is related to the students' behavior during the English class: they speak, play, chat in their phones, or spend time in other activities. Along with, it is important to consider that this is a 40-student group of different ages and different interests.

Taking these situations into consideration, I thought it was important to get information that helped me understand the reasons of the students' attitudes towards English and which strategies would motivate them to learn it. For this purpose, I applied a questionnaire, took some photographs of the classes, recorded some videos and wrote some reflections on my journals. In my journal, I registered some descriptions of the classes and reflected on different aspects inside the class in order to understand the problem better. In relation to this lack of motivation, I expressed in every journal entry the little disposition of the students for being silent during the class and their disruptive behaviors. The fact that they do not pay attention and they prefer to do something different during the English class might be a demonstration of this lack of motivation to learn English. On July, 2018 I wrote in my journal: "There is not a single moment of complete silence during the class. Nobody seems not to be interested in the class". I supported this thought with my next journal entry where I expressed, "it is a complicated classroom, the students do not seem to understand that silence is important. They do whatever they want most of the time; for example, some of them do not write when they are supposed to do it".

Second, the questionnaire applied to the students helped me know more about their interests. This tool gave me a clear idea of what they think about learning English and what their learning experience has been like. I also inquired about their past experiences in English classes to know more about the reasons of their lack of motivation. Moreover, the questionnaire gave me some ideas about what they would like to do in the English classes, activities such as writing tasks, memory games, listening activities, drawings and songs are in the list of the activities suggested by the students. Furthermore, I got a clear idea about their beliefs about learning; the

students expressed the importance of this one for fulfilling their dreams, traveling and getting a good job.

Taking into account the collected information and analysis of it, I chose an action strategy that involves learning activities such as writing and drawing; furthermore, it would be helpful to improve students' intrinsic motivation. The action strategy to be implemented will be the building of scrapbooks. A scrapbook is a kind of journal that involves a creative process of the person while writing, decorating with cutting, drawings or pictures. Since the construction of a scrapbook is something personal and involves creativity, it might be useful to increase the intrinsic motivation of the students in the English class. They will be free in the writing and decoration process; they will not have rules or a grade for each entry of the scrapbook. It will be a free process where the goal is to enjoy the procedure of doing their own scrapbook.

Theoretical Background

Motivation is a fundamental condition for learning. When the students are not motivated, we may find different difficulties for teaching and learning. In this particular context, I identified some lack of motivation I thought could be improved by engaging students in a personal and creative process through the construction of a scrapbook. In the following lines, I will develop the concepts that guided my action research. First, I will refer to the concept of motivation and its role in the foreign language learning process; subsequently, I will specifically refer to the concept of intrinsic motivation. To conclude, I will refer to the strategy I will use in my action research: the construction of a scrapbook.

Motivation

Motivation is undoubtedly a complex concept to define. For years it has been the subject of study by hundreds of researchers in the field of education and psychology. In relation to this,

Brown (2004) summarizes Behaviorism and Cognitivism theories to help us understand what motivation is. This author refers to Skinner, a representative scholar of the Behavioristic theory, who explains the role of rewards and punishments in people's behavior, and how a human being can get an objective if there is a reward in the process. According to Skinner, people will act if there is an anticipated reward that can be understood as "the anticipation of reinforcement". Rewards help to reinforce human behavior because if the person wants to achieve a goal, he or she has to be persistent (Brown, 2004, p. 73).

In the same vein, Cognitivism (as cited in Brown, 2004) offers three different perspectives about motivation. Firstly, *the drive theory* elaborated by Ausubel who referred to six different drives: exploration, manipulation, activity, stimulation, knowledge and ego enhancement, which under the behavioristic perspective play the role of reinforcement of the motivation. Secondly, *the hierarchy of needs theory* in which Abraham Maslow expressed the idea of a pyramid of necessities. According to this theory, the human being would be motivated to pursue new goals if the basic necessities are satisfied. Finally, *the self-control theory* states that human personal choices are directly connected with motivation. When people are able to make their own decisions, motivation can increase as part of their personal process (Brown, 2004, p. 73-75).

Additionally, Ryan and Deci's *Self-determination theory* (as cited in Noels, 2001, p. 425) elaborated on three different types of motivation: intrinsic motivation, extrinsic motivation and amotivation or demotivation. They state that extrinsic motivation involves a reward which reinforces the desire to do things, and amotivation or demotivation occurs when there are no motives to achieve goals. In a subsequent review, Ryan and Deci define extrinsic motivation as an action that is done in order to obtain an outcome or reward, even to avoid punishment. In relation to demotivation, Falout (2012) states that it occurs when there is a decrease of

motivation; factors such as stress, frustration, dissatisfaction, burnout and boredom are reasons for demotivation (p. 2). Similarly, Pourtoussi et al. (2018) state that some lack of self-determination could be interpreted as demotivation, in which the person is not being motivated either extrinsically or intrinsically (p. 176). In a nutshell, demotivation is the decrease of people's effort for doing something; it is the characteristic of someone who is not energized or activated to get a goal.

Intrinsic motivation.

Ryan et al. (2000) defined intrinsic motivation as the personal boosts for doing something. According to these authors, a person who is intrinsically motivated will be moved to act just for the pleasure that produces to achieve something. Even if there is a reward, a person who is intrinsically motivated is moved for fun and self-realization. The personality of this kind of people is characterized by their exploratory, playful and inquisitive sense; they do not need instrumental reasons for doing things, they do it because of the positive feeling they experience within. Intrinsic motivation occurs when there is an internal satisfaction and enjoyment for doing things voluntarily.

According to these authors, human beings are naturally motivated intrinsically. Since we are born, we start to develop our active, inquisitive and curious behaviors without incentives to learn things. We increase our knowledge and skills by exploring what is interesting for us. Since intrinsic motivation exists within people, there is a direct relationship between the activities and people; individuals are intrinsically motivated for some activities and not for all of them; intrinsic motivation increases because of the personal satisfactions during the task engagement. In this kind of motivation, the reward is the activity itself; the activities provide satisfaction when they are being carried out and generate feelings of competitiveness, autonomy and relatedness within people (p. 56 - 57).

In the same line, Brown (2000) asserts that in the field of education, intrinsic motivation has been losing its value because of the quantitative measures to evaluate the students' progress. The content that is taught in many schools does not consider the students' interests; that is why it is common to find students with low-performance at school. The educational system is continuously promoting extrinsic motivation; as a result, the students' interests and knowledge are not increasing significantly, they are just becoming dependent on rewards in exchange for their effort. An intrinsic oriented education can change the current educational system by moving itself into a more positive environment that will hopefully change the students' perspectives about studying. This change could become an incentive to increase intrinsic motivation because students would be able to achieve their own goals given that they would be working on activities they are interested in (p. 78).

In second language education, teachers should implement activities that increase the students' self-determination and autonomy, and the value of intrinsic motivation within them. According to Brown (2000), it is important to transform the activities into opportunities for students to be motivated to actively participate. For instance, writing activities could allow students to freely express their own feelings, and speaking activities could be guided to talk about topics they are interested in (p. 80). This author states that second language learners could be intrinsically motivated to produce language if they have personal reasons to achieve their competitiveness and autonomy in the learning process (p. 77).

Additionally, he suggests some aspects to be considered to check whether the language activities are based on intrinsically motivating techniques: we should take into consideration whether the activity is interesting and relevant for the students' lives; it is also important to think about the way the activity is presented to the students, to ensure that they understand the purpose of the activity, to let them make decisions about the activities, and to encourage them to discover

some principles or rules in the lesson (p. 81). To sum up, according to this author, in order to intrinsically motivate the students, it is important to understand the role of the teacher as a facilitator, not as a rewarder. Moreover, the students need to develop their autonomy taking responsibility of their own goals. Similarly, the students can take part of their learning process by making decisions about the activities, topics and discussions for working on during the class. Finally, the teachers should focus their activities on the students' interests, and use assessment for giving positive feedback that motivates them to be better every day (p. 82).

In relation to intrinsic motivation, Noels, Clément and Pelletier (2001) held a research study at a university in Ontario, Canada. The study was aimed at replicating a previous research study on intrinsic and extrinsic motivation in Canadian English learners, as well as considering the relations between intrinsic and extrinsic motivation and the integrative orientation. The participants were 59 francophone students who were born in the province of Quebec and were registered in an English summer course in a bilingual university in Ontario, Canada. Based on the Self-Determination Theory as well as Deci and Ryan's (1985, 1995) definition of intrinsic and extrinsic motivation, Noels et al. (2001) guided their study to examine the relation between intrinsic and extrinsic motivation in the second language learning process. Through a multiple choice questionnaire, the authors asked the participants to choose the more appropriate answers according to their own perspectives or experiences about learning English. The results generated stood out the importance of extrinsic as well as intrinsic factors as part of the learning process of English. As a conclusion, it was demonstrated that autonomous students are intrinsically motivated to learn a second language because they made their own decisions about learning it (p. 424 - 433).

Scrapbooks in EFL

Scrapbooks are the result of a creative process that involves crafting and documenting. Scrapbooking develops people's creativity because of the process that is required during the building process. For this process, we can use photographs, clippings, drawings, and personal notes to decorate blank pages. Scrapbooks were born with the objective of conserving memories and they still thrive with the same purpose; it is a process that involves people's personal life and creativity (The Spruce Crafts, 2018).

According to Mulvey and Cullen (2009), scrapbooks can be an outdated idea for using in a modern society like ours, where the use of internet let people have social media networking sites like Facebook and Instagram. However, the building process of a scrapbook in second language education helps students to be involved in the learning process because it encourages them to talk about their own life experiences (p. 1). Due to the fact that scrapbooks let the students write about themselves, it can become a useful tool to involve learners in the process of creating but more importantly, in the process of learning, because they are talking about real life situations. Based on their beliefs, scrapbooks motivate students intrinsically because it is based on their own thoughts, which can become meaningful for being relevant for them (p. 2).

For Poe (2013), scrapbooks can be a useful tool to improve the writing skill of the students. This tool can immerse them in a creative process, but at the same time, it can involve the improvement of their writing skills while implementing the content studied during the English class (p. 2). Scrapbooks' composers use this resource to define themselves and make themselves understood because they can express their emotions. It is also used to develop a creative process and to offer personal memories which make this strategy an interesting exercise to work on during the course (p. 4).

Poe (2013) held a research aimed at examining the students' learning in a multimodal composition course through scrapbooks. For the study, Poe examined the scrapbooks of eighteen first-year composition students from three different institutions. Among the students' population were identified white, African-American, Hispanic and Asian-American people; all of them were women. For the analysis of the scrapbooks Poe used a rhetorical analysis approach, and the criteria analyzed were material, textual, multimodal and audience decisions elements. As a conclusion, the results about using scrapbooks to enhance students' learning experience at school were positive because the scrapbooking process involves students into decisions such as creative design and messages, which engages them even more in the process. When the students have the opportunity to play or make decisions about how they want to design and which message they want to write, they are directly involved in their learning process. To sum up, when the students see themselves involved in the construction of their own learning process, they are actively contributing to their knowledge (p. 5-17).

Research Question

How can the construction of a scrapbook increase seventh graders' intrinsic motivation in an EFL public institution?

General objective

To increase seventh graders' intrinsic motivation for learning English through the personal construction of a scrapbook.

Specific objectives

To improve students' writing skills through the construction of the scrapbook.

To follow up the students' level of motivation based on the number of scrapbook entries done.

To evaluate the effectiveness of the construction of a scrapbook to increase motivation to learn English.

Action Plan

In order to carry out my action research, it is important to think about the action strategies that will be implemented during the process to achieve the objectives. Taking into account the analysis of the information obtained with the data collection tools, I chose as my principal action strategy the construction of a scrapbook to increase intrinsic motivation. Action strategies are procedures implemented by the teacher-researcher that might give a solution to a problematic or will help to improve a situation. Defining the correct action strategy is a teacher's personal decision based on the context and the problematic or situation he or she intends to improve. However, it is not certain how effective the strategy will be. The implementation process of the strategy is an experimental process where the positive or negative results will be the judge to evaluate the success of the action strategy. This one might be the answer to the reflections about teaching and learning practices where the main goal could be to change a reality or to improve a situation (Altrichter et al., 1993, p. 155-156).

The construction of a scrapbook along with other strategies such as the writing of my journal, the registration of the scrapbook entries, a students' questionnaire, a students' self-assessment and an interview to the cooperative teacher, will be the actions I will implement throughout the development of my research study. All these strategies will be implemented during a term of four months. The action plan will start on the first week of February and will end the second week of June. First of all, I will do a socialization of the research proposal on the first week of February, 2019. For the socialization I will support my activity with a power point presentation which will have examples of scrapbooks. The purpose of this socialization is to present the proposal to the students and the cooperative teacher. I intend to explain what a scrapbook is, its purpose, and how we will construct it during the term.

Simultaneously, during the first two weeks of February, I will ask parents for their consent because it is important to let them know the job I will be doing with their children. Concurrently, I will do the diagnosis and review of the “plan de area” for seventh grade. With the topics I will be able to prepare the English classes and I will be able to prepare my own entries for the scrapbook. My personal entries will be examples for the students to develop their own entries. My purpose is to inspire the students to create their own scrapbooks after seeing that I am doing the same job.

All at once, I will start writing my journal with reflections of the classes and the processes that take place. The notes will keep me from forgetting aspects or details about the class that will be important to analyze, subsequently. The main idea of the journals is to reflect about the progress of the implementation of the scrapbooks and its effectiveness to improve the students’ intrinsic motivation. On the third week of February, we will start working on the scrapbooks entries. The main goal of using scrapbooks inside the English class is to increase students’ intrinsic motivation for learning English. Every entry will be based on the topic worked during the week.

Together, I will keep a record of the scrapbook entries done by the students. This register will start the third week of February and it will end the first week of May. Since I am going to work on intrinsic motivation, it is important to keep a record of every entry because that information will help me analyze whether the students are motivated or not to work for the English class. On the third week of March I will apply a questionnaire to the students. The intention with the questionnaire is to know students’ feelings and thoughts based on the action strategies that were implemented. Similarly, on the second week of April, I will ask the students to do a self-assessment in which I will ask them to make a self-reflection of their performance while constructing the scrapbook.

On the fourth week of April, I will make a structured interview to my cooperative teacher with questions related to the action research. The teacher's answers will be compared with the information collected through the other strategies. Subsequently, I will start the analysis of the data and the writing process of the final project. These process will start the fourth week of April and will end the second week of June. Finally, on the second week of June I will present the final project which will show the results of the action strategies implemented to increase students' intrinsic motivation.

Development of Actions

In the following lines, I will refer to the actions I implemented for this action research. The teaching practicum started on January 30th. On February 6th, I did the socialization of my action research project in which the students and my cooperative teacher participated. For this activity I used a power point presentation with an easy and clear explanation of the action research strategies I would implement along the semester. I would have liked the parents to be there, but unfortunately they could not attend this meeting. In addition, I gave the informed consent to the students to be signed by their parents and them, and I got it back next day.

Subsequently, during the first two weeks of February, I did the diagnosis and review of the "plan de area" that my cooperative teacher gave me for teaching the class. Since it was a clear and complete course content, I just added the building of the scrapbooks. Along with this plan, I started writing the journals with the corresponding reflections based on the classes taught every week. At the beginning, my reflections were not so focused on my research question and objectives; therefore, I had to improve this practice.

Following the action plan, I started the implementation of the scrapbook in February. Between February 20th and the third week of May, I collected ten scrapbook entries to be able to start the analysis of these data. On April 10th, the students did the self-assessment based on the

building of their scrapbook, and on April 11th I applied the questionnaire to the students. In total, 37 students answered the self-assessment and the questionnaire because it was important to know the points of view of those who worked and those who did not work. Finally, the interview to the cooperating teacher was applied on May 17th because it was important to know her perspective about the role of intrinsic motivation for English learning processes. I also asked her if she had noticed any change in the students' disposition for learning English during the action research implementation.

Findings and Interpretations

Data analysis is one of the important steps in the development of action research studies. In this respect, Burns (1999) states that “data analysis is the point where statements or assertions about what the research shows are produced”; it is the moment for describing --what the data show--and explaining --why the data show these descriptions -- the action research findings (p. 153). Similarly, Saldaña (2008) asserts that “to codify is to arrange things in a systematic order, to make something part of a system or classification, to categorize” (p. 8). For my data analysis, I created different folders. First, in a word document I saved the self-reflections of my journals all together in a chart that let me codify, categorize and, highlight with different colors the information that was helpful to answer my action research question. Then, I scanned the students' self-assessments in a PDF document. I thought it would be helpful to show some quantitative analysis, so I did an excel document for this. Subsequently, I designed a chart with the questions, answers, quotes, codes and categories that emerged from the questionnaire analysis.

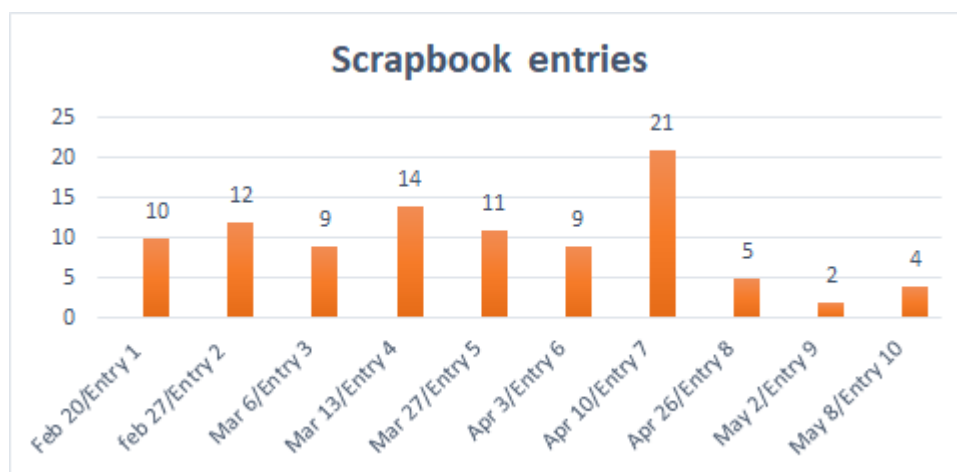
Afterwards, I did the transcription of the interview done to the cooperating teacher. I saved the information in a chart in order to write the codes and categories and I highlighted with colors too. Finally, I did the quantitative analysis of the scrapbook entries based on the record I did. As I already mentioned, all the analysis was guided by my action research question; the

information that was coded and categorized has a direct relationship with the scrapbook building as a strategy to increase seventh graders' intrinsic motivation. In the following lines I will present the findings of this action research along with the interpretations.

Effectiveness of Scrapbooks to Increase Intrinsic Motivation

The results of this action research were positive if we take into account the complexity of the context. First, the data showed that it is possible to increase intrinsic motivation of seventh graders using a scrapbook as a strategy to involve them in their learning process. Honestly, I was pessimistic with the implementation of this strategy at the beginning. On my journal from February 20th I expressed how uncertain I was because I had noticed a low level of commitment in the students (Journal #2). Nevertheless, surprisingly, the students' intrinsic motivation did increase with this strategy; evidence of this is the number of scrapbook entries that I gathered after the holy week: 21 scrapbook entries, as it can be observed in figure 1. In my journal from April 24th I referred to how surprised I was to see such quantity of scrapbooks because I thought they would not comply with this assignment (Journal #14).

Figure 1. Register of the scrapbook entries



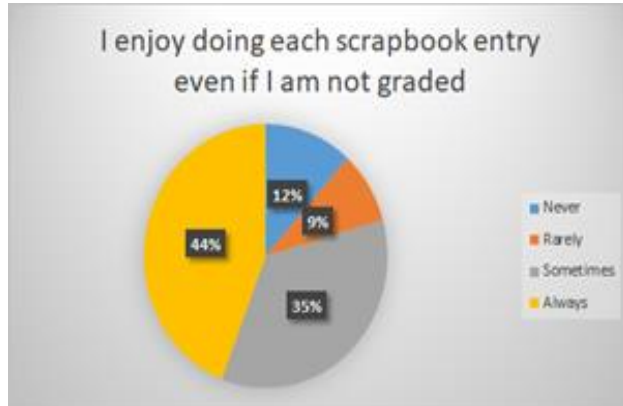
Since it was important to know the students' point of view about this process, I applied a questionnaire (see Appendix B) in order to explain the positive answer of those who constantly

participated in the building of the scrapbook. Those who participated were motivated to work because the scrapbook involved real life context and creativity. Both aspects were highlighted by the students as the main reasons to participate in this process. They were asked if they had participated in the construction of the scrapbook and why; student A expressed: “I think it is interesting and fun to learn English through memories”. Even if this student did not participate in the whole process—he just did three entries—, it is important to show that he recognized the importance of working with real contexts to learn English.

In the same vein, there were two students who worked every week in the building of the scrapbook entry. They emphasized how much they enjoyed doing the scrapbook because of the creativity process and the opportunity they had for practicing English in a different way; for this reason, they did all the scrapbook entries. Student B expressed, “I do it because I love it and I enjoy doing it”; similarly, student C affirmed, “I really love handicrafts, I love opening my imagination and illustrating it in a book, every small detail is important; this is something I enjoy and do with love”

According to Ryan et al. (2000), an intrinsically motivated person is moved to achieve goals just for the positive feeling that is produced when something is achieved. When this happens, a reward is not necessary; this kind of people do not need instrumental reasons to act, they just do it for pleasure or internal satisfaction. This is evinced in the results of the second statement of the students’ self-assessment (see Appendix B): “I enjoy doing each scrapbook entry even if I am not graded”, in which they had to choose *never*, *rarely*, *sometimes* or *always*. Fifteen students (44%) answered *always*; they said they enjoyed the process and worked on the building of the scrapbook just because of the positive feeling they experienced during the process as it can be observed in Figure 2.

Figure 2. Analysis of second statement – Self-assessment



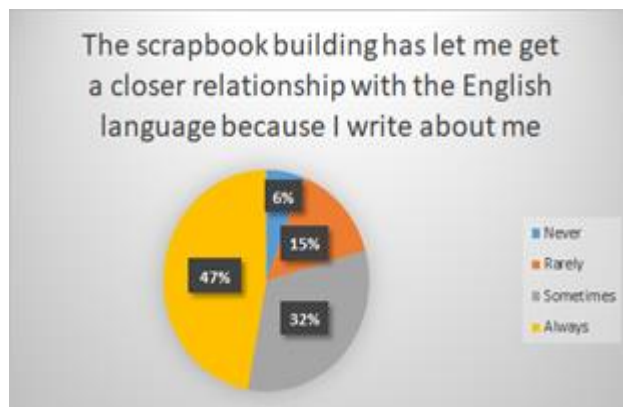
It is important to highlight the consistency between the answers to the seventh question of the questionnaire: “Do you make the scrapbook because your parents demand it or because you really enjoy building it?” and the second statement of the self-assessment. Student D expressed, “I feel very excited making the scrapbook because I remember very nice moments of my life”; similarly, student E answered that she did it because she enjoyed designing and learning English a little bit more, not because she had to. Finally, student F responded that at the beginning he felt obligated because he did not think it would be useful, but then he enjoyed doing it. This student is a clear example of how the scrapbook helped him increase his motivation.

In addition to the students’ answers, the cooperating teacher’s point of view is important to support the findings of this process, thus I asked her if she considered that the building of the scrapbook motivated the students to work (see Appendix A). She affirmed that the girls were more motivated than the boys because they could connect moments of their lives with topics of the English class. Designing the scrapbook and looking for the images motivated them a lot. Therefore, it could be concluded that the scrapbook was a good strategy to increase intrinsic motivation.

Scrapbooks to conserve memories.

Scrapbooks are intended to conserve memories and its building process involves people's personal life and creativity (The Spruce Crafts, 2018). Based on this purpose, students' scrapbooks were aimed to narrate memories of their lives in order to involve them in the building process. According to the analysis done to the students' questionnaire and the self-assessment, real life context was important because it engaged the students in the building of the scrapbook. This finding can be confirmed with the answers to the fourth statement of the self-assessment: "The scrapbook building has let me get a closer relationship with the English language because I write about me", to which sixteen students (44%) answered *always*, giving importance to the use of real life in their learning process (see Figure 3).

Figure 3. Analysis of fourth statement – Self-assessment



In the same vein, the students were asked what inspired them when making the scrapbook. Student G answered, "Being able to tell the teacher about my best moments", and student H expressed, "Being able to go back to my past and live those moments again while I am writing about them". Other similar answers were found in the questionnaire; most of them highlighting the importance of real life context as an effective strategy to engage students in their learning process.

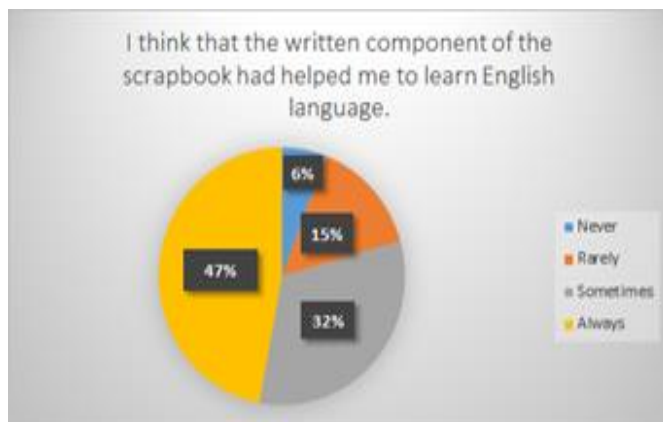
Scrapbooks to involve students in their learning process.

The findings presented above are directly related to the role of scrapbooks to involve students in their learning process, especially in second language education. As maintained by Mulvey and Cullen (2009) the building process of a scrapbook helps to engage students in their second language education because it motivates the learners to talk about their lives.

Additionally, Poe (2013) affirms that scrapbooks could be useful to improve the writing production of the students because they can put into practice what they learnt in class during the creative building process of the scrapbook.

Correspondingly to these theories, seventh graders emphasized the role of the scrapbook in their learning process. In the questionnaire they were asked if they thought that the scrapbook was useful to improve their English language learning. Students G and H answered respectively, “Yes, because you can learn new words when you are writing, and you can also be more creative”, and “because we can learn more by making the scrapbook, because we can learn more words that we do not know” Furthermore, in the self-assessment 47% of the students, spotlighted that the written component of the scrapbook helped them to learn English (see Figure 4).

Figure 4. Analysis of third statement – Self-assessment



Other classroom strategies to increase intrinsic motivation

The scrapbook was not the only strategy used in class to increase the students' intrinsic motivation. My role as their English teacher also had an important role in this process. During my classes I implemented competences among the students to engage them into the class. The results were positive, the students participated in the games without expecting a reward. It is a clear example that the role of the teacher is fundamental to increase intrinsic motivation, even if the students will be evaluated because of the requests of the scholar system. I can support this finding with my journal from March 27th when I wrote: "I felt that I worked for increasing the students' intrinsic motivation with the game. It was really nice to see how they tried to organize the sentences of the game and they were not expecting something as a reward" (Journal #13). Besides, in my journal from April 3rd I expressed how I could notice a starting point of motivation when I expressed,

We had a good time when we were playing, the students were in an excellent disposition during the game and they enjoyed playing. They did not want to stop playing but we had to. What I really appreciated of that moment was the good energy I felt in the classroom during the game. They were enjoying and they were competing without expecting something in return. There was not reward in this activity, just the good feeling for being playing and the pleasure for being the winner. (Journal # 15)

It is evident how important the activities inside the class and the teacher strategies to teach are, because it depends on the teacher if the students are going to be motivated or demotivated, as the cooperating teacher affirmed in her interview when she was asked to confirm if she would implement activities to increase the intrinsic motivation and she answered, "Yes, that's the idea. I

believe that this is the main function of a teacher, to motivate students to have an interest in learning the area that we teach”.

Conclusion

As a conclusion, it was demonstrated that it *is* possible to increase students' intrinsic motivation through the building of a scrapbook. The use of this strategy let the students personalize their learning because they connected the language with their real lives, it also let them involve themselves in their learning process because they learned English by creating, thinking and writing about themselves. These factors were recognized by the students as important aspects to be engaged in the English class. As language teachers we should take advantage of this strategy to engage our students into their learning process and increase their intrinsic motivation.

Furthermore, as teachers of a scholar system that favors summative assessment, promotes memorization all the time, and foster extrinsic motivation, it is important to develop a different role inside the classroom, we have to give a space to students for them to become part of their teaching and learning progress, and in this way, to give a space to increase their intrinsic motivation. Through this study we found that the scrapbook gave the students the opportunity to feel more responsible of their learning process because it was them who were in charge of the written production and design of their scrapbooks. This is exactly what Poe (2013) concluded in his research that was aimed to see if it was possible to enhance students' learning process through the composition of a scrapbook in one of his courses.

Reflections

Teaching is not an easy profession, even if it is your vocation. The teaching practicum is the final step where you will discover if you will be able to teach or not. Lots of questions, doubts, and feelings are going to overwhelm your mind about if teaching is what you are really

going to do for the rest of your life. It depends on you, if you are going to go over those feelings and questions to discover how meaningful teaching is.

At the beginning of my teaching practicum, I was not sure if my action research would have positive results, but I put all of myself in the development of this project and I learned how much I am able to achieve when I strive to accomplish a goal. Furthermore, I learned that teaching can give you lots of learning if you look for information to improve situations or issues that can be affecting the harmony between teaching and learning. In my case, I learned about intrinsic motivation and how important this theory is for the learning process of our students.

Intrinsic motivation is a necessary factor to achieve personal goals in our daily lives. Unfortunately, the modern world is losing the value of increasing this kind of motivation. Everyone is so blind waiting for rewards that people are getting lazy and unmotivated for doing things just for pleasure, happiness or well-being. It happens everywhere, even at schools. The scholar system is asking the students for quantitative results to check their knowledge and in this way to promote them to the next level. As a result, the education field became boring and monotonous.

Most of the students go to school for obligation. They study for the grades and they study for the moment; since the grades are the reward they are expecting because they are extrinsically motivated. A minority of students go to school because they are intrinsically motivated. As a teacher, we have to try to keep working to increase or at least maintain a level of intrinsic motivation in the students. It is a hard challenge, but it is not impossible to get. Everything we have to do as language teachers is to show that learning a new language could be pleasant and it can give an opportunity to expand our knowledge about the world.

In summary, the information above is the result of one year of my research process, where searching for information to improve a situation was very meaningful for me, personally and

professionally. If you are about to start your teaching practicum, I recommend you not to take quick conclusions, give to the process and even to the teaching experience the chance to surprise you and to learn facts about how wonderful and meaningful the experience of teaching could be, if you do it with passion.

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Appendix A

Interview to the teacher:

1. ¿Cuál es su propia definición de motivación?
2. ¿Conoce usted la teoría acerca de la motivación extrínseca y motivación intrínseca?
3. ¿Cree usted que los estudiantes de séptimo grado están intrínsecamente motivados para aprender inglés? ¿Por qué? ¿Por qué no?
4. ¿Cuáles estrategias utilizaría para aumentar la motivación intrínseca en los estudiantes de séptimo grado?
5. ¿Trabajaría usted en la implementación de un scrapbook para fomentar la motivación intrínseca?
6. ¿Teniendo en cuenta las observaciones realizadas en mis prácticas académicas, considera usted que es posible incrementar la motivación intrínseca en los estudiantes de séptimo grado mediante la construcción del scrapbook?
7. ¿Considera usted que la realización del scrapbook los motivó a aprender inglés?
8. ¿Se arriesgaría usted a continuar con el scrapbook?

Appendix B

Students' questionnaire

1. ¿Te gusta aprender inglés? ¿Por qué?
2. ¿Participaste en la realización del libro de recortes? Si ____ No ____ ¿Por qué?
3. En la realización del libro de recortes, cual fue el momento que más disfrutaste al hacerlo?
 - a. Recortar o pensar en el diseño
 - b. Dibujar
 - c. Escribir
4. Al momento de hacer el scrapbook, en qué te inspiraste para la realización?
5. ¿Consideras que fue útil realizar el scrapbook para mejorar tu aprendizaje en inglés?
6. ¿Te divertiste realizando el scrapbook? Si ____ No ____ ¿Por qué?

Students' self-assessment

Grado: Séptimo

Profesora: Elizabeth Garro

Área: Inglés

Nombre estudiante: _____

El propósito de esta auto-evaluación es conocer la perspectiva del estudiante acerca de su trabajo realizado con respecto a la realización del libro de recortes que se llevó a cabo para la clase de inglés y evaluar el nivel de interés hacia esta actividad. Lee el criterio y marca en una X en el espacio

| Criterio: Mi scrapbook | Nunca | Rara vez | A veces | Siempre |
|--|-------|----------|---------|---------|
| 1. Participo cada semana en la construcción del scrapbook porque me siento motivado. | | | | |
| 2. Disfruto haciendo cada una de las entradas para el scrapbook sin importar que no tenga nota. | | | | |
| 3. Pienso que el componente escrito del scrapbook me ha ayudado a aprender inglés. | | | | |
| 4. La realización del scrapbook me ha permitido lograr una relación más cercana con el inglés porque escribo sobre mí. | | | | |
| 5. Disfruto realizando la parte artística o decorativa del scrapbook porque puedo hacerlo a mi manera. | | | | |

Appendix C

