EXPLORING THE ROLE OF INTEGRATIVE AND INSTRUMENTAL MOTIVATION IN AN ENGLISH CONVERSATION CLASS OF A TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) PROGRAM

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ABSTRACT

The major purpose of this study was to explore the role of integrative and instrumental motivation in an English conversation class of teaching English as a foreign language program. Moreover, this study investigated the influence that the teacher’s methodology, personality and materials have on students’ attitudes, behaviours, motivation and participation during class.

The participants of this study were six students in third semester and the teacher of the English conversation class in a TEFL program in a middle sized city located at the south-eastern of Pereira (Colombia).

Throughout the data collected during the observations, field notes and interviews applied to students of the English conversation class and its subsequent comparative analysis, it was found that participants perceived themselves as being more successful in learning English as a foreign language when they developed integrative motivation. During the entire time of the research study, most of the participants developed instrumental motivation. They did not show successfulness in foreign language learning achievement based on student’s participation, grades, oral partial, attitudes in class, etc.
On the other hand, the data collected showed that the teacher’s personality, methods and materials had a positive impact on most of the students.
Resumen

El principal propósito de este estudio fue explorar el rol de la motivación integrativa y la motivación instrumental con estudiantes en una clase de conversación inglesa de un programa de profesores de inglés como lengua extranjera. Además investigar la influencia que tiene la metodología, la personalidad y los materiales usados por el profesor en la actitud del estudiante, su comportamiento, motivación y participación durante la clase.

Los participantes de este estudio fueron seis estudiantes en tercer semestre y la profesora de la clase de conversación inglesa en un programa para futuros profesores en lengua inglesa “TEFL”. El curso de conversación inglesa, le permitió a los estudiantes practicar y refinar su destreza oral desarrollando de esta manera su fluidez y su inteligibilidad en el idioma.

A lo largo de la recolección de los datos durante las observaciones, notas de campo, y entrevistas aplicadas a los estudiantes de la clase de conversación y su posterior análisis comparativo, se encontró que los participantes tienen éxito en el desarrollo de la destreza oral de la lengua extranjera cuando desarrollan una motivación integrativa. Sin embargo, la mayoría de los participantes mostraron una motivación instrumental, su desempeño en la destreza oral fue menos
exitosa a la de sus compañeros con motivación integrativa debido a bajas notas en parciales orales, su baja participación, compromiso, esfuerzo y falta de actitud positiva frente a la clase de conversación inglesa.

Por otra parte, los datos recolectados mostraron que la personalidad, los métodos y materiales del profesor tuvieron un impacto positivo en la mayoría de los estudiantes.
1. STATEMENT OF THE PROBLEM

In Colombia, the Ministry of National Education (MEN, 2006) has developed a program named “Colombia Bilingue” as a call to assist the necessities for people to understand the English language as a predominant language in the world. This language allows them to develop a global identity that gives them a sense of belonging to a worldwide culture and a modern lifestyle (Lamb, 2003). In order for Colombian students to develop communicative competences in English, the MEN (2006) has proposed a national plan of bilingualism aiming at achieving that all educational institutions around the country implement teaching programs to facilitate the language teaching-learning processes for all kind of learners and teachers.

According to the national plan of bilingualism, the necessity to prepare English teachers in the country emerges. In the present study, it took place at a university in a middle-sized city in Colombia, specifically in a Teaching English as a Foreign Language program (TEFL). The TEFL program prepares pre-service English teachers in order to address the demands of the English teachers in the city and in the region. The program takes place for ten semesters in which the learners have the opportunity to be exposed and develop the communicative competence in the foreign language based upon The Common European Framework of Reference for Languages: Teaching, Learning, Assessment (CEFR).
Thus, the focus of this study was to explore how the role of motivation influenced the development of oral skills. As it is well known, the speaking skill is of utmost importance because even if people are able to read and write in the target foreign language, if they are not able to use the spoken language, they cannot be considered as effective language users (Castrillón, 2010).

In the context of a TEFL program, the learners must be aware of the development of the oral skill in order to use the language efficiently, fluently, accurately, spontaneously and with self-confidence. Moreover, as future teachers, they are in charge of educating and helping others to develop their own communicative competences effectively.

According to Dörnyei (1994), learning a second language is not just mastering new information and knowledge about the language that is being learnt. Dörnyei (1994) pointed out that in the process of learning a second language, different components play an important role in the language learning achievement. One of these components is motivation. The author stated that motivation is one of the main determinants of second language (L2) learning achievement. Moreover, Gardner & Lambert (1959) suggested that learners who feel most warmly with an L2 and interact with members of an L2 community tend to learn more successfully (integrative motivation), whereas those learners who want to learn the L2 in order to achieve pragmatic objectives in L2 proficiency, to get a better job, or improve opportunities in future employments, for
instance, are less successful in such a process. This kind of motivation is called “instrumental motivation”.

It is important to take into account the importance of integrative motivation in the learning process of a foreign language (Lamb, 2003 Hernandez, 2006). The authors stated in their investigations that integrative motivation is an important component of success in second language acquisition. Hernandez (2006) notices that integrative motivation is a significant predictor of oral proficiency and it is an important factor for students’ success in the L2 classroom.

During my experience as a language learner at the TEFL program in the pre-intermediate level of an English conversation class in third semester, I witnessed that several of my classmates dropped out of the program because of the fact that the speaking-related objectives of the course appeared to be quite demanding. My classmates thought that they were not able to speak in English or to communicate ideas accurately. My classmate’s situation made me wonder whether the degree of interest, difficulty and the expectations for the English conversation class influenced their motivation to continue or not learning English.

To evidence the students’ desertion from the universities in Colombia, the Ministry of National Education (2007) reported that 46 out of 100 students drop out from the university before the third semester, most of them due to economic reasons or low academic proficiency achieved during school. Maria Ximena Martinez, who is the psychologist in charge
of academic support program at the Universidad Pontificia Bolivariana de Bucaramanga (2007), claims that desertion might be due to “economic reasons, low proficiency level achieved during high school, inadequate decisions to choose a career, social pressure and, for those who come from other cities, the difficulty to adapt to changes”.

There is still no relevant information to know exactly what factors are involved when students of a TEFL program either drop out or complete their professional preparation. A possible reason for the students dropping out from the TEFL program might be related to the motivation intensity, which, as elsewhere pointed by Dörnyei (1994), is an important factor of second language learning achievement.

This study then attempts to explore the role that motivation has on students in an English conversation class based upon the theory of integrative and instrumental motivation developed by Gardner (1985). In addition, the type of motivation and the role of the teacher in learning a foreign language need to be considered because they might influence student’s English verbal proficiency level in the conversation class I observed.
1.1 Research Questions

My study attempts to explore the following questions:

✓ What is the role of integrative and instrumental motivation of students in an English conversation class?

Sub-question:

✓ How does the teacher’s role influence the students’ motivation and students' participation?
1.2 Research Objectives

General objective

- To explore the role of integrative and instrumental motivation of six students in an English conversation class.

Specific objectives

- To observe the behavior of the students in relation to their type of motivation.
- To analyze the teacher’s impact in relation to the students’ motivation.
2. Theoretical Framework

2.1 Defining Motivation

According to Gardner (1985), motivation is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. The author asserted that a motivated individual displays many characteristics. They show persistence and enjoy the activities necessary to achieve goals. They are eager to learn the language; they show willingness to expend effort on the learning activity, and willingness to sustain the learning activity. They show self-efficacy and self-confidence about their degree of success and achievements. In addition, Gardner (2001) said that a motivated individual exhibits and expresses behaviours, feelings and attitudes, such as the one already mentioned. On the other hand, an individual who is not motivated does not express those behaviours and feelings.

It is essential to mention that in this study there are two types of motivation that are going to be used to identify the type of motivation of the participants. Both types of motivation are going to be explained in the following section.
2.2 Types of motivation

The two types of motivation to be taken into account in this study are:

2.2.1 Integrative and instrumental motivation

Gardner (1985) stated that integrative motivation is associated with positive disposition and the desire to learn and interact with, or become closer psychologically to the group who speaks the L2. Gardner (1985) added that positive attitudes towards the learning language, desire to learn the language and motivational intensity are involved into what the author called “integrativeness”. These positive attitudes involve the student in the educational context such as the teacher, the course in general, the quality of the materials and task of learning the language. Another element that the author mentioned is when the learner expresses the desire to achieve the goal of learning the second language and strives for succeed. The last element is the motivational intensity, refers to the degree of effort the individual expends (or in some instances, would be willing to expend) in order to learn the second language. Gardner (1985) stated that learners must be persistent and attempt to learn the material, by doing homework, by doing extra work, as well as developing activities based on improving level of knowledge and intentions about using available opportunities to improve the L2.

Talking about instrumental motivation, Gardner (2001) states that this type of motivation concern with a desire to learn the L2 in order to
get a better job, improve opportunities in future employments, as well as improve one’s education or satisfy a language requirement. In reference to Gardner’s statements about integrative and instrumental motivation, the following studies applied these concepts, concluding that both types of motivation are present among second language learners.

In contrast, there are two other types of motivation that are not taken into account in the present study because those are theories which differ from the Gardner’s theory.

2.2.2 Intrinsic and extrinsic motivation

Deci and Ryan (1985) define intrinsic motivation as the way how the students learn the language for internal rewards such as the joy of doing a particular activity or satisfying their own curiosity. On the other hand, the authors define extrinsic motivation as the way in which the students learn the language for some external reward such as to get good grades or to avoid some punishment.

Another concept to be taken into account in the present study is oral proficiency. As the Gardner’s theory measures the second language achievement among participants with integrative and instrumental motivation, this study is going to measure the oral proficiency level of participants with integrative and instrumental motivation in a foreign language classroom based on the Gardner’s theory. The oral proficiency level of the participants in this study was measured based on the teacher’s
criteria. She assessed the students’ accuracy, fluency, vocabulary, phonological control, and understanding in their oral skill in different class activities.

2.3 Oral proficiency

According to Omaggio (1986), oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. In addition, the author pointed out that a student with high degree of oral proficiency implies having the ability to apply linguistic knowledge to new contexts and situations. The linguistic knowledge makes reference to grammar and vocabulary.

Finally, fluency and accuracy are very important concept to be explained in this session since they are characteristics to measure the oral proficiency level of the students.

2.4 Fluency

According to Baker (2008) fluency is when a person can speak a language easily, well, quickly and without many pauses. In addition to this, the author points out that the use of vocabulary has an influence on fluency, because if the speaker’s flow of speech is broken for his/her many pauses, the fluency is impeded due to the search she/he has to do for new words. Baker (2008) states that oral fluency is an essential factor
of oral proficiency. The author states that many oral examinations such as the Common European Framework of Reference for Languages (CEFR) include oral fluency as criteria to assess students' oral proficiency.

2.5 Accuracy

Canale (1983) define accuracy as the good knowledge and use of vocabulary, grammatical structures and correct pronunciation. The author asserts that the grammatical competence concerns the mastery of the non-verbal and verbal language. The grammatical competence concerns features such as spelling, pronunciation, sentence formation, vocabulary, word formation and linguistic knowledge.
3. Literature Review

The following session shows some investigations based on the Gardner’s theory of integrative and instrumental motivation in second language learners.

3.1 Globalization and Integrative Motivation

In the search of the existing relationships between Globalization and integrative motivation, a combination of quantitative and qualitative study by Lamb (2003) analyzed the impact of Globalization as part of building students’ motivation to continue learning English. Lamb (2003) in his investigation combined a questionnaire survey of almost all (219) first-year students (aged 11-12), with semi-structured interviews with a ‘focus group’ of 12 individual learners in an urban junior high school in a provincial capital on the Indonesian island of Sumatra. He observed these individual learners at least twice during English classes, and interviewed the eight English teachers who worked at the school.

The questionnaire contained eight items eliciting background information about the students. In other items, he wanted to uncover student’s attitudes and motivation to learn English. In addition, the interviews with the twelve selected learners, Lamb (2003) intended to
explore, with more depth the students’ attitudes and motivation to learn English.

Lamb (2003) reported in his results that student’s motivation in learning a second language has an influence due to globalization and that influence has integrative and instrumental orientations that are impossible to distinguish for separate. The author interpreted this finding in the following way. English is an integral part of the globalization process: Meeting with westerners, using computers, business, technological innovation, understanding pop songs, studying or traveling abroad, pursuing a desirable career. The aspirations mentioned above, are associated with each other and with English as an integral part of the globalization processes that are transforming learners’ society and will profoundly affect their own lives.

In fact, these factors develop in people a bicultural identity, in which part of their identity is rooted in their local culture, while another part of students are developing a global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles and information that are part of a global culture.

Based on the globalization impact in second language learners, Lamb (2003) cited Warschauer in his study (2000), Warschauer points out that globalization has brought a new society in which English is shared among many groups of non-native speakers creating a new society where
learners have an international culture as symbol to be in contact with all cultures around the world, rather than just dominated by British or Americans. In this case, Lamb (2003) and Warschauer (2003) suggest that English needs to be seen as a door; in which non-native speakers can enter a worldwide culture where English does not belong just to Anglophone countries.

Also, the reasons that students have for learning English as Lamb (2003) mentions above, which are meeting with westerners, using computers, business, etc., are part of integrative and instrumental orientation which are difficult to distinguish as separate concepts. For the reason that globalization makes language students to learn the L2 for its multiple uses that involve the two types of orientations (integrative and instrumental). One example of this is the learner who studies the language for practical reasons and travels abroad. It is applying integrative and instrumental orientations.

This finding by Lamb (2003) made me think that second language learners’ could acquire the L2 for multiple uses as a link with a modern lifestyle rather than as a means to be identified or integrated with US citizens or other native English speakers.

Both concepts about integrative and instrumental orientation such as using computers, understanding pop songs, studying or travelling abroad, pursuing a desirable career suggested by Lamb have a
relationship with the concepts of Gardner & Lambert (1959) about integrative and instrumental motivation.

Apart from the impact of globalization in students’ motivation, Lamb (2003) found that the favorite activities of the students in their English lessons classes were conversations or dialogues. Moreover, the author mentioned that English conversation is one of the least likely activities for the learners to be engaged outside the classroom, but unfortunately teaching methods and materials do not emphasize speaking skills, which may well lead to increasing dissatisfaction with their school English lessons. This finding made me think that the teaching methods are important in order to increase in students the interest and satisfaction, implementing teaching methods and materials that emphasize speaking skills encouraging learners in their process of L2 achievement.

3.2 Integrative Motivation and Success

In search for the existing relationships between motivation and success, a quantitative study by Hernandez’s (2006) analyzed the impact of integrative motivation as a predictor of success in the intermediate foreign language classroom. Hernandez (2006) applied his study to 130 students completing a fourth semester Spanish course at a large Midwestern university in the United States. Hernandez (2006) applied questionnaires to the students to find out about their background and
academic status. The questionnaire also targeted motivation with three subscales: integrative, instrumental motivation and foreign language requirement. Hernandez (2006) also conducted a simulated oral proficiency interview (SOPI) in order to find a relationship between motivation factors that most contribute to student’s oral proficiency and ratings on a performance-based measure such as the SOPI. Students recorded their answers to the interview questions on blank cassette and returned them to the researcher.

Hernandez (2006) reported in his results that integrative motivation can contribute to student success in the foreign language classroom. In addition, the author reported in his results that students with higher integrative motivation tended to receive higher scores on the SOPI. This finding indicated that integrative motivation is maybe a significant predictor of oral proficiency. Moreover, the author suggested in this result that a focus on classroom activities that enhance integrative motivation can increase students’ oral proficiency and stimulate their interest in further studies in the language. Hernandez (2006) suggests that other future research might investigate the relationship between motivation and oral proficiency of students studying different second languages at different levels of language instruction.

In addition, Hernandez (2006) reported a significant positive relationship between integrative motivation and the students’ desire to
continue studying Spanish beyond the four-semester foreign language requirement. The author stated that this finding is consistent with the study made by Ramage (1990, cited by Hernandez, 2006). In her investigation into the relationship between motivation and a desire to continue language studies beyond the second year of high school, Ramage discovered that students who have an interest in the L2 culture and the desire to become proficient in the L2 confirm the desire to continue studying the L2 which is an integrative motivation. In Hernandez’s (2006) study, he found that students expressed their interest in traveling to a Spanish-speaking region and use Spanish with native speakers in the United States.

Hernandez (2006) suggests the need to focus on classroom activities and assignments that promote integrative motivation as a means of increasing student achievement.

On the other hand, Hernandez (2006) found from the questionnaires that students were also interested in instrumental factors for studying Spanish. Hernandez (2006) suggested that it is also important to take into account the instrumental aspect of motivation within the classroom in which the instructor should devise activities and assignments that require student to use authentic L2 sources such as L2 newspapers and magazines. Moreover the author said that instructors
should emphasize the usefulness of the L2 through discussions and demonstration of potential career opportunities.

The findings by Hernandez (2006) suggest the importance of eliciting information about the students’ needs and interests regarding their L2 study in order to determine students’ reasons and orientations for language study.

The findings by Hernandez (2006) made me think that it is important to explore the Gardner’s theory about integrative and instrumental motivation correlated with the oral proficiency level in students learning a foreign language. In addition, other factors such as the teacher are involved in the process of increasing students’ expectations and desire to continue studying the language.

### 3.3 The role of the Teacher as a Motivator

The role of the teacher in increasing student’s expectation and desire to continue studying an L2 is supported by Dörnyei (1994). On the other hand, Dörnyei (1994) stated that teachers are convinced that the concept of motivation is critical for L2 success. The author introduced different levels of motivation that may help language teachers gain a better understanding of what motivates their students in the L2 classroom. The
three levels of motivation stated by the author are the Language Level, the Learner Level and the Learning Situation Level. 

Dörnyei (1994) stated that the Language Level is focused on orientations and motives that determine the basic learning goals and explain why the learner decided to learn the language. Dörnyei (1994) points out that these orientations are based upon the Gardnerian approach about integrative and instrumental motivation. Dörnyei (1994) added to instrumental motivation, extrinsic motives (identified regulation, integrated regulation, which are defined in the following paragraph) centred on the individual’s future career endeavours. The author stated that L2 motivation is a multifaceted construct and it is necessary to integrate various components in order to build the different levels of motivation. The extrinsic motives mentioned by the author are one of the most well-known theories about motivation: intrinsic and extrinsic motivation. 

The extrinsic motives mentioned by Dörnyei (1994) identified regulation is when the L2 learner has come to identify with and accept the regulatory process of learning a second language and seeing its usefulness. In other words, is when the learner has an attitude in which he/she accepts the process of learning an L2, uses different learning strategies in and outside the classroom and see its usefulness. The other extrinsic motive, integrated regulation, involves regulations that are completely assimilated with the individual’s other values, needs, and
identities. In other words, is when the learner sees how important he/she considers the goal of L2 learning in terms of a valued personal outcome, like the satisfaction of having learnt the language and share with other people in the second language, the social and cultural components are taken into account for the learners and sees its utility in a real context. In this level, the author looks for developing and promoting sociocultural components such as showing films or TV recordings, playing relevant music and inviting interesting native speaking guests in the second language classroom. Moreover “develop learners’ instrumental motivation by discussing the role L2 plays in the world and its potential usefulness both for themselves and their community” (Dörnyei, 1994, p.281).

*The Learner Level* refers to affections and cognitive aspects. Dörnyei (1994) points out that the teacher should play a role in increasing learners’ self-confidence, also promoting information about their process and goals to be achieved in a given period in order to develop self-perceptions of competence in the learners and “encouraging the view that mistakes are a part of learning” (p.281). Also, aspects such as self-perception in students help them to accept the learning environment where they are involved in the process of learning an L2 either in the school, college, or other institution. In addition, Dörnyei (1994) Suggested that it is important to avoid punitive treatment concerned with the level of anxiety in the students. Promoting motivation enhancing attributions helping the learners recognize links between effort and outcome.
The role of integrative and instrumental motivation in TEFL students

The Learning Situation Level (Dörnyei, 1994) reports that there are three aspects of motivational components: course-specific motivational components, teacher-specific motivational components and group-specific motivational components. The course-specific motivational components refer to the idea that teachers make the syllabus relevant for the course by basing it on need analysis. Also the author said that teaching materials can increase attractiveness in the course and allow the students discuss the choice of teaching materials. In the same way, the teaching method and the learning tasks should be attractive and authentic for the learners needs.

The teacher-specific motivational components. It is concerned with the teacher’s personality, teaching style, feedback, and relationship with the students. The author suggests the teacher to adopt the role of a facilitator and promote learner’s autonomy. In addition, the group-specific motivation components are based on increasing the group’s goal-orientedness, promote the internalization of classroom norms and use of cooperative learning techniques.

On the other hand, Dörnyei (1994) mentions the following aspects in which the teacher contributes in the process of L2 learning by students. Dörnyei (1994) stated that motivation is one of the main determinants of L2 learning achievement. For that reason, it is important to take into account what types of motivation and what other variables have an impact on students learning a foreign language in order to be successful. Also, it
is important to explore how external variables can be adapted in order to increase in students their motivation in learning a foreign language.
4. Methodology

4.1 Type of study

The study applies qualitative data collections methods since I was focused on observations, interviews, videos and recordings for the correlation between motivation and oral proficiency level in my participants. The methods already mentioned are fundamental in each study which are considered qualitative (Schonfeld & Farrell, 2010). For that reason, this is a qualitative study.

According to Merrian, (2009) a qualitative research is “an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning”. This meaning makes reference to how people make sense of their world and the experiences they have in the world. As the author suggests, my study attempts to explore the role of students’ motivation during their English conversation classes.
4.2 Context

The present study was conducted at the Teaching English as a Foreign Language (TEFL) program at a college in a middle sized city located at the south-eastern of Pereira city, Risaralda (Colombia).

The TEFL program prepares professional English teachers in order to address the need of English teachers in the city and in the region. The TEFL program aims preparing English teachers with a high level of quality in terms of language teaching, who are able to interact in the target language in their professional lives.

The program takes into account international parameters of English proficiency such as the CEFR (2001) as reference for teaching, learning and language assessment.

Talking about the English conversation course, it is created in order to develop the speaking skill of the students being active members of the class to improve the students’ confidence, fluency and accuracy in the foreign language. The students are supposed to be aware of discourse management features in order to develop meaningful communication for an A2-B1 level of foreign language use (See appendix F). The course encourages interaction through language tasks and variation of relevant topics through individual, pair and group work activities, helping the students to improve their English conversations skills. Moreover, the students’ attendance and participation in learning
activities are essential factors for the conversation course. In this sense, the students who successfully complete the English conversational course, will be able to:

1. Participate successfully in spontaneous conversational exchanges with native and non-native English speakers.

2. Correctly interpret and respond to spoken English discourse taking into account speakers’ attitudes, roles, explicit and implicit messages, and relevant socio-cultural factors.

3. Produce and respond critically to clear, detailed and well-structured oral descriptions and presentations.

4. Construct a personal approach to the pedagogy of TESOL informed by current theory and practice. (See appendix D to see the program for the English conversation course)

4.3 Participants

The participants of this study were six students in third semester and the teacher of the English conversation class in the TEFL program where instruction is delivered exclusively in English. This fact gave me opportunities to gather data on the students` oral proficiency level. At this
level, the English conversation course allows them to practice and refine their speaking skill developing fluency and intelligibility in the language. (See appendix D to see the program for the English conversation course)

The selection of the students was based on the teacher`s criteria and his/her judgments about the students motivation and their oral proficiency level in their oral partials grades during the course. According to this information I chose the six students, two with high, two with average and two with low verbal English proficiency level in order to get evidence about the relationship with their type of motivation. For the analysis of the data, I used pseudonyms to protect the identity of my participants. These pseudonyms are: Students with high verbal proficiency level: David and Santy; students with average level of verbal proficiency: Nelly and Samuel; students with low verbal proficiency level: Vivian and George.

### 4.4 Data collection procedures

To collect the data for this study, I conducted observations and interviews.

#### 4.4.1 Observations.

My role was a passive participant. According to Mertens (1998) the role of passive participant in my context meant that I was presented when the students were taking their English conversation class and I did not interact with the students during class. I observed the students during two hours of their class; once per week, for one month, for a total of four observations.
In my observations, I used semi-structured observations. According to Cohen (2000) the semi-structured observation is created by the observer in order to identify specific behaviours or students' academic performance. In that way, I was focused on observing and documenting behaviours and participation of the students during the class. These data helped me later to interpret students' attitudes. In addition, the data from the observations helped to construct my students' interview.

During the observations, I documented the physical environment, the human and social environment, informal interactions and the use of L1 and the foreign language between students and interaction with the teacher. Also, the non-verbal communication of the students was taken into account during the observations.

I documented the observations through field notes and a video-camera to expand the field notes at the end of the English conversation class. Expanding the field notes helped me to analyse in depth the data collected through the observations. (See appendix C for the observation protocol)

4.4.2 Interviews

Interviews are really useful in every qualitative research to have clear knowledge about what is the thought and the feeling of every participant in a qualitative research (Douglas, 2010). In my study, I conducted two types of interviews (See the appendix A and B for an
example of the interviews). One of the interviews was conducted with the teacher of the English conversation class and the other one was with each one of the participants. The interviews with the teacher and participants were conducted in English and Spanish depending on the preference they had at the moment of the interview. For a total of seven interviews.

The teacher interview was focused on knowing her perspective and judgments about students’ attitudes, students’ motivation and the level of oral proficiency. The teacher interview was conducted at the beginning of the study and lasted fifteen minutes. According to the information given by the teacher, I selected the six students in order to collect the data for my study.

The student interview took place when the observations had finished. Each interview lasted fifteen minutes. For my participants’ interview I applied a standardized, open-ended interview. According to Valenzuela (2007), my study meant that the same open-ended questions were asked to all interviewees; this approach facilitated faster interviews that could be more easily analysed and compared.

With this interview, I attempted to obtain participants’ perceptions about their motivation and attitudes towards the use or interaction with the second language (L2) in their English conversation class. In addition, I attempted to obtain their opinions and feelings about such factors that they
consider affected their motivation in their process of learning English in a Teaching English Foreign Language program (TEFL).

The teacher’s and the students’ interviews were recorded and transcribed in order to be analysed during the data analysis stage.

5. Data Analysis

As Thorne (2000) points out, “a qualitative researcher must engage in active and demanding analytic processes throughout all phases of the research. Understanding these processes is therefore an important aspect not only of doing qualitative research, but also of reading, understanding, and interpreting it” (p. 68). In that way, the data collected from the interviews was analyzed in the following way: I transcribed the interviews to show the most relevant information for my investigation in a detailed way, after the transcription of the interviews, I re-read the written information in order to make conclusions that helped me to answer my research questions.

As Hall (2002) argued, “once the data are coded, the next step involves searching across datasets for regularities or patterns of occurrence, and grouping and organizing the regularities into larger segments for subsequent qualitative and/or quantitative interpretation” (p. 167). Concerning the analysis of the observations, the information collected from this method was gathered from videos and field notes; I transcribed each one of the videos to have a general view of what
happened during the English conversation classes. Also, I re-read the field notes in order to analyze the crucial information that was going to help me to answer the research questions. Finally, I re-read the transcription and the field notes, highlighting the information that was going to be used to evidence the findings and to make the subsections in which the findings were divided.
6. Findings and Discussions

This section presents qualitative reports of the six participants (David, Santy, Nelly, Samuel, Vivian and George). In this section, the findings suggest how the motivational orientation (integrative and instrumental motivation) has a role in Students’ English verbal proficiency level and views the role that an English teacher plays on the students’ motivation in order to enhance the interest and motivation in a TEFL program. The findings in this section are going to be explaining in the following way. First, I will present the finding and will describe it. After that, evidence of the finding will be exposed, third I would give an explanation of the evidence and finally I will discuss with some other authors.

6.1 Students with Integrative motivation

Data from David and Santy suggest that they are students with integrative motivation. They have a high level of verbal proficiency because they got higher grades on oral partials and participated a lot in
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class. In order to see the role of integrative motivation in participants with high oral proficiency level, some instruments such as teacher’s interview, observations and students’ interview were used to give evidence for this finding. The following data are extracts taken from the teacher’s interview in which she stated her perception about the students’ behaviours, attitudes and motivation in her English conversation class:

Sample 1:

[Teacher Interview No.2, March 24th, 2010]
Teacher: “David sacó un 5.0 tú sabes él tiene una muy buena competencia, muy buena actitud, muy buen estudiante, hace todo lo que tiene que hacer, (...) a él le gusta participar, es un estudiante muy comprometido”.

[Teacher Interview No. 2, March 24th, 2010]
Teacher: “Santy sacó 4,5 se destaca porque le gusta mucho participar, es comprometido, le gusta colaborar, le gusta ser parte activa de la clase, la actitud de él es muy buena, es propositivo”.

Following to this, the participants express their self-perception as language speakers:

[Student interview Tuesday, August 17th, 2010 at 12:00]
Question #3: ¿Actualmente como se ve a sí mismo como hablante de una lengua extranjera?
David: pienso que voy bien, creo que tengo un buen nivel de la lengua, en el proceso pero bien.

[Student interview Friday, August 20th, 2010 at 2: 25 p.m.]
Question #3: ¿Actualmente como se ve a sí mismo como hablante de una lengua extranjera?
Santy: “me veo como con una cierta ventaja sobre los demás y es gratificante también que la gente te llame y lo tomen a uno en cuenta”.

Notice that data from David and Santy’s interview show that they perceived their higher oral proficiency level in the foreign language learning process. Besides, the data from the teacher interview shows that
David and Santy exhibit a number of characteristics in terms of high verbal proficiency level. They were committed in class. They fulfilled the requirements for the class. They liked to participate in class. They both had got high scores on oral partials and had a positive attitude and disposition to the foreign language. Moreover, the data from the teacher’s interview allowed me to perceive that David and Santy had an integrative motivation according to their positive attitude towards the foreign language. Gardner (1985) stated that positive attitude towards learning the language is more related to achievement. Students take assessment more seriously and find it more rewarding to simply experience the language and thus achieve more. According to the teacher, David and Santy obtained positive grades.

Besides, based on the teacher’s comments, I can infer that the positive attitude of the students regarding the language makes them give more importance to the class activities in order to be more active learners. In this regard, Gardner (1985) says that individuals with integrative motivation are more attentive in learning situations.

To give more evidence about the positive attitudes and high oral proficiency level showed by David and Santy, it is important to mention that during my observations, their participation in class showed good attitudes and willingness to speak in front of the class. In the following
data samples, the participants interact in the foreign language through different learning activities:

Sample2:

[Observation number 2. March 10th, 2010 at 9:15am]
Santy: “Well guys in order to make the presentation more different I want to know what did you understand of the video and what kind of speech acts did you see?” Santy speaks with fluency, louder and moves his hands motivating his partners to participate in class.
Santy: “so, please come on guys!! Who wants to participate…” Santy smiles and speaks louder.
(…)
David: “Santy can I say something?” David raises his hand and spoke louder
Santy: “yes of course David tell me” Santy points out with his hand to David.
David: “I think that the register is about suggestions and request”
Santy: “yes!! David thanks. Also the two first videos contain informal speech acts and the final video is a formal speech act”
Santy: “that’s it, thank you”

Notice that the data show that Santy had a good attitude to interact with his classmates in front of the class. He motivated his peers to participate as volunteers. On the other hand, David, with high verbal proficiency level, gave support participating in Santy’s performance. The accurate use of the foreign language was remarkable in Santy’s oral skill. He spoke louder, with good fluency as well as good intonation.

Another sample to support the positive attitudes and high verbal proficiency level is presented in the following paragraph:

Sample 3:
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[Observation No. 1, February 24th, 2010 at 10:00am]
The teacher is giving a lesson on how to identify speech acts in a conversation. She gives to the students a photocopy where they are going to read and identify the speech acts. Then the teacher asks: “what kind of speech acts are they?” She looks for a volunteer and Santy says: “suggestions” The teacher says: “making suggestions, well you can say I think or we thought…” David participates in class and says: “I think that in the Wh question they are making or giving an advice or giving an opinion” and the teacher says: “yes, in the Wh they are giving an advice or an opinion, so very good David”

In this excerpt, David and Santy accurately conveyed positive attitudes and motivational intensity in the different learning activities in class. According to Gardner (1985), the motivational intensity in those students with integrativeness shows willingness to expend effort on the learning activity. There is a persistent attempt to learn the material, by doing homework and extra work, developing activities to improve the level of knowledge using available opportunities to improve the L2. David and Santy showed themselves as active learners, participating as volunteers, supporting some other students and the teacher during their presentations as well as in oral discussions. As it can be seen in sample 3, the participants spoke with fluency and coherence. In addition they spoke louder and showed self-confidence when they were presenting and participating as volunteers their oral task. Both students showed their intentions of using available opportunities to improve L2 by demonstrating willingness to sustain learning activities in class as Gardner suggested.
In the last example from the students’ interview, David and Santy showed the reason to be enrolled in the TEFL program.

Sample 4:

[Student interview Tuesday, August 17th, 2010 at 12:00]
Question #1 ¿Porque decidió empezar esta carrera o que lo motivo?
David: “me encanta estar en contacto con las personas y me encanta poder transmitir lo que tengo (...) no solamente en los saberes, en el conocimiento sino también reflejar en las personas la parte humana”

[Student interview Friday, August 20th, 2010 at 2: 25 p.m.]
Question # 1 ¿Porque decidió empezar esta carrera o que lo motivo?
Santy: “(...) en el transcurso uno se va enamorando de la carrera y pues yo llevo seis meses en un instituto de inglés en Cartago y esa experiencia me ha parecido muy vacana (...) uno se da cuenta de que lo está haciendo bien y es gratificante”

Following this, the participants expressed their intentions to become English teachers:

[Student interview Tuesday, August 17th, 2010 at 12:00]
Question #5 ¿Cómo se ve así mismo en un futuro como profesor de inglés?
David: “si me veo como profesor (...) y me encanta, me encanta”

[Student interview Friday, August 20th, 2010 at 2: 25 p.m.]
Question #5 ¿Cómo se ve así mismo en un futuro como profesor de inglés?
Santy: “si me veo como un profesor muy cool (...) muy responsable, profesional (...)”

Notice that data from David and Santy’s interview show the integrative motivation they had in order to get enrolled in the TEFL program. They stated that they love the program and they want to become English teachers. Besides, they expressed that they enjoy conversing with people and sharing their knowledge as well as their ideas in the foreign
language. For that reason, I can infer that my participants expressed the importance of achieving the goal for learning the foreign language in terms of a personal value and the reward of communicating in a foreign language. As we can see, the participants showed an integrative orientation. According to Gardner (1985) the concept of integrative motivation includes the orientation and motivation. The orientation refers to a kind of reason for learning a second language in order to interact with, or become closer psychologically to the group who speaks the L2. Motivation includes attitudes towards learning the language, plus the desire and motivational intensity. Gardner (1985) suggested that “individuals integratively oriented may tend to be more highly motivated than individuals with other orientations” (page 54).

According to the data collected from David and Santy during the students’ interview, teacher’s interview and my observations, the participants presented an integrative motivation because they expressed in the students interview that they like to share and communicate their ideas and knowledge with other people who speak or are learning the foreign language. Besides, they got higher scores on oral partials; they were committed with the class and had positive attitudes in the classroom. Similar results where exhibited in Hernandez (2006) study when he pointed out in his results that integrative motivation was a significant predictor of oral proficiency and can contribute to student success in the foreign language classroom.
In the present study, the data from David and Santy showed a significant relationship between the goal for learning the foreign language and integrative motivation. They showed that their integrative orientation reflects a strong integrative motivation based upon the positive attitudes towards the foreign language and the motivational intensity.

Finally, based on the data collected and theory mentioned in this finding, and the analysis of the data, I can conclude that David and Santy have an integrative motivation because they had a lot of characteristics mentioned previously.

6.2 Students with instrumental motivation

Nelly, Samuel, Vicky and George had an instrumental motivation. The participants got average and lower scores in oral partials. Besides, they participated sometimes as volunteers in class.

In order to explain in a detailed way the level of oral proficiency of my participants, I decided to divide the finding in two parts. The first part is the participants who had an average level of oral proficiency and the second part is the participants who had a low level of oral proficiency.

The two parts of this finding are going to be explained following:

6.2.1 Students with instrumental motivation and average level of oral proficiency
Data from Nelly and Samuel suggest that they are students with average verbal proficiency level. They got between 3.7 and 3.8 grades in oral partials; they made the effort to participate in class despite their lack of accuracy in their oral skill. The data suggest that Nelly and Samuel are students who develop an instrumental motivation because the participants expressed the reasons for learning the foreign language such as to get a better job and the opportunities that the English language gives them in different professional roles.

In order to see the role of instrumental motivation in participants with average level of oral proficiency, some instruments were used in order to give evidence for this finding. The following data are extracts taken from the students’ interview in which they state their reason to be enrolled in the TEFL program:

Sample1:

[Student interview Tuesday, August 17th, 2010 at 9:30 a.m]
Question #1 ¿Porque decidió empezar esta carrera o que la motivo
Nelly: “Yo siempre había querido estudiar otra carrera pero no la pude estudiar por lo que no me alcanzaba económicamente (...) odontología (...)... pues ya me había graduado en técnica en salud oral, pues no quería quedarme en solo eso sino que quería tener una carrera más... entonces esa fue mi motivación que me gustaba mucho el inglés y quería tener una carrera”
[Student interview Tuesday, August 24th, 2010]
Question #1 ¿Porque decidió empezar esta carrera o que lo motivo
Samuel: “(...)Es un idioma que me gusta mucho y siempre he visto televisión en inglés, películas en inglés, la música en inglés y el idioma en si me gusta por todas las puertas que le pueden abrir a uno (...)porque hoy en día para cualquier trabajo, para cualquier cosa se debe saber el inglés”
As it can be observed in the previous excerpt, Nelly and Samuel reported the different reasons to be enrolled in the TEFL program. They stated their desire to learn the foreign language in order to open more doors for opportunity and get a better job. According to Gardner (1985), the reasons stated by the participants reflect an instrumental orientation which refers to economic and practical advantages of learning English. The following extract taken from the field notes showed the level of proficiency on the speaking skill in learners with an instrumental orientation:

**Sample 2:**

*[Observation number 2. March 10\textsuperscript{th}, 2010 at 9:15am]*

Samuel and his partner are going to make a presentation. They are going to explain some speech acts that they have watched in a video. Samuel’s partner begins to explain some speech acts of the video then he gives the turn to Samuel. He speaks about the same particular act.

Samuel: “*when these two girls are together talking emmm.. (unintelligible) so in this part the, the girl, the black girl is giving an opinion and agreement… emmm well eee when the girl, the black girl talks with the Bob, Mr Bob (unintelligible) give her eee opinions and advisor and also suggestions and another thing is about to design, what design is good and another not and…”* Samuel moves his hands while he speaks in order to support his oral language. He spoke slowly and in a low volume. Samuel’s fluency seems to be limited because he remains quite for four or five seconds approximately so his partner continues with the presentation by saying: “*another think is like we saw politeness in that way how she talks her about her job and.. that’s it*”

The oral task performed by Samuel showed a less successful pattern in the speaking skill because he showed less fluency and accuracy
The role of integrative and instrumental motivation in TEFL students during the execution of his performance. Based on the evidence showed above and field notes from the observations (below), I can say that the lack of success in Samuel’s presentation is due to the absence of taking assessment and learning activities more seriously as well as showing willingness to expend more effort on the speaking activities and the strive for success. To prove my last assumption, the following extract taken from the field notes, show how Samuel was playing with his black berry several times during class. The action of looking at the cellphone happened several times during my observation sessions:

Sample 3:

[Observation number 1, February 24, 2010 at 10:00am] Samuel is next to me in the left corner of the classroom located at the back of the classroom. He is working with a group of 3 students, in this moment. They are doing an exercise in class about speech acts, he is writing and looking what is writing on the board and follow writing, then in seconds he get something of his pocket then he looks at his partners who are writing in his notebooks stills for a peer of seconds; then he takes his cell phone and begins to be concentrate in it for 5 minutes, while this was happening the teacher follows with the class and other students continue with the participation in class.

On the other hand, the following data sample from the field notes shows similar patterns in terms of the speaking skill in another participant with an average level of verbal proficiency:

Sample 4:

[Observation number 2, March 10th, 2010 at 9:15am] Nelly and her partner are going to make a presentation. They are going to explain some speech acts that they have watched in a video. While students are watching the video Nelly approaches to
the teacher; then, Nelly takes the paper and writes on it. When the video finished, Nelly explains some speech acts by reading the paper. Nelly reads slowly and with good intonation.

Notice that both Samuel and Nelly exhibited a degree of difficulty in their speaking skill. As we could see in the sample two Samuel made the effort to speak spontaneously. Despite this, he did not speak with accuracy and fluency in the oral presentation.

On the other hand, Nelly did not speak spontaneously since she read the paper for the oral activity with good intonation and pronunciation. I can infer that Nelly clarified her doubts with the teacher before she developed the oral presentation. In other words, both participants showed less proficiency, fluency and accuracy during their oral tasks. During my observations, they displayed a lack of enthusiasm and energy in their presentations as well as participation as volunteers in class. The data showed that students with an instrumental orientation differ from students with an integrative orientation. The attitudes and level of motivation seems to be better in students with an integrative motivation because they showed positive attitudes and willingness to sustain learning activities. In addition, they were more committed in class; they liked to participate in class as volunteers and got higher scores on oral partials.

On the other hand, I can speculate that students with an instrumental motivation such as Samuel and nelly showed less self-
confidence and self-efficacy during their oral presentations due to the lack of preparation and take the learning activities more seriously.

According to Gardner’s (1985) theory, Samuel and Nelly are less motivated students. He points out that an individual who is more integratively oriented may tend to be more highly motivated than an individual with other orientation. As we can see, the level of motivation in those participants with an instrumental motivation is more limited in comparison with students with an integrative motivation. According to Gardner (1985) the degrees of effort, desire and positive attitude of language learners help to assess their level of motivation in order to know whether it is higher or lower. Based on Gardner’s statement, I could assert that the degree of effort, the positive attitude and the desire to learn the foreign language in Samuel and Nelly with instrumental motivation were lower than David and Santy with an integrative motivation. In addition to integrative motivation, Gardner (1985) states that students being integratively motivated facilitate second language acquisition because it reflects an active involvement in language study and the students are more active in language classes. Meanwhile, the participants with an instrumental motivation showed to be more passive learners in the foreign language learning activities and less involve in the language study.
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The following sample from the teacher’s interview showed the teacher’s perception about the students’ behavior and motivation in her English conversation class:

Sample 5:
[Teacher Interview No.2, March 24th, 2010]
Teacher: “Nelly saco 3.7 es casi el mismo caso de Vicky pero Nelly se desenvuelve mejor para hablar (...) le gusta estar preguntando que tiene que hacer y lo que hace, lo hace bien a pesar de que no tiene el súper nivel”. (Vicky is a Student with low level of verbal proficiency)

[Teacher Interview No.2, March 24th, 2010]
Teacher: “3.8 Samuel, me gusta su actitud a pesar de que el a veces no es tan accurate es más fluency que accurate. Es decir no es tan preciso en las cosas gramaticales. Pero él se compromete con lo que tiene que hacer en la clase”

Notice that the data from the teacher’s interview showed that Nelly asked what she had to do in order to fulfill the requirements for the class despite of her weaknesses in the oral skill.

In Samuel’s case, the data from the teacher interview showed that the participant had positive attitudes in spite of the lack of accuracy in the speaking skill in the foreign language activities. I can infer that the reasons in which participants displayed for learning the foreign language make reference to the degree of effort and motivation the students spend learning the foreign language because the participant showed to be more passive learner and less involve in the language learning activities.

In this case, Nelly’s reasons to study the foreign language make reference to the degree of effort and motivation the participant
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demonstrated during the language learning classes. As the sample number 1 showed, Nelly wanted to be a dentist and non an English teacher. For this reason, I can speculate that the level of motivation in this participant was more limited.

In Samuel’s case, sample 1 showed how the instrumental orientation that the participant expressed had a correlation to the degree of effort and positive attitude he showed in the classroom. In addition, samples 2 and 3 showed that his degrees of effort and motivation were not enough to sustain the learning activities because Samuel showed less self-confidence and self-efficacy during his oral tasks due to the lack of preparation and took learning activities less seriously.

In the same way, the data from the teacher’s interview asserted that Nelly and Samuel present difficulty in their speaking skill. According to the teacher, the participants are more fluent than accurate. In spite of the lack of accuracy in the speaking skill, the teacher pointed out that they were committed and had a positive attitude in class. I found that the teacher knows the students better than me due to the fact that she spent more time with them during the semester. She highlighted attitudes and behaviours that I had not seen in these participants during my observations. I noticed that the teacher takes into account to assess the students’ attitudes, commitment and participation in class. It is my assumption that the teacher’s evaluation has a correlation with Gardner’s
assessments in language learning achievement through degrees of effort, desire and positive attitudes that can distinguish the difference between individuals who are more motivated and those who are less motivated.

6.2.2 Students with instrumental motivation and low level of verbal proficiency

The data collected from Vicky and George suggest that they showed a low verbal proficiency level. They got lower scores on oral partials and did not like to participate in class. The data suggest that Vicky and George tend to develop more an instrumental motivation in order to learn the L2. In the following data samples, some instruments were used in order to give evidence about the role the type of motivation display in the level of oral proficiency in these participants:

Sample 1:

[Student interview Tuesday, August 17th, 2010 at 9:45 am]
Question No.1 ¿Porque decidió empezar esta carrera o que lo motivo?
Vivian: “Yo desde que estaba en el colegio yo quería ser policía entonces (...) hice las pruebas (...) y pues de pronto por no tener palancas no se no pase, entonces me puse a estudiar inglés un año en un instituto, me gusto y lo quise poner ya más en práctica algo más serio (...) no soy muy buena que digamos pero ahí se hace lo que se puede”

[Student interview Monday, September 6th, 2010 at 9:25 am]
Question No.1 ¿Porque decidió empezar esta carrera o que lo motivo?
George: “tuve la oportunidad de estudiar con personas que habían vivido en otros países y de otros países, es decir nativos de otros países (...) yo empecé a mirar todas esas cosas y lo que tenía
que ver con la cultura de ellos. A mí me logro envolver todo esto porque de ellos aprendí mucho (...) y entre mis opciones estaba estudiar la enseñanza de la lengua inglesa. (...) me doy cuenta que realmente lo que quiero es ejercer como profesor y sueño ejercer como profesor.

In this excerpt, the participants reported the reasons to be enrolled in the TEFL program. As we can see the orientations of both participants are different. Vivian showed an instrumental motivation because she wanted to be a police woman and not an English teacher. She decided to study the TEFL program because she wanted to improve her level of English. According to Gardner (2001) the instrumental motivation refers to the desire to learn the L2 in order to improve opportunities in future employments, as well as improve one’s education which is Vivian’s case to learn the foreign language. Meanwhile, George showed an integrative orientation because he liked to share with English native speakers. Gardner (1985) said that the integrative orientation refers to the desire to learn the L2 in order to interact with or become closer psychologically to the group who speak the L2. Unlike what George showed during the interview, the teacher’s interview did not show coherence between what the student expressed and his grades on the oral exam. In the same way, the teacher’s opinion about the student’s behavior and attitude in class differ from the type of motivation that George showed in the interview. In Vivian’s case, the teacher’s opinion about her behaviour in class and her
grade on the oral exam is consequent with what Vivian expressed during the interview.

In the following sample taken from the teacher’s interview, the teacher stated her perception about the students’ attitudes, behaviours and motivation in her English conversation class:

Sample 2:

[Teacher interview No. 2, March 24th, 2010]

Teacher: “Él tiene un 0 porque no me presento nada, no asiste a clases, solo ha ido dos o tres veces. Además es la segunda vez que ve conversación conmigo”

[Teacher interview No. 2, March 24th, 2010]

Teacher: “Ella obtuvo 3.5 en la parte de lengua le baja un poco porque tiene debilidades en la pronunciación, en cuanto a la conexión de las estructuras gramaticales no está muy accurate, no tiene un buen léxico con el que se pueda defender, pero se preparó en la temática del examen y eso le ayudó.”

As it can be observed in the previous excerpt, George and Vivian present difficulties in their foreign language process of learning. Based on Gardner’s (1985) statements, both George and Nelly showed a lower degree of effort, desire and positive attitudes toward the learning situations which are the factors proposed by Gardner (1985) to assess the level of motivation in language learners. In comparison with participants with average and high English proficiency levels, Vivian and George with low verbal proficiency level present a lower level of motivation. I can speculate the lower level of motivation in Vivian and George due to the teacher judgments in sample above when she mentioned the participants’
behavior and attitudes in class as well as their lower grades on oral partials.

Talking about Vivian’s case with instrumental motivation, Gardner (2001) said that if an individual learns the language just for improving ones education, to satisfy a language requirement or as a tool to get a job, then the individual has little incentive to go beyond the goal for L2 learning. The author suggested that an individual should learn the L2 as a means of establishing real bonds of communication with another people, and then he or she is truly learning L2.

In George’s case who seems to have and integrative motivation, as is showed in sample 1, the teacher interview in sample 2 showed a controversial aspect in the participant statement due to the factor that George’s reasons expressed to enjoy being in contact with native speakers, learn their culture and his desire to be an English teacher. Nevertheless, the teacher’s criteria showed that George’s behaviors and attitudes did not exhibit the interest to be actively involved in class. I strongly believe that a reason for these controversial issue is what Spolsky (1989) pointed out “a language may be learned for any one or any collection of practical reasons. The importance of these reasons to the learner will determine what degree of effort he or she will make, what cost he or she will pay for the learning”(p.160). As Spolsky (1989) mentioned the degree of effort an individual displays in language learning depends entirely on the learner’s reasons. This goes back to Gardner’s statement
about orientation and motivation. The orientation is the kind of reasons for learning the L2 and motivation the positive attitude, desire and motivational intensity. In order to see the correlation between the kind of orientation and motivation of the participants, the following extract taken from the field notes shows the attitude and motivation of the students in the class:

*Sample 3:
[Observation number 2. March 10th, 2010 at 9:15am]*

George is next to me, he is silent and he does not present any type of reaction of pleasure watching any of the videos in contrast to his other classmates that in some cases laugh about something in particular. George is very serious during the class. When the class finishes the teacher tells the students that she is leaving some photocopies about the “communicative competence” and she reminds about the partial for the next class. George asks a question to the partner next to him: “¿Qué fue lo que dijo la profesora?” his classmate says: “Que para la próxima clase hay unas fotocopias y un parcial”. Then George gets out of the classroom. Some students approach the teacher asking questions about the partial. The rest of the students leave the classroom.
In this excerpt, George appeared to be a passive learner. Despite the fact that the video had subtitles in English and was a popular TV show, he did not display full interest in the activity proposed by the teacher. It made me wonder if maybe his lack of vocabulary made it difficult for him to understand what was happening in the video. In addition, the participant did not show any willingness to expend effort to understand the learning activity. As Gardner (1985) pointed out “attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning an L2” (p. 61). As we can see the attitudes and motivation of the participant did not reflect a positive effect in language learning achievement. I could infer that the participant did not exhibit to be a motivated student. Based upon Gardner’s (2001) assertion, an individual can state high levels of motivation but if they are not supported by high levels of integrativeness (positive attitudes, desire and effort) then the levels of motivation might not be consistent. In the same way, George claims a strong integrative orientation (as is showed in sample 1) that it is not supported by high levels of integrativeness.

In the following sample taken from the field notes, the data showed Vivian’s attitudes and motivation during a group activity of five students. The group was divided into four students in one side and one student in the other side. The group was playing a guessing game, in which the teacher would show to the four students an expression that they
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would need to explain without saying the word to their partner who was sitting apart:

**Sample 4:**

[Observation number 4. April 7th, 2010 at 9:15am]
Now the turn is for Santy to guess what the expression is. The girl, Samuel, Vivian and Nelly are sitting together. The teacher shows to the group the expression. It is: “Six feet under”. Nelly starts and says: “One, two, three, four, five…” she uses her right index finger while she says that. Samuel says: “is a…” and use his right index finger to say something. The girl shows him her 6 fingers. Vivian is wrinkling her forehead while she looks at the flashcard and has her left thumb finger in her mouth. She seems to be confused. Then she observes what the others say and do. She changes her upright position in her chair by one very relaxed; her body is almost lying on the chair. Her partners have an upright position and follow participating in the activity while she follows observing what they do. It takes all the turn for Santy to guess what the idiom is.

We can see that the attitudes and degree of motivation in Vivian reflected the lack of willingness to sustain the learning activity as well as the absence of participation as a volunteer to support her peers during the group activity. In other words, the passive attitude from Vivian during the guessing game, made me think that she did not understand the expression. As a consequence of this, she got demotivated and she decided not to participate in the activity, without looking for other learning strategies as her peers did using body language to make themselves understood. According to Gardner (2001) a student who is not motivated does not present persistence, effort on the learning activity or positive behaviours, feelings and attitudes to develop an activity.
Based on the data collected from Vivian and George, the attitude and motivation in these participants with low verbal proficiency level exhibit similar characteristics with students in an average level of verbal proficiency in terms of lack of success in language learning activities. The participants showed less positive attitudes, desire and effort to learn the foreign language as well as less participation in the learning activities. Moreover, the teacher’s criteria and grades on oral partials corroborate the lack of commitment and display to show effort in language learning achievement.

Finally, based on the data collected, theory mentioned in this finding and analysis of the data, I can conclude that Vivian had an instrumental motivation. Talking about George orientation, the participant expressed reasons that enhance the desire to learn the foreign language in order to interact with native and non-native speakers. The previous reason showed an integrative orientation that according to Gardner (1985) the students with this orientation tend to be more highly motivated than individuals with other motivation. In spite of this, the data collected from the field notes and the teacher interview did not show the integrativeness that the author stated that a student with integrative orientation had. In that sense, in this study it is not possible to assert that George’s orientation has a correlation with integrative motivation.
6.3 The teacher’s role as an integrative and instrumental motivator

All along my research, I witnessed that the teacher plays an important role in increasing students’ motivation and students’ participation. The teaching methods, teaching materials as well as the teacher’s personality play a crucial role in students’ expectations, attitudes, and motivation during the time spent in class.

The following data sample taken from the students’ interview showed how the impact of the teacher played an important role on the students’ attitudes and motivation:

Sample 1:

[Student interview Tuesday, August 17th, 2010 at 12.00]  
Question # 9 ¿Qué cosas considera que afectan o influye la motivación de usted como estudiante en el proceso de seguir con la carrera?  
David: “(…) Me ha impulsado a seguir con más ganas muchos profesores, son muy buenos profesores y son muy buenas personas y que me han hecho ver la parte linda de la enseñanza”  
[Student interview Friday, August 20th, 2010 at 2:25pm]  
Question # 9 ¿Qué expectativas tenía de la clase de conversación antes de empezar, ahora que termino siente si esas expectativas si se cumplieron por parte suya y del profesor?
The role of integrative and instrumental motivation in TEFL students

Santy: “Si definitivamente tanto de parte mía como del profesor (...) porque me parece muy vacano que el profesor se le acerque a uno y le diga a uno ve muy buena su intervención o qué tal si me ayuda a hacer esto que yo he visto que usted tiene muy buenas ideas, entonces todas esas cositas le dan puntos al profe y a uno”

[Students interview Tuesday, August 24th, 2010]

Question # 9 ¿Que expectativas tenía de la clase de conversación antes de empezar, ahora que termino siente si esas expectativas si se cumplieron por parte suya y del profesor?

Samuel: “Las expectativas si se cumplieron por parte mía y por parte del profesor, es la profesora que más me ha gustado (...)ella hace muy amena la clase, ella hace querer estar uno en la clase, (...) se me cumplieron todas porque yo no solo quiero un profesor que separe a hablar toda la clase y explique sino que le haga a uno coger el mismo amor a lo que ella también está haciendo y me encanta todas las clases que ella me da, me encantan”

[Student interview Tuesday, August 17th, 2010 at 9:30 am]

Question # 9: ¿Qué expectativas tenía de la clase de conversación antes de empezar, ahora que termino siente si esas expectativas si se cumplieron por parte suya y del profesor?

Nelly: “No, yo creo que no porque mis expectativas eran que yo iba a poder mantener una conversación fluida y que las clases iban a avanzar más en eso además de conversaciones de nosotros (...) era la profesora la que estaba hablando casi siempre no nosotros y se supone que nosotros somos los que debemos hablar”

[Student interview Tuesday, August 17th, 2010 at 9:45 am]

Question # 9: ¿Qué expectativas tenía de la clase de conversación antes de empezar, ahora que termino siente si esas expectativas si se cumplieron por parte suya y del profesor?

Vivían: “yo pensé que nos iban a poner más a hablar más fueron muchas como actividades como ve haga esta actividad y hágala como si usted lo fuera a enseñársela a un grupo de personas, se supone que conversación es converse ósea haga un dialogo ustedes dos salgan al frente y ya determinan si tuviste buena fluidez, si tuviste errores o algo así, ósea me lo imagine más así”

The previous excerpt showed the impact the teacher plays on students expectations from the TEFL program. In the current study, it was found that the teacher can play a motivator or a demotivator role in the language learning process of the students. As you can see, David, Santy
and Samuel showed that the teacher plays a motivator and a model role for the students to continue in the career. Also, they showed positive attitudes and high level of motivation influenced by teacher. According to Dörnyei (1994) the modelling role the teacher plays teaching the L2 must show the students the values of L2 learning as a meaningful experience that produces satisfaction and enriches their life due to sharing the personal interest in L2 as well as the students taking the learning process and achievement very seriously. In that way, I can conclude that the teacher had the characteristics above mentioned in Dörnyei (1994) statement.

In contrast, Vivian and Nelly showed lower levels of motivation because they consider that the class did not fulfill the expectations that they had at the beginning of the subject. In the same way, Nelly and Vivian, did not consider that they had improved their speaking skill during the conversation class. I can speculate that the students’ negative opinions about the teacher and the class, are closely related with the result that they got on oral exams, oral presentations and tasks.

Talking about the impact of the teacher’s methodology, the following sample taken from the students’ interview showed the impact of the teacher’s methodologies on the students’ attitudes, motivation and participation in class:

*Sample 2:*
Question # 6: Cuénteme de las veces que se ha sentido motivado(a) a participar voluntariamente en la clase de conversación. Porque este tema en particular le llamo la atención

Samuel: La profesora a veces toca temas que están relacionados con el diario vivir de uno o con las cosas que uno conoce entonces por ejemplo en una clase la de los celulares, todo el mundo quería hablar todo el mundo tenía algo para decir”

Nelly: “Una vez un video que ella llevo de un señor de Estados Unidos que fue una entrevista grabada al poquito antes de él morirse, él tenía cáncer y pues hablaba de que uno no debía dejarse… pues digo yo desmotivar por esas cosas, pues que él estaba a punto de morirse y que aun así el disfrutaba la vida al cien por ciento entonces eso me motiva a participar y hablar mucho en clase”.

David: “Actualmente me gusta participar en casi todo sea de mi interés o no sea de mi interés precisamente por eso porque yo sé que como hablante de la lengua tengo que participar y tengo una opinión siempre en cosas que me interesen o no me interesen pero pues obviamente si es algo que me interesa voy a participar mucho más”

Santy: “cierta vez en clase estaban hablando acerca del iPad y entonces yo había también leído algo en internet acerca del iPad y digamos pues que ese día participe (…) ese día estuve súper participativo”

Vivian: “Si el tema de los celulares, porque uno siempre participa en los temas en los que uno se desenvuelve más y en los otros uno como que no les presta atención porque son aburridos uno como que no, casi no”.

[Student interview Tuesday, August 24th, 2010]
[Student interview Tuesday, August 17th, 2010 at 9:30am]
[Student interview Tuesday, August 17th, 2010 at 12:00]
[Student interview Friday, August 20th, 2010 at 2:25 pm]
[Student interview Tuesday, August 17th, 2010 at 9:45 am]
The data showed that the teaching methods applied by the teacher that include real life situations, games, videos and well known topics for students, have an impact on students’ involvement in the tasks. It seems that students tend to be more engaged to share and participate in discussions, debates and other learning activities when the topics are relatable to the student’s interest such as technological gadgets, popular TV shows and movies that stimulate students’ emotions. Dörnyei (1994) stated that the teacher may increase students’ interest and involvement designing, selecting or adapting tasks according to the students’ interest and students’ needs.

To conclude this finding, it is important to highlight the role that the teacher plays on students’ language learning achievement. As it can be observed, the teacher might display a motivator or a demotivator role that can influence the students’ affections in the educational context (the classroom environment, the course in general, the teacher, the quality of the materials and task of learning the language) during the foreign language acquisition process.
7 Conclusions

The current study aimed at exploring the role of integrative and instrumental motivation with students in an English oral conversation class.

The findings in this study suggest that students with high verbal proficiency level have an integrative motivation. For this reason, those high verbal proficiency students are active learners and strive for success, whereas students with average and low verbal proficiency levels develop an instrumental motivation. The attitudes and motivation of average and low oral proficiency levels are lower because they might not spend effort on the learning activities, they were not very committed to class, they did not participate a lot in class as volunteers and their oral grades on partials were lower.

The teacher might develop a motivator or a demotivator role depending on the students’ point of view and their performance carried out on the English oral skill. This fact is telling me that the motivation in learning a foreign language is a very important factor in order to achieve successfully the acquisition of the second or foreign language. Besides, this study showed that the concordance between the students’ reasons
and their attitudes and motivation displayed during the classroom are essential to clarify if the students’ opinions are true or false as in George’s case (one of the participants) that shows difference between the orientation and motivation during the English conversation class.

8 Research Implications

Motivation is an important issue in the learning process of a second and foreign language. When a student develops an integrative motivation, he/she displays willingness to participate during second language tasks, showing interest to learn the language. On the other hand, students with instrumental motivation do not show to be the same active learners, they do not show willingness to participate as volunteers in class and they tend to get lower scores on oral partials than students with integrative motivation. A possible reason for low grades on oral partials and demotivation on educational situation might be not only based on the students’ orientation. For that reason, I consider important for further research to take into account the cognitive aspects of language learning students since a learner can get demotivated because he/she does not understand the topics or activities during the class. Also, a learner might have cognitive difficulties that do not allow him/her to develop a language task effectively.
Another aspect that I consider important to be taken into account in future researches is the number of researchers. I suggest to have more than one researcher, getting more than one point of view about the data collected. In that way, the researcher will have a more objective point of view which is very important in the analysis of the data by sharing and confronting their opinion about the data collected.

Taking into account the role of the teacher in the classroom, I can say that the teacher methods, personality and materials play an important role to engage students into learning tasks. This study shows that if the learning tasks activate the students’ interest and their feeling or emotions, they will be active learners, being involved into discussions, debates and learning situations. In other words, the teacher should identify what type of orientation the learners have in order to design learning activities that catch students’ interest. Also, the teacher has to take into account students’ needs and requirements at the time to design activities, instructions or materials. Activities, materials and instructions can motivate or demotivate students to participate and become active participants into a classroom.

According to Hernandez (2006) I can suggest that in order to promote integrative motivation, teachers should develop activities and assignments that provide opportunities for students to interact within a language community, such as interviews with native and near-native speakers of the L2 as well as to construct authentic materials that
stimulate class discussions and debates. Moreover the author pointed out that “the use of authentic materials help language learners develop increased linguistic confidence and good language learning strategies”. (p.605).

9 Limitations of the study

- It was difficult to focus my attention on each one of my participants during the observations because there was a high range of elements that should be observed. Those elements were: students’ behaviors, answers, participation, motivation, non-verbal communication, how much students were committed with the class, positive or negative attitudes in front of the teacher and materials. However, the video recordings helped me to have a better understanding about what was happening during the class as well as the teacher’s perceptions and judgments about her students’ performance, attitudes and level of proficiency.

- Some of the answers from the questionnaire were not relevant for this research, as they were not clear enough to support the findings.
10 Reference list


The role of integrative and instrumental motivation in TEFL students

evaluate/general/methods-collection/observation.html


The role of integrative and instrumental motivation in TEFL students


http://www.mendeley.com/research/research-methods-education-psychology-integrating-diversity-quantitative-qualitative-approaches/


The role of integrative and instrumental motivation in TEFL students


The role of integrative and instrumental motivation in TEFL students


11 Appendix
11.1 Appendix A

Example of students’ interview:

**Topic:** The impact of Integrative and instrumental motivation in the level of English verbal proficiency in students that are in an English conversational class enrolled in a Teaching English Foreign Language (TEFL) Program

1. ¿Por qué decidió empezar esta carrera o que lo motivó?

2. ¿Cómo ese motivo ( ) lo ha ayudado(a) a seguir con la carrera?

3. ¿Actualmente como se ve a sí mismo(a) como hablante de una lengua extranjera?

4. ¿Cómo esa percepción de sí mismo(a) influye en el nivel de participación, de producción y de ser competitivo en clase de conversación?

5. ¿Cómo se ve así mismo en un futuro como profesor de Inglés?
6. Cuénteme de las veces que se ha sentido motivado(a) a participar voluntariamente en la clase de conversación. ¿Por qué este tema en particular le llamo la atención?

7. ¿Puede decirme al menos tres cosas que haya hecho en este año o el año pasado para mejorar su capacidad de fluidez, de producción en la segunda lengua?

8. ¿Qué cosas considera que afectaron o influyeron en su nivel de motivación durante el tiempo que estuvo en la clase de conversación?

9. ¿Qué cosas considera que afectan o influyen en su motivación para seguir con la carrera? ¿Qué la aumenta?

10. ¿Qué expectativas tenía de la clase de conversación antes de empezar? ahora que terminó ¿siente usted si esas expectativas se cumplieron por parte suya y del profesor?

11. ¿Considera usted que las notas afectaron el grado de interés o motivación para realizar las actividades propuestas en la clase de conversación?

12. Ya para terminar con la entrevista desea agregar algo más con respecto al tema, una sugerencia o algún sentimiento o experiencia que desee compartir?

11.2 Appendix B

Example of teacher´s interview

1. Name of the students with high verbal proficiency.
2. Name of the students with average verbal proficiency:
3. Name of the students with low verbal proficiency:
4. The behaviors and attitudes of students with high verbal proficiency:
5. The behaviors and attitudes of students with low verbal proficiency:
6. The behaviors and attitudes of students with average verbal proficiency:
7. What would you define motivation in the process of teaching a L2:
8. How do you characterize the motivation of the students in your English conversation class?
9. How do you identify the motivation among the students?
10. How would you consider a possible relationship between the motivation with the level of verbal proficiency?
11. In your experience as a teacher of a language program do you know some of the reasons why your students get enrolled in the program?
12. Did you say that this type of answers is more common in the first semesters?
13. Maybe this type of answers (about the interest) influence in the performance of the students in your classes?
14. Maybe according with this can you affirm that the students´ interests or motivations are predictors of their success in class
15. Have your students ever confessed to you their actual feelings in their process of learning a L2?
16. Do you know some of the strategies they use to improve their proficiency?
17. For example in your English conversation classes what do they do in order to improve their proficiency in class?

Example of Teacher interview No. 2

1. How the performance of my participants was in the oral evaluation?
11.3 Appendix C

Observations protocol

I usually enter to the classroom when the conversation class has already started. I looked for a place to put my bag. After that, I turned on my camera and I began to film the participants, walking around the classroom. When the class have finished I wrote down what I observed from the class (field notes). Then after this I went home and I expanded the observation field notes with some video entries: dialogues, class discussions, oral presentations, student’s behavior, attitudes, and participation, etc.

11.4 Appendix D

FIELD NOTES Observation No. 1

Date: February 24, 2010 at 10:00 a.m.
TEFL Program- English conversation class
No. students: 21

Participants
Ss with high verbal proficiency: David: Dn & Santy: Sb
Ss with average verbal proficiency: Samuel: St & Nelly: Nt
SS with low verbal proficiency: Vivian: V & George: Gt

Windows
Today’s class is about cooperative principles, speech acts, impolite and politeness ways. Gt is not in class.

The teacher is talking about how identify the kind of speech acts there are in a conversation. She gives to the students a photocopy where they are going to read and identify the speech acts. Then the teacher asks: “what kind of speech acts they are” She looks for a volunteer and Sb says: “suggestions” The teacher says: “making suggestion, well you can say I think, we though…”

Dn participates in class and says: “I think that in the Wh question they are making or giving an advice or giving an opinion” and the teacher says: “yes, in the wh they are giving an advice or an opinion, so very good Dn”

The teacher asks questions about an exercise done in class related with conjunctions. The teacher looks around the class in order to see who could answer the question. Dn raises his hand voluntarily and another girl next to him does the same. The girl looks at him, then she starts to read the answer, so Dn smiles her. When the girl stops, she looks at Dn and Dn continues with the other part of the answer.

The teacher asks to the class: what is adjacency? So Dn answer the question in low voice, the teacher reached to listen what he said, and she looks at him and the teacher said that is correct what he said, then the teacher continues with the explanation in deep.

St is next to me in one of the corners of the classroom. He is working with a group of 3 students, in this moment. They are doing an exercise in class about speech acts, he is writing and looking what is writing on the board and follow writing, then in seconds he get something of his pocket then he looks at his partners who are writing in his notebooks stills for a peer of seconds; then he takes his cell phone and begins to be concentrate in it for 5 minutes, while this was happening the teacher follows with the class and other students continue with the participation in class.
When the teacher refers to the exercise about specific speech acts she ask for some volunteers and Dn raised his hand and with his partner both make a dialogue, so at the finish the teacher said very good.

Sb participated in class due to the teacher said him: “the next Sb”, so Sb began to speak about a short dialogue and the teacher affirm saying: jum jum and then the teacher asks him what is the act? He sais is like a request or approximation so she said that when we are not sure about it we can use kind of, about..

Sb has not participated a lot in class, he seems to be very relaxed today, his body is almost lying on the chair and he has a pen in his mouth.

“Nt” is sitting with “V” but since my position in the classroom is not easy to see what they are doing, just that they speak a lot in class but do not participate and “V” sometimes is sitting like “Sb” sometimes doing and also with her pen in the mouth.

Despite that “Gt” is not in class today, I knew by the teacher that this is the second time that he sees this subject.

Now the teacher is going to show a video about “Friends”, so “Sb” changes the position of his body in an upright position in his chair, he seems to be interested in watches the movie. Sometimes “Sb” laughs aloud and his face is red, he removes his glasses and cleans his eyes, he seems to be crying watching the movie and follows laughing, then he shakes his t-shirt and his faces follow to be red, while this was happening a classmate said: “what happen Sb!!!”, “esto es comun en él”. Then the classmates were laughing and they follow watching the movie.

At the end of the class the teacher was asking some questions about true or false in the movie, maybe she was trying to elicit information, so “Sb” was paying attention to the questions, the position of his body follows being the same in an upright position in his chair, and he asserts moving his head affirming what the teacher said. So I can see how the attitude about “Sb” changes with the movie, since the position of his body in the chair until the attention he pays to the questions the teacher made and he asserts with his head.

FIELD NOTES Observation No. 2

Date: March 10, 2010 at 9: 15am

TEFL Program- English conversation class

No. Ss: 25
Today’s class is about student’s presentations, where they are going to explain videos. The students are going to explain some speech acts that they have watched in the video. The seating arrangement is in semicircle. The tools for the presentations are one laptop, a video beam and two speakers.

The teacher calls on St’s group to start their presentation. St is in front of the group performing his presentation with another student. The teacher is in her desk searching for St’s video on a laptop and she takes three minutes to do it, then St begins his presentation. The video is played for six minutes and thirty seconds. The video does not have subtitles in English. While St and his partner are showing their video, two students are writing in their notebooks and another student is covering his face with his hands. Nt and V are sitting in front of the board and they are frequently whispering. The teacher is next to the door and she is paying full attention to the video.

Some minutes later, two students clap and then laugh sarcastically while the video is in the final part. When the video finishes, St’s partner gives the introduction of their presentation about an entertainment channel (MTV music and television) TV show. St’s partner begins to explain some speech acts of the video, he says: “In the first part the movie is a speech act like a suggestions and giving opinions, that’s all principals about the video” then he gives the turn to St to speak about the same particular act. St says: “when these two girls are together talking emmm.. (understandable) so in this part the, the girl, the black girl is giving an opinion and agreement… emmm well eee when the girl, the black girl talks
with the Bob, Mr Bob (understandable) give her eee opinions and advisor and also suggestions and another thing is about to design, what design is good and another not and…” St moves his hands while he speaks in order to support his oral language. St´s fluency seems to be limited because he remains quite for four or five seconds approximately so his partner continues with the presentation by saying: “another think is like we saw politeness in that way how she talks her about her job and.. that´s it” Finally the whole class applauds them.

Secondly, another group shows their video to the class. In this case the video is a TV show of Friends called cheesecake, this video is shorter than the previous one, it lasts four minutes approximately and it has subtitles in English. This video seems to be more interesting for the students. Sb is sitting next to the teacher, two places away from the observer. Sometimes Sb laughs aloud and moves his hands; he also waves his body when something is funny. His face tends to get flushed when he laughs. Sb is looking at me, then he points out to the observer’s camera with his finger and at the same time he points out me. Sb tries to say something by moving his lips without using his voice, he points out to my camera and me, but I do not get the message.

Nt and V are watching the cheesecake video. Sometimes they smile about things they find funny in the video, in other cases they are talking in low volume. St is wearing a gray sweater which he constantly uses to cover part of his face with, while he watches the video. Then he begins to manipulate his cellphone for two minutes approximately. His partner is close to St. St´s partner also begins to see what St is doing with his cellphone.

Dn is stroking the arm of her partner and with his other hand is touching her hand. Dn is watching the video while this happens. Some cases Dn laughs when something is funny in the video.

About “Gt”, he is next to me, he is silent and he does not present any type of reaction of pleasure watching any of the videos in contrast to his other classmates that in some cases laugh about something in particular. Gt is so serious the whole time in class.

Dn is making his presentation. The classmates seem to enjoy the video because they laugh about it. The video has subtitles in English. It is about a puppet in the genre of humor. The video is shorter than the last one. When the video finished Dn begins to explain specific speech acts of the
video. When he finished the teacher asks a question to Dn about the video which he answers easily. Most of the students are attentive to the video. Dn says: “this video is available for your use is you want a copy of it” When the presentation finishes, Sb continues. He plays three videos without stopping. The videos do not have subtitles and they last for about ninety seconds each. The videos finish. Right after, Sb says: “well guys in order to make the presentation more different I want to know what did you understand of the video and what kind of speech acts did you see?”. Then Sb insists on asking similar questions. Again, as Sb sees that nobody wants to participate autonomously, he asks directly to St. Sb: “for example St what type of register did you see on the video”, St remains quiet for six seconds. Seeing that St does not answer the question, Dn answers it; Dn: “that register is about suggestions and request” Finally Sb says: “Yes Dn thanks. Also the two first videos contain informal speech acts and the final video exemplifies a formal speech act.”

Nt and her partner are going to make their presentation. It is about Hannah Montana TV show, a Disney production. Nt has a paper sheet in her hand. While students are watching the video, Nt and V are talking to each other next to the windows. Nt approaches the teacher; then, Nt takes the paper and writes on it. When the video finished, Nt explains some speech acts by reading the paper; she speaks slowly and with good intonation. After that V takes the paper and reads what kind of speech acts were shown on the video. V has a problem with the intonation of the word “register”, she said “register” twice; first with a wrong intonation and then she corrects herself by saying the word with the right intonation.

The class finishes and the teacher tells the students that she is leaving photocopies about communicative competence and she reminds about the partial for the next class. Gt asks a question to the partner next to him: “que fue lo que dijo la profesora” his classmate says: “Que para la próxima clase hay unas fotocopias y un parcial”. Then Gt gets out of the classroom. Some students approach the teacher asking questions about the partial. The rest of the students left the classroom.

11.5 Appendix E

UNIVERSIDAD XXXXXXX DE PEREIRA
FACULTAD DE XXXXXXXXXX
LICENCIATURA XXXXXXX
SUBJECT: English Conversation I
CODE: XXX
The role of integrative and instrumental motivation in TEFL students

CREDITS: 3 credits
INTENSITY: 3 hours per week
PROFESSOR: XXX
SCHEDULE: Grp. 1: Wedn. 9-12 Grp. 2: Frid. 9-12

1. RATIONALE
Communication is the endeavour to transmit information from one source to another. It is conducted through a variety of channels, conversation being one such channel. Through communication the individual will arrive, on the one hand at self-expression and the formation of identity; on the other at the transferral of data. Both are necessary to a process of integration and inter-relation, they form core principles of language learning: sociolinguistic and pragmatic.

The national bilingual programme stipulates that conversation be one of the three pillars governing language learning in the country. To this end the conversation programme is created in order to develop the speaking skills of the student. The aim is that every participant (that is to say active member of the class) be competitive in an international, multi-lingual context. Equally important is the ability to speak fluently in public and to conduct oneself accordingly.

2. COURSE DESCRIPTION
The course will draw on a variety of materials and media as the stimulus for discursive exercises. The aim is to expose the student to a range of contexts and improve their confidence and fluency in reaction to these. Through individual, pair and group work the class will learn to adapt language to situation and explore different registers of conversation.

The purpose of this course is to raise awareness in the communicative competences a native speaker of English has. Also, as students of the Licenciatura program, the teachers-to-be need to improve the speaking skill and their fluency in the language. This course is for EFL learners who are non-native speakers of English. It is designed to help you practice and refine your English conversational skills, developing greater fluency and intelligibility. The course focuses on how communication works. participants of this course will explore the characteristics of natural spoken interaction to take into account in teaching a language and in evaluating the learner performances. The course will encourage interaction through language tasks and in varied relevant topics. The best way to improve your conversational fluency is through experience.
There will be plenty of activities involving reading, speaking and listening. While working broadly on speaking and listening skills, we will focus on two main areas. First, students will become aware of the conversational skills an English language user needs to engage in on-going, interactive process. Second, we will tackle a variety of social situations that arise in daily life (and which require good conversational skills and cultural knowledge).

3. GENERAL COMPETENCES

Students who successfully complete this course will be able to:
1. Participate successfully in spontaneous conversational exchanges involving native and non-native speakers of English.
2. Correctly interpret and respond to spoken English discourse taking into account speakers' attitudes, roles, explicit and implicit messages, and relevant socio-cultural factors.
3. Produce and respond critically to clear, detailed and well structured oral descriptions and presentations.
4. Construct a personal approach to the pedagogy of TESOL informed by current theory and practice.

4. SPECIFIC COMPETENCES

In achieving these general competences, students will develop the following specific competences:
1. Distinguish, and produce in communicative contexts English phonemes with a degree of accuracy that is acceptable to most native speakers and does not interfere with communication.
2. Initiate, sustain and appropriately conclude meaningful conversational exchanges in English in a wide diversity of real-life situations.
3. Employ and respond meaningfully to general and specialized vocabulary in English conversations involving a wide variety of common topics.
4. Effectively employ communication strategies to clarify, repair and sustain conversational discourse.
5. Distinguish, define and apply meta-linguistic concepts relating to discourse analysis.
6. Draw on current theories of discourse analysis in order to formulate individual pedagogical criteria relating to the practice of TESOL.
7. Actively participate in discussions carried out in the different sessions showing a degree of understanding of the topics proposed throughout the course.
8. Identify and produce English discourse involving idioms, registers and socio-cultural conventions appropriate to diverse conversational situations.
9. Deliver clear, detailed oral descriptions, presentations and persuasive arguments, expanding and supporting ideas with subsidiary points and relevant examples.
10. Respond critically, and in detail, to oral descriptions, presentations and persuasive arguments.

5. METHODOLOGY
Classes will be highly participatory. The facilitator will design tasks to work individually, in pairs and in groups. Students will have oral presentations on some updated topics they consider relevant in their development as EFL teachers. Communicative competence strategies are expected to be implemented and improved. Candidates should be aware of discourse management features which show the candidate's ability to use the language to achieve meaningful communication for an A2- B1 level.
Sessions will be divided into two subsections, one focuses on specific topics related to TESOL and the other focuses on more general contents. A proposed conversation project will be implemented for all the participants in order to provide more practice hours. This will be developed with student's commitment. Participants will have controlled activities to give students confidence and support; awareness activities to increase sensitivity to what participants are aiming at; and fluency activities to practice English for communication. Also there will be feedback tasks to allow students to reflect on their performance so that they become aware of areas in which they have to improve. We will have a short period of adjustment to new ways of working.

6. CONTENTS
TOPICS
- Good language learners
- Speech acts: Making yourself understood: requests; apologies; complaints; compliments; enquiries, openings and closings, turn taking
- Interactive communication
- Communicative competence
- Classroom management strategies
The role of integrative and instrumental motivation in TEFL students

- Gesture and body language
- Conversational skills for social integration
- Fluency and accuracy
- Communication strategies
- Topic discussions

**ACTIVITIES**
- Students will have to lead a discussion individually of one thought-provoking topic that encourages the audience to get involved in the topic and share their insights and perceptions into some topics of daily life. For the discussions, they will have to prepare in advance the activities that they will propose to develop the topic thoroughly. Discussions should be designed in such a way that students involve all the audience and they should show that they have a good command of the topic, the language and the content.
- In groups, students will be in charge of one of the sessions of the cine club. For this purpose, they will have to creatively make the publicity of the movie and to design two speaking activities to discuss the movie. The first one as a warm up and the last one as a wrap up activity that engage the audience in a purposeful and meaningful debate.

**7. GUIDELINES**
The assignments in this class are geared towards helping students improve their English conversations skills. They will be asked to interact with others, make presentation in front of the class, do some exercises at home and pay close attention to the English that is spoken around them. All of these activities have as their main goal their overall improvement in English conversational skills. Attendance and participation in class activities are essential parts of the learning process, especially in a course focusing on conversational skills. We will spend each class focusing on at least one new concept, and will build upon fundamental concepts over the course.

**8. EVALUATION**
The evaluation will be formative; that is to say that students will receive constant feedback about their own process which will shed light on the topics that need to be reinforced during the semester. The subject will be divided into three terms; the first and the second will have a 35% of the whole grade each.
and the third term a 30% of the grade. Each term will be graded as follows;  
**PRODUCT:** Participation and autonomous work 10%  
**CRITERIA:** Error monitoring, self-correction and peer correction  
**PRODUCT:** Assignments & Quizzes 30%  
**CRITERIA:** Punctuality Presentation  
**PRODUCT:** Partial Exams 30%  
**PRODUCT:** Oral reports of readings 30%  
**CRITERIA:** Pronunciation, Use of the language, Critical thinking.

11.6 Appendix F

**Taken from the CEFR (2001)**  
**OVERALL ORAL PRODUCTION**

**B1**  
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.  

**A2**  
Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.