



Action Research about the influence of motivation in learning English as a foreign  
language

Universidad Latina de Costa Rica  
Sede Grecia

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English Teaching

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(TFG E#07)

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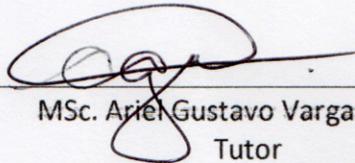
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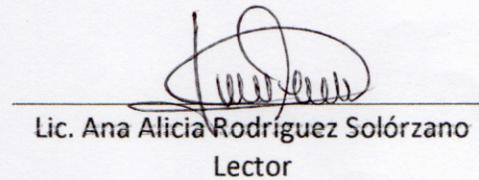
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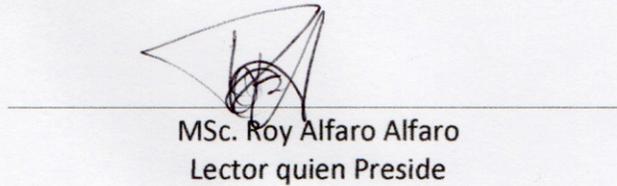
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# **CHAPTER I**

## **Introduction**

### **1.1 Purpose of the study**

The purpose of the study is to find out how motivation improves the process of learning English as a foreign language in seventh graders from Nocturno de Naranjo High School; Circuito Escolar 08 de la Dirección Regional Educativa de Occidente, Costa Rica.

### **1.2. Objectives**

#### **1.2.1 General Objective**

- a) To investigate how motivation improves the English learning process and the factors that may decrease or increase its levels in seventh graders from Nocturno de Naranjo High School; Circuito Escolar 08 de la Dirección Regional Educativa de Occidente during the first trimester of 2018.

#### **1.2.2. Specific Objectives**

- a) Determining the seventh grade students' attitude for learning English at Nocturno de Naranjo High School.
- b) Identifying several strategies that can be adapted in order to enhance seventh graders' motivational levels throughout their English learning process.

### **1.3. Research Questions**

- a) Which facilities are provided to the students to maintain their motivational levels about learning English as a foreign language?
- b) How can students be interested during the English class time?
- c) What is the students' attitude towards learning English?
- d) What are some factors that may increase anxiety levels in the students and distract them from learning?

### **1.4. Definition of terms**

- a) **Intrinsic:** Based on the Cambridge Dictionary, intrinsic is an adjective that means “an extreme and important characteristic proper of a person or a thing”. So for effects of this investigation intrinsic motivation means genuine and important motivation extremely part of a student to succeed in high school with a high performance.
- b) **Extrinsic:** Based on the Cambridge Dictionary, extrinsic is an adjective that means “coming from outside”. For effects of this study, extrinsic motivation refers to students' motivation for external factors such as obtaining a prize.
- c) **Stakeholders:** The Merriam Webster dictionary defines it as one who is involved in or affected by a course of action. For terms of this investigation, it refers to the professionals of the institution involved in students' academic performance such as principals, teachers and counselors.

### **1.5. Significance of the Study**

Motivation is highly important to consider when learning a foreign language since it is the force that will easily address the students to reach the main objective thus it determines their attitude and desire towards all the components of the language's culture such as the people who speak the language and where it takes place. According to Dörnyei (2005) "*it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process*" ... "*Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals*" (p. 65). Learning is a process that is highly addressed by motivation. This means that, the more motivated a student is, the more he or she will learn.

This term refers to the inner effort that a learner applies through the learning process and depending of its depth and breadth, the student can acquire all that knowledge. In other words, will become completely able to apply all the received information in real life situations being totally unconscious about it (acquisition).

In Costa Rica's nightly high school students have been getting out of taking care about their academic process within the classroom because most of them do not consider some subjects as important tools to success in life, specifically English. Consequently, this lack of positive attitude towards learning the language besides the non-emotional self-control make the students highly disinterested about learning it. This is a fact that is affecting seriously the Costa Rica's nightly high schools' population because many of them are currently quitting studies.

Regretfully the most of the times, this demotivation comes as a consequence of social economic problems such as family disintegration, limited economical conditions or some adult life responsibilities.

This is a sad reality that many of the students of Nocturno de Naranjo High School face day by day and the process of learning English is affected due to the fact that this language is not required for the position that they develop at the working company. Therefore, learning English is not highly useful for students to learn. So, they get into a comfort zone where they do not want to get out of because their attitude is characterized by being mediocre and not thriving.

It is important to establish that every student has different lifestyles, roles, personality and then different ways of reacting to different life circumstances. This disengagement from students has been the main reason why many of them are currently making no progress through the learning process and consequently are dropping school out and being affected by a controversial social environment easier.

Moreover, the nightly environment exposes all this population to some social risk situations such as drug addiction, alcoholism and irresponsible sex. Hence, this is another factor that divert the learner focus and affect its attitude towards learning goals and decreases its interest and motivation.

The disengagement from the teachers has also caused high levels of demotivation in students and this is why many of them are currently making no progress through their English learning process and consequently are dropping school out.

As a matter of fact, students require attention, dedication and assistance on their learning process, then stakeholders must instruct adult students regarding moral and ethical behaviors within society since they as future professionals have a serious commitment with all citizens and therefore should be aware of their roles within it.

Adolescence is a very complex process which is composed by three stages; early, middle and late adolescence. According to the Healthy Children Organization from American Academy of Pediatrics (2015) the late adolescence range are generally ages from eighteen (18) to twenty-one (21) and it is the most conflicting phase since the person is preparing itself emotionally and intellectually to adulthood.

Additionally, most of these seventh graders are at this stage and require too much attention, support and orientation since they are in a determining phase that addresses their lives to success or failure. In fact, they are struggling with their own thoughts, emotions, skills, weaknesses and strengths to stop being a teenager and start being an adult.

Furthermore, students are extremely important in society because they are becoming into future professionals who will face real life situations and the duty of all of the social actors in the field of education is to address and provide learners the best tools and preparation for it.

Then, seventh graders are just at the beginning of this process and therefore their academic attitude needs to be more controlled. Unfortunately, the quality of the Costa Rica's public education has been decreasing due to the bad performance of certain professionals in charge, besides the enhancement of social risk situations.

# **CHAPTER II**

## **Review of literature**

## **2.1. References.**

### **2.1.1 Motivation**

Motivation refers to the initial desire of a student regarding learning a language and it is also the only thing which allows them to obtain the expected objective. It is that force that makes a person to do a task otherwise if a student is not well motivated, its performance will reflect it and therefore the opportunity to reach the learning goal is null.

According to Dörnyei (2005), this is a factor with higher relevance even than the language aptitude because it addresses the learning process to the acquisition. Due to its importance, there are several theories exposed by some researchers in the field throughout different approaches and therefore the vision of second language motivation has been evolved and modified by these experts.

In 1972, Gardner and Lambert established the social psychological theory which establishes that a language occurs within a culture. Hence, it is influenced by a set of cultural factors such as beliefs, stereotypes, religion, social behavior and geopolitical assumptions therefore language belongs to a sociocultural system that expresses a community's identity. This means that learning second languages were seen as a mediation process in which people feel motivated to learn because of the interchange of cultural values that surround the foreign language. Thus, this approach makes reference to individual learners' differences such as intelligence, language aptitude and attitude towards learning a second language.

As a component of a socio cultural system, learning a foreign language implies different aspects that address to a broaden understanding of social behavior thus, it is not a simple process and requires effective teaching models. Gardner's models were totally composed by an interpersonal/affective dimension called as integrative motivation based on the learner's own desire to learn a second language.

The societal factors such as the cultural behavior play an important role in learners' motivation. As an example, globalization has broadened its expansion through the entire world and currently Costa Rica is highly influenced by the North American culture. There are many terms used in daily conversation from this country such as "**stalkear, taggear, hashtag,**" and so on. This somehow forces Costa Ricans to know the meaning of these words in order to understand others and being understood within society, so communication is not affected. According to Clément's theory there is an existing connection between motivation and contextual factors that facilitates the process of acculturation, just as explained above.

Another important approach in the motivational psychology is the Self- Determination theory that focuses on different sources of motivation such as intrinsic and extrinsic. In regards to Madrid (2001) Skehan distinguished these terms in 1989 and concluded that intrinsic motivation, refers to the inside individuals' interest and the extrinsic one comes from external incentives. Intrinsic motivation is for instance when a person wants to go beyond a topic because of its natural interest and motivation to get more informed about it, whereas extrinsic motivation is when a person does a research in regards to which ever topic because somebody else asked it for.

It is important to indicate that there are certain external factors that affects its regulation. These factors are called stimulus that make motivation levels lower or higher. According to Madrid (2001), in 1989 Skehan determined that the common sources of extrinsic motivation are teaching tasks, resources, rewards and threats. On the other hand, intrinsic motivation sources correspond to failure or success in learning contexts that address to linguistic goals.

Dörnyei (2005), stays that *“tasks can be seen to constitute the basic building block of instructed SLA”*. Besides, suitable mediation activities or tasks should be so carefully planned since they address the linguistic outcomes. It is not about providing students lots of extra class works and long homework. It is about giving students the opportunity to develop skills, decrease weaknesses and therefore, learners may not feel demotivated regarding their learning process of English. As a matter of fact, there are students whose motivation levels are higher than others and comes due to different reasons because as mentioned before, the motivation aspect is highly related to one’s personality and it determines its way of being and behaving in all contexts and not all the people have the same backgrounds, contexts or roots. Somehow, tasks should be regulated by the teacher.

Consequently, one of a teacher’s responsibilities that establishes social commitment is to increase learner’s inner motivation through the application of strategies and activities. Make the student enjoy the class time. It is important to remark that extrinsic motivation relies on the stimulus which come from external factors. Therefore, a good way of motivating students is by rewarded them after a good job on a task achievement.

It is important for students to feel flattered and to feel that their effort is recognized by the professor. Besides, during the learning process there are distractors and obviously they can affect the students' performance, then teachers have to be conscious about the environment and the class management in order to identify the obstacles that can be presented and affect the students' attention.

According to Madrid (2001), Garder in 1985 established that attitudes are highly related to second language achievement. Attitudes direct the process of learning and once a student has received enough input, it addresses the acquisition process. It makes reference to the level of interest, complexity and how purposeful is its usage in the target community. Undoubtedly, attitudes had tended to be influenced by different factors such as geographic location, learner's environment, family environment, institutional factors and cultural values. In fact, students' attitude is so important because determines the level of self-motivation regarding the language goals fulfillment process. If one learner's attitude is positive, the motivation levels increase.

### ***2.1.2. The acquisition process***

There is a theory that describes several important hypotheses such as the acquisition –learning distinction, the natural order, the monitor hypothesis, the input hypothesis and the affective filter hypothesis. These hypotheses are generalizations that include experimental data, this means that in order to be established, as part of any scientific process, observation and experimentation should be made. Krashen (1982) based this theory on these points which are crucial for the foreign language acquisition.

So in other words, according to this author these theories answer the question of **“how do we acquire language?”** He compares the acquisition process with the process in which children develop the set of abilities that facilitate their production in first language. He also states that acquisition is a subconscious set of steps in which the speaker is completely unaware about the morphemes and grammatical structures to be used. What they are only conscious about is that they are using language as the main via of a message transmission among other people, so they notice about the language usage just for setting up communication.

### ***2.1.3. Affective Filter Hypothesis.***

This hypothesis consists of three different variables that compose the affective filter and address the learning process towards its success in acquisition, which are the following:

- a) Motivation: Those learners whose motivational levels are high, so do their progress in second language acquisition.
- b) Self-confidence: Students who are self-confident know exactly what their focus is and the strategies they should implement to reach the goal.
- c) Anxiety: It is extremely necessary that the student presents the lowest level of anxiety in order to make the acquisition process much easier and that they can even enjoy while learning.

The classroom should be a place of low anxiety where the teacher provides the student a positive environment composed by opportunities that incentives them to enhance motivational levels, to nurture self -esteem and confidence.

#### ***2.1.4. The process of learning***

It is important to understand widely the difference of the terms learning and acquisition since they tend to be confused by some people, and teachers should be aware about their meaning in order to define in a better way our aims, goals, objectives and expectations. According to Krashen (1982), learning is a conscious process in which the speaker is completely aware about the grammatical rules, vocabulary, and type of language (informal or formal) that is implemented through its utterances for establishing channels of communication.

So, the person is adapting suitable strategies that supports it the most for constructing knowledge consciously knowing how a sentence is composed by; understanding what is a subject, a verb, and identifying the complementary information and their functions. Therefore, he or she will be able to catch an idea to produce utterances using the foreign language by following patterns. As part of the learning process, error correction is highly necessary as long as is about correcting errors not mistakes. It is important to understand that an error is the reflection of an existing shortage of knowledge in terms of any topic. So, when a person commits an error it is totally unaware about it and if he or she does not get corrected, how it would be supposed to receive reliable information that addresses learning towards acquisition. According to Krashen (1982), error correction effectively influences the learning process therefore teachers need to be conscious about its importance and regulation since the overcorrection may affect the students' motivational levels. Whereas, students should be optimistic and accept the correction as feedback for reaching the linguistic objectives.

### ***2.1.5. Role of the teachers and motivational strategies.***

Being a teacher requires too much dedication, effort, time, organization and engagement due to the significance role within society and the purpose of education. As a matter of fact, teaching is one of the most important professions since it involves people's formation towards being better in many fields, therefore is highly necessary that a teacher identifies which roles should be performed and which methods could be applied for achieving the foreign language's main objective.

Teachers should always observe the way in which they provide input, opportunities to produce second language for interacting and a positive environment for students to learn in order to enhance motivational levels. Due to the importance that the teacher has in the learning process, he or she must be motivated to teach and instruct students regarding the cultural components of the foreign language. There are many teachers who do not accomplish their jobs appropriately because of the lack motivation and therefore are not well engaged with the society and disclaim which their role in a social and cultural context is and this surely lowers students' intrinsic motivation.

According to Dörnyei (2005) a motivational teaching practice is composed by the creation of basic motivational conditions such as positive teacher performance and a pleasant class environment; generation of initial motivation in the students and increase of their expectancy of success; maintenance of students' motivation through the application of accurate tasks and by the encouragement of positive retrospective through providing motivational feedback.

Teachers must take into consideration the students' level of motivation, behavior, strengths and weaknesses in order to select adequately teaching strategies, provide suitable class environment and apply meaningful activities, otherwise linguistic objectives can be affected. For example, if there is a shy student who does not like to make impromptu speeches because he or she does not feel comfortable and due to the lack of self-confidence she or he may commit many mistakes as a consequence of the nervous that could face because of the situation. Otherwise, if the teacher already knows that this student is very good for homemade speeches, so he or she can get assigned these kind of tasks instead of an impromptu speeches and will reach the linguistic objectives successfully with no pressure.

Students should not ever feel forced to learn, they easily reach the expected outcome if a meaningful strategy is adapted according their needs and abilities. Due to the engagement that educators have within society, students need to be corrected when committing errors since this is a crucial aspect of the role of the teacher and characterizes the quality of education. So, how can learners acquire a second language if they do not know what is wrong and correct? Whereas, mistakes are not required to be corrected all the time since students may identify them due to the prior knowledge they have acquired. In here, the teacher should identify when the student is committing errors and when mistakes. Besides, there are some other internal points but from the instructor's perspective which are its attitude to errors; language is learnt by trying, so errors are natural and part of the learning process (Amara, 2015), professors have to keep this in mind and they would be flexible when one occurs, then.

Teachers are required to be facilitators, this means that should make the acquiring process easier, not harder. For this reason, before designing an activity or assigning a task for students, it should first provide meaningful input; in other words, the tools which students need in order to produce output correctly through the development of the task and then reach the expected objective, therefore the input ought to be always corrected, otherwise output would not be produced by students in a right way and there will be no acquisition. In addition, educators must be controllers, so they are capable of managing all kind of situations with students and correcting is one of the most important ones which requires being over controlled by the instructor.

For instance, they should take care of the tone of voice, about the words that are going to be produced by writing, they should also control the frequency of the mistakes and the error's deepness.

When correcting, it is crucial that educators dedicate some time to make a situational analysis in order to determine the most appropriate way and circumstance to go ahead with correction. Background students' lifestyles such as family environment, place where they come from and beliefs, religion and cultural traditions are so high in significance when correcting the students because they can even get easily demotivated.

Therefore, the correction cannot be so extended, it has to be brief, readable and concise being focused on, not only the error but also on the student's progress because an observation with no positive remarks will surely let learners down.

All professors have to be highly clear in regards to what the correction process is and so what its main purpose is, as well. Then, errors undoubtedly will guide teachers to find out students' level of second language domain. Furthermore, teachers are resources. Its purpose is similar to the facilitator role since professors are designed to be sources of information in which students will count on for gathering unknown data from, so it must be rich in content, validity and meaning.

Leadership, is a skill that has to be developed by all professors since the main goal a leader has is to motivate others to explore beyond themselves what they are capable to achieve (increase intrinsic motivation). The leader knows perfectly that learners are not alone, that he or she is there for a very good reason which is to provide students support to achieve a task goal successfully.

### ***2.1.6 Social and emotional learning***

Emotional quotient or intelligence is as important as the intellectual quotient. The intellectual quotient addresses students to reach academic linguistic outcomes and so does the emotional one since it refers to the ability to deal with thoughts, feelings, relationships and emotional moods.

According to Hawn (2011), social –emotional intelligence is composed by five sets of competences which are the following:

- a) Self-awareness: Consciousness regarding emotional moods, thoughts. It refers to auto determine how a person feels or thinks.
- b) Self-management: Being able to control emotional moods and different contexts (conflict or peaceful) for the fulfilment of goals.

- c) Responsible decision-making: To come up with effective solutions to different problems that can happen spontaneously and being able to consider possible consequences for certain actions.
- d) Social skills: Understanding of others' emotional moods, thoughts or feelings. This competence develops empathy. Having high capability to work with other people creating good relationships and resisting negative peer pressure.

The brain is a very complex organ since it is the starting point of all physical and mental functions. There are lots of chemicals that are released by neurotransmitters and other brain's components. Dopamine, produces a sense of alertness and mental energy which enhances motivation. When the brain releases dopamine, the individuals experience a high level of pleasure and so, they feel more positive. So it is very important to provide students environments out of stress because their brain can produce dopamine and as a result their intrinsic motivation towards learning English will increase.

## ***2.2. Summary of the Literature Review***

Motivation represents an internal factor which determines students' learning progress because if a student is highly motivated the results are going to be favorable and the acquisition of a foreign language will be possible. On the other hand, if the student's motivation level is low or non-existent, the results will surely be negative, limiting the acquisition process on students. It is also important to mention that this factor, either intrinsic motivation or extrinsic is determined by the other influencing aspects in teaching or learning process.

Personality factors addresses the teaching and learning process because personality builds the basis of people and determine a person's way of behaving in all circumstances, adapting the environment to its own personality. For instance, a learner may apply the strategies for making progress in the language acquisition process according its likes and preferences that fits to their own style. Intrinsic motivation represents the desires, and expectations that the student has to become better day by day. The reason that motivates them to acquire knowledge is only for personal satisfaction and growth. Therefore, the learners' backgrounds play a crucial role within the acquisition process, they settle down their personality and plenty of psychological behaviors that will certainly influence on their intrinsic motivation. In addition, there are students that decided to learn English because they like the language, so this also reflects intrinsic motivation. It is teachers' responsibility to identify the learners who demonstrate this attitude in order to take care of it. It does not mean that while a person likes to learn English, teaching strategies can be poor.

Extrinsic motivation, makes reference to the interest by students to learn the language due to external aspects. For example, the fact that students have to study for passing a course. Definitely, this kind of motivation do not address to an acquisition goal, however it addresses the learning process to be successful. Not all the people are the same and have the same likes so if a person does not like English because it is not its nature, he or she must at least understand that learning is a process that requires engagement and responsibility and therefore acquire the consciousness of what these mean and why it is important to become into a good professional in any field.

Whether the students have one motivational type or the other, professors should get committed with the society in order to encourage them culturally to form better professionals for facing real life and expect more suitable living conditions. Educators must take care of their position and roles within society in order to determine the correct strategies to be applied for obtaining enhancement in students' intrinsic motivation for learning English. Error correction must be a constructive process based on students' different needs.

All in all, the acquisition process is a scaffold in which input needs first to be well provided in order to obtain correct output from students and then facilitating them the opportunities to practice and apply their own knowledge in so many different ways for achieving the main objective which is, acquisition. Social and emotional intelligence is highly important when learning since it consists on the ability to manage one's emotions, express thoughts, deal with other people, and manage difficult situations surrounded by different contexts.

It is important to keep students motivated all the time and whether teachers and stakeholders provide the most suitable tools for them to succeed. Family integration is highly relevant throughout students' learning process because they will know what is the best model to be followed, they will acquire more advising for decision- making and will react and behave better in social contexts. Then, positive academic outcomes will be enhanced. There are important factors that affect students' motivation and teachers should avoid students to be exposed such as peer pressure. In fact, a positive learning environment enhances students' motivation and therefore encourages them to keep on going forward with study.

# **CHAPTER III**

## **Procedures**

### **3.1. Rationalization for qualitative research.**

This investigation has several aspects that match to a qualitative one since it is completely behavioral, this means that it is to find out the way and the reasons of some current social behavior in a specific area. The research brings an explanation in regards to the importance that academic motivation has and aims to determine the students' attitude towards learning English as a foreign language. Furthermore, it tries to reach students' family relationship in order to understand teenage behavior and performance at high school (students' lifestyle variables), as it also takes into consideration the students' relationships among classmates and facilities provided by the institution and the professor.

### **3.2. Methodology.**

This investigation follows the methodology of an action research. Firstly, it has been made an investigation and explanation regarding the main topic and some literature review, as well with the purpose of informing the reader about it. Moreover, this project includes a methodology for collecting data in which the plan embraces a set of possible strategies for solving the problem besides an instrument to observe non quantitative details.

As the problem of the investigation needs to be solved, there is the necessity of the elaboration of a plan that addresses the action research problem to a solution through the application of an instrument to a sample population in order to be evaluated and find out its results. (*See annex 1*).

In addition, this instrument collects rich information to be analyzed as long as the questions are well structured, for this reason the items should be carefully designed to accomplish the expected goals. According to McCawley (2009), gathering information in an unstructured manner such as the design of an opened – ended questions survey, decrease the effectiveness for analyzing the results. Moreover, it is kind of difficult for teenagers to express themselves confidently, so the tool that matches the best for them in order to simplify their written expression, are the closed- ended questionnaires.

### ***3.3. Site and participants.***

The instrument to gather the necessary information for the analysis of this research, is going to be applied at Colegio Nocturno de Naranjo which was founded in 1971. The target population equals all the 7<sup>th</sup> graders from this institution during the first period of 2018. However, the sample population consists only on eight (8) students, this means that the instrument for gathering all the required information for a qualitative analysis will be applied to eight (8) people but the study is based on all the students who are cursing 7<sup>th</sup> grade at this institution. The professor who collaborates for the questionnaire application is Lic. Lauren Steller, English teacher.

### ***3.4. The plan of the study data analysis procedures.***

Since the sample population have not an English proficiency level, the questionnaire needs to be applied in their mother tongue which is Spanish. (See *annex 2*). It consists of a set of closed- ended and rating scales questions to be applied to eight students chosen randomly that addresses to the analysis of the most common characteristics, reasons and or qualities of their social behavior.

Specifically, this questionnaire consists of six closed- ended items in which the student will be asked about their facilitations they are provided by the school for learning English besides, family and peers relationship and academic motivational aspects just to determine how much motivated students are regarding learning the language. Only the four first questions will be analyzed through a circle graphic which illustrates the responses effectively and facilitates the analysis process of the results since these questions determine students' attitude towards learning English and effective motivational teaching strategies.

### **3.5. Summary.**

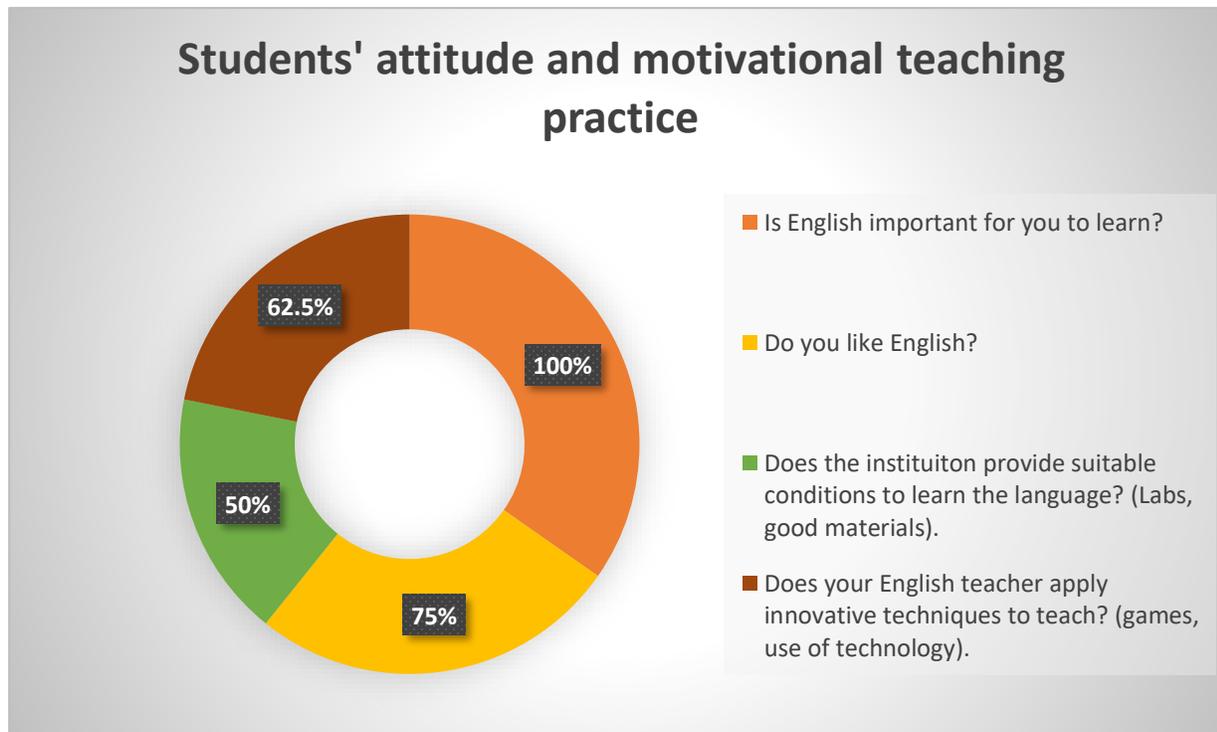
This is a qualitative action research which focus is the study of a social behavioral system that determines the attitude towards learning English as a foreign language on 7<sup>th</sup> graders of Nocturno de Naranjo High School. This level was chosen due to the fact that it is one of the most challenging levels because students are facing a difficult adolescence phase in which their future is determined negatively or positively. It relies on how much stimulus they receive. Students backgrounds such as family and peer relationships are taken into account because both of these can surely influence on their motivation level for learning the language. Moreover, facilities they receive from the teacher and the institution for reaching the expected linguistic outcomes, are taken into consideration. The questionnaire has ten (10) questions of multiple choice that will address the fulfillment of this research's objectives through the analysis of the students' answers with the elaboration of a main graphic that will easily illustrate the results and guide the investigation to its conclusions of the synchronization of the theory and the practice.

# **CHAPTER IV**

## **Findings**

#### 4.1. Data

The following graph summarizes the most important items which determine 7<sup>th</sup> grade students' attitude towards learning English as a foreign language and if this motivation is stimulated by the institution and the professor through the facilitation of effective resources, conditions and teaching strategies. According to the responses obtained from the sample population, for the one hundred percent (100%) which equals eight (8) students, English is very important to learn. However, the seventy- five percent (75%) which is equivalent to six (6) students, like the language. The fifty percent (50%) indicated that the institution does not offer suitable conditions for them to learn English, in other words four (4) students. Lastly, for the sixty-two point five percent (62.5%) which equals five (5) students, the teacher applies innovative teaching techniques. (See annex 3).



*Source:* Questionnaire applied to 7<sup>th</sup> graders from Nocturno de Naranjo High School, Circuito Escolar 08, Dirección Regional Educativa de Occidente on March 12<sup>th</sup>, 2018.

#### ***4.2 Restatement of research questions and discussion of the results.***

- a) Which facilities are provided to the students to maintain their motivational levels about learning English as a foreign language?

According to the results, four (4) of the sample population indicated that they are not provided suitable conditions for learning English by the institution. In fact, this high school does not offer resources such as internet, technological devices nor a language laboratory. According to the principal Danilo Cruz, the material that students use in classroom is assigned by the teachers and should be afforded by the students. Therefore, the indication of the books or the copies they will need for the English class could be misunderstood by the other half of the sample population as a facility provided by the high school, when in fact it is not.

- b) How can students be interested during the English class time?

According to the results, six (6) of the students indicated that the teacher does apply innovative materials and teaching strategies for the English class development. This is a very positive situation since it is observable that the teacher is well engaged with society and it is undoubtedly a very good way to have students interested about learning. An innovative teacher is characterized by applying games, dynamic activities, creative tasks and songs.

- c) What is the students' attitude towards learning English?

In regards to this, the students were asked about the importance they consider English has and all of the sample population indicated that this is a very important language to be learnt.

Furthermore, six (6) of them expressed like towards learning the language which denotes high levels of intrinsic motivation and a great interest to succeed in English proficiency.

- d) What are some factors that may increase anxiety levels in the students and distract them from learning?

The questionnaire applied for effects of this investigation includes six (6) items that concern about the most common factors which affect academic motivation in teenagers such as peer pressure, drug and alcohol consume, working conditions, family relationship and support received from their English teacher. All the students indicated that they do not have problems with their peers nor their family. However, only two (2) stayed that they receive little support from their professor. So this could be a considerable factor that may feel some students demotivated.

### ***4.3 Summary***

The questionnaire applied consists of ten (10) important questions that embrace the most determining aspects related to academic motivation. The six (6) first questions address to the identification of the initial students' attitude towards learning English as foreign language and to the way in which the stakeholders sustain this through teaching. Therefore, these four (4) questions are analyzed through a circle graphic that shows only the affirmative answers and according to these statistics, the results are so favorable for students to keep on learning English successfully.

# **CHAPTER V**

## **Discussion**

## **5.1 Conclusion**

One important aspect of this investigation to be highlighted, is that all the students agree the fact that learning English is highly important. And a considerable amount of the sample population (75%), are really moved by the desire to learn it. This means, that the motivation that these teenagers experience is intrinsically genuine (comes from inside).

Most of the students who the instrument was applied to indicated that the teacher applies innovative teaching strategies and provides too much support to their needs through the English class development so in fact these students' inner interest is strengthened by the teaching model applied by the English teacher Lauren Steller at Colegio Nocturno de Naranjo. It is inferable to summarize that this teaching model is motivational effective since it involves the students more about into their academic process and become less exposed to drop out. Moreover, the major part is characterized by having good family and classmates' relationships and being not involved by drug or alcohol consume.

So, the initial student's intrinsic motivation, the effective teaching practice and positive family backgrounds surely make students disregard social risk factors and address them to focus on the process of learning English as a foreign language at Colegio Nocturno de Naranjo. None of these learners go to work, so this engages more the teenager about learning since it is the only strong responsibility they should face through, and the English learning process shall not be affected by external problems related to the students' job.

## ***5.2 Implications.***

The elaboration of this investigation implies the teacher to be high committed with the students and the problem of the study, hence it needs first to be identified in order to adapt a structured plan with strategies that address to the solution. Thus, the mediation strategies should be carefully planned and even evaluated, so the professor has to make sure that the tools and techniques to be implemented are effective and meaningful. This means that the teacher must try with many possible options and then, be accurate when selecting them for the application through the action plan in order to solve the problem of the study. Moreover, the professor must be highly informed about the topics that contextualize the main problem. Therefore, he or she must research about it and determine the possible effective solutions according to some prior knowledge. Besides, it is important to understand widely each student's need.

### ***5.2.1 Limitations***

According to the implications discussed above, the researcher must know so widely his or her students in order to facilitate the process. Consequently, this is a limitation that this project faced through since the researcher does not work every single day with the target population because it did not correspond to her workplace; so some important aspects according to the students' lifestyles might be disregarded unconsciously, and there is no way to prove students' honesty when answering the instrument. In addition, the instructions for the elaboration of the project suffered many modifications, so the exact idea of the purpose and the methodology to be followed was unclear. This undoubtedly limited the time available for its development. Consequently, it was shorten and not well distributed.

So, this project's structure does not follow an exact action research model since it was supposed that it contributed towards the institution with an effective solution for the existing problem. However, it was not possible for the effects of the misunderstanding in regards to the investigation format to be followed provided by the university. Therefore, the instrument was only applied.

### ***5.2.2. Recommendations.***

Due to the social engagement that this kind of investigations requires, it is important that future researchers inform themselves accurately about what is an action research model in order to be clear in regards to the instructions to be followed. Moreover, it is important to base the project on a real problem that matches to a student's learning process risk, then the researcher should be highly motivated and interested about the topic that surrounds the problem. Since it requires the instructor to know her or his students very well, it is recommendable that this kind of projects take place during a professional practicum or at the teacher's full time workplace hence dealing with learners every single day is extremely necessary because the action plan must be executed and evaluated, this means that the teacher should observe students' performance as a reaction of the strategies applied. It is recommendable to develop an analysis first in order to acquire a deep understanding of the students' backgrounds and then to determine more easily the problem to be solved.

### ***5.3. Concluding statement.***

All in all, the students' disinterest during the English class time is due to the lack of good resources provided by the Colegio Nocturno de Naranjo for learning the language appropriately.

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## Annexes

### Annex 1: Instrument originally designed in English

#### Importance of Motivation in English learning.

Bach. Nathalia Mora. English Teacher. Universidad Latina.

**Objective:** This is a study that investigates how motivation influences on the process of learning English as a foreign language in seventh graders from Nocturno de Naranjo High School and the application of this questionnaire will help to determine the students' attitude towards learning English and the factors that might affect this process.

**Instructions:** The following questionnaire is composed by 6 Yes/ No items and 4 rating scales ones. Match with an "x" the option that matches with your own experience the best.

**Time:** 3 minutes

Please be advised that all responses will not be revealed. They are totally confidential.

Item	Yes	No
Does the institution provide suitable conditions for learning English? ( <i>Labs, comfortable furniture, access to good resources, books</i> ).		
Does the English teacher apply innovative techniques during the class? ( <i>Movies, games, use of technologic devices</i> ).		
Is English important for you to learn?		
Do you like English?		
Do you work?		
Do you have a good relationship with your family?		
How often do you feel peer pressure? Never ( ) Sometimes ( ) Very often ( )		
How often do you consume alcohol or drugs? Never ( ) Sometimes ( ) Very often ( )		
How is the relationship with your friends at high school? Bad ( ) Good ( ) Excellent ( )		
How much support you receive from your English teacher on your learning process difficulties? Not a bit ( ) Just a little ( ) Very much ( )		

Thank you very much for your answers!  
Have a nice day! ☺

## **Annex 2: Instrument translated into Spanish.**

### **Importancia de la motivación académica.**

Universidad Latina  
Bach. Nathalia Mora.

**OBJETIVO:** Esto es una investigación que estudia la importancia de la motivación durante el proceso de aprendizaje del idioma inglés y además determinar los factores que influyen sobre ésta en estudiantes de séptimo nivel del Colegio Nocturno de Naranjo.

**INDICACIONES:** El siguiente cuestionario está compuesto por 10 ítemes. Seis son ítemes cerrados (Sí o No) y 4 son de escala. Marque con una "X" únicamente la casilla que mejor describa su situación según lo indica la pregunta.

**TIME:** 3 minutos

**Favor tome en cuenta que ninguna de sus respuestas serán reveladas.  
Son totalmente de carácter confidencial.**

Ítem	Sí	No
¿La institución facilita óptimas condiciones para la enseñanza de inglés? ( <i>Laboratorios, acceso a buenos recursos, libros, proyectores, pantallas, conexión a internet, etc.</i> )		
¿El docente de inglés aplica métodos y técnicas novedosas durante el desarrollo de las clases? ( <i>películas, juegos, uso de dispositivos tecnológicos, etc.</i> )		
¿Considera que es importante para usted aprender inglés?		
¿A usted le gusta el idioma inglés?		
¿Usted trabaja?		
¿Su relación familiar es buena?		
¿Qué tan seguido sufre de algún tipo de presión social en el colegio? Nunca ( ) A veces ( ) Muy seguido ( )		
¿Qué tan seguido consume alguna droga o bebida alcohólica? Nunca ( ) A veces ( ) Muy seguido ( )		
¿Cómo puede clasificar su relación con sus amigos del colegio? Mala ( ) Buena ( ) Excelente ( )		
¿Qué tanta ayuda recibe de su profesor de inglés durante el proceso de su aprendizaje? Nada ( ) Poco ( ) Mucho ( )		

Thank you very much for your answers!

Have a nice day! ☺

### Annex 3: Instrument applied

#### Importancia de la motivación académica.

Universidad Latina  
Bach. Nathalia Mora.

**OBJETIVO:** Esto es una investigación que estudia la importancia de la motivación durante el proceso de aprendizaje del idioma inglés y además determinar los factores que influyen sobre ésta en estudiantes de séptimo nivel del Colegio Nocturno de Naranjo.

**INDICACIONES:** El siguiente cuestionario está compuesto por 10 ítemes. Seis son ítemes cerrados (Sí o No) y 4 son de escala. Marque con una "X" únicamente la casilla que mejor describa su situación según lo indica la pregunta.

**TIME:** 3 minutos

Favor tome en cuenta que ninguna de sus respuestas serán reveladas. Son totalmente de carácter confidencial.

Ítem	Sí	No
¿La institución facilita óptimas condiciones para la enseñanza de inglés? ( <i>Laboratorios, acceso a buenos recursos, libros, proyectores, pantallas, conexión a internet, etc.</i> )		<input checked="" type="checkbox"/>
¿El docente de inglés aplica métodos y técnicas novedosas durante el desarrollo de las clases? ( <i>películas, juegos, uso de dispositivos tecnológicos, etc.</i> )		<input checked="" type="checkbox"/>
¿Considera que es importante para usted aprender inglés?	<input checked="" type="checkbox"/>	
¿A usted le gusta el idioma inglés?	<input checked="" type="checkbox"/>	
¿Usted trabaja?		<input checked="" type="checkbox"/>
¿Su relación familiar es buena?	<input checked="" type="checkbox"/>	
¿Qué tan seguido sufre de algún tipo de presión social en el colegio? Nunca ( <input checked="" type="checkbox"/> ) A veces ( ) Muy seguido ( )		
¿Qué tan seguido consume alguna droga o bebida alcohólica? Nunca ( <input checked="" type="checkbox"/> ) A veces ( ) Muy seguido ( )		
¿Cómo puede clasificar su relación con sus amigos del colegio? Mala ( ) Buena ( <input checked="" type="checkbox"/> ) Excelente ( )		
¿Qué tanta ayuda recibe de su profesor de inglés durante el proceso de su aprendizaje? Nada ( ) Poco ( <input checked="" type="checkbox"/> ) Mucho ( )		

Thank you very much for your answers!

Have a nice day! ☺