UNIVERSIDAD DE GRANADA

Facultad de Ciencias de la Educación

Motivation and its effect on the situations of education and learning in a bilingual class

Noemí Pozo García

Trabajo Final de Grado
Grado en Educación Primaria

2014

MOTIVATION AND ITS EFFECT ON THE SITUATIONS OF EDUCATION AND LEARNING IN A BILINGUAL CLASS

NOEMÍ POZO GARCÍA

INDEX

1. INTRODUCTION

The following research work is about motivationand its effect on the situations of education and learning in a bilingual class.

Motivation constitutes one of the psico-educational factors that influences most in the learning process.

Factors that determine the motivation for learning and the role of the teacher are given in a pedagogic plane where the motivation is meant to provide motives.

In school motivation carries a complex interrelationship of diverse cognitive, affective, social and academic components that have to see with the actions both for the pupils and for their teachers.

As a future teacher I know that English is a very important language. For this reason I want to delve into this topic everything that I can.

We know that workingwith the motivation of the children in class is very useful to obtain the success of the pupils.

Motivation is something that impels us to do activities. We can distinguish between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the motivation that is in the personality of each pupil. However we say that extrinsic motivation is that one that is creates the process of education learning thanks to the teacher.

Teachers should improve the motivation in the class to create useful learning.

It is important to emphasize that education should transmit values and attitudes for school activities and not only the knowledge.

Also I think that it is important to comment that pupils with good motivation work harder in the activities and for this reason they obtain their aims.

In this project I have chosento analyse the answer to a test that I gave to children of six grade of Primary education. This test is based in the motivating effect on the situations of education and learning.

In this project I have selected a group of 6th grade students from a school and I passed out a test there. This test asks questions about the motivating effects of the situations of education and learning in a bilingual class.

2.   THEORETICAL FRAMEWORK

2.1.   CONCEPT OF MOTIVATION

Motivated students are every teacher's dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, don't need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning.

Motivation appears for the emergence of a need, the term motivation implies impulse towards a result. This impulse to act can come from the environment (external stimulus) or can be generated by internal processes of the individual.

Motivation is explained by different theories that can be grouped in three categories.

First → Freud's psychoanalytic theory and Hull's drive theory. They think that something that exerts a influence on behavior is the stress reduction.

Second → Here there are a group of theories established by Weiner and includes Lewin's field theory, Atkinson's achievement theory, and Rotter's social learning theory. They considered that behavior is dependent on the individual expectations of attaining success.

Third → in this category we can find the theories of attribution of Weiner and humanistic psychology. Both say that human beings struggle to understand themselves and their surroundings and that growth processes are an integral part of human motivation.

FREUD.

According to Freud, individuals are striving to satisfy personal needs in a world full of limits and restricted resources. To satisfy these needs, may lead to the desired goals. Particularly these goals are located in the external world.

Freud never developed an educational theory for the use in the school. For this reason it exists theoretical and methodological emptiness in this theory. But however we can talk about some things related with the education.

In the following tableI present the things that Freud didn't do for the education, and his approximation with the education.

Four things that he didn't do for the education	Approximations with the education
He didn't construct an analytical pedagogy inspired by the psychoanalysis.	He did critique to a certain education
He didn't realize directly children's analysis.	He realized psychoanalytic contributions in this area
He didn't issue any opinion about the education of his own children.	He gave some advices and orientations in this matter.
In his incursion there wasn't agreement of education.	He did the purposes of agreement with an analytical point of view

HULL

Contributions of Hull's theory to the education:

- Teachers assume that the behavior of the students is a response to their past and present environment, therefore any behavior is learned.
- To foment the innovation.
- It is used to achieve the student a response wished.
- Every student needs incentives to learn and to expire with the school obligations.

ATKINSON

The motivation of the performance can be defined as the attempt of increasing the own skill as much as possible to achieve the accomplishment.

Atkinson added a new consideration to the theory of the achievement with his concept of fear of failure, warning the need to avoid a failure.

He believes that in all the persons and in different levels they find present both the need of achievement and the need to avoid failure.

- Pupils with motivation of achievement tend to select problems that raise moderate challenges and to strain for more time before retiring from more difficult problems.
- On the other hand, pupils with fear of the failure are in the habit of choosing for less difficult or unreasonably difficult problems; friendly companions tend to choose and his academic result are in the habit of being low, in equality of intellectual quotient.

ROTTER

For Rotter, motivationconsists of four variables:

- Potential of conduct: it makes clear that the human being can act of certain form depending on the situation.
- The expectation: beliefs of some persons in the result of some conduct.
- The value of the importance that a person fixes to every result in relation with others.
- The psychological situation: the context of the conduct is relevant.

WEINER

Weiner has developed the attribution theory. This theory explains that people interpret the reasons for the actions based on the consequences that their actions have on themselves and others

The person's interpretation of the facts is guided by their own beliefs, values and feelings. Also by means of the interpretation they assume, the reason, and the results of the conducts and events to reasons that can be external or internal, controllable or uncontrollable.

The attributions relate to the motivations of the persons and manage to influence the conduct, strategies and relations that they establish with the world in general and in the daily life especially, as well as in the contexts of learning and in the labor context.

The negative attributions influence negatively the conducts that the persons realize for dread of failing and the positive attributions influence positive consequences.

In the school context and the process of learning learning it is important to favor and to promote positive attributions to simulate learning, to motivate the pupil to learn and to control his successes and his failures.

ROGERS

Rogers highlighted the trend of the organism towards the personal growth.

His theory is based on the following postulates:

- Vision holistic and optimistic of the human.
- The aim of the Humanist Psychology is to understand and to improve the personality.
- Everybody has a potentialfor growth and the purpose of the person is the development of his or her positive capacities.
- The main element of the behavior there are the motivational processes.

2.2.   MOTIVATION IN SECOND LANGUAGE ACQUISITION THEORIES

First it is important to emphasize the main factors of the teaching-learning process for the study of a foreign language. These factors are: the students, the teacher, the curriculum,and the teaching-learning processes which are developed during the learning process.

Motivation provides the impetus to initiate learning the L2. When a student doesn't have the sufficient motivation, neither an appropriate curricula nor good teaching will be enough to assure satisfactory student achievement.

On the other hand, a student with high motivation can make up for considerable deficiencies in their language aptitude and also in learning conditions.

Several theories of L2 acquisition have commented on the importance of motivation. One example is Krashen's Monitor Theory : "When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and motivations ... filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language. Together, they make up what we have called the 'Affective filter' or simply 'Filter'. The Filter acts to control entry to further mental processing". (Dulay, Burt, and Krashen, 1982: 4)

In addition Carroll's Conscious Reinforcement Model (1981) talks about reinforcement as an efficient motivating resource that facilitates learning through successive habit formation: "... reinforcement involves an increment to an individual's perception of the appropriateness of the behavior to a specific context" (Gardner, 1985: 128).

2.3.   COMPONENTS OF THE MOTIVATION CONSTRUCT

According to several authors the concept of motivation is really complex because it integrates different components. Gardner considers motivation such as desire to learn a language, in the intensity motivational and in the attitudes towards the learning language.

In his socio-educational model, Gardner (1982) identified a number of factors that are interrelated in the process of learning a second language. Among these factors are:

| Cultural beliefs | → | **Individual learner differences**
• intelligence
• language aptitude
• motivation
• anxiety | → | Learning context | → | Final learning outcomes |
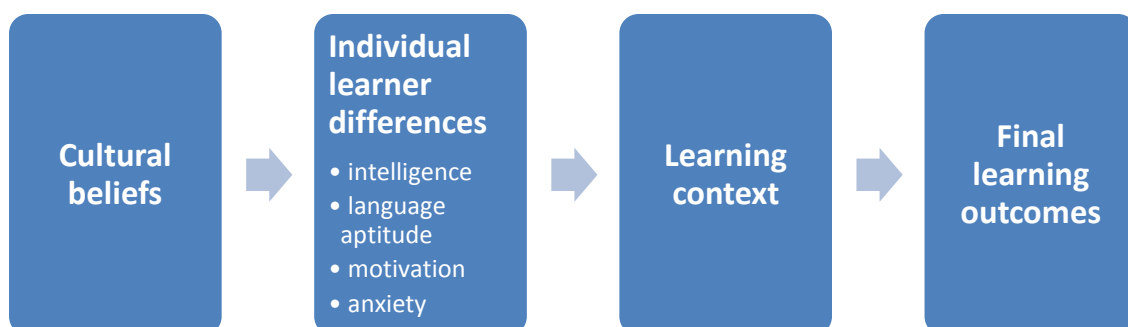
On the other hand, Skehan proposes four main factors in motivation:

| Learning and teaching activities | → | Learning outcomes | → | Internal motivation | → | Extrinsic motivation |
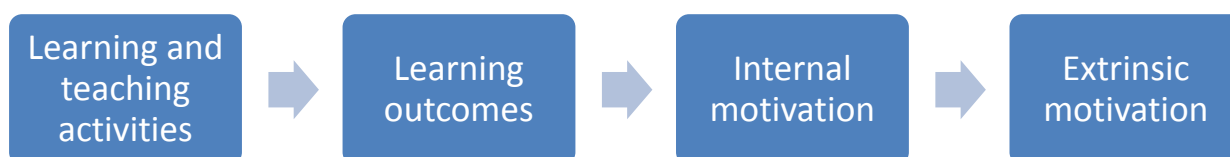
Dörnyei has proposed a more dynamic account of motivation. According to him the different components of motivation are organized in three levels that are related to L2 learning processes.

```
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│                 │      │ Level related to│      │ Level related to│
│ Linguistic level│ ───> │   the learner   │ ───> │   the learner   │
│                 │      │                 │      │    situation    │
└─────────────────┘      └─────────────────┘      └─────────────────┘
```
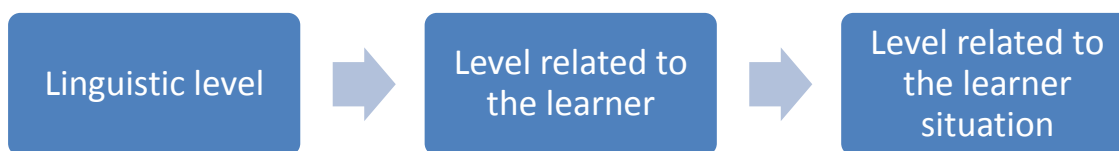
2.4.   A DYNAMIC AND CYCLICAL PROCESS MODEL OF MOTIVATION

This model is based on a concept of motivation which integrates the following components (Madrid and Pérez Cañado, 2001: 333): Motivation is an internal state of the individual influenced by needs, and/or beliefs which generate an interest and desire to achieve a goal, and moves the individual to attain it with a continued effort.

The model try to integrate three phases of the cyclical motivational process Our model is based on a concept of motivation which integrates the following components (Madrid and Pérez Cañado, 2001: 333): Motivation is an *internal state* of the individual influenced by *needs,* and/or *beliefs* which generate an *interest* and *desire* to achieve a *goal*, and moves the individual to attain it with a *continued effort).* :

- Initial or preactional motivation: it is talked about this term when the subject is affected by personal needs and also by his previous experiences, opinions, perceptions and beliefs. For this factors it is generated attitudes and interests towards the goal. According to the objectives that the individual seeks to obtain his needs, this goal can be stronger or weaker.

- Actional motivation depends on initial motivation and acts on the teaching-learning processes. It depends on the types of teaching-learning processes to the individuals experience, the motivational stages suffer changes, increasing, diminishing.

- Post-action motivation it appears when the aim has obtained successfully. An emotional reaction can be positive, negative or indifferent, it is originated at this point, satisfying or frustrating initial needs, feelings and beliefs.

So the model can be represented in the following figure based on (Madrid 2002: 388).
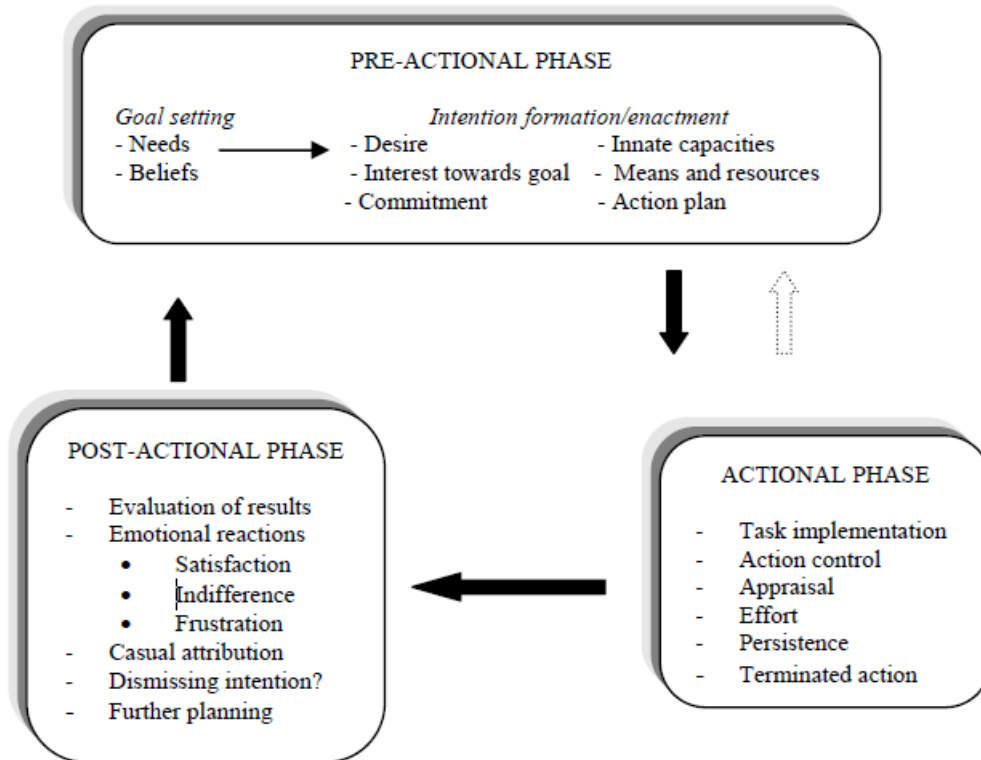

PRE-ACTIONAL PHASE

Goal setting
- Needs
- Beliefs

Intention formation/enactment
- Desire   - Innate capacities
- Interest towards goal   - Means and resources
- Commitment   - Action plan

POST-ACTIONAL PHASE

- Evaluation of results
- Emotional reactions
  - Satisfaction
  - Indifference
  - Frustration
- Casual attribution
- Dismissing intention?
- Further planning

ACTIONAL PHASE

- Task implementation
- Action control
- Appraisal
- Effort
- Persistence
- Terminated action

Fig. 1 : A dynamic, cyclical and process-oriented model of motivation.

The motivational processes that I have showed before can also be analysed in terms of presage, process, and product variables (cf. Dunkin and Biddle ,1974). The components or variables in the first box of fig.1 (needs,beliefs, opinions, capacities, means, resources, ...) function as presage

variables (cf. also Stern, 1984) which condition process ones (attention,interest, constancy, persistence,). Product variables (emotional reaction) result from the interaction of the previous two types of variables.

Now is interesting to describe in greater detail the different components that appears on the model represented in fig. 1(Madrid and Pérez Cañado, 2001: 336-338):

<u>PRE-ACTIONAL FASE.</u>

1. Motivation is an internal state: when the stimulus are valued, it is develops favourable attitudes for obtain the aims as also the desire to attain it.

    Both desires and attitudes are internal operations.

2. Motivation and human needs: as we know our behavior is motivated thanks to several needs. These can be biological or psycho- social. Foreign language pertains to the psycho-social needs (instrumental, integrative, recreational, educational, formative, communicative, etc). Nevertheless, really the behavior it isn't motivated for these. In fact, we can say that motivation is created to satisfy particularly communicative needs, and depend on the internal thoughts and cognitive processes.

3. Beliefs, opinions, desires, opportunities and values: From the cognitive point of view, individuals' beliefs and opinions about the relevance of the goal influence their initial motivation. The movement towards the goal is motivated by a series of needs and beliefs which influence each individual's orientation. Gardner (1985) subdivides orientation into two general categories, namely, instrumental orientation (to benefit from greater and better employment opportunities, promotion, social recognition, etc.) and integrative orientation (to understand the foreign community better and to become integrated in it).

<u>ACTIONAL PHASE.</u>

4. Interest and effort to attain the goal: there is a desire to achieve the goal that acts and affect to the individual's work. However, as Gardner rightly points out, effort is not enough if it is not accompanied by the desire to learn and by favourable attitudes:

    " Effort alone does not signify motivation ... Many attributes of the individual, such as compulsiveness, desire to please a teacher, ... might produce effort ... When the desire to achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism" (Gardner, 1985:10-11).

5. Motivation and goal attainment: the aim that someone motivated strives to achieve functions as a stimulus which activates all other components. In this phase, the success or failure of the individual to attaing the aim, in this case L2

learning, depends of several factors, as the attention, the effort, constancy, responsibility and the self-regulation.

POST-ACTIONAL PHASE

6. Evaluation of results and emotional reactions: this is the last part of the cycle. Here the individual experiment a high or lesser level of satisfaction, which will result their motivation to increase, decrease, or stay the same.

3. RESEARCH STUDY

3.1. RESEARCH QUESTION

The general objective is to study the motivational effect of the following classroom techniques, behaviours and strategies:

1. When the teacher encourages or praises the students' performance in class, that is, when the students obtain a prize or reward for their performance.
2. When the students are scolded or punished.
3. When the FL classroom tasks are easy or when the teacher adapts difficult activities to the students' level so that they do not feel discouraged and demotivated.
4. Motivational power of intellectually challenging exercises.
5. Motivational effect of good results and grades; fulfillment of expectations of success.
6. Working cooperatively in pairs or groups.
7. Taking part in the negotiation of curricular decisions, that is, when the teacher and the students together decide what to study in class and what types of exercises to do.
8. Students' participation in the process of self-evaluation of their own work and when they express their opinion on the grades they deserve.
9. Motivational effect of individual and autonomous work.
10. When they take part in class and when they participate.
11. What happens when the FL/L2 teacher speaks in the FL/L2 in class?
12. What happens when the class satisfies the students' needs and interests, when the teacher evidences the relevance of what they are doing in class.
13. Performing before an audience, be it their peers or the teacher.
14. Competing and surpassing others; carrying out competitive activities.
15. When the students are provided with information about the objectives and contents of each task.

16.   When the students are not asked in class and they do not participate, but listen passively to what the teacher and their classmates say and do.

17.   What is the motivational effect of discovering learning and drawing personal conclusions?

18.   When the teacher uses audiovisuals and new technologies (illustrations, photographs, recordings, computers, Internet, etc.), and not only the textbook.

3.2. VARIABLES OF THE STUDY

To study the previous objectives the following variables have been studied:

1. Praise and rewards.

2. Scolds or punishment.

3. Effect of tasks difficulty.

4. Intellectually challenging exercises.

5. Good results and good grades vs. bad results and grades.

6. Working cooperatively in pairs or groups.

7. Negotiating curricular decisions.

8. Taking part in self-evaluation processes.

9. Working individually or autonomously.

10. Class Participation.

11. Using the FL/L2 in class.

12. Satisfying needs and interests.

13. Acting out in the presence of classmates.

14. Competing with others; competitive activities.

15. Information about the objectives and contents of tasks.

16. No participation; listening passively.

17. Discovering things and drawing personal conclusions.

18. Using audiovisual and technological aids.

All the variables are in the group of independent.

3.3.   EDUCATIONAL TREATMENT

For this investigation the materials used was a questionnaire about the motivating effect in the situations of education and learning (see Madrid, 2001: 345).

3.4. DATA COLLECTION AND ANALYSIS

The study of the previous variables was realized with the questionnaire presented in Apendice 1. Here has been used the quantitative methodology with a scale of Likert. The students punctuate from 1 to 5 points, but I have also used a qualitative methodology where in each item the pupils write the reason for those who have decided every score.

The questionnaires were administered in March, 2014. The data provided by the students were processed on a computer for the correspondent statistical analysis with SPSS 17.

Given the pluricomponential nature of the construct of extrinsic motivation, it was necessary to carry out a multivariant analysis of a vast number of factors associated with such a construct to identify those which exert the greatest influence on the students' motivational processes. With this aim in mind, I have used Questionnaire M10 (See Appendix 1) from Madrid (1999: 93).

3.5. SUBJECT POPULATION

The class where I administered the test was the bilingual school "Las Mimbres" located in the town of Maracena, Granada. It is a class of six grade and part of Primary Education. Here there are 15 students which is good because the low number of students allows the teacher to have more time to work with individual students and leaves more time for playful activities.

3.6. DATA ANALYSIS

A quasi-experimental design has been adopted in this study. The participants were not assigned to the groups at random; instead, we have assumed a retroactive or *ex post facto* research design. The variables considered have been obtained from the questionnaire administered to the participants, which have been described in the previous section and illustrated in the Appendix. In addition, the qualitative nominal variables of grade and gender have been taken into consideration.

The treatment of general statistics is descriptive in relation to quantitative and qualitative variables. After this, some correlations and means comparisons are made by using the T-Test procedure.

4. RESULTS AND DISCUSSION

The mean and standard deviation of the scores is presented in the following table:

DescriptiveStatistics					
	N	Min.	Max.	Mean	Std. Deviation
1. Prizes and rewards	15	1	5	3,47	1,506
2. Scolds and punishments	15	1	5	2,87	1,457
3. Easy tasks	15	1	5	2,87	1,552
4. Challenging activities	15	2	5	3,93	1,223
5. Good results-bad results	15	1	5	3,40	1,454
6. Pair work/group work	15	1	5	3,93	1,335
7. Negotiating the syllabus	15	1	5	3,73	1,223
8. Self-evaluation	15	1	5	4,13	1,246
9. Autonomous work	15	1	5	3,27	1,668
10. Class participation	15	3	5	4,27	,884
11. Using L2 in classes	15	1	5	3,53	1,302
12. Interests and needs	15	2	5	4,13	1,125
13. Acting out with audience	15	1	5	3,27	1,534
14. Competing with others	15	1	5	3,20	1,821
15. Informing about contents	15	1	5	3,80	1,265
16. No participation	15	1	5	2,27	1,387
17. Discovering learning	15	2	5	3,73	1,223
18. ICTs	15	3	5	4,73	,594
Valid N (listwise)	15				

Our results show that the highest motivating factors are the following:

- Use of audiovisual and technological aids.

- Class participation.

- Interest and needs.

- Self-evaluation.

However, the following classroom techniques have a much lower motivating effectfactors:

- No participationin class.

- Easy tasks.

- Competing with others.

- Acting out with audience and autonomous work.

STUDENTS COMMENTS.

The reasons that each child gave for his/her answer are the following:

- *Use of audiovisual and technological aids.*

Nine students said that it is funnier to use audiovisual and technological aids. Others think that learning with audiovisual and technological aids is better then learning only with a book because they can find more information. One child noted that using the computer is good practice and teaches valuable skills.

- *Class participation.*

Twelve students agree with the decision that if they participate in class they will be more motivated. Some of them think thatby taking part they will learn more. Others say that they like to participate and also like to give their opinion. Someone says that he feels really good when he participates.

Two children say that they don´t like to talk in public because they are shy, but both comment that when they participate and it goes well they are more motivated.

An answer that calls my attention is one girl that said: "I don´t learn the same if I don´t participate." I think that it is a very mature answer for a girl of her age.

- *Interest and needs.*

Here the majority thinks that it is very important to satisfy their needs and interest because they learn a lot and they improve their knowledge.

- *Self-evaluation.*

Some pupils say that they like self-evaluation because they like to participate in all that they can. Also someone said that it is a good experience for them and that they and can learn more.

Others students think that is important to participate in the self-evaluation because their opinion is useful.

Only two students thinks that is better that they don´t participate in the evaluation because they can wrong and the teacher not.

- *No participation.*

The majority prefer to participate in the class and they think that they learn more in this way.

Only a few think that it is better to not participate and their reason is: because they get nervous, or simply because they say that they can learn without participate.

- *Easy tasks.*

The majority of the pupils say in their tests that they find it harder and they don't like it.

Only four students say that they prefer to do difficult activities because they learn more and it is a challenge for them.

- *Acting out with audience.*

Some children say that they don´t like acting out with audience because they are very shy.

However, others think that it is really funny and they can show their skills, they learn more, and they can participate…

- *Autonomous work.*

The majority think that is better to work in a group. Some reasons for this decision are: it is easier, it is funnier, etc.

Six students say that they are more motivated working individually because they don´t have to discuss with anybody, they are more concentrated working individually, because they can do all that they want. Also because they receive a grade based on solely their work.

- *Competing with others.*

Seven of them don´t agree with this question, they think that they shouldn´t compete because they are classmates and friends.

The rest think that competing with other is good, for different reasons like, for example, they are competitive, they think that if they are competitive they will learn more and be better. Others say that it is a challenge for them, or thanks to it they can demonstrate that they can do anything.

STATYISTICAL DIFFERENCES BETWEEN BOYS AND GIRLS

The table below illustrates the statistical differences between boys and girls in the same group. These differences have been calculated at a 95% Confidence Interval of the Difference, with a "p" value equal or lower than 0,05. As we can see in the right column, there are no statistical differences between boys and girls.

	t	Sig. (2-tailed)
1. Prizes and rewards	1,371	,193
2. Scolds and punishments	,421	,681
3. Easy tasks	-,947	,361
4. Challenging activities	-1,535	,149

5. Good results-bad results	,494	,630
6. Pair work/group work	,229	,823
7. Negotiating the syllabus	-,250	,807
8. Self-evaluation	-,082	,936
9. Autonomous work	,492	,631
10. Class participation	,346	,735
11. Using L2 in classes	,078	,939
12. Interests and needs	,363	,723
13. Acting out with audience	-,133	,897
14. Competing with others	-1,442	,173
15. Informing about contents	-,486	,635
16. No participation	,220	,829
17. Discovering learning	-,676	,511
18. ICTs	1,270	,226

 However, in some cases the differences are noteworthy. For example, boys of this class are more motivated when they get a prize for their work than girls are. On the other hand, girls are much more motivated intellectually challenging exercises. Also girls are more motivated when they are competing with others.

With these results we can deduce that boy's motivation increases when they receive a prize in exchange. However, girls present major rates of motivation when they have something difficult and that takes effort to learn. Undoubtedly, it is important to emphasize that girls are more competitive than boys in class.

		Gender	N	Mean	Std. Dev.
1.	Praise	boys	9	<mark>3,89</mark>	1,537
		girls	6	2,83	1,329
2.	Scolding	boys	9	3,00	1,581
		girls	6	2,67	1,366
3.	Easytasks	boys	9	2,56	1,333
		girls	6	3,33	1,862
4.	Challenge	boys	9	3,56	1,130
		girls	6	<mark>4,50</mark>	1,225
5.	Expectations	boys	9	3,56	1,236
		girls	6	3,17	1,835
6.	Pairgroup	boys	9	4,00	1,000
		girls	6	3,83	1,835
7.	Negotiating	boys	9	3,67	1,000
		girls	6	3,83	1,602
8.	Selfevaluation	boys	9	4,11	1,453
		girls	6	4,17	,983
9.	Autonomouswork	boys	9	3,44	1,667
		girls	6	3,00	1,789
10.	Participation	boys	9	4,33	,866
		girls	6	4,17	,983
11.	L2classes	boys	9	3,56	1,590
		girls	6	3,50	,837

12. Interests	boys	9	4,22	1,302
	girls	6	4,00	,894
13. Beforeaudience	boys	9	3,22	1,716
	girls	6	3,33	1,366
14. Competing	boys	9	2,67	2,000
	girls	6	4,00	1,265
15. Informing	boys	9	3,67	1,500
	girls	6	4,00	,894
16. Passive	boys	9	2,33	1,658
	girls	6	2,17	,983
17. Discovering	boys	9	3,56	1,333

5.   CONCLUSIONS

As result of this statistical investigation, it is possible toconclude that the factors that motivated the pupils most are:

- the use of audiovisual and technological aids,

- class participation,

- interest and needs and self-evaluation.

So children need these things to learn in a funnywaywhere they are interested. However the different situations in which students will be less motivated are when there is no participation in class, easy tasks, competing with others and acting out with audience and autonomous work. As we know acting out with an audience in a foreign language is something very difficult. For this reason children,from the very beginning, should do this type of activities, and then, in the future, they won't consider this with a low motivation.

On the other hand, I also study in this project the different things that improve the motivation in girls and in boys. But there aren't many differences, for example, boys are more motivated when they get a prize for his work than girls. On the other hand girls have a major motivation with the motivational power of intellectually challenging exercises.

These results are really useful to work in the English class and improve the knowledge of the children and the motivation with the different items that have been obtained in this project.

6. PEDAGOGICAL IMPLICATIONS

After developing my study I think that teachers should use more games and interactive activities in their classrooms. These are the activities that motivated the childrenmost, and as we know thatwhen students learns in a fun and motivated way they learn better. A bilingual class needs a lot of materials and instruments. Children don't know all the vocabulary and they can't do a subject completely in English without the motivation that they need, because is really difficult to pay attention when you are learning in a foreign language and you don't understand the majority of the contents.

7. FURTHER INVESTIGATIONS

It will be necessary to do other studieswith a more representative sampleto verify and complete this investigation.

8.   APPENDICES

Questionnaire(from Madrid, 1999: 95):

Colegio:	Idioma: ....
Curso: .... Nº lista: .... Sexo: M .... F.....	Fecha: ....

Indica en qué medida te ocurre lo siguiente:

5 = siempre   4 = con frecuencia   3 = a veces 2 = poco   1 = nunca

(.....) 1. Cuando me anima o me **felicita** el/la profesor/a por mis actuaciones de clase, me dan algún premio y obtengo recompensa por mis buenas actuaciones aumenta mi motivación.

¿Por qué? ………………………………………………………………………

(.....) 2. Cuando me regañan, **me reprochan** algo o me castigan, disminuye mi motivación.

¿Por qué? ………………………………………………………………………

(.....) 3. Cuando las **tareas** de la clase de idioma son **fáciles** o el profesor las adapta a mis posibilidades, me motivan y cuando son difíciles me desaniman y desmotivan.

¿Por qué? ………………………………………………………………………

(.....) 4. Los ejercicios que suponen para mi un **desafío intelectual** y un reto para mis capacidades me motivan.

¿Por qué? ………………………………………………………………………

(.....) 5. Cuando consigo buenos resultados y buenas notas, y mis expectativas de **éxito** se cumplen, aumenta mi motivación y cuando me suspenden, no se cumplen mis expectativas y me siento más o menos **fracasado**, disminuye.

¿Por qué? ………………………………………………………………………

(.....) 6. Cuando realizo cualquier actividad por parejas o en **equipo** y trabajo con los demás de forma cooperativaaumenta mi motivación.

¿Por qué? …………………………………………………………………………

(.....) 7. Cuando participoen la **negociación** de las decisiones **curriculares**, es decir cuando el/la profesor/a da la opción de elegir lo que estudiamos en clase y el tipo de ejercicios que deseamos realizar, y lo acordamos entre profesor y alumnos, cuando intervengo en el **control** y autorregulación de lo que hago me siento más motivado/a.

¿Por qué? …………………………………………………………………………

(.....) 8. Cuando participo en los procesos de **autoevaluación** de mi trabajo y cuando expreso mi opinión sobre las calificaciones que me merezco, me siento más motivado/a que si no participo.

¿Por qué? …………………………………………………………………………

(.....) 9. Cuando **trabajo individualmente** o de forma autónoma me siento más motivado/a que cuando trabajo por equipos o por parejas.

¿Por qué? …………………………………………………………………………

(.....) 10. Cuando intervengo en clase y **participo** me siento más motivado/a que cuando no participo y permanezco callado/a.

¿Por qué? …………………………………………………………………………

(.....) 11. Cuando el/la profesor/a da la **clase en la LE/L2** (e.g. inglés/francés) me siento más motivado/a que cuando la da en español.

¿Por qué? …………………………………………………………………………

(.....) 12. Cuando la clase satisface mis **necesidades e intereses,** cuando el/la profesor/ademuestrala relevancia y la importanciade lo que hacemos en claseme siento más motivado.

¿Por qué? ……………………………………………………………………………

(.....)13. Mis actuaciones ante un **auditorio** –ya sean mis compañeros o el profesor- me sirven de estímulo y aumentan mi motivación.

¿Por qué? ……………………………………………………………………………

(.....) 14. Me gusta **competir** y aventajar a los demás y cuando realizo actividades competitivas aumento mi grado de motivación.

¿Por qué? ……………………………………………………………………………

(.....) 15. Aumenta mi motivación cuando se me **informa** con detalle sobre los **objetivos ycontenidos** que estudiamos en cada tarea.

¿Por qué? ……………………………………………………………………………

(.....) 16. Cuando no me preguntan en clase y **no participo**, sino que escucho pasivamente lo que hace y dice el profesor y mis compañeros, me siento más a gusto, relajado y motivado.

¿Por qué? ……………………………………………………………………………

(.....) 17. Cuando no me dan las cosas hechas sino que me ponen en situación de que yo las **descubra** y saque mis conclusiones personales me siento más motivado.

¿Por qué? ……………………………………………………………………………

(.....) 18. Cuando el profesor usa **medios audiovisuales** y tecnológicos (láminas, fotos, grabaciones, ordenador, internet, TICs, etc.) me motiva más que cuando da las clases únicamente con el libro de texto

¿Por qué? ……………………………………………………………………………

9. BIBLOGRAPHICAL REFERENCES

Bernard Weiner. *Human Motivation*. Ed: LEA.

Ctascon. Las teorías cognitivistas. Recuperado de
http://www.ctascon.com/Motivacion%20de%20logro.pdf

Escuela con cerebro. La motivación en el aula. Recuperado de
http://escuelaconcerebro.wordpress.com/2012/05/09/la-motivacion-en-el-aula/

Language teaching. Motivation in second and foreign language learning. Recovered of
http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

Madrid, D. (1999). La investigación de los factores motivacionales en el aula de
idiomas.   Granada: Grupo Editorial Universitario

Madrid, D. (2002). "The Power of the FL Teacher's Motivational Strategies". *Cauce*,
25, pp. 369-422.

Madrid, D. y Pérez Cañado, M. L. (2001). "Exploring the student's motivation in the
EFL class", en E. García Sánchez (ed.): *Present and Future Trends in TEFL*,
pp. 321-364. Universidad de Almería: Secretariado de publicaciones.

Madrid, D., Gallego, J. A., Rodríguez, J., Urbano, B., Fernández, J., Manrique, I.,
Hidalgo, E. y Leyva, C. (1994). "Motivación, rendimiento y personalidad en el
aula de idioma", en Actas de las IX Jornadas Pedagógicas para la enseñanza de
inglés". GRETA.

Marco ele. Creencias, actitudes Y motivación hacia el aprendizaje de ELE por parte de
adolescentes sicilianos. Estudio etnográfico-descriptivo. (2013). Recuperado de
http://marcoele.com/descargas/16/palomino-
creencias_adolescentes_sicilianos.pdf

Paula M. Winke. (2005). Promoting Motivation in the Foreign Language Classroom.
Recovered of http://clear.msu.edu/clear/newsletter/fall2005.pdf

Reeduca, el portal de recursos de Psicología, educación y disciplinas afines. Teoría de
las atribuciones de Weine. Recuperado de http://reeduca.com/teoria-atribucion-
weiner.aspx

Rubenama. Artículos. Factores que determinan la motivación por aprender y papel del
profesor. Recuperado de
http://rubenama.com/articulos/diaz_barriga_motivacion_cap3_fragmento.pdf

Slideshare. (2006) psicología de Clark hull. Recuperado de
http://www.slideshare.net/wilmeridiomasuce/psicologia-de-clark-hull

Slideshare. (2006). Aprendizaje cognoscitivo social. Recuperado de
http://www.slideshare.net/_JAMP_/aprendizaje-cognoscitivo-social-14461588

Slideshare. (2006). Psicoanálisis Freud y la educación. Recuperado de
http://www.slideshare.net/eunimrdz94/psicoanalisis-freud

The Internet TESL Journal. For Teachers of English as a Second Language. Motivation
and Motivating in the Foreign Language Classroom. (1995). Recovered of
http://iteslj.org/Articles/Thanasoulas-Motivation.html