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LANGUAGE TEACHING**

**INTRINSIC AND EXTRINSIC FACTORS THAT
INFLUENCE STUDENTS' MOTIVATION FOR
LEARNING ENGLISH AS A SECOND
LANGUAGE: AN EXPLORATORY STUDY WITH
STUDENTS OF 7TH AND 11TH GRADE FROM THE
COLEGIO NACIONAL VIRTUAL MARCO TULIO
SALAZAR DURING THE FIRST TRIMESTER 2020**

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MARCH, 2020

CARTAS OFICIALES

DECLARACIÓN JURADA

DECLARACIÓN JURADA

Yo Dorel Ivonie Walker Thompson mayor de edad, portador de la cédula de identidad número 7-0053-0236 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza Inglés juro solemnemente que mi trabajo de investigación titulado: INTRINSIC AND EXTRINSIC FACTORS THAT INFLUENCE STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A SECOND LANGUAGE: AN EXPLORATORY STUDY WITH STUDENTS OF 7th AND 11th GRADE FROM THE COLEGIO NACIONAL VIRTUAL MARCO TULIO SALAZAR DURING THE FIRST TRIMESTER 2020 es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 05 días del mes de MAYO del año dos mil 2020.

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CARTA DEL TUTOR

San José, 28 de abril del 2020

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Estimado señor:

El estudiante Dorel Ivonie Walker Thompson, cédula de identidad número 7-0055-0236, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **INTRINSIC AND EXTRINSIC FACTORS THAT INFLUENCE STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A SECOND LANGUAGE: AN EXPLORATORY STUDY WITH STUDENTS OF 7TH AND 11TH GRADE FROM THE COLEGIO NACIONAL VIRTUAL MARCO TULIO SALAZAR DURING THE FIRST TRIMESTER 2020**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



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La estudiante Dorel Walker Thompson, cédula de identidad 7-0055-0236, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **“INTRINSIC AND EXTRINSIC FACTORS THAT INFLUENCE STUDENTS’ MOTIVATION FOR LEARNING ENGLISH AS A SECOND LANGUAGE: AN EXPLORATORY STUDY WITH STUDENTS OF 7TH AND 11TH GRADE FROM THE COLEGIO NACIONAL VIRTUAL MARCO TULIO SALAZAR DURING THE FIRST TRIMESTER 2020”**, el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



Céd: 1-0922-0154

DEDICATION

The present research is dedicated to all those researchers that investigate and contribute for this important topic of students' motivation for learning English as a second language.

Also, to all the persons who supported me in some or other ways to accomplish the task of this goal of life. My thanks to everyone.

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I evermore give thanks and praise to God who inspires and provides me consolation through the path of life.

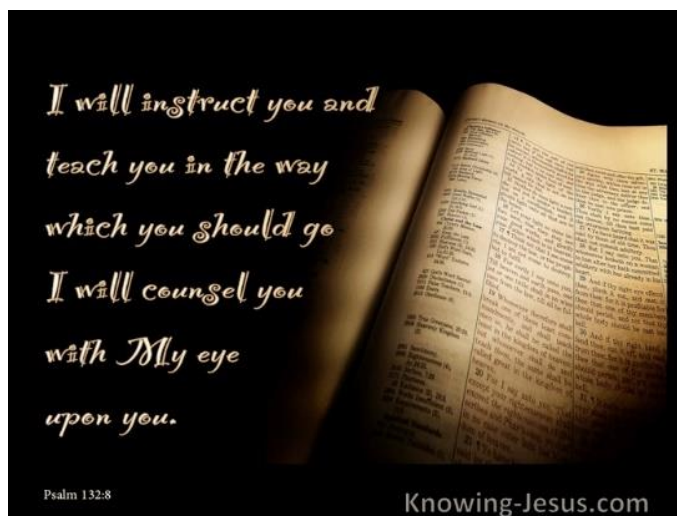
I also thank my tutor Jeffrey Montero Núñez, who guided me during the process of the development of this thesis to achieving the goal of accomplishing the objectives of the study.

EPIGRAPH

“I will instruct you and teach you in the way which you should go; I will counsel you with My eye upon you”.

Psalm 32: 8.

New American Standard Bible.



PREFACE

The present research describes the information gathered from the current topic of:

Intrinsic and Extrinsic Factors that Influence Students' Motivation for Learning English as a Second Language: An Exploratory Study with Students of 7th and 11th Grade from the Colegio Nacional Virtual Marco Tulio Salazar during the first trimester 2020

The research provides information gathered from the analysis and interpretation of the data of the applied instruments of interviews and questionnaires to the informants. Elsewhere, this finding stands for the literature review about the topic. Otherwise, to obtain the conclusions and recommendations which give answer to the previous objectives of the investigation.

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ABSTRACT

The purpose of this paper is to explore how motivation is influenced by intrinsic and extrinsic factors in 7th and 11th grade students from Colegio Nacional Virtual Marco Tulio Salazar during the process of second language acquisition. Due to the fact that the students from these grades, in particular, are taking part in a process where the English subject was not chosen by them, it is important to identify the factors that can influence the students' motivation for learning the target language.

Nowadays societies are nourished by different innovational tools that, when implemented in an educational environment, can be a triggering factor in the acquisition of a second language; however, even when the educational context seems to be in a constant plane of evolution, different internal and external elements are also evolving, thus representing possible motivational agents for acquiring a second language, thus determining the achievement of its efficient mastery.

This research will be relevant as a collaboration to the studies that are provided from the authors that have researched about the subject; it will also contribute to provide a source of information for the Educational System allowing different educational authorities to be more aware of the role that intrinsic and extrinsic motivation have in the teaching-learning process, and the different ways in which it can determine academic success.

Keywords

Motivation / Intrinsic motivation/ Extrinsic motivation / Academic success/ Factors

RESUMEN

El propósito de este documento es explorar la forma en que la motivación se ve influenciada por factores intrínsecos y extrínsecos en estudiantes de 7^{mo} y 11^{mo} grado del Colegio Nacional Virtual Marco Tulio Salazar durante el proceso de adquisición de un segundo idioma. Debido a que los estudiantes pertenecientes a estos niveles en particular están siendo parte de un proceso donde la materia no fue seleccionada por ellos, es importante identificar los factores que pueden influenciar su motivación durante el aprendizaje del segundo idioma.

En la actualidad las sociedades se ven nutridas por diferentes herramientas innovativa que, al ser implementadas en un ambiente educativo, pueden ser un factor detonante en la adquisición de un segundo idioma; sin embargo, aun cuando el contexto educativo pareciera estar en un plano de constante evolución, también lo están distintos elementos internos y externos representando así potenciales agentes motivacionales en el proceso de adquirir un segundo idioma, así determinando el alcance de un dominio eficiente en el mismo.

La investigación será relevante como una forma colaborativa a los estudios provistos por los autores que han investigado acerca del presente tema, en el sentido de brindar un aporte a los trabajos hechos por los especialistas en la materia; también contribuirá como una fuente de información para el sistema educativo permitiendo que las distintas autoridades educativas estén más atentas respecto al rol que la motivación intrínseca y extrínseca tiene en el proceso de enseñanza-aprendizaje, así como las distintas formas en que puede determinar el éxito académico.

Palabras Clave:

Motivación / Motivación intrínseca/ Motivación extrínseca / Éxito académico/ Factores

CHAPTER I
RESEARCH PROBLEM

1.1 RESEARCH STATEMENT

Since students are learning a subject that was not voluntarily chosen, it is relevant to take into consideration the role of students' motivation for learning a second language for a purpose. Consequently, it seems necessary to reflect on the student's behavior once they have started being part of the second language acquisition process. According to motivational research, teachers should be able to identify the factors that play a relevant role in second language acquisition, in this case being subject of study intrinsic and extrinsic motivational factors. By exploring these factors during the process of teaching-learning situations in the language classroom, it could be further used as a tool, for teachers and other members of the educational process, to comprehend in a better way the role that different elements play in language acquisition.

Because of the problem that most students in public high school seem not to be aware of the importance of acquiring a second language for better academic achievement, it becomes a relevant situation to determine which motivational factors are appropriate to implement in the language classroom. As a matter of fact, motivated learners can become more attentive in the language classroom and can assimilate the subject easier. On the contrary, the lack of motivational factors will become a problem for the process, so this represents a key element on why identifying not only the characteristics of intrinsic, and extrinsic motivation, but also the strategies that can be implemented to strengthen them may subsequently have a significant impact on the process of acquiring a second language.

Wang (2015) states that:

The lack of motivation to learn is another cause arising learning weariness. It is a fact that when there is not any motivation to learn a subject, the learner will get weary and therefore loss of interest; it seems necessary to identify the different elements that have a relevant role in motivation as a whole element of second language acquisition, in order to make the teachers and learners be aware of the advantages that strengthening it has for the teaching-learning process. (p.1748).

This refers to how negative can be the absence of motivation during the teaching-learning process. Wang also details that motivation should also be considered as a force that triggers inspiration, guides the behavior in individuals, and directs this behavior in the right path.

For instance, integrative and instrumental motivation in second language acquisition explain that instrumental motivation makes reference to learning because of a practical reason, such as getting a salary bonus or getting into college to achieve a college requirement; however, on the other hand integrative motivation refers to the fact that the learner wants to learn the language in order to have a better understanding of it and wants to get to know other individuals who speak that language (Gardner, 1972). It is to say that, even when referring to different types of motivation, when the person being motivated is aware of the existence of this tool, the achievement of the goals previously set seems to have a higher percentage of success than if the factor called “ motivation” is absent.

Students may not consider relevant the fact of feeling motivated in the field of learning a second language or are not even aware of how motivation has a relevant role during the process of acquisition of a second language. For such reason, teachers should be able to create appropriate motivations to help the students to become conscious of their acquisition of the language. When there aren't any motivational factors that can influence the learners to gain

interest to learn, the classroom is liable to get boring, so, when the teacher is aware of such problem in the process, she/he should try to reflect on the situation. Elsewhere, to be aware that something is going out of control because of students been bored and not assimilating their lessons.

Therefore, the teacher should either seek for assistance in discovering what the real problem in the language classroom is. Otherwise, the teacher should be informed of the literature sources. For instance, there are sources about intrinsic and extrinsic motivation in which these factors are described and commented by the authors and other researchers. It is useful to reflect on what these topics are related to. It is also important to acquire knowledge from the texts. By having knowledge of the situation, the teachers are more prepared in the resolution of the problems that may arouse during the process in a better way.

The definition of intrinsic and extrinsic types of motivation is reviewed by Ryan and Deci (2000) since they state that “intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation”. This definition shows that intrinsic motivation takes in consideration the importance to implement in the language classroom where the learner is conscious of his/her surroundings and needs of current communication. While, extrinsic motivation is practically functional to achieve the goal of mastering the language because of gaining a reward.

1.1.1 Background to the problem

Historically, Graddol (cited by Solano, 2013. p. 164) defines English as a Second language learning in Costa Rica as “the result of the colonial expansion of Britain, and of the political, economic, and cultural influence of the United States” (2000). This is also widely considered as a colonial language since English has been associated with high socioeconomic status and place at the top of language hierarchies, becoming a valued commodity.

After all, English continues to be an important language being used for commercial, policy, and it has slowly become into a competitive requirement in the workplaces. For instance, nowadays English teaching and learning is perceived as a target language to fulfill in the language classroom; therefore, teaching and learning English in Costa Rica is supervised by the “Ministerio de Educación Pública” (Ministry of Public Education) to be taught and acquired through the mastery of communicative skills more specifically.

Communication as an important purpose to learn the language is a valuable principle; attached to communication reasons there should be also ideological motives for the learners to achieve this important goal. Perhaps the educational system in Costa Rica is not taking in consideration students’ motivation for learning the language as a desired and relevant element during the English teaching process. Solano (2013) suggests as “urgent to incorporate critical perspectives into English teaching preparation programs” (p.169) ; to this advice it is important for the students to understand what the subject is about in reality and consequently adapt a great deal of motivation for learning the language with a significant reason.

Regarding the Ministry of Public Education English program, it is mainly instructed for carrying out a process in which students are mostly prepared for learning the language with the purpose of accomplishing a demand of policy. Therefore, teachers and students will have to take part of the process in order to complete their academic programs. The author states that the reason relies on satisfying “the demands of an increasing economical movement based on exportations, the high educational institution, Casa de Santo Tomás, started to teach English as an academic subject in 1825.” (Quesada, 1997, p.27, Authors’ translation, cited by Araya & Córdoba, 2013, p.13); meaning that the whole purpose of teaching English as a second language is not only significantly similar to that of more than a century ago, but also that the motivational factor seems to be excluded of this formula.

Certainly, second language learning in Costa Rica was remount from colonial arrival of English people in the country, where the subject becomes important to implement in the Costa Rican curricula. It seems relevant that during the teaching- learning process teachers take into consideration students’ motivation; research of intrinsic and extrinsic motivations for students that are learning English as a second language explain the importance of these factors that can influence learning situations. As stated by Chinambu & Jiménez “extrinsic motivation involves taking a specific action driven by external forces or in order to receive an external reward...Intrinsic motivation incites action for the pure enjoyment of it and produces pleasurable and fulfilling sensations” (2014). As a matter of fact, student’s motivation during the process of teaching and learning English as a second language is one of the most important aspect to take into consideration since the lack of motivation for doing something that is necessary to be done does not help the learners to gain interest in what they are doing. Therefore, the students will find it difficult to assimilate their lessons.

Besides motivation, there are more pedagogical and linguistic elements to be taught according to the educational program of the Ministry of Public Education in Costa Rica. As it is mentioned by the author “These programs focus largely on pedagogical and linguistic elements, with ideological considerations being kept at the margin or occasionally addressed in courses like sociolinguistics and dialectal variations.” (Solano, 2013, p. 169).

Consequently, it seems necessary to apply more ideological aspects rather than considering only linguistic and methodological aspects during the process of teaching-learning English in Costa Rica Public High Schools as well as the Private High Schools. There are plenty of changes in nowadays societies which proclaim the need of new type of policy in the teaching-learning system that can adjust to the educational programs.

Even though, students may not realize that studying and learning the target language will require stages of time and dedication with effort to achieve the goal. For this reason, it is important to provide the students the required information and motivational orientation for them to be aware and take courage to success.

However, learners should not be the only ones being exposed to the element of motivation, teachers, as main participants of the process, should also receive motivation during the development of their tasks, for instance the current curriculum being carried by the Ministry of Public Education in Costa Rican High Schools proposes teachers to teach mainly literature to achieve the goal of learning situations of the target language; however, if there is not a proper process to introduce this demand, and motivation is not triggered efficiently, this may carry negative consequences for the process. For instance, Araya, Campos, Gonzalez, Marin, Rojas & Sanchez (2017) refer that

This assumption constitutes one of the main drawbacks in the process of implementing the English literature syllabus – not because teachers are not capable for implementing it, but because they have not been trained to accomplish the task. Therefore, teaching anxiety is increasing to the extent that many teachers view the literature classes as punishment. (p.142)

Where this situation causes a complexity for the educational authorities to implement students' motivation in their process of teaching-learning English. As a matter of fact, means that English teachers were first prepared to teach basically the improvement of students' communicative skills rather than to also implement students' motivation to acquire these skills. Even though, in literature implementation in the curricula should also be take into consideration the fact of motivational orientations. Because without motivation during the processes the task becomes more difficult to accomplish as desired. (Araya et al., 2017).

Araya et al also point out that at first, it was argued that MEP, always taking in consideration as main goal strengthening and improving the different communicative skills of learners during the process, initially proposed more English teaching hours; however by the year 2010, this institution launched the implementation of an English literature curriculum to improve students' English proficiency and develop their aesthetic literary appreciation (2017, p.127). Even though, English teachers should be prepared to face such challenges, there has not been a proper training in order to efficiently apply this methodology, for this reason, the teaching-learning process becomes more complex and there is an evident lack of students' motivation for learning the language. Student's motivation for learning the language is rarely taken into consideration by the authorities of the Educational System.

1.1.2 Problematization

The guidelines established by MEP in its program seem to compile a relevant set of contents that may also represent a benefit for learners, but there are plenty of aspects that are not being considered in this program, and that may also affect the teaching-learning process; in regards to the learners, the motivational element is not given a relevant inclusion or the importance that should receive. The problem of not recognizing students' motivation for learning English as a second language during the process has become a problem. Without motivation it is difficult to carry on the tasks of teaching – learning situation in the language classroom; this problem seems difficult to eradicate nowadays because of the lack of interest that students demonstrate toward the lessons since they have never been part of a process dedicated to strengthen the motivational factors.

Consequently, the reason on why this situation deserves to be formally investigated is to identify relevant factors that can help in the process. Perhaps students' motivation being omitted as relevant because the policy of the educational system mostly considers the fact that students must learn whatever subject is given to them to assimilate, but not giving the students a clear purpose why it is taught to them. Therefore, the students may be confused on why they are supposed to learn a language that is not familiar to them; it is also necessary for the students to be instructed both in the teaching-learning process as well as the future benefit of studying.

Considering the importance of students' motivation for learning the target language the author Guerrero (2015) considers the learning process of Normal High School students in three different contexts being the first one a social context, then a context of language policy and teaching context, and finally a personal context (p. 103). These contexts were provided by the author from a High School in Pasto Colombia, for which basically, the Social Context refers that

for Normal High School students, the interaction with the second language is generally limited to the two hours a week of English instruction in their schools. Due to that situation, students that are from low-income backgrounds may do not have access to a computer and internet at home, so they will be limited to review and practice the language when they are not in the language classroom. Consequently, this situation will affect the student's improvement in learning the language. Also, they may be lack of motivation in their learning process.

Regarding the learning process of Normal High School students, the context of Language Policy and Teaching explains the importance of the teacher's knowledge and experience in teaching the language; even when the teacher could be a native speaker it is also required to be able to motivate the students in the learning process

Finally, in the learning process of Normal High School students, the Personal Context clarifies that individual differences theory helps to have a better understanding of this situation and supports the importance of the academic potential of each student. Consequently, the author declares that "This might serve as an instrumental motivation for Normal High School students. Ushioda's (as cited in Dörnyei & Ushioda,2011) theory is also relevant as it pays attention to the future goals of each learner".

Another reason for considering the importance of students' motivation for learning English as a second language, is related to students' self-realization in achieving the goal. For instance, the students might need to be motivated about what they would like to do professionally in mastering English as a second language, "it is important to define the process of realization of students as future professionals of their own intentions and values of self-development in their professional activities" (Barahona and Valeev, 2016, p.3618).

It is also important to take in consideration the motivational orientation of the students in the process of teaching-learning the target language in means of self-realization. As stated by the author “For successful self-realization it is necessary to create the appropriate conditions, such as: independence, freedom in the exercise of one’s claims, the largest space for creative self-assertion, as well as the presence of social comfort”. (Barahona and Valeev, 2016, p.3621).

Meanwhile, considering the importance of students’ motivation for learning English as a second language, it is also necessary to reflect on the complexity of teaching-learning English as a second language. For instance, the way how teachers can solve students’ behavior in the language classroom can become a problem if the teacher does not have the knowledge to guide the student for better motivation. As the author mentions in the article, about typical failures in our public educational system, such as to manage students’ discipline, to deal with factors outside the scope of methodological control and to teach for the four language skills. Sevilla, (2017) states that “Complexity theory emphasizes the process rather than the context of learning as the constituents of relevant and enduring curriculum content are uncertain (Doll, 1993, p.171). The context of learning is not being considered as a real situation where complexity is in the language classroom. Therefore, the problem can affect the process in achieving an enduring curricular content.

1.1.3 Justification of the problem

The main purpose of this investigation is to identify the adequate factors that can influence students’ motivation for learning English as a second language; as a result, the students will find it easier to be attentive to instructions in their language classroom. Another reason is to determine whether if the students are interested or if on the other hand a lack of motivation is

present in the teaching learning process, and if this is the case to analyze the main reasons on why this scenario is taking place.

As a matter of fact, the present research is justified from students' motivation for learning English as a second language; studying the main reasons why individuals decide to take part of a process of learning English as a second language is also an important element of this research, since this is widely related to the existing motivation that may be part of the process. According to the authors Chalak & Kassain, (2010) cited by Anjomshoa & Sadighi (2015), refer that:

Due to economic, educational or political reasons, people -- in their search for better work and better educational opportunities – have become increasingly mobile and have started to migrate to different English countries”. Other reasons, such as ever-growing interest in learning English as a prestigious language encourage the people to learn it”.
(p.127)

It is also important to refer to some socio-demographic characteristics, such as gender's motivation differences in learning the target language. For instance, the author has also made reference to the findings of several second language publications where a key element has been the role of macro-level, societal and micro-level, classroom related factors since it has been stated that these elements influence males differently than females. It is also described that in grades “7th and 8th, 20% more females and in grades 9th – 12th, 24% more females than males FSL were enrolled according to gender in Southern Ontario Toronto District School Board (2010) also reveal a disparity in FSL enrolment according to gender.” (Mady & Seiling, 2017).

Therefore, this investigation will explore the intrinsic and extrinsic factors that can influence students' motivation for learning English as a second language at the levels of 7th and

11th grades. These levels are chosen because it is considered that students beginning High School will need lot of motivation to gain interest in learning the subject, as well as those that achieved some advantages in the process to keep up with their effort. The study will also be updated during the period of the process with the information given from the institution where the investigation will be carried, and at the time when the background information of the institution is provided as well.

Nowadays, there are innovative elements in the societies for which is required the knowledge of a second language. As a matter of fact, teachers should be able to motivate their students to gain interest in learning the target language, because it is important to recognize how motivation determines academic achievement. Considering the importance of the students' motivations for learning English as a second language, Anjomshoa & Sadighi, 2015, stated that "we often forget that all of our learning activities are filtered through our students' motivation" (p.126); without students' motivation the class can be not lively, or it may be boring. For this reason, it is important to incorporate direct approaches to generating students' motivation in our teaching and learning process.

Students motivation in the language classroom is important so as the motivation to learn a second language. For this reason, some researches by Gardner (2010, p.182) mention that motivation needs to be considered as a vital element in determining the levels of success or failure in any learning process .Therefore, the importance of student's motivation in the language classroom is one of the most relevant factors to determine the goal of learning the target language.

1.2 FORMULATION OF THE PROBLEM

1.2.1 Research question

What are the intrinsic and extrinsic factors that influence students' Motivation for learning English as a second language: An exploratory study with students of 7th and 11th grade from the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020?

1.3 OBJECTIVES

1.3.1 General Objective

To analyze the intrinsic and extrinsic factors that influence 7th and 11th grade students' motivations for learning English as a second language at the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020.

1.3.2 Specific Objectives

- To identify the type of motivation, whether intrinsic or extrinsic, that influence the 7th and 11th grade students for learning English as a second language at Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia.
- To identify the role that motivation has in the teaching-learning process when learning English as a second language.
- To determine which teaching strategies, contribute to motivate the students for learning English as a second language.

1.3.2.1 SCOPE AND LIMITATIONS

1.3.2.2 Scope

The present research includes 7th and 11th grade students in their learning English as a second language at the Colegio Nacional Virtual Marco Tulio Salazar, Sede (CTP) in Heredia Province during the second and third semester of 2019. Also, the benefits of the research will be for the educational community, and particularly for the students that integrate the mentioned institution.

This study will be explored to prove the importance to implement student's motivation for learning English as a second language in the process of teaching and learning the target language.

1.3.2.3 Limitations

The information of this study will be recovered from the institution "Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia during the second and third trimester of 2019; however, due to the date of conclusion with the educational period, the interviews and other instruments selected to carry the research were applied during the 2020 period. The interviews and other questionnaires were applied before the COVID- 19 outbreak, so this did not represent a major obstacle in the process of gathering information.

CHAPTER II
THEORETICAL FRAMEWORK

INTRODUCTION

The present investigation consists of an exploratory study of how students' motivations for learning English as a second language, can influence the learners to be interested to achieve the goal. For this reason, the motivational factors of intrinsic and extrinsic motivation will be the main variables to explore during the process. As a matter of fact, the purpose of the investigation is to identify the intrinsic and extrinsic motivational factors that influence the students' interest for learning English as a second language. Therefore, the study will be carried out at the educational institution of Colegio Nacional Virtual Marco Tulio Salazar, sede Colegio Técnico Profesional de Heredia. Otherwise, the information provided from other searches is discussed as relevant and may serve to take into consideration by the educational authorities for a better improvement in the teaching-learning process. Due to the problem that students in the language classroom of high school seem to be not interested in learning English as a second language, it is important to reflect and promote students motivation in order to help them find a purpose why they are studying this important language. Hence, motivation is considered as an important element during the process of teaching-learning situations in the language classroom.

It is also discussed what problems or consequences of not implementing students motivation can affect the learning process, either students lack of motivation may not interested to acquire the skills or being bored during the process; on the contrary motivated students may have higher possibility to assimilate the skills by having a clear insight or purpose of it. Another relevant aspect to consider refers the reasons on why motivation is an important element that can be applied during the process of teaching-learning the target language. For instance, the word "motivation" is defined by Merriam-Webster (1997), being cited by Vero and Puka (2017, p.57), as

The act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act; and the expenditure of effort to accomplish results.

Tohidi and Jabbari (2011) also consider motivation as a force that causes people to behave particularly and according to a management point of view; motivation has as main goal to have a behavior in which brings the highest benefits for the organization. On the other hand Barahona and Valeev (2016) refer to the learners self-realization as a key element that may define the realization process in which students re discover not only their intentions and values as future professionals, but also the path to self-development in their professional activities.

Consequently, by applying motivation during the process of teaching-learning the students can be influenced by this factor and become willing to learn.

On the contrary, if the environment provided to the learners lacks motivational elements during the class organization, they may not be interested to learn in the future. Wang (2015), states that “the absence of this element in a specific context carries certain non-positive consequences for the teaching- learning process”.

2.1 HISTORICAL CONTEXT

2.1.1 Background of the organization or community

This research will be carried out at Colegio Nacional Virtual Marco Tulio Salazar; this institution is an academical high school that opened its doors in the year 2010 through the act 30-2010, and it offers III Cycle Basic General Education and Diversified Education Cycle.

It was established that the main goal by which this institution was created relied on constituting a formal education center that had as main goal the incorporation, reincorporation, and permanence in the educational system of young individuals with an age between 15- 18 years old; however, another goal that was set for this institution was providing new opportunities to young adolescent mothers and other populations that ,due to different circumstances, could not have access to the traditional educational system. Finally, another goal set was that, by creating an educational center with the characteristics of Colegio Nacional Virtual Marco Tulio Salazar, there would be an improvement in promoting an educational system that gets adapted to the necessities of the goal Student population, but without causing instability nor causing a diminishing in the quality of education.

As previously stated, this institution covers the enrollment of young adolescents from 15 to 18 years old, and it promotes auto learning techniques with a mixed methodology of Distance Education and Face-to-face Education. Currently, there are 86 headquarters all around the country; however this research will be carried in the one located in Heredia Central City, street n° 0 , avenue n° 7, campus of the Colegio Técnico Profesional de Heredia next to the “Comandancia” (Police Commander Office). The mission that this institution has stated since it was inaugurated resides on offering an opportunity of reincorporation to the costa Rican

educational system to those students that cannot , due to particular reasons, continue with the regular media educational studies, thus a flexible and different curricular is applied by using virtual environments as well.

The vision of the institution is becoming in to an academical alternative addressed to a young population, integrating face to face pedagogical mediation processes, to distance and using virtual tools. It also promotes a modern integral formation in individuals with high moral and ethical values, who are conscious of the national reality, the challenges of the future, and of his- her life project.

This institution seeks to be an alternative to the educational service provided by conventional education high schools; besides this, it also receives students from different backgrounds; there are students from several cantons and districts of Heredia province, within these are Heredia central, Mercedes, San Francisco, Ulloa, Barva canton, San Pedro Barva, Santa Lucía, San José de la Montaña districts, San Isidro canton, San Rafael canton, Los Angeles, Concepcion, San Josecito districts, Santa Barbara canton, Jesus district, San Pablo canton, Santo Domingo canton, Flores canton, San Joaquin district. (CNVMTS, 2018).

Regarding the English teachers that work in the institution, there are two academic English teachers but there are not any conversational English teachers. There is also a regular library where the students can attend to search for useful books that help them to complete their educational tasks, or even use the computers with educational purposes as well. Finally, there are two groups per level, from seventh to eleventh grade, meaning that there is a total of ten groups in the institution.

2.2 THEORETICAL- CONCEPTUAL CONTEXT

2.2.1 Factor A, Independent Variable: English Learning as a Second Language.

2.2.2 Factor B, Dependent Variable: Intrinsic Motivation-Extrinsic Motivation.

2.2.3 Variable Definition: “A Variable is a factor that can change in quality, quantity, or size, which you have to take into account in a situation”. (Collins dictionary, n.d.).

According to the Computer & Information Science & Engineering department of the University of Florida “The initial step in conducting research is to articulate a testable hypothesis and draw a conclusion....The next step is conducting proper research is to design the variables to be used in the experiment” (n.d, p. 1).

There are two main types of variables: Independent Variables and Dependent Variables.

2.2.4 Independent Variables

Independent Variables correspond to the characteristics that the researcher, or researchers, manipulate to identify a particular factor.... The fact about the independent variable is that the participants of the experiment do not change it. Only the researchers who are conducting the experiment are allowed to control and change it. (University of Florida, n.d., p. 1)

2.2.5 Dependent Variables

Dependent Variables are the second type of variables that are measured by using independent variables; this particular type of variables answer the question: ‘What is it we are testing?’ and ‘What is the measured response to various levels of the independent variable?’. Dependent variables are the results of the participant’ actions and can be altered as the outcome of the participants’ actions. The number of dependent variables in an experiment should be more to get stronger and concrete results. (University of Florida, n.d., p. 1).

2.3 PHILOSOPHICAL FOUNDATIONS ON MEP PROGRAM

According to MEP’s program, the education reform is nurtured by three philosophical trends stated in the Educational Policy “Towards the 21st Century” - humanism, rationalism and constructivism – in accordance with the concept of the integral perspective of the human being.” The philosophical foundations to be analyzed at next are all part of MEP’s curriculum previously mentioned.

Consequently, these three philosophical foundations are described by MEP (2016) as follow:

A) **Rationalism**: rationalism promotes the development of complex, challenging, creative and critical thinking skills, in order to face the multidimensional perspective of problems with the support of cooperative learning and pedagogical scaffolding.

B) **Humanism**: Searches for the full realization of the human being, as a person, endowed with dignity and values for the common will.

C) **Constructivism:** The learner constructs and reconstructs understanding and learnings based on prior knowledge from his/her life and exchange with others. (p. 16)

There are several types of considerations added to the present philosophical foundations on the program, for which it is described as follow: Philosophical, Psychological, Neurological, Sociocognitive, Sociocultural, and Core considerations.

Philosophical considerations: These curricular considerations consider the learner as a social agent at the center of the curriculum who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights and socially committed to their community, country, and the world. In order to achieve this aspiration, the learning environments and experiences promote dialogue and the search for creative responses and solutions to real-life problems.

Psychological considerations: This considers the whole development of the person and it is associated with affective dispositions that influence language learning such as self-reflection, engagement, effort, perseverance, self-esteem, self-perception, and sensitivity toward others. The pedagogical mediation values individual pathways toward learning. It is substantive, flexible, inclusive, and culturally relevant, respecting the individual differences and learning potential of all students. The learning environment promotes democratic principles of agency.

Neurological considerations: These considerations are related to the brain's architecture and how maturational processes influence language development. Research evidence (Jacobs & Schumann, 1992) shows that as the human brain matures some functions are assigned or lateralized to the left hemisphere or right hemisphere of the brain. Language functions are controlled mainly by the left hemisphere. The process of lateralization begins at the age of 2 and ends around puberty. During this time, the brain is neurologically assigning functions little by little to one side of the brain or the other; it can be said that the plasticity of the brain at young ages enables children to acquire fluent control of a first or second language, this is the reason on why it is relevant to start learning foreign languages early in life.

Sociocognitive considerations: These considerations focus on the brain's architecture (attention, short, -working- and long-term memory) and how it functions to process information (metacognition) related to learning and communication. In regards to the brain's architecture, the new curriculum needs to be sensitive, for instance, to the attention span of learners, the capacity of the brain to process information given the limitations of working memory, the complexity and cognitive load of tasks presented to students. In terms of the brain's functionality (e.g., auditory processing, and simultaneous processing) and retrieve it from long-term memory in order to generate responses in relation to tasks. This involves a range of strategies including (meta) cognitive meta (affective), meta (interactional) strategies in task completion; these considerations are critical factors in how teachers need to design pedagogical and assessment tasks (Oxford, 2010; Purpura, 2014).

According to Brown (1993) human cognition has its greatest development through the first 16 years of life; this scenario demonstrates that this is a critical element in the process of language development and second language acquisition.

Ausubel also makes a reference to sociocognitive considerations by stating that adults will benefit more from explicit teaching of grammatical forms and deductive thinking than children will; young learners learn better from inductive teaching and experiential learning as it happens in their natural process of first language acquisition. However, this depends as well on contextual factors, resources available and the meaningfulness of the pedagogical mediation. Another relevant aspect is that learning to be meaningful must be connected to existing knowledge and experience. (1964),

Sociocultural considerations: These principles stress the importance of valuing and respecting the uniqueness of each existing culture at local, national, and global levels. It includes the notions of diversity, interdependence, and interconnection among others; it also involves analyzing the complexity of times, societies, communities, and families, where different dynamics and cultural values coexist. The students in their interactions learn new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

Core considerations: in the last decades, globalization has restructured the world as a unique space with a new social-cultural and economic order with complex interrelations and interdependencies. As a result, The United Nations Educational, Scientific, and Cultural Organization (UNESCO), in 1996, presented the Delors report, written by the Education Commission for the 21st Century. This document constitutes a philosophical framework to guide new curricular reforms in Latin America and the Caribbean, as a key tool for promoting social, economic and cultural changes within a global perspective and sustained in three main pillars of learning: Learning to know, Learning to do, and Learning to be and to live in community (MEP, 2016, p. 16-19).

As a matter of fact, these philosophical foundations on the MEP program are reconsidered by other educational authorities, such as The Peace Corps Volunteers Resource Writing Team of the MEP Third Circle and Diversified Education Department since it is discussed by this Team that the policy for the 21th century is mainly focused on three philosophical trends, being these ones Rationalism, Humanism, and Constructivism. These philosophical trends constitute the legal underpinnings and how are they related to language teaching and learning (2017, p. 3).

2.4 LANGUAGE TEACHING

MEP, as the institution overseeing the educational system in Costa Rica, refers to language teaching from different perspectives. For instance, Rationalism stipulates Understanding and Implications for teaching. On the other hand, the fact of Understanding implies “Development of complex, challenging, creative and critical thinking skills”; while Implications for teaching refers to it as a “Cooperative learning and pedagogical scaffolding”. In regard to how Humanism perceives language teaching, it conceives Understanding as a “Full realization of the human being, as a person with rights and responsibilities: Implications for teaching refers to the “Sensitiveness and awareness of learning styles and affective variables”. Finally, on the side of constructivism, this movement stipulates that understanding refers to the “Construction and reconstruction of understanding and learnings”, and Implications for teaching refers to “problem solving, inductive and deductive teaching and experiential learning”. (MEP, 2017, p. 8).

2.4.1 Learning Dimensions

The policy for the 21st century also refers to “The School as the Core of the Quality of Costa Rican Education” which recognizes three dimensions of learning: “Learning to know, learning to do, and learning to be and live in community”. Otherwise, there are five “Language learning considerations mentioned for the Philosophical Foundation for the MEP program: Philosophical, Psychological, Neurological, Sociocognitive, and Sociocultural.

2.4.2 Language Learning Considerations

MEP’s program also refers to a set of considerations that have a relevant role for the educational process promoted in the country.

a. Philosophical Language Learning Consideration.

This philosophical language learning consideration stipulates two aspects, the first aspect mentions “Understanding” and the second one is “Implications for Language Learning”.

Understanding: It focuses on the learner as a social agent is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights.

Implications for Language Learning: Learning environments and experiences should promote dialogue and creative responses to solve real-life problems.

b. Psychological Language Learning Consideration

The psychological language consideration also stipulates two aspects: “Understanding”, and “Implications for Learning”.

Understanding: It seeks the whole development of the person and is associated with the person’s affective dispositions.

Implications for Language Learning: Pedagogic mediation is flexible, inclusive, and culturally relevant, respecting the individual differences.

c. Neurological Language Learning Consideration

The neurological language learning consideration stipulates two aspects: “Understanding”, and “Implications for Learning”.

Understanding: It is related to the brain’s architecture and how maturational processes influence language development.

Implications for Language Learning: Underscores the importance of starting the learning of foreign languages early in life.

d. Socio-cognitive Language Learning Consideration

The socio-cognitive language learning consideration stipulates two aspects: “Understanding”, and “Implications for Learning”.

Understanding: It is related to the brain’s architecture (attention, short-, working- and long-term memory) and how it functions to process information (metacognition) related to learning and communication.

Implications for Language Learning: Connects to the complexity and cognitive load of tasks presented to students.

e. Socio-cultural Language Learning Consideration

The socio-cultural language learning consideration stipulates two aspects: “Understanding”, and “Implications for Learning”.

Understanding: It includes the notions of diversity, interdependence, and interconnection, among others.

Implications for Language Learning: Addresses learning new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

Otherwise, it is considered which pedagogical trends influence the teaching practices. These pedagogical trends referred to: “Socio-constructivism, Holism, and Critical Pedagogy”. (MEP, 2017, p. 9).

Socio-constructivism: The learner as a responsible member of a world community.

Holism: Reality as a set of network connections; everything is affected and interdependent.

Critical Pedagogy: Learners become producers of knowledge, not just consumers.

2.4.3 Different Learning Styles

According to Pourhossein (2012), in the article titled “*Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*”, there are three main learning styles: visual, auditory and kinaesthetic. (p. 105).

Besides this, it is also described that “Learning Styles” may be defined in multiples ways depending upon one’s perspective. For example, the author mentions that Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations, among others’ definitions. (p.105).

As previously stated, learning styles is a concept that has had plenty of definitions, for instance, James and Gardner, (1995, p.20), being cited by Akram, (2014, p.241), are defined as “the complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn”.

The definitions of these three main learning styles are as follow:

Visual: This type learners have a positive experience when being part of the teaching-learning process and pictures are a major element of the classes since they learn best in visual images. They depend on the instructor’s or facilitator’s non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material been presented (Ldpride, n.d.) cited by Pourhosein (2012, p. 105).

Moreover, this author also points out that visual learners prefer to think in pictures and obtain information through visual means such as diagrams and videos.

Auditory: These individuals discover information through listening and interpreting information by the means of pitch, emphasis, and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of the information that is written. (Ldpride, n.d.). cited by Pourhosein (2012, p. 105).

Akram also argues that “Auditory learners gain information through aural channels such as verbal discussions and listening to others speech”. (p.242). As a matter of fact, it is referred that “These learners understand meaning by concentrating on the pitch, tone and speed of voice. They benefit from reading text out loud and they may not make use of written information.

Kinaesthetic learner: individuals that are kinaesthetic learn best with the active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

Akram mentions the fact that Kinesthetic or tactile learners like movement and work with touchable objects. They enjoy regular breaks and move around the room (2014, p. 242).

Otherwise, these types of learning styles are highly discussed by other researchers of the topic. For instance, Pearson (2016) discusses the fact that “The detection of learners preferences is typically achieved through self-report questionnaires that query learners about the instructional methods or modalities they believe enable them to learn best” (p.2).

Even though, Stahl, in words of Pearson, (1999) mentions that the use of self-report questionnaires has been frequently criticized by researchers because of the validity and reliability. He states that “there is no doubt that learners express instructional preferences when surveyed (2016, p.2).

This author also considers as an important element that the teachers should be able to explore and discover different teaching strategies, such as activities that can motivate the learners to adapt learning in such way. For example, “By using tools like diagnostic tests and learner surveys, instructors can better understand the prior knowledge of their students and tailor instructional strategies to genuinely improve learner outcomes”. (2016). P. 6.

2.5 MOTIVATION IN EDUCATION

Ames, in his article "*Classroom: Goals, Structures, and Student Motivation*", deeply analyses how motivation is perceived in the field of education. Motivation in education is a subject widely discussed by many researchers, and it needs to be analyzed if this aspect is affected by the educational system in nowadays curricula. For this reason, motivation in education seems to require to be explored more constantly in order to reinforce and give sustainability to the theories that have determined the effects of the current factor. It is also discussed the fact that "A positive relationship between the autonomy orientation of the classroom environment and students' intrinsic motivation has been supported across numerous studies such as de Charms in 1976; Deci, Nezlek, & Cheinman in 1981; Grolnick & Ryan in 1986 and 1987, Hughes, Sullivan & Beaird in 1987, among others.

For instance, when there are structural changes in the Program of the Ministry of Public Education, there could also be a place to "Motivation in Education" included as a relevant factor to help the students learning process.

Regarding the theories in literature reviews, Stirling refers to "Motivational Theories" mentioned by different researchers; it is mentioned that Ames conceived goal-oriented approaches to the study of motivation in the classroom. (2014, p. 5). Another theory is referred to the Expectancy-Value Theory of achievement motivation, this theory describes a complex interplay of aptitudes, beliefs, previous experiences, goals, self-schema, interest, expectancy, and perceived/subjective assessment of utility vs. cost of a particular task or domain (Wigfield and Eccles 69), cited by Stirling (2014, p. 5).

2.5.1 Types of motivation

The role of motivation in second language acquisition has been a subject of plenty of researches, for instance, Arce (2016) mentions “Gardner’s approach, whereby the author proposes a different view for motivation, explaining how this element has an impact on language achievement”. (P. 13). As a matter of fact, the learner can be more interested to acquire the target language when is being motivated for this purpose. Consequently, the role of motivational influences can orientate the learner’s desire to accomplish the task that is assigned to be done. However, it needs to be mentioned as well that there are different types of motivation that work in a correlated way during the teaching- learning process and represent a set of several benefits on the learner.

The most mentioned types of motivation regarded to second language learners are integrative, instrumental, intrinsic, and extrinsic motivation. Nevertheless, these types of motivation are introduced by other aspects that support them, such as “Orientation of motivation concerns”, and the related factors that give it sustainability. For instance, Zhao (2012) argued that:

According to Crookes and Schmidt (1991), motivation is identified primarily with the learner’s orientation toward the goal of learning a second language. Orientation of motivation concerns the underlying attitudes and goals that give rise to action, i.e... it concerns the way of actions (Ryan and Decci 2000 a: 54). As Dörnyei (1994a: 518) states, orientations and motivation are often interchanged in the L2 literature”.

Consequently, there are other factors that influence these types of motivation along with the learners' orientation toward the goal of learning the second language. Zhao also mentions that as part of the extensive process of acquiring a second language, there are factors influencing the sustaining motivation as reflected in the decreasing tendency of action". (p.102, 2012). These related factors to be considered include as follow: 1. Internal Factors, and its affections, such as, goal setting, expectancy, anxiety, self-confidence, and self-efficacy. 2. External factors, related to the contextual variables, such as, teachers, activities and materials, relevance, feedback, and classroom environment.

In further sources related to "Integrative & Instrumental Motivation", there is also a detailed description of both ways of motivation, as previously mentioned, in order to acquire the target language. As cited by Mahadi (2012):

According to Gardner and Lambert (1972) ...The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. (p. 232).

Likewise, these essential types of motivations are similar in their content, for example, learning the language for the purpose of enjoyment or participating in the culture of itself. These characteristics are both related to intrinsic and integrative motivation. Also, the fact that the person is motivated from an outside source rather than the self, as well as to be motivated by gaining a reward or avoiding consequences of behavior.

2.5.1.1 Intrinsic- extrinsic motivation

As previously stated, there exist different types of motivations, intrinsic and extrinsic motivations are two of the most widely discussed variables by many researchers of the subject. Due to that it seems to be the basically evidence of the results that many researchers can prove about second language learners' motivation. According to Anjomshoa (2015):

Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself....while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self. (p. 126).

As a matter of fact, the above text makes evident the cause of the variable and its' effect or influence for the learners to be motivated. For instance, the person may be unconcerned of what he/she wants to realize but only assume to acquire the goal because of enjoyment; such behavior refers to the intrinsic motivation. In this way the person desire is from inside to take determination of a task; on the other hand, the person may be motivated to acquire the goal because of gaining something instead of what he/she is expected to take a determination for; and such behavior is referred to extrinsic motivation.

Other considerations of intrinsic-extrinsic motivations, according to Walker, Greene & Mansell, in words of Mahadi (2012), correspond to "students who have intrinsic motivation, since it is stated that they are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes". (p.232).

The previous concept of intrinsic motivation clarifies that it does not matter the learner situation, but rather the sense of acquiring the goal. Otherwise, it is also clear that, regarding extrinsic motivation, it focusses on external agents that encourage the individual to achieve a target. Those individuals that are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment (Mahadi, 2012).

2.5.1.1.1 Intrinsic Motivation

Regarding intrinsic motivation, Carreira and Dörnyei, in words of Saheb (2014), considers that this type of motivation is directly linked to an individuals' pleasure and satisfaction when they perform an activity; besides this, it is also stated that intrinsic motivation means doing an activity for its own sake; however, Dörnyei focusses on the fact that intrinsic motivation must endorse autonomy "as a prerequisite for any behavior to be intrinsically rewarding". (p. 4).

The above example implies that the learner will be motivated to learn as of his/her own decision to follow the tasks of learning. Even though, the learner expects the benefit that is implicit when achieving the goal of learning the tasks. Rather, the learner must have freedom in chosen whatever is the cause of his/her motivation while expecting to gain the benefit.

As a matter of fact, the learner's expectation could be related to acquiring new knowledge as a self-achievement. Besides this, intrinsic motivation is also considered as essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. (Mahadi, 2012, p.232).

Other considerations for intrinsic motivation rely on arguing that the fact of acquiring the language is linked to the results in high-quality learning and creativity. For instance, according to La Guardia, intrinsic motivation refers to activities that are approached for their inherent interest and motive and the enjoyment they produce, cited by Arce (2016, p. 9).

Intrinsic motivation may as well involve the facts that determine the learner self-decision, or / and self-achievement and consequently to obtain the goal of learning as well as the reward. For this reason, it seems important to apply students' motivation in the language classroom.

2.5.1.1.2 Extrinsic Motivation

Nevertheless, extrinsic motivation encloses external reasons for the learner desire to want to achieve the goal of learning the second language. Mahadi (2012) regarding this type of motivation, states that:

“Extrinsic motivation, ... is the propensity to take part in activities because of the reasons which do not link to the activity, ... is the motivation to do a work or an activity as a means or way to achieve a target”. (p. 232-233).

2.5.2 Importance of Motivation in Education

It seems evident that during the process of acquiring a second language there are several factors that, when correlated, have an impact in the learner; however, being motivation one of this elements, it is necessary to clarify the level of relevance it has during the process itself.

Anjomshoa (2015) refers to the importance of motivation in Language Learning and states that “motivation is an issue worthy of investigation because it seems complicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning”. (p.130).

It is to say that by identifying the ways how the learners can improve through been motivated to learn become an important fact in the educational system. Even though, motivation in education seems to require a great deal of effort to be implemented in the teaching-learning process; not recognizing the importance of motivation in education can also be avoiding determining the effect of the language learning.

Teachers also need to be clear on the fact that students' motivation is a key factor that influences the rate and success of second foreign language; it provides the primary impetus to initiate learning the second language...indeed, all the other factors involved in second language acquisition presuppose motivation to some extent (Zamora, 2015, p. 49).

Certainly, students may not be concerned of what is expected for them to perform, otherwise, they could have it difficult to recognize what they really should do, and it is here where the importance of motivation to activate what next is expected to be responded by the students. For such purpose why teachers supposed to be prepared in the field of students' motivation. As the author argued in the following text:

The teachers must be motivated to teach the students by the desire to learn and prepare themselves to live. It is the important the maturity of each pupil to recognize the importance of the education. Some scholars feel that school is boring because they do not have a line to follow and do not think that education is not a line, it is a path. (p.53).

Certainly, even the teachers are required to be motivated in the process of teaching-learning situations in the classroom; teachers presumably have the same needs for support of autonomy, competence, and relatedness as students have.

As a matter of fact, it is relevant for the teachers to be motivated whereas the students to gain confidence and security of what they supposed to perform in the language classroom. In general, motivation in education is seen necessary as an important tool to be carry out during the educational process. Moreover, both students and the teachers have been involved in the process to be motivated. Although, motivation in education is generally envisioned as a way to help in the development of society economic, as well to permit the educated person to achieve a better life condition. Stirling (2014) as well mentions that:

One perceived benefit of education to society is economic since it is believed that a well-educated work force will help a nation's economy to prosper, and likewise, will enable individuals to have a standard of living that supports health and well-being. (p. 17).

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 RESEARCH TYPE

3.1.1 Applied purpose

By consulting a variety of different sources related to the topic of “students’ motivation for learning English as a second language, the researcher proceeds to choose an applied research method to the current study for which its purpose is described by Baimyrzaeva (2018) as an “applied research is designed and conducted to answer practical questions to address real world problems and the needs of a particular client” (p.10).

Since, the topic search results were determined by the fact of subjective variables, such as intrinsic and extrinsic students’ motivations as affective variables which seem to correspond to the term of applied research, as its’ purpose. The purpose of applied research is also focused on considering that “a particular client”, as previously stated by Baimyrzaeva, is the one who presents a problem and in need of a solution for that situation which he or she or a group as part of the community, is troubling a normal life condition. In this case, students’ motivation has been argued through the time in literature sources as a fact that lacks the learners to acquire proficiency of the skills. Instead, it is seeming that the term “motivation” is not being implemented in the Educational System Programs. For this reason, the researcher tends to study the case to conduct a possible solution to the problem, and to benefit the participants of the Educational System. Moreover, Valdeón (2000) refers to this situation by stating that:

The term “motivation” on its own is rather difficult to define. It is easier and more useful to think in terms of the “motivated” learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and

learning immeasurably easier and more pleasant, as well as more productive (Ur, 1996: 274).

For instance, it is almost not possible to measure these types of variables like subjective and affective ones, and the term of motivation; as Valdeón as previously pointed out, the word immeasurably, is perceived as something incapable of being measured. This same author refers to some other examples of subjective variables such as attitudes towards the language, the culture, language learning and the reasons why students are taking a degree in English (2000, p.182). It is as well stated that the affective variables were labelled as “subjective”, because it relied on the students’ answers to each of the questions that were not necessarily reflect an unchangeable reality, but rather the informant’s attitude or mood at a given time. This means that the “affective variables” corresponds to the informant’s attitude or mood which are subjective aspects. Consequently, it is determined by qualitative concepts for which is the purpose of applied research. Furthermore, Bickman & Rog (2009), in words of Guest, stated that:

Applied research strives to improve our understanding of a problem, with the intend of contributing to the solution of that problem”. It is generally grounded in systematic and scientific methodology and is highly pragmatic in nature. Applied research can, and often does, generate new knowledge, and contribute to theory, but its primary focus is on collecting and generating data to further our understanding of real-world problems. (2013, p. 2)

It is to say that, the applied research serves as a tool that guides the researcher in order to fully comprehend all the elements that are correlated in an scenario where a problem takes place; the main goal of this relies on discovering, with reliable sources the possible solutions to it.

Another term that needs to be analysed is “pragmatic”, Merriam Webster Dictionary defines it as an element related to matters of fact or practical affairs often to the exclusion of intellectual or artistic matters; Kaushik as well refers to a pragmatic approach as an element that serves as a tool that allows the possibility of selecting the correspondent, and appropriate, methods (qualitative or quantitative for instance). It also sets an inclusive framework of inquiry that supports interdisciplinary and cooperative research about social justices (2019, p. 12).

Regarding the way in which the variables are measure, while subjective variables are measured through a test, objective ones are measured by collecting data related to each informant through the whole academic year. Through the fact of qualification of the affective and subjective variables, neither the students’ motivation can be measured in numeral of amounts. Rather, students’ motivation can only be subjectively measured by qualification instruments, such as observation, interview and/or questionnaire, Valdeón (2000).

It can be stated that the primary purpose for applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe. Other purpose of applied research is undertaken in response to a social problem, which requires a solution; its major purpose is to answer practical and useful questions. (Shodhganga, n.d, p. 104).

For this purpose, it must be taken into consideration the main reasons on why the learner’s motivation is not being considered as an elemental element within the process of teaching-learning in the language classroom. Subsequently, the researcher ought to contribute in finding a real solution of the current problem that lacks students’ motivation for learning English as a second language and can also be useful for the educational system that is involve

in the process. As a matter of fact, it is to reflect on the importance of available sources that offer a guide that could be implemented in the curricula to solve a behavioral problem which enable the students to assimilate their lessons efficiently.

Based on the previously stated information, it seems evident that applied research focuses on a specific problem, phenomenon, or conceptual topic with the goal of action and resolution. The major outcome of Applied Research is a product or process that solves problems of practice. This also agrees with what Argosy University conceives as applied research, being this a product that solves problems of practice (2010, p.7).

This research is intended to explore the topic of “Students’ motivation for learning English as a second language”; due to this scenario, the factors of intrinsic motivation and extrinsic motivation are considered as the main variables to explore their influence in the teaching-learning process. Likewise, this research is intended to improve knowledge during the time of exploring the topic, and as a result to collaborate with the production of sources of current researchers. Also, to contribute benefit to the educational system by offering these sources of knowledge that may be useful in the teaching-learning process in the classrooms.

3.1.2 Transverse temporal dimension

The temporal dimension of the current research is transverse for which, it is described as the temporal aspect, or temporality, of any fact or information. Several Temporal Dimensions can be defined, such as valid time, describing when the fact or the information is true in the real word, and transaction time, describing when the fact or the information is current in the database management system (Dictionary temporalities, n. d). This definition clarifies that the temporal dimension is related to the current time when anything made is outcome and been published.

Regarding how the temporal dimension takes place in a research, Yu, Li, & Liu argue that:

The temporal dimension of a web site is miss because “the web is not a static environment, and it changes constantly”, also, they mention that “quality pages in the past may not be quality pages now or in the future”. They add to this that: “The techniques, such as Page Rank and HITS algorithms, are the most famous search techniques to identify quality pages, e. g., “authority” pages and “hub pages”. But the temporal dimension is not considered in such algorithms. So, in their words they mention that: “These techniques favor older pages”, because “these pages have many in-links accumulated over time”. (n.d, p.448).

3.1.2.1 Transverse temporal

According to Collins English Dictionary, the term transverse is used to describe something that is at right angles to something else (n. d). For instance, in the case of the topic of “Intrinsic and Extrinsic Factors That Influence Students’ Motivation for Learning English as a Second Language” is account to the variables in relation to the effect that is produced on the students to being motivated to acquire the target language during their educational process. Elsewhere, during the educational process, the students been influenced through the intrinsic and extrinsic factors which are the motivational ones that cause an effect to the learners. Means that the term “transverse” may stand for the factors of intrinsic and extrinsic motivations which determine the acquisition of the target language. In other words, the target language is acquired by the transverse temporal application of the motivational variables during the process.

The term “transverse” could be also understood as the actions and/or knowledges that are transferred in turn of communicative aspects to solving current problems in variable types of context. This consideration is also referred by Guillard et al. (2017) when mentioning that “students need practice in extrapolation and transfer of knowledge. Learning with others is more effective than learning alone and moreover, meaningful learning is facilitated by articulating explanations to one’ self, peers, or teachers”. (p.1249. These authors also state that:

Aside of the matters to be studied, students develop transversal competences, learn to communicate and collaborate between various working life partners, learn about business, networks, stakeholders and customers. At the same time working life and education develop collaboration and learn from each other. (p. 1250).

Based on the above definitions of the term transverse, it can be stated that this element is needed in order to consider specific aspects, such as to analyze the data of the variables when constructing a study of the related topic in which the time can be limited for recollecting the data information of the study. Whereas the time is important to process and present the current specific topic, but, taking in account a specific part of that topic.

Therefore, the current study of “Intrinsic and Extrinsic Factors that Influence Students’ Motivation for Learning English as a Second Language: An Exploratory Study with Students of 7th and 11th Grades from the Colegio Nacional Virtual Marco Tulio Salazar During the First Trimester 2020”, is due to be located also in a current time in which the sample population has been investigated.

Finally, it is relevant to mention that transversal traits are the characteristics that are common to several research studies, independent of their theoretical or methodological

approaches. These characteristics correspond to emergent knowledge that is not yet necessarily explicit in the individual research reports. However, when looking at a considerable number of published studies with practical relevance this knowledge begins to surface. To identify the transversal traits first we chose the relevant variables (i. e., global practical relevance, curriculum design, and formative situation). Next, a software is used as an analysis tool to build clusters or groups of interrelated variables. The occurrence of a stable cluster identifies the presence of a transversal trait. (Lopes et al., 2008, p. 4).

In this case, the transverse characteristics that is used in one research matter can be also use in different types of research.

3.1.3 Micro Framework of the research

The magnitude of the present research constitutes a Micro Framework in which there are important aspects on the Ministry of Education Program that may be considered as follow:

Scenarios: They suggest appropriate background to support learning and teaching and to provide authenticity of situations, tasks, activities, texts within holistic settings. In this syllabus, this framework is set up by articulating the linguistic and non-linguistic aspects, such as the unit's name, themes ad functions, the enduring understanding and essential question, which are all integrated in the mini project (s). (MEP, 2016, p. 351).

Therefore, the sample population of this research is limited to the seventh and eleventh grades students of the Colegio Nacional Virtual Marco Tulio Salazar during the first trimester of 2020, in which the topic of the research is related to the students' motivation for learning English as a second language.

3.1.3.1 What is a micro space?

This research is developed at a micro level since it is carried out in a specific high school being this one the Colegio Nacional Virtual Marco Tulio Salazar sede CTP in Heredia. The main purpose relies on analyzing the data obtained from seventh and eleventh grade students from this institution to evaluate the role that motivation has during the process of learning English as a second language.

3.1.4 Nature of the research

It is determined that qualitative research is constructed by observation of the subject reality to comprehend why their behavior are as they been. This means that the researcher will emphasize more on significant aspects of the real problem that exist and is required to be solved. For example, the following quotation states that: “Qualitative research thus concentrates on “experiential” or “practical” knowledge (Heron, 1992). One element that is a vital factor in the nature of a research corresponds to the also called “commonplace evidence” derived from people’s direct experience with life”. It can be said that this is as well understood as the location or ubication of the place where the action of the problem is being known, and consequently needs to be solved (Hamel, Dufour & Fortin, 1993, p.31).

3.1.4.1 Qualitative approach

Qualitative research aims to explore an issue without a pre-specified hypothesis and to unravel the various aspects of that issue while collecting and analysing data. The researchers usually work with unstructured data, which includes observational data, documents and unstructured interviews. They are eager to account for the perspective and activities of the people

and their discourses, usually within a given context, which can only be done if the researcher provides his own perspective of the event. (Hamel, Dufour & Fortin, 1993, p.2).

Cropley (2019), refers to the goals of the qualitative approach as being focused on seeking:

To understand phenomena, whereas the quantitative approach seeks to explain them”.

This mean that: The goal of qualitative research is emic: to describe and analyse the world as it is experienced, interpreted and understood by people in the course of their everyday lives.

By understanding phenomena seems to be the prior goal of the qualitative approach, since it is needed to analyze why of the behavior of the person or group of people in certain situations, means, in the case of students’ motivation, to find out of their perspective toward why learning English as a second language which was not chosen by them. In this case it conducts to an affective variable which is the main objective to be considered. For example, when the learner of English as a second language is being motivated to acquire the target language, his or her uninterested behavior toward the tasks of learning will intrinsically or extrinsically change to adopt a more desirable motive for acquiring the goal.

3.1.4.2 Exploratory, descriptive, and explanatory nature

The exploratory research, as its name indicates, has as main purpose to provide new information, in which a new research can use and study in dept. Hence, the present study follows an exploratory nature. Shodhganga (n.d) characterizes the exploratory research for focusing on exploring ideas and insights in order to obtain a proper definition of problems at hand (p.124).

The author continues referring to the purpose of this research by mentioning that it relies not only on identifying problems and opportunities, but also on developing a more precise formulation of a vaguely identified problem or opportunity. Gaining perspective regarding the breadth of variables operating in a situation and establishing priorities regarding the potential significance of various problems or opportunities are also part of the series of purposes that can be assigned to the research itself. Finally, other elements that take part of the purpose of the research correspond to identify and formulate alternative courses of action, and to gain management and researchers perspective regarding the character of the problem situation. (p.125).

Although, researchers' main perspective is to be able to manage the problem situation, it is not enough to solve the problem without the collaboration of all the educational authorities. Because if the subject of students' motivation in this case is not being considering in the Ministry of Education Program, it is necessary to recall to this important necessity in the teaching and learning process. The major emphasized perspective for implementing students' motivation as a strategy in the process of teaching and learning is for the benefit of the learners to become interested in acquiring the skills.

By exploring the subject, it is more viable to find out if there are possible solution to the problem. For example, the lack of students' motivation for learning English as a second language has been argued by researchers through time according to the existing sources. Therefore, the researcher ought to consider why then students' motivation could not take part of curricula for the language classroom until update time. Implementing students' motivation in the language classroom should be a priority since the absence of this factor can result in boringness or lack of interest by the students, which as well represents an obstacle when acquiring the target language.

Students' motivation could be more significant to the learners in the process of teaching-learning, and as a result to gain their interest to acquire the skills.

Swedberg (2018) mentions that the core of an exploratory research “consists of an attempt to discover something new and interesting, by working your way through a research topic”. This author also states that doing this type of research is risky, since it is not possible to know in advance if something novel will come out of the whole thing. And for an answer, you must wait until you are well into the research process. (p.2).

Consequently, the nature of exploratory research follows an initial perspective of what is expected to investigate about a specific part of a topic, and finally, to obtain an inductive outcome of the analysis of data recollected during the process.

3.1.4.3 Characteristics

Regarding the main characteristics of an exploratory research, it is discussed that not only it is a main source of qualitative data, but also involves discussions between a researcher and the subjects that are part of the research; it is also stated that

Even though the researcher may guide the discussion around specific problems, the questioning is generally casual and semi-structured. Thus, the data generated by qualitative research is textual. Despite the fact that the text is analyzed, the methods of analyses aren't statistical analysis. One of the most important features of exploratory research is its potential for future research. Some key characteristics are: Flexible and versatile, no structured forms are used, no experiment, cost incurred is low, wide exploration of views, interactive and open ended. (Universal Teacher, n. d).

It is to say that exploratory researches have, as part of their nature, inexpensive, interactive, and unrestrictive elements that allow them to be unstructured as well; besides this, it also allows the individual carrying the research to answer several questions during the process such as how, what, and why, among others. Thus, the researcher is guided about finding out the purpose of the research, where another relevant aspect relies on studying all the available material in deeply detail; Bhasin (2019) also mentions that the exploratory research:

It is flexible, scattered, and broad in nature. There must a few theories which can verify your outcome. Make sure the problem you are going to conduct research about should have importance and value. Most of the time you will get qualitative data as an outcome of this research.

3.2 SUBJECTS AND SOURCES OF INFORMATION

The subjects and sources of information in this study are determined according to the objectives that were proposed to investigate. Also, taking in account the variables of intrinsic and extrinsic factors that influence students' motivation for learning English as a second language from the Colegio Nacional Virtual Marco Tulio Salazar sede (CTP) in Heredia.

3.2.1 Participants Subjects

According to the Universidad Hispanoamericana Final Graduation Works Guide (2018), the Analysis Unit (objects and subjects of study) is described as:

the elements of the universe of the research or set of individuals in which are measure or study the variables or topics of interest of the research. The formula is obtained through the application of statistical formula which is applied to the total population (the research

universe) when the research is quantitative. This formula is obtained through automatized systems such as: www.netquest.com. It must be specified: margin of errors, level of trust, and the size of the universe. (p.37)

Therefore, it is to consider, the sample of students' participants for the current study of the topic of "Intrinsic and Extrinsic Factors that Influence Students' Motivation for Learning English as a Second Language". The sample population is determined by the size of the universe, for which, it was chosen the seventh and eleventh grades students of the CNVMTS sede (CTPH). In such the sample population includes seven seventh grade students for the application of interviews and for a total of twenty-two students, and for a total of forty-four eleventh grade students, five applications of interview. For which, the total sample includes twelve application of interviews of five items each, and for a total sixty-six students chosen in filling out the questionnaires of five items for seventh grade students, and seven items for eleventh grade students.

Furthermore, there are two English teachers that attend the groups of students in this institution. In this case, one of the English teachers attends the two seventh grade students and the other English teacher oversees the two eleventh grade students that assist to this institution. Elsewhere, the Historical Context Information of the CNVMTS was provided by the Principal who oversees this institution.

3.2.2 Sources of information

For the development of the current investigation, the researcher consulted information that was taken from three types of sources which are the following: First-hand sources, Second-hand sources, and Third-hand sources. Within these sources are online university thesis,

instruments of interview and questionnaires to the seventh and eleventh grades students, and the English teachers of the CNVMTS sede (CTPH), books, and dictionaries. The Universidad Hispanoamericana Final Graduation Works Guide also refers to these sources of information as

Firsthand: All of the documents like University thesis that are online, and research works from known organizations. Second hand: The books used during the research as well as the bibliographic sources... documents taken in Web... Third hand: Scientific articles of known and un-index magazines, expert articles. (2018)

3.2.2.1 Primary sources

The first-and sources are also known as primary sources. Primary sources are the ones like interviews for data recollection of an inquire, or university thesis. Primary sources are defined by Healey Library Catalogs (2020) as:

Primary sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. Primary sources can include: Texts of laws and other original documents. Newspaper reports, by reporters who witnessed an event or who quote people who did. Speeches, diaries, letters, and interviews- what the people involved said are wrote. Original research. Datasets, survey data, such as census or economic statistics. Photographs, video, or audio that capture an event.

Within this research, one of the main primary sources correspond to the New English program (2016). Hence, this English program consists of a compiled source of information which sustains the current teaching and learning system of contents. For which, the educational system develops these contents according to real life situations of the communities, take into consideration the characteristics and interests of the individuals in the society.

3.2.2.2 Secondary sources

Secondary sources are those that mostly gather information from primary sources. They are defined by Healey Library Catalogs (2020) as:

Secondary sources are one step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic, but, add a layer of interpretation and analysis. Secondary sources can include: most books about a topic. Analysis or interpretation of data. Scholarly or other articles about a topic, especially by people not directly involved. Documentaries (though they often include photos or videos portions that can be considered primary sources).

For example, the secondary sources of this research consist of the literary review that is used to sustain and develop the investigation of the current topic of intrinsic and extrinsic factors that influence students' motivation for learning English as a second language.

3.2.2.3 Tertiary Sources

The tertiary sources are those that content summaries of different versions of materials. Tertiary source is defined as “Tertiary source presents summaries or condensed versions of materials, usually with references back to the primary and/or secondary sources”. (Sotheby’s Institute of Art, 2018). This institute also provides examples of the types of tertiary sources, such as almanacs, abstracts, dictionaries, encyclopedias, and handbooks”.

Finally, these sources used by the researcher stand for the validity of the information and data collected of the subject, in which are obtained from reliable sources such as online university thesis, books in the internet web site, and also scientific articles in the magazines, as

well as valuable information gathered from the applied instruments of interviews and questionnaires to the participants of the investigation.

3.2.3 Data Analysis

Data analysis is construct from the result of the interview and questionnaire instruments applied to the participants. Also, in this stage, it is important to take in consideration the reliability and validity of the information collected in the process. For example, as cited by Alshenqeeti (2014) “validity and reliability issues serve as guarantees of the results of the participants performances”. (p.43).

Through this research, regarding the intrinsic and extrinsic factors that influence students’ motivation for learning English as a second language and with the aim of analyzing the role that these factors have during the teaching- learning process, there have also appeared areas of opportunity in order to present recommendations and to strengthen the already mentioned process . On the other hand, the research is nurtured by opinions from experienced English teachers about the implementation and impact of motivation within the classes.

3.2.3.1 Instruments

The use of research instruments is directed to collect the information of the study of a topic and to facilitate the data analysis. As noted by Dörnyei, qualitative data is “most often” collected by researchers through interviews and questionnaires. However, interviews -compared to questionnaires –are more powerful in eliciting narrative data that allows researchers to investigate people’s views in greater depth (2007, p.132).

For the finding of information about the topic of “Students Motivations for Learning English as a Second Language, First, the researcher elaborated and applied the corresponded instruments of interviews and questionnaires to the informants at the current institution CNVMTS sede (CTP) in Heredia, and, order the process for the data collection instruments as follow:

An interview instrument which includes five questions related to the intrinsic and extrinsic factors that influence students’ motivation for learning English as a second language was applied for the seventh and eleventh grade students that attend to the CNVMTS sede (CTP) in Heredia.

The questionnaire instrument includes five questions in which the students choose one of the options provided according to the related questions. These questions are related to the intrinsic and extrinsic factors that influence students’ motivation for learning English as a second language.

Another Data Collection Instrument was applied for the two English teachers that attend to the chosen population in this Secondary School. The instrument is made of ten questions in which they are construct in four types of questions. There are two open questions and six questions to choose one option, and in one question is to choose more than one out of four options, and finally, one question to choose with an open part to provide information.

Second, the researcher developed two generic graphics to represent the data collected and described the analysis of data.

3.2.3.2 Interviews Instrument

The objective of the applied students' interview instrument is to analyze the search of qualitative data obtained from the information.

3.2.3.3 Students' interview instrument: seventh and eleventh grades

As a result, there are more positive aspects from the students answers to the questions and the giving of their opinion for been motivated in learning English as a second language. As a matter of fact, even when the factor of motivation seems not to be contemplating in the Ministry of Education Program, rather can be many of teachers that promote this affective motivation to their students as an initiative quality of their own. By this means, the students may also acquire motivational qualities from the teacher assessment. On the contrary, it is more liable to be a lack of students' motivation in the classroom. Although, what is more basically contemplated in the Ministry Educational Program are curricula content and values. It is a fact that values are very important to instruct the learners in good behavioral aspects as well as the requirement of motivation along with this element for the students to understand better why they supposed to learn values for their life and with the society. The above discussion remarks of the researcher observation from the answers of the teacher's questionnaires. For example, in question nine, both English teachers of the institution CNVMTS mark the option "Always" to the question: When teaching English to these particular levels, 7th and 11th, if so, do you have pre-established techniques that enhance motivation during the process?, the teachers reflect that they always stablish techniques that enhance motivation during the process.

For the application of the interviews instrument the researcher coordinate first with the Principal of the Institution to agree for applying the instrument to the suggested grades of

students belonging to the Colegio Nacional Virtual Marco Tulio Salazar sede (CTPH). Next, the researcher contacts the English teachers to designate the current appointment date for applying the instruments to the chosen educational members. Then, the number of seventh grade students' interviews applied were seven for a total amount of twenty-two students' assistants of two different groups. Also, the number of interview questions are five for each student. Otherwise, the number of eleventh grade students' interviews applied were five for a total amount of forty-four students' assistants of two different groups. Also, the number of interview questions are five for each student.

On the other hand, the observations were limited to the setting of the beginning of English classrooms where the student's behavior seems to be calm and all being in order, as was perceived by the researcher. Even though, many of them arrived late to class.

Regarded to the information obtained from the seventh-grade students' interview, the instrument reveals two main aspects which are: first, the students response varies in some of the items, and second, is that some of the students' response coincides with their reasons to being motivated for learning English as a second language.

For instance,

Question 1: Do you feel motivated in English classes?

Answers 1: In question 1, most of the 7th grade students were answered to "yes" for been motivated in English classes and add an opinion to the request. But in their opinion is like that as: "want to learn the culture as the goal for this year"; "even though, just starting to study English and hardly put it in practice yet"; "like to learn English"; "may need it for a future work"; "want to learn English this year"; while others do not add an opinion to the question.

Question 2: If you feel motivated, what makes you feel motivated? And if you don't feel motivated, what makes you feel not motivated?

Answers 2: The motivated effects are as follows:

“Because I like English”. “Want to learn another language and learn for life”. “because I like English”. “Because I want to learn English”. “Want to learn of the culture”. “To have a better language speech that will be useful to me”. “My motive is everything, my motive is my baby which gives me the motivation to learn a little of everything”. Even though, the second part of this question 2: And if you don't feel motivated, what makes you feel not motivated? there is not any response of the students' express opinions for been not motivated.

Question 3: Is learning English important to you? Why?

Answers 3: Learning English is important, because:

“More work is be able to get”. “For the work they ask you for English, so it is important to learn a second language”. “For a work”. “Very much, because I like English and it will help me a lot in workplaces”. “Because when learning English, I will have more opportunity and more doors will be opened to me”. “Sure, that I can study it more and speak it good”. “The true is yes because now for everything is necessary to know English, and aside of that it is a benefit and a requisite”.

Question 4: Does the teacher motivate you to keep studying English during classes?

Answers 4: most of the students' interview answers were yes, while two of them add an opinion to the question, which as follow: “Yes, she helps me much”. And “Yes, with the subject she helps us a lot”.

Question 5: Is it English important to learn? Which could be some reasons on it's importance?

Answers 5: The students' answers were yes, and their reasons are as follow: "Because there are many places where they need English speakers to work". "To get a good work and to have communication with other people that speak English and they don't understand Spanish well". "That if in case I go to another country and I have to communicate with other persons". "To work". "It is an advance for opportunities in my life". "To be able to talk it in another country and to get to understand other languages". "English is a requisite language for everything".

3.2.3.4 Students' interview instrument: eleventh grade

On the other hand, in eleventh grade the number of students' interviews applied were five for a total amount of forty-four students' assistants of two different groups. Also, the number of interview questions are five for each student.

Likewise, the information obtained from the eleventh-grade students' interview, the instrument reveals two main aspects which are: first, the students responses varies in some of the items, and second, is that some of the students' response coincides with their reasons to being motivated for learning English as a second language.

For example,

Question 1: Do you feel motivated in English classes?

Answer 1: "Yes" is the answer for the five chosen participants of the interview. And they add their opinion of being motivated in English classes, for which is: "Because I like the language much". "This year yes because I am going to go to university". Very much motivated

in the class of English, I am doing well, and it is important to practice it". "It is a good class".
 "Because the teacher makes it more important and this motivate me to be interested in English".

Question 2: If you feel motivated, what makes you feel motivated? And if you don't feel motivated, what makes you feel not motivated?

Answer 2: "I feel motivated and I am glad to be in eleventh grade now". "Because we gain the fruits of what we do and will have an instrument for work". "The class of English is very good". "I feel motivated when I participate". "It motivates me because I like English very much". For the second part of question 2 (And if you don't feel motivated, what makes you feel not motivated?) there are not any students' opinion to this part of question two.

Question 3: Is learning English important to you? Why?

Answers 3: "Yes" is the answer for the five chosen participants of the interview. And they give their reason of why learning English is important to them, as follow: "Because I would like to travel to the United States". "To know people who speak English and is something to help us much". "It is very important for life and as a second language". "Because English is the most important language today and is important to talk in English". "for a work and it is not least to learn another language".

Question 4: Does the teacher motivate you to keep studying English during classes?

Answers 4: for this question, the students interview answers were yes, otherwise some of them add that: "the teacher explains very good". "The teacher helps me but sometimes I am distracted". "The teacher gives us the pros-positive things for studying English".

Question 5: Is it English important to learn? Which could be some reasons on it' s importance?

Answers 5: The students' answers were yes, and their reasons are as follow: "For new opportunities in workplaces". "It will help us in everything because nowadays everything comes in English". "It is very important to learn for life". Because it is the most important language in the world". "For work, travels, and conversations".

3.2.3.5 Questionnaire to English teachers

The results of the applied questionnaires to the two English teachers who attend to the learners of the institution CNVMTS sede (CTPH), constitute the main findings of the investigation.

For instance, the questionnaire instrument is developed and include ten questions. The structure of these questions is as follow:

The instrument is made of ten questions in which they are construct in four types of questions. There are two open questions and six questions to choose one option, and in one question is to choose more than one out of four options, and finally, one question to choose with an open part to provide information.

The first question is related to the period that each teacher has been working at the current institution. 1. For how long have you worked as an English teacher in this institution? 1 to 3 years, 4 to 6 years, 7 to 9 years, more than 10 years. To this question, one of the English teacher marks "4 to 6 years", and the other marks "1 to 3 years".

The second question: Can you define motivation in your own words when it is considered as a necessary element in the process of acquiring a second language? The answer of

one is “Motivation is an important element. Motivation is like a goal you may have to do something”. The other answer is “inspiration to do or learn something”.

The third question: Do you consider that MEP is currently contemplating motivation in the second language acquisition programs? Always Sometimes Rarely Never, in which both English teachers mark the item “Sometimes”.

The fourth question: How many types of motivation, as a teacher, have you identified in your students? Intrinsic Motivation Extrinsic Motivation Integrative Motivation Instrumental Motivation, in this question, one teacher marks “Intrinsic Motivation” and “Instrumental Motivation”, and the other teacher marks “Integrative Motivation”.

The fifth question: In your professional experience, do you consider motivation as a relevant factor in the process of acquiring a second language? Agree Disagree, both teachers mark “Agree”.

The sixth question: Do you consider that there is a high or low level of motivation in the 7th and 11th grade students that attend to this institution?

7th grade students: High level of motivation Low level of motivation

11th grade students: High level of motivation Low level of motivation, one of the teacher marks “Low level of motivation” in both levels of students, and the other teacher marks “High level of motivation” in seventh grade students.

The seventh question: What are some factors that you consider are relevant in situations where motivation is absent of the teaching- learning process, and particularly in classes where acquiring a second language is the goal?

Students boring behavior Students assimilation of the lesson Lack of interest in acquiring the goal Other factors, both teachers mark “Students boring behavior” and “Lack of interest in acquiring the goal”.

The eighth question: In your professional experience, are there some activities that, when teaching a second language, promote an environment where motivation has a relevant role in the acquisition process? Name of activities: _____

In this question, one of the teachers mentions “music, role play, and movies”, and the other teacher does not mention anything of it.

The ninth question: When teaching English to these particular levels, 7th and 11th, if so, do you have pre-established techniques that enhance motivation during the process?

Always Sometimes Rarely Never

Type of techniques: _____,

both teachers mark the option “Always”, and one teacher mentions “music, and games”, while the other does not mention any thing to this aspect.

The tenth question: Do you consider that an 11th grade student who has never been exposed to motivation has less probabilities of acquiring a desired level of proficiency in the English language than other student who has received motivation all his- her educational life?

Agree Disagree, both teachers mark “Agree” to this final question.

3.2.3.6 Summary of the Methodology

The purpose of this summary of the methodology used in this study, stands to overlook the current methods that were applied to develop the topic searched. Once the methods used were identified in the current study, the researcher proceeded to develop the summary of the findings.

In first place, the researcher consulted a variety of different sources related to the topic of “students’ motivation for learning English as a second language. The literature reviewed in the Theoretical Framework helped the researcher to identify the methods applied and, to choose an appropriate method to determine the facts of the investigation. In this way to discover the type of the research and its’ purpose.

Second, the researcher chooses an applied research method to the current study for which its purpose is according to the qualitative variables to be explore in the study. The variables to been explored are the “Intrinsic and Extrinsic Factors that Influences Students’ Motivation for Learning English as a Second Language.

Third, the researcher proceeded to elaborate the instruments which were required to recollect the data information from the selected participants of the investigation. The instruments used for the data collection are interviews papers for the informants, and questionnaires to fill up by the students and two English teachers that attend to the students. These instruments enabled the researcher to gather specific information and data collection about the topic in study. These instruments function to reaffirm or to reply the participants points of view regarding to the topic and the perspective of the researcher regarded to the problem in study. The informants selected were the seventh and eleventh grades students and two English teachers that are in charge of

these students at the institution CNVMTS, and the Principal of this institution, the one whom provided the information sources to develop the Historical Context of the Institution.

In conclusion, it is determined that the research method used constitute the type of “Applied Research”, in which its purpose is referred to solve specific problems in everyday life. Rather this kind of situations are determined by qualification concerns such as affective variables that induces to subjective aspects. For instance, Subjective variables are measured through a test whereas objective ones are measured by collecting data related to each informant through the whole academic year. (Valdeón, 2000, p. 180).

3.2.3.7 Description of the Subject

The participants of this study were the chosen groups of seventh graders, and eleventh graders, and two English teachers who attend to the students, and the Principal of the institution CNVMTS sede (CTP) in Heredia. The students are at ages fifteen to eighteen and are from different communities of Heredia province. Withing these communities are: Heredia central, Mercedes, San Francisco, Ulloa, Barva canton, San Pedro Barva, Santa Lucía, San José de la Montaña districts, San Isidro canton, San Rafael canton, Los Angeles, Concepcion, San Josecito districts, Santa Barbara canton, Jesus district, San Pablo canton, Santo Domingo canton, Flores canton, and San Joaquin district. They are students who were reconsidered by the Ministry of Public Education to been reincorporated to the Educational System after they were school drop-out from attending academic studies.

3.2.3.8 Main Findings

According to the results of the interview and questionnaire instruments applied to the sample population of the CNVMTS sede (CTP) in Heredia, the researcher find that most of the seventh and eleventh grade students that assist to this institution demonstrate to be positive

regarding to acquire the target language of English, in which they gave their opinion for the purpose why they want to learn English as a second language. In this case, the researcher finds that the evident motivation demonstrated by the students is the result of, according to their statement, of the English teachers helping them a lot with the subject.

For instance, in question 1, there are students express that they “want to learn of the culture, it’s my goal for this year”, “I want to learn English this year”. There are students that add to the question 2, that they “like English”, and “want to learn another language and learn for life”, “to have a better language speech that will be useful for me”. In question 3, which refers to the importance of English to them, their expressions vary in that of the need for the work. “English helps in workplaces”, “more opportunities and more doors opened”, “more work is able to get”, “for the work”. Others’ expressions are “in case of going to other country and have to communicate with other persons”, “now for everything English is necessary”. In question 4, it becomes a fact that the English teacher motivates the students to keep studying English during classes. As a matter of fact, the student’s responses were “yes” to the interview question. Most of them add “the teacher helps them much with the subject”. Even though, in question 5, which refers: “During English classes are you free to express your opinion to the teacher?”, most of the students’ answers were “yes”, while a minority answered “No” to this question.

Additionally, to the eleventh-grade students questionnaire instrument, in question 6, most of the students answered “Yes” to the question “Do you like to practice conversation in small groups?”, while a minority answered “No” to this question. And finally, in question7: “Do you like speaking activities in your English classes? For which most of the eleventh-grade students answered “Yes” to this question, and a minority of them answered “No” to this question.

Regarded to the English teachers' questionnaire, the researcher main finding of the investigation is induced that by analyzing their answers to the current questions, and their contribution for providing the required information, is that probable most of the students demonstrate to be positive in learning English as a second language, because of their teacher's motivation to learn the target language. In this case, even when motivational aspects are seeming not to be contemplated in the Ministry of Education Program, as mentioned in the above data analysis of the students interview instrument, rather can be many of teachers that promote this affective motivation to their students as an initiative quality of their own. By this means, the students may also acquire motivational qualities from their teachers' assessment. For example, in question nine, the teachers reflect that they always establish techniques that enhance motivation during the process.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

4.1 ANALYSIS AND INTERPRETATION OF DATA

The analysis of data facilitates the researcher to construct the interpretation of the findings. The objective of the analysis and interpretation of data is to reconsider the main findings during the exploratory study with students of seventh and eleventh grades from the CNVMTS sede (CTPH) during the first trimester 2020.

This analysis and interpretation of the data consider the questionnaire instruments information given by the seventh and eleventh grade students, and the information provided through the applied questionnaire instruments to the English teachers of the institution CNVMTS sede (CTPH).

According to the information provided by the participants, their points of view can be corresponded to the different types of factors which the researcher determines to explore. For instance, the main factors are intrinsic and extrinsic ones that influence students' motivation for learning English as a second language.

The analysis and interpretation of the data due to the information recollected in the applied questionnaires instruments to the participants of the investigation. Also, the analysis and interpretation of the data is extracted from the graphics representation. Elsewhere, the graphics permit to visualize the constants of answers to each question from the participants.

Consequently, the main findings of this exploratory study constitute the intrinsic and extrinsic factors that influence students' motivation for learning English as a second language from the Colegio Nacional Virtual Marco Tulio Salazar sede (CTPH) during the first trimester of 2020.

For instance, the participants opinions regarded to the question can be induced to either an intrinsic or extrinsic qualified factor, such as the ones like “want to learn the culture as the goal for this year”, which corresponds to an intrinsic motivation, and other example as “may need it for a future work”, as an extrinsic motivation. As stated by Anjomshoa (2015)

Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself...while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self. (p. 126).

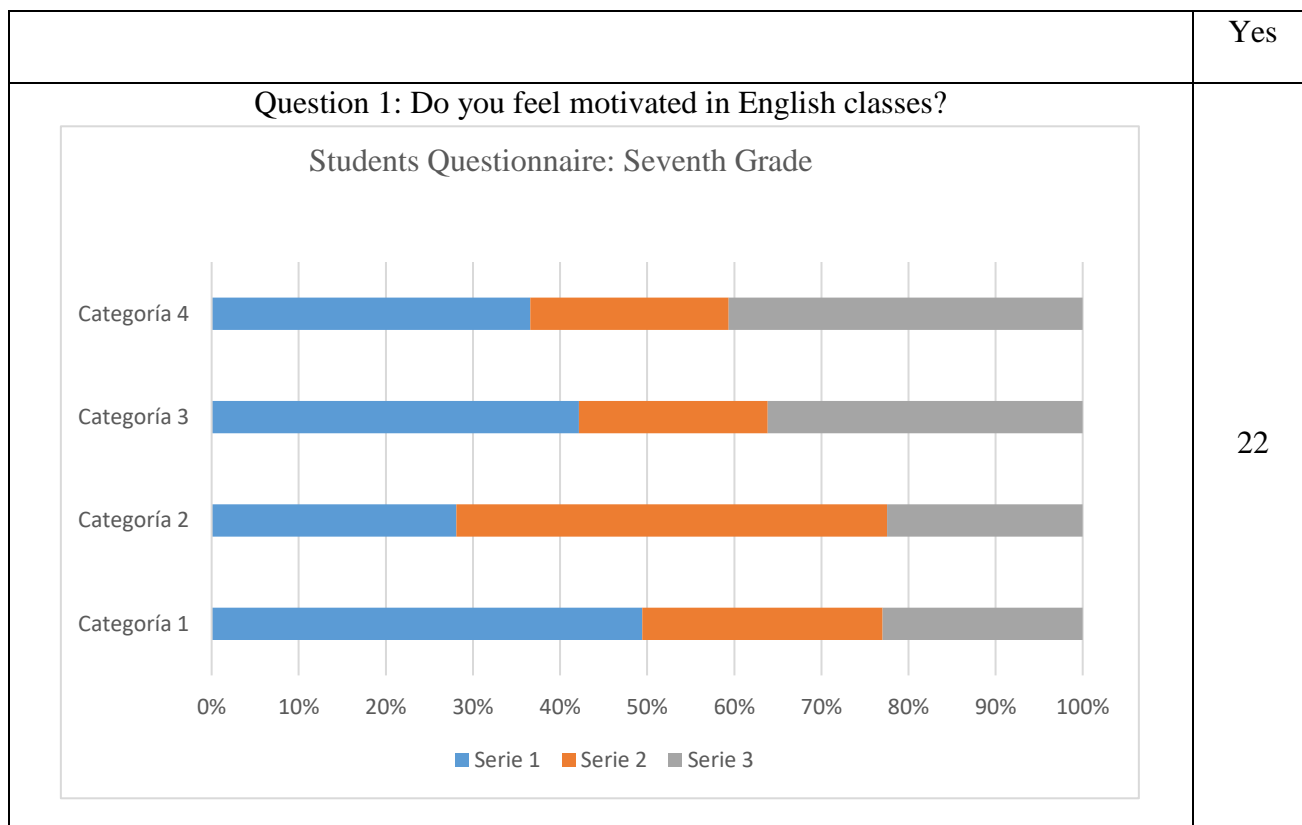
Furthermore, it is a fact to reconsider the learners' affective motivation that they express regarded to their English teacher who helps them much with the subject. For example, in questionnaire instrument, question 4: (Does the teacher motivate you to keep studying English during classes?), all the seventh-grade learners, and, all the eleventh-grade students mark “yes” to this question.

Therefore, this behavioral attitude remarks a subjective variable as was argued in chapter III, “The group of affective variables relates to attitudes towards the language, the culture, language learning and the reasons why students are taking a degree in English” (Valdeón, 2000, p.182).

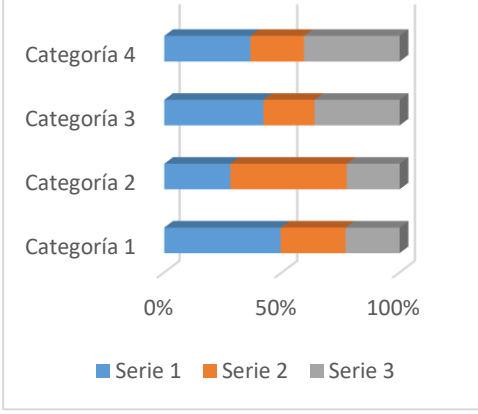
Even though, in questionnaire instrument, question 5: (During English classes are you free to express your opinion to the teacher?), only four seventh grade learners, likewise four eleventh grade learners mark “No” to this question.

4.1.2 Graphics or Figures

4.1.3 Bar Graphics

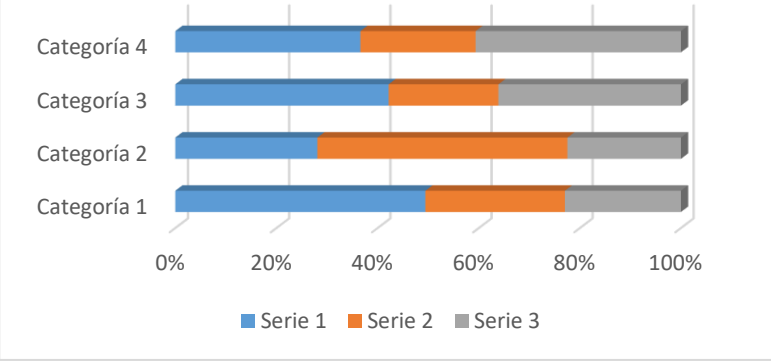


Within twenty-two seventh grade students, all of them answered “yes” to been feel motivated in English classes. For which their enthusiasm determines the English teacher assessment that induces the learner’s behavior to acquire the target language.

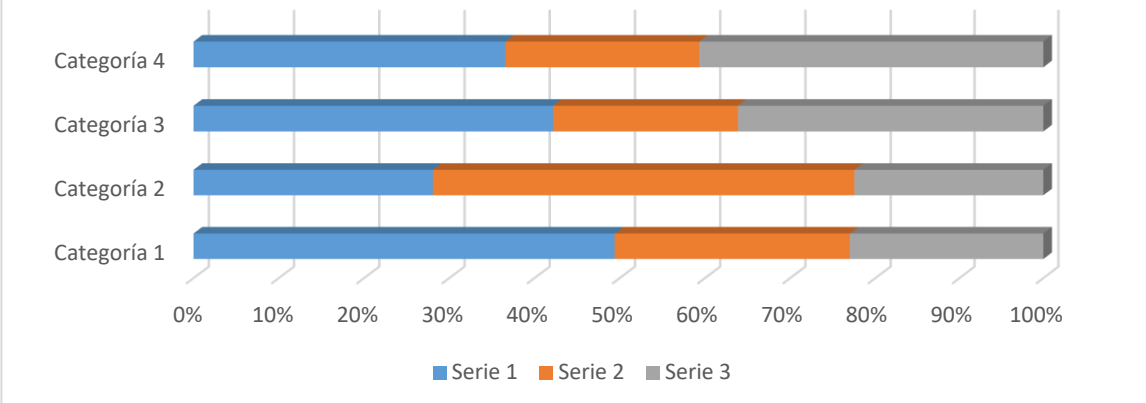
<p style="text-align: center;">Students Questionnaire: Seventh Grade</p>  <p style="text-align: center;">0% 50% 100%</p> <p style="text-align: center;">■ Serie 1 ■ Serie 2 ■ Serie 3</p>	Yes	No	English subject	Teacher's explanations	Teacher's activities or games	Others	No answer
<p>Question 2: If you feel motivated, what makes you feel motivated? And if you don't feel motivated, what makes you feel not motivated?</p>			11	1	4	3	3

Among the twenty-two seventh grade students, eleven students respond to the item of “English subject”, while one of them answered to the “Teacher’s explanation”, and four students answered to the item of “Teacher’s activities or games”, for the item “Others”, are three answers mark and one opinion added as “my baby”, and three of no answer.

For the second part of this question there were not any opinion from the informants to add to the item “Others” as (And if you don’t feel motivated, what makes you feel not motivated?).

<p style="text-align: center;">Students Questionnaire: Seventh Grade</p> 	Yes	No
Question 3: Is learning English important to you?	22	

In question 3, it becomes a fact that the sample group of learners consider that learning English is important to them, for which their answers “yes”.

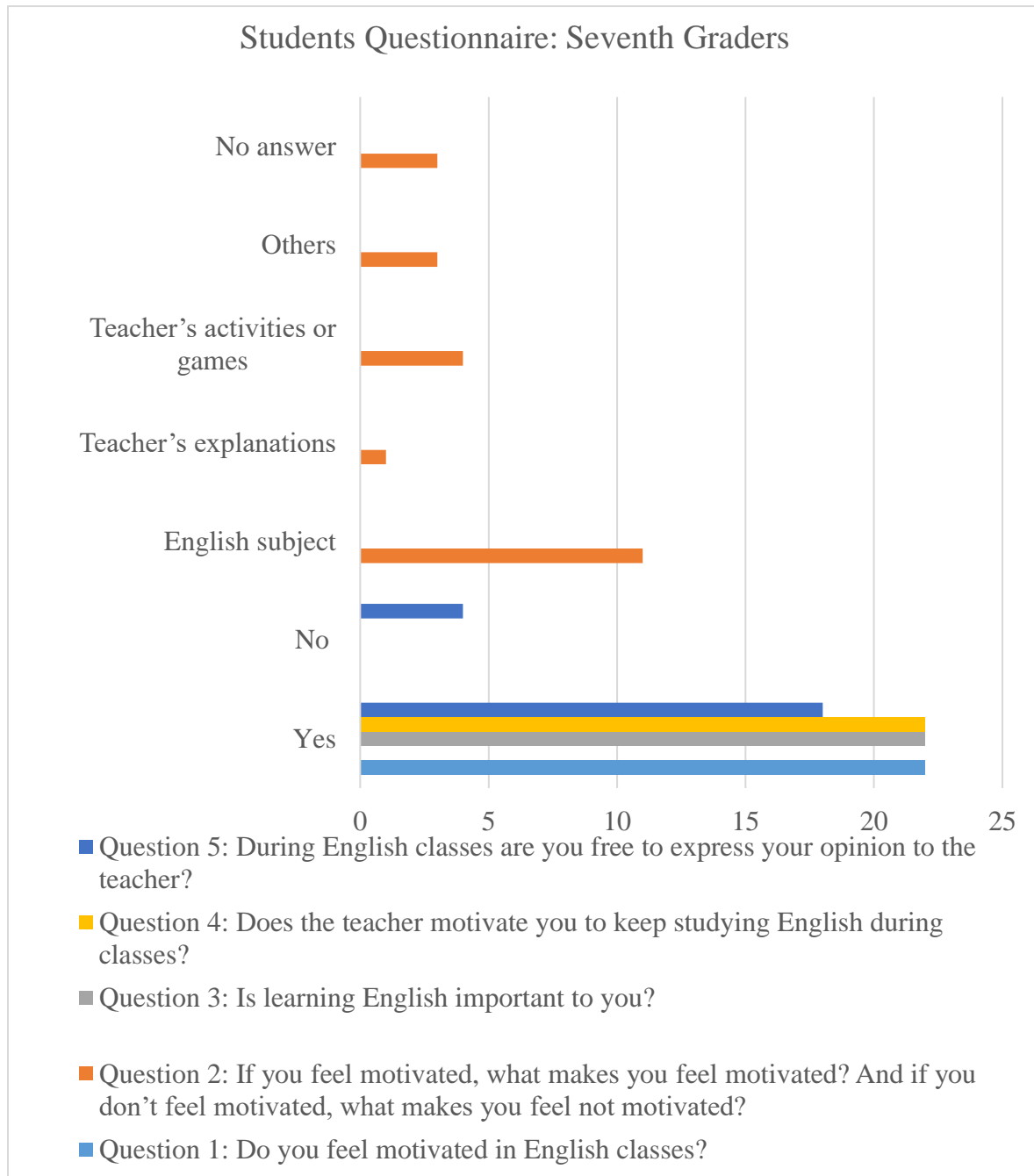
<p style="text-align: center;">Students Questionnaire: Seventh Grade</p> 	Yes	No
Question 4: Does the teacher motivate you to keep studying English during classes?	22	

For question 4, the answers of the learners reveal to be motivated as a fact that their English teacher helps them to keep studying English during classes.

	Yes	No
<p>Question 5: During English classes are you free to express your opinion to the teacher?</p> <p>Students Questionnaire: Seventh Grade</p> <p>Categoría 3</p> <p>Categoría 1</p> <p>0% 20% 40% 60% 80% 100%</p> <p>■ Serie 1 ■ Serie 2 ■ Serie 3</p>	18	4

Most of the seventh-grade learners respond to question five, yes, to be free to express their opinion to the teacher during English classes. While four of them mark, no, to this question.

Generic Graphic for student's questionnaire: Seventh grade



The data collected from the seventh grade students questionnaires instrument are represented in the above generic graphic as follow:

In question 1: Do you feel motivated in English classes? All of the twenty two seventh grade students mark “Yes” to this question.

For question 2: If you feel motivated, what makes you feel motivated? And if you don’t feel motivated, what makes you feel not motivated?

There are eleven learners that mark “English subject”, one student chooses “Teacher’s explanations”, there are four students that mark “Teacher’s activities or games”, there are three informants that mark “Others”, and three of the participants were of “No answer”.

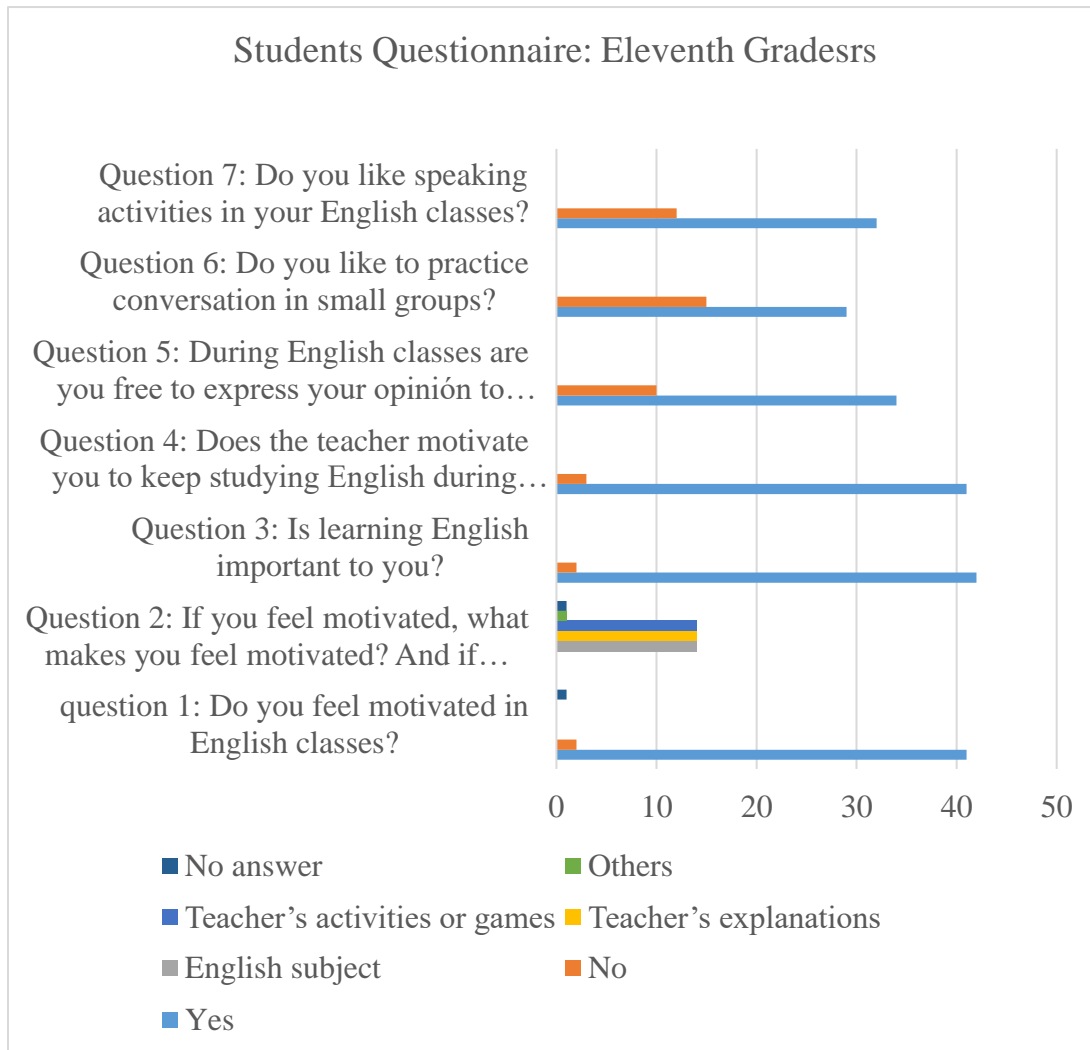
Elsewhere, there are not any students’ opinion added to “Other” for been not motivated in the second part of this question as (And if you don’t feel motivated, what makes you feel not motivated?).

In question 3: Is learning English important to you? Twenty two students participants mark “Yes” to this question.

For question 4: Does the teacher motivate you to keep studying English during classes? All of the students mark “Yes” to this question, for a total of twenty two participants.

In question 5: During English classes are you free to express your opinion to the teacher? There are eighteen learners that mark “Yes” to this question, while four of them mark “No”.

Generic Graphic for student's questionnaire: Eleventh grade



The above generic graphic represents the data collected from the eleventh grade students questionnaires instrument as follow:

For question 1: Do you feel motivated in English classes? There are forty-one students that mark “Yes” to this question, while two of them mark “No”, and one learner is of “No answer”.

Question 2: If you feel motivated, what makes you feel motivated? And if you don't feel motivated, what makes you feel not motivated?

There are fourteen students that mark “English subject”, there are also fourteen students that mark “Teacher’s explanations”, and fourteen learners mark “Teacher’s activities or games”, in this part of the question 2, there are two informants that chose two of the options, whereas: one of them chooses both “English subject”, and “Teacher’s explanations”, while the other informant chooses both “Teacher’s explanations”, and “Teacher’s activities or games”, elsewhere, three students mark “Other”, in which, one of them adds “work”, and the next student adds “Learn vocabulary and get a better job, even I have a lot of motives”.

Second part of question 2: And if you don’t feel motivated, what makes you feel not motivated? This question considers the option “Other” in which one informant adds to “Other”, “I don’t like”.

In question 3: Is learning English important to you? There are forty two participants that mark “Yes” to this question, and two of them mark “No”.

For question 4: Does the teacher motivate you to keep studying English during classes? Forty one students mark “Yes” in this question, while three of them mark “No”.

Question 5: During English classes are you free to express your opinion to the teacher? There are thirty four learners that mark “Yes” for this question, and ten of them mark “No”.

In question 6: Do you like to practice conversation in small groups? There are twenty nine learners that mark “Yes” and fifteen of them mark “No” to this question.

For question 7: Do you like speaking activities in your English classes? There are thirty two students that mark “Yes” to this question, and twelve of them mark “No”.

4.2 TABLES

The following charts represent the main findings of the exploratory study with students of 7th and 11th grades from the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020.

The general objective of this investigation aims to analyze the intrinsic and extrinsic factors that influence 7th and 11th grades students' motivations for learning English as a second language at the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020.

The specific objectives aim to identify the type of motivation, whether intrinsic or extrinsic ones, to determine which teaching strategies, contribute to motivate the students for learning English as a second language, and, to recognize which socio-demographic characteristics, such as ethnicity, socioeconomic status, and gender, are related to students' expressed motivations for learning English as a second language.

According to the applied students' interview instrument the main findings obtained from the information are the students' express opinions for why they are learning English as a second language. The collected data is organized in the following chart in which the informants' express opinions regarded to the interview questions are level by each factor that been explored. The answer to each question is determine whether the fact is an intrinsic or extrinsic students' motivation for learning English as a second language.

What are the intrinsic and extrinsic factors that influence students' Motivation for learning English as a second language: An exploratory study with students of 7th and 11th grades from the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020?		
Seventh Graders		
Factors		
Questions	Intrinsic	Extrinsic
Question 1: Do you feel motivated in English classes?	“Want to learn of the culture, it’s my goal for this year and I hope it will be complied”. “I want to learn English this year”.	“English helps in workplaces”. “To have a future work I may need”. “For the work”. Elsewhere, two of the interviewed learners did not add an opinion to this question 1.
Question 2: If you feel motivated, what makes you feel motivated? And if you don’t feel motivated, what makes you feel not motivated?	“Because I like English”. “I want to learn another language and learn for life”. “To have a better language speech that will be useful for me”. “Because I like English”. “I want to learn of the culture”. “Because I want to learn English”. “My motive is everything, my baby which gives me the motivation to learn a little of everything”.	According to the second part of question 2: (And if you don’t feel motivated, what makes you feel not motivated?) there is not any express students opinion referred to the extrinsic factors that influence their motivation for learning English as a second language.
Question 3: Is learning English important to you? Why?	“Very much, because I like English and it will help me a lot in the workplace”. “Sure, that I can study it more and speak it good”.	“Because more work is able to get”. “Because when learning English, I will have more opportunities and more doors will be opened to me”. “For the work they ask you for English, so it is important to learn a second language”. “For the work”. “Because now for everything is

		necessary to know English, and a part of that it is a benefit and requisite”.
Question 4: Does the teacher motivate you to keep studying English during classes?	“Yes, with the subject she helps us a lot”. “Yes, she helps me much”. Two of the learners add their opinion to question 4.	
Question 5: Is it English important to learn? Which could be some reasons on it’ s importance?	“That if in case I go to another country and I have to communicate with other persons”. “It is an advance for opportunities in my life”. “To be able to talk it in another country and to get to understand other languages”.	“Because there are many places where they need English speakers to work”. “To get a good work and to have communication with other people that speak English and they don’t understand Spanish well”. “To work”. “English is a requisite language for everything”.

<p>What are the intrinsic and extrinsic factors that influence students' Motivation for learning English as a second language: An exploratory study with students of 7th and 11th grades from the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020?</p>		
<p>Eleventh Graders</p>		
	<p>Factors</p>	
<p>Questions</p>	<p>Intrinsic</p>	<p>Extrinsic</p>
<p>Question 1: Do you feel motivated in English classes?</p>	<p>“Because I like the language much”. “This year yes because I am going to go to university”.” Very much motivated in the class of English, I am doing well, and it is important to practice it”. “It is a good class”. “Because the teacher makes it more important and this motivate me to be interested in English”.</p>	
<p>Question 2: If you feel motivated, what makes you feel motivated? And if you don't feel motivated, what makes you feel not motivated?</p>	<p>“I feel motivated and I am glad to be in eleventh grade now”. “The class of English is very good”. “I feel motivated when I participate”. “It motivates me because I like English very much”.</p>	<p>“Because we gain the fruits of what we do and will have an instrument for work”.</p> <p>There are not any of the learners that add an opinion to the second part of this question 2: And if you don't feel motivated, what makes you feel not motivated?</p>
<p>Question 3: Is learning English important to you? Why?</p>	<p>“Yes” is the answer for the five chosen participants of the interview.</p> <p>And they give their reason of why learning English is</p>	<p>“For a work and it is not least to learn another language”.</p>

	<p>important to them, as follow:</p> <p>“Because I would like to travel to the United States”. “To know people who speak English and is something to help us much”. “It is very important for life and as a second language”.</p> <p>“Because English is the most important language today and is important to talk in English”.</p>	
<p>Question 4: Does the teacher motivate you to keep studying English during classes?</p>	<p>In question 4, all the five interviewed students answered “Yes”, and three of them add their opinion as follow: “The teacher explains very good”. “She motivates us to study English, the teacher gives us the pros-positive things for studying English”.</p>	<p>“The teacher helps me but sometimes I am distracted”.</p>
<p>Question 5: Is it English important to learn? Which could be some reasons on it' s importance?</p>	<p>“It is very important to learn for life”. Because it is the most important language in the world”.</p>	<p>“For new opportunities in workplaces”. “For work, travels, and conversations”. “It will help us in everything because nowadays everything comes in English”.</p>

Teachers' Questionnaire: Seventh and Eleventh Grades

<p>What are the intrinsic and extrinsic factors that influence students' Motivation for learning English as a second language: An exploratory study with students of 7th and 11th grades from the Colegio Nacional Virtual Marco Tulio Salazar (Sede CTP), Heredia, during the first trimester of 2020?</p>		
<p>English Teachers Questionnaires regarding Motivation</p>		
<p>Questions</p>	<p>Period working in the Institution</p>	<p>Answers</p>
<p>Question 1: For how long have you worked as an English teacher in this institution?</p>	<p><input type="checkbox"/> 1 to 3 years</p> <p><input type="checkbox"/> 4 to 6 years</p> <p><input type="checkbox"/> 7 to 9 years</p> <p><input type="checkbox"/> more than 10 years</p>	<p>To this question, one of the English teacher marks "4 to 6 years", and the other marks "1 to 3 years".</p>
<p>Question 2: Can you define motivation in your own words when it is considered as a necessary element in the process of acquiring a second language?</p>		<p>One of the English teachers answer is: "Motivation is an important element. Motivation is like a goal you may have to do something".</p> <p>The other English teacher answer is: "Inspiration to do or learn something".</p>
<p>Question 3: Do you consider that MEP is currently contemplating motivation in the second language acquisition programs?</p>	<p>Options of the item:</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Never</p>	<p>Both English teachers mark the item "Sometimes".</p>
<p>Question 4: How many types of motivation, as a teacher, have you</p>	<p><input type="checkbox"/> Intrinsic Motivation</p> <p><input type="checkbox"/> Extrinsic Motivation</p> <p><input type="checkbox"/> Integrative Motivation</p>	<p>In question 4, one of the English teacher marks "Intrinsic Motivation" and "Instrumental</p>

identified in your students?	<input type="checkbox"/> Instrumental Motivation	Motivation”, and the other teacher marks “Integrative Motivation”.
Question 5: In your professional experience, do you consider motivation as a relevant factor in the process of acquiring a second language?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	Both English teacher’s mark “Agree” to question 5.
Question: 6. Do you consider that there is a high or low level of motivation in the 7th and 11th grade students that attend to this institution?	7th grade students: <input type="checkbox"/> High level of motivation <input type="checkbox"/> Low level of motivation 11th grade students: <input type="checkbox"/> High level of motivation <input type="checkbox"/> Low level of motivation	One of the teacher marks “Low level of motivation” in both levels of students, and the other teacher marks “High level of motivation” in seventh grade students.
Question: 7. What are some factors that you consider are relevant in situations where motivation is absent of the teaching- learning process, and particularly in classes where acquiring a second language is the goal?	<input type="checkbox"/> Students boring behavior <input type="checkbox"/> Students assimilation of the lesson <input type="checkbox"/> Lack of interest in acquiring the goal <input type="checkbox"/> Other factors	Both teachers mark “Students boring behavior” and “Lack of interest in acquiring the goal”.
Question: 8. In your professional experience, are there some activities that, when teaching a second language, promote an environment where motivation has a relevant role in the acquisition process? Name of activities: ____		In question 8, one of the teachers mentions “music, role play, and movies”, and the other teacher does not mention anything of it.

<p>Question: 9. When teaching English to these particular levels, 7th and 11th, if so, do you have pre-established techniques that enhance motivation during the process?</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never Type of techniques: ____</p>	<p>Both of the English teachers mark the option “Always”, and one teacher mentions “music, and games”, while the other teacher does not mention any thing to this request.</p>
<p>Question: 10. Do you consider that an 11th grade student who has never been exposed to motivation has less probabilities of acquiring a desired level of proficiency in the English language than other student who has received motivation all his- her educational life?</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>	<p>Both teacher’s mark “Agrees” to this last question.</p>

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are based on the main findings of the investigation. They also take in consideration the information obtained from the applied instruments of students interviews and questionnaires, and questionnaire instrument to the two English teachers that attend the institution.

5.1.1 Conclusions

According to the results of the main findings from the sources of information, the research concludes by reconsidering the previous proposed objectives for the search of information to the topic.

5.1.1.1 For instance, the general objective concludes that there are more positive aspects for the learners of English as a second language. Due to that the most of them seem to be motivated because of the influence of these factors they perceive from their English teacher.

5.1.1.2 On the other hand, the minority of students express in the applied instruments of interviews and questionnaire, some negative aspects toward acquiring the English subject.

5.1.1.3 Otherwise, the specific objectives reveal in the applied instruments that intrinsic motivation is a concern to many of the learners, and the most of them reveal the fact of extrinsic motivation.

5.1.1.4 For example, in question 1: Do you feel motivated in English classes? the interviewed students provided their opinion of being motivated for learning English as a second language. Likewise, for question 2: If you feel motivated, what makes you feel motivated? And if you don't feel motivated, what makes you feel not motivated?, the informants give their

opinion for being motivated for learning the target language, although, there are not any given opinion from the informants for the second part of question 2: “and if you don’t feel motivated, what makes you feel not motivated?”. In question 3: Is learning English important to you? Why? all the interviewed learners provide their opinions with a positive remark of being motivated for learning the subject. Question 4: Does the teacher motivate you to keep studying English during classes?, all of the interviewed students answered “Yes” to this question and two seventh graders add their opinion, likewise three eleventh graders give their opinion. Finally, in question 5: Is it English important to learn? Which could be some reasons on it’ s importance? all the twelve interviewed students’ response “Yes” and give their reasons, in which there are both intrinsic and extrinsic factors in this information.

5.1.1.5 On the other hand, in the questionnaire instrument applied to twenty-two seventh graders, the main findings are revealed through the information given by the participants of the investigation. For instance, the students’ opinions regarded to the questionnaire determine their type of motivations toward the target language acquisition. As a matter of fact, the sample population of students that were considered for an exploratory study, conclude with the main findings of factors that influence the students’ motivation for learning English as a second language. The main findings of intrinsic and extrinsic factors that influence students’ motivation for learning English as a second language are described through the information gathered from the informants.

5.1.1.6 Consequently, the following constitute the information obtained from the applied seventh graders questionnaire instrument: Question 1: Do you feel motivated in English classes? to this question, within twenty two seventh graders, all of them mark “Yes”. For question 2: If you feel motivated, what makes you feel motivated? And if you don’t feel motivated, what

makes you feel not motivated?, eleven participants mark the option of “English subject”, four students mark the option “Teacher’s activities or games”, one learner marks “Teacher’s explanations”, three students mark the option “Others”, and one fill the space as “My baby”, and one of no answer to this part of the question. To the second part of question 2: (And if you don’t feel motivated, what makes you feel not motivated?), there are not any given opinion from the learners for what makes them to not feel motivated. In question 3: Is learning English important to you? all the seventh graders mark “Yes” to question three. For question 4: Does the teacher motivate you to keep studying English during classes? among twenty-two seventh graders, all of them mark “Yes” to this question. And finally, in question 5: During English classes are you free to express your opinion to the teacher? there are eighteen learners that mark “Yes” and four students that mark “No” to the question five.

5.1.1.7 Otherwise, the questionnaire instrument applied to forty-four eleventh graders, is concluded with the main findings of the learners intrinsic and extrinsic motivations for learning English as a second language. For instance, in question 1: Do you feel motivated in English classes?, there are forty one learners that mark “Yes”, and there are two eleventh grade students that mark “No”, and one learner does not make any mark to this question 1. For question 2: If you feel motivated, what makes you feel motivated? And if you don’t feel motivated, what makes you feel not motivated?, regarded to the second part of this question (And if you don’t feel motivated, what makes you feel not motivated?) option “Other” _____ there is one eleventh grader who answers “I don’t like”, and one student does not answer to this question. In question 3: Is learning English important to you? there are forty-two eleventh graders that mark “Yes”, and two students that mark “No” to this question. To the question 4: Does the teacher motivate you to keep studying English during classes? there are forty-one eleventh graders that mark

“Yes”, and three of them that mark “No” to question 4. In question 5: During English classes are you free to express your opinion to the teacher? there are thirty-four eleventh graders that mark “Yes”, and ten learners that mark “No” to this question. For question 6: Do you like to practice conversation in small groups? there are twenty-nine eleventh graders that mark “Yes”, and fifteen of them that mark “No” to question 6. And question 7: Do you like speaking activities in your English classes? to this last question, thirty-two eleventh graders mark “Yes”, and twelve of them mark “No” to this question.

5.1.1.8 Finally, this investigation concludes that, indeed it is an important fact to implement in the curricula program of the Educational System, these motivational intrinsic and extrinsic factors for the benefit of the learners.

Also, the implementation of students’ motivation during the process of teaching and learning constitute the benefit for the learners’ achievement of the language with efficiency.

5.1.2 Recommendations

The following recommendations are provided as a possible solution that can contribute to minimize the current problems that may be affecting in the process of teaching and learning English as a second language. These recommendations arise from the results of the sources of information that been recuperated and analyzed to find the answers to the objectives of the investigation.

Therefore, these recommendations are list as follow:

5.1.2.1 Teachers should be able to implement the factors of intrinsic and extrinsic students’ motivation for learning English as a second language during the process. In this

specific case, educators should consult sources of information about this relevant topic that could nourishes their experiences to implement these motivational factors in the language classroom.

5.1.2.2 Otherwise, English teachers should be able to consider the role of these factors in the language classroom, to determine which teaching strategies help to motivate their students for learning English as a second language.

5.1.2.3 Elsewhere, it is important to identify what type of motivations are significant to the learners when acquiring English as a second language, for which the learners may need a guide from their English teacher to accomplish the tasks that are assigned to them.

5.1.2.4 Also, it is important that the teachers can recognize their students' motives for why they may want to acquire the target language. In this case, whether if it is related to the students' socio-demographic characteristics or others.

5.1.2.5 As a matter of fact, the learners should be aware of the purpose why they supposed to learn the subject of English as a second language.

5.1.2.6 Similarly, the goal of learning English as a second language should be consider as a human being which is necessary for the community development.

5.1.2.7 Moreover, the fact of learning English as a second language could be a personal achievement for life.

5.1.2.8 Furthermore, motivation as a teaching and learning strategy should be recommended to practice in the language classroom for the benefit of the learners.

5.1.2.9 Nevertheless, in these particular levels of students belonging to secondary school and high school, the learners should be aware of the English subject as a tool that will open doors

and opportunities for them in any field that they may choose to develop their knowledge in a future workplace.

5.1.2.10 Similarly, the learners of English as a second language should be aware of the fact how they will be able to communicate in this important language with other speakers of the target language.

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5.3 GLOSSARY

Insight: The power or act of seeing into a situation. The act or result of apprehending the inner nature of things or of seeing intuitively. (Merriam-Webster, n. d).

Nurtured: (Nurture): to help someone or something to develop. Raising and caring for a child. To provide the necessary conditions for something to grow or develop. (Macmillan Dictionary, n. d).

Nourished: (Nourish): To support or encourage the development or an idea, feeling, ability, etc. (Macmillan Dictionary, n. d).

Pros-positive: (Pros): an argument or evidence in affirmation. (Merriam-Webster, n. d).

Sustainability: The quality of being able to continue over a period of time. (Cambridge Dictionary, n. d).

5.4 ANNEXES

Authorization Letter for the Observations



Heredia, 22 de agosto del 2019.

Señor:
Erick Vega Salas
Colegio Nacional Virtual Marco Tulio Salazar

Estimado señor:

Me permito saludarle y a la vez desearle éxitos en el desarrollo de sus funciones profesionales. La Universidad Hispanoamericana, con la finalidad de preparar a nuestros estudiantes de la manera adecuada, tanto de forma teórica como práctica; solicitamos su colaboración para que se le permita a nuestra estudiante **Walker Thompson Dorel** con cédula **7-0055-0236** para poder realizar la tesis, de la carrera de Enseñanza del Inglés.

La estudiante se compromete a cumplir con las indicaciones reglamentarias que les obliga como estudiantes universitarios y otras que se le dé a conocer y sean propias de la institución que visitan.



María Chavarría Ramírez
Servicios Estudiantiles
Sede Heredia
Universidad Hispanoamericana



Authorization Letter for Publication

**UNIVERSIDAD HISPANOAMERICANA
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CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA
DE LOS TRABAJOS FINALES DE GRADUACION**

Heredia, 29 de octubre de 2020

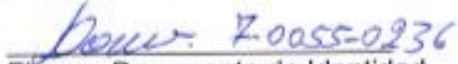
Señores:
Universidad Hispanoamericana
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Dorel Walker Thompson con número de identificación 7 0055 0236 autor (a) del trabajo de graduación titulado INTRINSIC AND EXTRINSIC FACTORS THAT INFLUENCE STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A SECOND LANGUAGE: AN EXPLORATORY STUDY WITH STUDENTS OF 7TH AND 11TH GRADE FROM THE COLEGIO NACIONAL VIRTUAL MARCO TULIO SALAZAR DURING THE FIRST TRIMESTER 2020 presentado y aprobado en el año 2020 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés; (SI) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,


Firma y Documento de Identidad

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Picture 5 (Cuadro 5): Students Belonging Residents

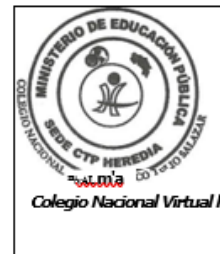
Leer la Guía para llenar correctamente el cuadro.

CUADRO 5
RESIDENCIA DE LOS ESTUDIANTES MATRICULADOS DURANTE
EL CURSO LECTIVO 2018 EN COLEGIO NACIONAL VIRTUAL M.T.S.

Provincia / Cantón/ Distrito	Matrícula Inicial
TOTAL	292
HEREDIA/ HEREDIA/ HEREDIA	44
HEREDIA/ HEREDIA/ MERCEDES	14
HEREDIA/ HEREDIA/ SAN FRANCISCO	10
HEREDIA/ HEREDIA/ ULLOA	55
HEREDIA/ BARVA/ BARVA	27
HEREDIA/ BARVA/ SAN PEDRO	5
HEREDIA/ BARVA/ SANTA LUCIA	8
HEREDIA/ BARVA/ SAN JOSE MONTANA	8
HEREDIA/ SAN ISIDRO/ SAN ISIDRO	4
HEREDIA/ SAN RAFAEL/ LOS ANGELES	6
HEREDIA/ SAN RAFAEL/ SAN RAFAEL	76
HEREDIA/ SAN RAFAEL/ CONCEPCION	4
HEREDIA/ SAN RAFAEL/ SAN JOSECITO	13
HEREDIA/ SANTA BARBARA/ JESUS	3
HEREDIA/ SAN PABLO/ SAN PABLO	8
HEREDIA/ SANTO DOMINGO/ SANTO DOMINGO	4
HEREDIA/ FLORES/ SAN JOAQUIN	3

Si requiere más filas, insértelas.

OBSERVACIONES/COMENTARIOS:



English Class Observation Instrument

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Students Questionnaire

Seventh Grade

The present questionnaire is developed to recollect data information about the thesis subject of “Students’ motivation for learning English as a second language”. The purpose is to identify the intrinsic-extrinsic factors that influence the students’ motivation to acquire the target language. Also, the information recollect is for academic use and will be confidential.

I. Objective: The objective is to explore the students’ motivation for learning English as a second language.

Instructions: For the following questions please mark (X) to choose one option.

II. Please answer to the following questions for the purpose of learning English as a second language.

Question 1: Do you feel motivated in English classes?

Answer 1: Yes

No

Question 2: If you do feel motivated, what makes you feel motivated? and if you don’t feel motivated, what makes you feel not motivated?

Answer 2: English subject Teacher's activities or games
 Teacher's explanations Other _____

Question 3: Is learning English important to you?

Answer 3: Yes

No

Question 4: Does the teacher motivate you to keep studying English during classes?

Answer 4: Yes

No

Question 5: During English classes are you free to express your opinion to the teacher?

Answer 5: Yes

No

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Students Questionnaire

Eleventh Grade Students

The present questionnaire is developed to recollect data information about the thesis subject of “Students’ motivation for learning English as a second language”. The purpose is to identify the intrinsic-extrinsic factors that influence the students’ motivation to acquire the target language. Also, the information recollecting is for academic use and will be confidential.

- I. Objective:** The objective is to explore the students’ motivation for learning English as a second language.

Instructions: For the following questions please mark (X) to choose one option.

- II.** Please answer to the following questions for the purpose of learning English as a second language.

Question 1: Do you feel motivated in English classes?

Answer 1: Yes

No

Question 2: If you do feel motivated, what makes you feel motivated? and if you don’t feel motivated, what makes you feel not motivated?

Answer 2: English subject

Teacher’s activities or games

Teacher's explanations Other _____

Question 3: Is learning English important to you?

Answer 3: Yes

No

Question 4: Does the teacher motivate you to keep studying English during classes?

Answer 4: Yes

No

Question 5: During English classes are you free to express your opinion to the teacher?

Answer 5: **Yes**

No

Question 6: Do you like to practice conversation in small groups?

Answer 6: Yes

No

Question 7: Do you like speaking activities in your English classes?

Answer 7: Yes

No

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Questionnaire to Teachers in Regard to Motivation

The present questionnaire is developed to recollect data information about the thesis subject of “Students’ motivation for learning English as a second language”. The purpose is to identify the intrinsic-extrinsic factors that influence the students’ motivation to acquire the target language. Also, the information recollected is for academic use and will be confidential.

Instructions: For the following questions please mark (X) to choose one option.

1. For how long have you worked as an English teacher in this institution?
 - 1 to 3 years
 - 4 to 6 years
 - 7 to 9 years
 - More than 10 years.

2. Can you define motivation in your own words when it is considered as a necessary element in the process of acquiring a second language?

3. Do you consider that MEP is currently contemplating motivation in the second language acquisition programs?
 - Always Sometimes Rarely Never

4. How many types of motivation, as a teacher, have you identified in your students?
 - Intrinsic Motivation Extrinsic Motivation
 - Integrative Motivation Instrumental Motivation

5. In your professional experience, do you consider motivation as a relevant factor in the process of acquiring a second language?

Agree Disagree

6. Do you consider that there is a high or low level of motivation in the 7th and 11th grade students that attend to this institution?

7th grade students

High level of motivation Low level of motivation

11th grade students

High level of motivation Low level of motivation

7. What are some factors that you consider are relevant in situations where motivation is absent of the teaching- learning process, and particularly in classes where acquiring a second language is the goal?

Students boring behavior Students assimilation of the lesson
 Lack of interest in acquiring the goal Other factors

8. In your professional experience, are there some activities that, when teaching a second language, promote an environment where motivation has a relevant role in the acquisition process?

Name of activities:

9. When teaching English to these particular levels, 7th and 11th, if so, do you have pre-established techniques that enhance motivation during the process?

Always Sometimes Rarely Never

Type of techniques:

10. Do you consider that an 11th grade student who has never been exposed to motivation has less probabilities of acquiring a desired level of proficiency in the English language than other student who has received motivation all his- her educational life?

Agree Disagree

Interview Questions

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Students Interview

Seventh Grade

The present questionnaire is developed to recollect data information about the thesis subject of "Students' motivation for learning English as a second language". The purpose is to identify the intrinsic-extrinsic factors that influence the students' motivation to acquire the target language. Also, the information recollect is for academic use and will be confidential.

Objective: The objective is to explore the students' motivation for learning English as a second language.

Question 1: Do you feel motivated in English classes?

Question 2: If you do feel motivated, what makes you feel motivated? and if you don't feel motivated, what makes you feel not motivated?

Question 3: Is learning English important to you? Why?

Question 4: Does the teacher motivate you to keep studying English during classes?

Question 5: Is it English important to learn? Which could be some reasons on its importance?

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Students Interview

Eleventh Grade

The present questionnaire is developed to recollect data information about the thesis subject of “Students’ motivation for learning English as a second language”. The purpose is to identify the intrinsic-extrinsic factors that influence the students’ motivation to acquire the target language. Also, the information recollecting is for academic use and will be confidential.

Objective: The objective is to explore the students’ motivation for learning English as a second language.

Question 1: Do you feel motivated in English classes?

Question 2: If you do feel motivated, what makes you feel motivated? and if you don’t feel motivated, what makes you feel not motivated?

Question 3: Is learning English important to you? Why?

Question 4: Does the teacher motivate you to keep studying English during classes?

Question 5: Is it English important to learn? Which could be some reasons on its importance?

CHAPTER VI
PROPOSAL

6.1 PROPOSAL

6.1.1 Name of the proposal: Intrinsic and Extrinsic Factors that Influence Students' Motivations for Learning English as a Second Language.

The present proposal is regarded to the topic of Intrinsic and Extrinsic Factors that Influence Students' Motivation for Learning English as a Second Language: An Exploratory Study With Students of 7th and 11th Grade From the Colegio Nacional Virtual Marco Tulio Salazar During the First Trimester 2020.

Introduction

Since the subject of English teaching in the Educational System has been argued as not efficiently assimilated by the students, the researcher considers the reason why this problem is taking place. As a matter of fact, students seem to be bored during the process of teaching and learning the subject of English.

Meantime, it is necessary to find a solution to this problem, for which the researcher investigate about the topic. Consequently, it is proposed to choose a sample population of the Educational System High School to gather information from the subjects of sources, which is the above-mentioned institution.

Finally, the data collected through the instruments of interview and questionnaires to the seventh and eleventh graders, and to the two English teachers from the "Colegio Nacional Virtual Marco Tulio Salazar, sede CTP in Heredia province, give evidence of what the informants consider about the topic of their motivation in the teaching and learning process of the subject of English as a second language.

Therefore, it is to consider the collected information to apply for the corresponded strategy of implementation which could help the English teachers to having an insight to explore these factors in the language classroom with their students.

6.1.1.2 Objective of the Proposal

The objective of this proposal is to offer current suggestions to the English teachers of how different strategies can be implemented in the classroom curricula in order to motivate their students during the process of teaching and learning English as a second language.

Otherwise, it is to recognize the importance of motivation in education and to determine the effect of the language learning. Moreover, to apply motivation as a key factor as suggested by Anjomshoa (2015), “To provide insights for teachers on the fact that students’ motivation is a key factor that influences the rate and success of second foreign language”. (p. 130).

For example, this related strategy for implementing intrinsic and extrinsic factors that influence students’ motivation for learning English as a second language, could be recommended to apply during the process. Also, by exploring these factors in the language classroom, the English teachers could gain insights of which strategies are more effective in their students’ outcomes.

Therefore, teachers can be more aware that students’ motivation provides the primary impetus to initiate learning the second language. (Zamora, 2015, p. 49).

6.1.1.3 Strategies of Implementation

In base of the research statement, the topic of study of intrinsic and extrinsic factors that influence students’ motivation for learning English as a second language, are suggested to be explore during the process of teaching and learning situations in the language classroom.

By using these intrinsic and extrinsic factors as a tool, could help the English teachers to comprehend in a better way the role that different elements play in language acquisition.

Furthermore, by exploring these factors in the language classroom, teachers may determine which are appropriate to implement in order to motivate the learners to become more attentive, and as a result, to assimilate the subject of English easier.

Therefore, the implementation of these factors can be used as strategies to strengthen each of the elements during the process of teaching and learning the subject of English as a second language.

Consequently, the implementation of these intrinsic and extrinsic factor could have a significant influence for the learners during the process of acquiring a second language.

Moreover, intrinsic motivation should be significant to the learners as part of their self-achievement which will be enduring for lifetime. Likewise, extrinsic motivation, should be significant, even when this implies gaining a reward in the means of learning the subject of English. (Anjomshoa, 2015, p. 126).

Hence, by reconsidering the data collected from the informants, the results are used to construct the proposal strategy of implementation.

Thus, according to the seventh and eleventh graders expressed opinions regarded to the fact of their motivations for learning English as a second language, this source of information seems to be relevant in use of a strategy of implementation, in order to qualify the provided information from the participants, as well as the two English teachers response to the data collected instruments of questionnaires.

For this reason, it is important to take into consideration the students' previous knowledge of been motivated toward learning the target language even when it was not chosen by them to be acquired. By constructing the strategies of implementation, in which teachers could apply these elements to their students during the process of teaching and learning English as a second language, in this way, it is mean to strengthen the students previous awareness of why they are supposed to be prepared by attending this important subject for their lives and benefit. Also, to keep sustainability of why to be motivated or if not been motivated for acquiring the target language, in this case, the students can become more aware of the benefit in mastering English as a second language.

Since it is important to analyze the students' previous situation toward learning English as a second language, the following suggestions could be applied by the English teachers to gain more insights of their students' motivations for learning the target language.

Applied Plan Activities Strategies of implementation in the language classroom: Intrinsic and Extrinsic Factors that Influence Students' Motivations for Learning English as a Second Language

Strategy of Implementation	Factors that influence the student's motivation to acquire the target language	
Reasons and Awareness	Intrinsic Factors	Extrinsic Factors
<p>1.The teacher presents the reasons for why learning English as a second language is important.</p>	<p>1.Because learning English as a second language can help individuals to communicate effectively with other people who speak the language.</p> <p>1.a Examples of the students' previous reasons why learning English as a second language is important: "To be able to talk it in another country and to get to understand other languages".</p>	<p>1.Because of the economic systems that is developed in the societies, for which English as a second language is required to apply in the workplaces.</p> <p>1.a Examples of the students' previous reasons why learning English as a second language is important: "For the work they ask you for English, so it is important to learn a second language".</p>

<p>2.The teacher presents the reasons why the subject of English is teaching to the learners.</p>	<p>2.The use of a second language for communication with the people that speak the language. 2.a Examples of the students’ previous reasons for acquiring the language: “To have a better language speech that will be useful to me”. “That if in case I go to another country and I have to communicate with other persons”. “It is an advance for opportunities in my life”.</p>	<p>2.To be prepared for better work opportunities in their future. 2.a Examples of the students’ previous reasons for acquiring the language: “Because there are many places where they need English speakers to work”. “English is a requisite language for everything”.</p>
<p>3.The teacher introduces awareness to the students of why learning the subject</p>	<p>3.To be aware of the advantages and benefits the students will gain by mastering the language. 3.a Examples of the students’ previous</p>	<p>3.To be aware of the necessity to learn a second language which can open doors and opportunities for them to collaborate with the country development. 3.a Examples of the students’ previous awareness: “For a work and it is not least</p>

of English is important	awareness: “It is very important for life and as a second language”. “Because now for everything is necessary to know English, and apart of that it is a benefit and requisite”.	to learn another language”. “Because when learning English, I will have more opportunities and more doors will be opened to me”.
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6.1.1.4 Benefits

Within the Educational System, the goal of teaching and learning the subject of English as a second language, could improve efficiently when the students are aware of the purpose why learning a subject which seems not familiar or known to them.

Otherwise, the classroom environment will be not boring to the members participation. Instead, to be livelier.

Elsewhere, interactions with the students and teacher will become more dynamic. Also, these factors of intrinsic and extrinsic students’ motivations during the process, can help the learners to achieve gradual improvement while acquiring the target language.

Furthermore, by implementing the role of students’ motivation for learning English as a second language during the process, the learners will be benefit by the ease of not been bored in the language classroom.

6.1.1.5 Limitations

The observation and recollection of the data information were limited to the setting of the classroom, where some of the students arrived a little later than the beginning of the lessons.

Otherwise, while the researcher been applying the instruments of interview and questionnaires to the participants, the students' attention was required by their English teacher for checking who was absent or arrived late to the classroom.

It was also necessary to wait about half an hour at the beginning of the first lesson because of one of the English teacher add to travel from her other workplace to this institution and the students were assisted by another teacher who sees in the meanwhile for both groups, but working with another subject that was corresponded to that class and at that moment. Even though, some of the students were not present at the beginning of the lesson, but some of them arrived when their English teacher reached to the institution.

Therefore, this situation was a little disadvantage for the researcher to start earlier to recollect the data information from the participants.

Nevertheless, the information instruments of interview and questionnaires been applied during the process when the English teachers attend to their students.

