

The Incidence of Discipline and Motivation in learning English as a Foreign Language
through Virtual Environments

A Project
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Abstract

The achievement of a foreign language can turn either into an enjoyable process or a complete nightmare, it depends on what the attitude or belief towards its advancement is going to be. However, this paper shows motivation as an indispensable tool for every foreign language learner. Gardner defines motivation as a mix of different endeavors which help the learner accomplish the goals of the second language learning process, plus supportive belief concerning its learning (1985).

Mainly, this project involves a study about the effectiveness that motivation can grant to foreign language students. Also, how the performance throughout their whole learning process can be fun, dynamic and interactive. Besides that, it is also developed to show that by means of motivation, apprentice's perspective may be thoroughly enhanced in several aspects such as: Inner confidence, interpersonal skills mastery, self-esteem and lastly, an enduring process.

During the whole process, it is greatly evident and worth it to say that motivation's impact in the learning of a new language is outstandingly important due to its benefits and multiple advantages. These benefits as the ones mentioned before may be likely to diversify the way in which a language is learnt. In brief, motivation brings sources, and resources that can help anyone struggling to master a language, make the process easier and pleasurable.

Acknowledgements

“Every process has a genesis and ends with a revelation.” (Nujabes 2002 Luv Sic)

As I am currently finishing one of my long-term and most important goals of my life, I can't help but think and feel homesick about this learning process I have been through for the past five years and a half. It seems like it was yesterday I was just having fun with my friends at school. It seems like yesterday when I used to discredit the astonishing healing power that learning a foreign language may be, in terms of knowledge, motivation and interpersonal development.

It has been a long as well as a harsh journey in which I have learnt a whole lot of new things I never expected possible for me to learn, or even worse, capable of.

Moreover, I am eternally grateful with my mother, who has been the person who gave me not only motivation but constant help in my process. In other words, if it wasn't for her I would not know anything regarding English nor education and most importantly, I would not be the person I am nowadays.

Consequently, I want to thank every single person I came across during this process. Regardless their help was meaningful or malicious it is something I will never forget. Finally, I want to thank my tutors and everyone at Universidad Nacional Abierta y a Distancia for their guidance and encouragement and for making this possible.

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5. Description

This paper aims to show, mostly students, teachers and subjects related to English education, how essential resources motivation and discipline can be in the process and eventual development of a foreign language. Also, it is intended to make people aware of the importance of virtual environments in nowadays' education. Last but not least, it has

some content regarding different strategies a student can apply so as not to make their learning monotonous and messy.

6. References.

Mainly, the allusions in this paper are resources and articles that were made in order to grant an overview of the countless possibilities that motivation can provide to the learning of English as a foreign language as well as its development by means of different strategies within virtual environments. Therefore, these references are the foundation of what it's intended to be the foremost notion of the research (motivation). Also, some references were used to establish methodologies and research line.

7. Content.

This research basically starts by giving notions and overall information about the importance of self-control and encouragement in the improvement of English as a foreign language. Also, it has to do with virtual environments and how these sources can be implemented so as to make learning more meaningful and effective as well as to motivate learners as a whole. Likewise, the content exposed here, it's a fact of what the English education is going through in today's society, it means, many students tend to get discouraged or bored when learning English because of lack of motivation and discipline. Consequently, it also shows a questionnaire applied to some high schools in Santa Rosa in order to know a little bit more about student's perspectives about motivation when it comes to learning English through virtual environments. Lastly, the methodologies in this paper deeply support the whole project.

8. Methodology

The methodology chosen for this project is the descriptive research which includes a survey and a questionnaire; According to Sabino (1986). “Descriptive research foremost characteristic is to present a proper and reliable clarification; it struggles to make progress through experience and evidence. P. 51”

The place in which mostly the whole project took place was in Santa Rosa de Osos (Antioquia). Basically, a questionnaire was handed-out among the three of the most relevant schools in Santa Rosa, specifically to eleventh grade students. These public institutions were Normal Superior Pedro Justo Berrio, Marco Tobón Mejia and finally Cardenal Anibal Muñoz Duque. Including all students, approximately 304 learners were considered with this method. Something to point out is that 10 questionnaires were not considered because they were unfinished.

As previously stated, the three institutions were strictly picked due to their impact in the academic population. Some of the teachers involved were gathered within the institutions to let them know what the questionnaire was all about and how the teachers could prepare the students for the task beforehand. Moreover, so as to turn the survey into a truthful presentation for every single person implicated, some teachers decided to develop the task as well. At long last, two of the teachers engaged to the task chose to do it in their houses, whereas other two accomplished it on their own during the development of the same. Also, a science and English teacher opted to do it before class with me.

Method of achievement

Three institutions were selected in the township of Santa Rosa taking into consideration the English level they offer (basic or intermediate). So as to grant teachers with an overview of the questionnaire and survey, they were sent an e-mail which included some explanations of why those studies were being carried out and how they were going to be helpful for the student's motivation growth. From the e-mails sent, solely one teacher answered specifying that by bringing motivation as a main tool of learning and improvement, is just the beginning of thousands of opportunities for students learning, and not only for students, but for teachers as well.

Before introducing as a student carrying out a study, the foremost goal of the project was explained, which was to measure the motivation of students in English in Santa Rosa in eleventh grade. The researcher let the students know that the questionnaire was intended to be anonymous, this means that neither the high school name nor their own personal information was to be shown in the final research.

At the end of each class, the analyst wrote down some information on the whiteboard so as to invite the learners not to hesitate and feel free to get closer if they had doubts, or were looking forward to hearing further information about the final outcome.

9. Conclusions and recommendations.

Bearing in mind every single happening, the research was successfully accomplished; however, there were some aspects that could not be measure at all. As the questionnaires were taken by non-native English speakers, most of the participants are constantly using Spanish to comfortably communicate outside the class, in other words, they take their English classes as well as their learning by granted.

Another key element that this study could not explore not that much, was the participants' individual experience with the English language and the English culture itself within the whole township.

Moreover, motivation can be associated to any kind of place, person and strategy, that's why even though the research is clear, you can never measure what a person is really going through while learning English in different environments, nevertheless, this is an overwhelming source of guidance to motivating students' way more handily.

In this research, participants believe that the teacher's methodology is the key factor in their learning (60%) and, around 80% of them are studying English because they like it. In regard to the outcome of this project, students of English in Santa Rosa today are in need of schooling changes as well as an improvement in teachers' methodologies.

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INTRODUCTION

In a world such plagued of technology, scientific devices and generally globalized as the one we are living in, it is noticeable how people resort to this kind of tools in order to make their daily tasks easier as well as more enjoyable during leisure time.

On other hand, learning a different language may be a tricky process, even harder if you are studying it as a foreign language and through virtual environments. There are countless aspects a student needs to improve and face so as to succeed in this subject; notwithstanding, there is one very important subject the person has to maintain balanced so that they get better in this field. This subject is motivation; how do people encourage themselves to get better in a field they are not close to?

Crookes and Schmidt conceive motivation as an adaptation in which students must step into when it comes to learning a specific language (1991).

This paper starts by giving a variety of interpretations regarding how motivation is perceived and the methodologies that can be incorporated to fulfill learners' needs and the way these features are naturally able to help them increase their processes and skills in a foreign language learning.

Shortly, this manuscript gives information about how relevant motivation can be in the learning of English as a foreign language as well as a research about this subject in Santa Rosa de Osos, furthermore, how it is conceived by the academic population, principally in eleventh grade students. Secondly, it makes emphasis in the advantages and new possibilities virtual environment can grant to motivation and foreign English learning.

JUSTIFICATION

The development of this project aims to show people, especially students, teachers and members related to learning a foreign language what motivation is, and how this “tool” can be fundamental in order to make everyone’s learning joyful and meaningful. Also, this paper is accomplished to make awareness about the importance of discipline and motivation not only in traditional places, but in virtual environments as well. Similarly, it is intended to list some of the advantages not only for professional matters, but also for interpersonal enhancement.

During the English questionnaire, observation classes were made in different schools here in Santa Rosa, the investigator noticed by asking both, students and teachers that they were burden with so much information that they, mainly students, did not take the best of the content prior studied. However, when students were asked for a specific topic, they hesitated in relation to what the proper response was. They did not show any type of motivation at all. That is, indeed, a process that must be strengthen no matter what, students should not learn only to get better results, but for a thorough acknowledgement of the language as well as to have fun while learning and achieving new challenges. Students are not supposed to read online e-books all the time, they need to use and deepen what is granted by virtual environments in order to take advantage and take out the best of it.

As an educational individual, it’s noticeable that adults, youngsters and children are always willing to learn, but for a sort of methods and activities like: playing activities, didactical resources not only during the class but outside the same. Applying this content in class can grant learners with interest, self-respect and encouragement towards what’s being

built in their learning process. Considering the powerful significance of entertaining activities in students' motivation, these strategies have to be bound to the students' learning processes. This will enable apprentices naturally learn and teachers will not only be guiders, but a source of continuous support in their learning processes. When they learn through playing, students' demeanor towards their learning will change and the "motivation" will upgrade to an enjoyable attitude.

It is essential for teachers to build strong methodologies so that students can feel comfortable in every situation involving a foreign language. Likewise, by creating these new resources learners' eventual motivation will grow, not only in academic aspects, but socials and behavioral as well. Thus, by documenting observations in this paper concerning the usage of didactical, ludic activity and of course a handy use of technology are going to enable, students as well as teachers feel way more comfortable with one another.

STATEMENT OF THE PROBLEM

In such a globalized society we are living in, it is fair enough to say that our education and most importantly our students need education of quality, an education full of didactical resources that encourage learners not only to learn a foreign language, but to maintain them motivated during the never ending process that learning a foreign language can turn into. In this way, “Motivation is perceived as a necessary pre-condition component in students’ engagement learning. Learners’ commitment is not merely an end, but it is also a meaning to the end of students accomplishing the academic outcome. (Russell, Ainley & Frydenberg, 2005; Ryan & Deci, 2009).

Motivation can be an essential resource to maintain a process going. Moreover, there are several ways in which motivation can be augmented; one could be the accurate implementation of technology during a certain class, regardless of the skill or subject that it’s being practiced. Also, motivation relies on the student’s age and sort of commitment toward their learning; notwithstanding, we have to take into consideration only academic matters as previously shown.

This research seeks to answer different questions such as: Is motivation useful for learners in Santa Rosa? Can motivation and discipline guarantee an appropriation of the subject matter? How can learners be motivated to learn a foreign language? And how can teachers innovate to show a student that is worth learning a different language in this way? Therefore, it is relevant to dig a bit more into the study carried out in Santa Rosa in order to find out what the advantages and weaknesses are in order to propose a viable solution.

Objectives

General Objective

To identify the impact that motivation and discipline may have in strengthening the learning of a foreign language in Santa Rosa 11th learners, as well as to keep students focused on their real personal and motivational growth learning.

Specific Objectives

To give relevant info and definitions about the importance of motivation in foreign language students processes.

To analyze motivation features and make sure they are appropriate and motivate learners.

To create a questionnaire that enables us to realize several factors in regard to motivation and education in Santa Rosa's institutions.

CHAPTER I

THEORETICAL FRAMEWORK

In the actual advancement, some overall reviews regarding to the foremost topic of this project have already been developed. Those reviews have been made so as to be able to grant relevant information and definitions about the subject matter, also, to show different solutions. Likewise, in order to accomplish this goal, several and most importantly “key” words are to be characterized within an educative context. Some of these terms are vital in the learning and eventual mastery of a foreign language. Thus, this part of the paper will define concepts such as; Foreign Language, Academic Motivation and Education.

DEFINING KEY WORDS

Foreign Language

From teaching field, there is a huge difference between the words, second language and foreign language. The first one is related to the learning of a language by a person who was not born in that place, we can make the example with people who go to United States looking for better opportunities, they must learn English as a second language inside the country where a variety of languages are spoken, whereas the second one is mainly referred to a desire, it is because the person chooses to do so but from a different country, for instance, here in Colombia, lots of people learn English as a foreign language for personal purposes. According to Alice Vits, “a foreign language is something you learn due to your interests regardless of what the reasons might be”.

Academic Motivation

According to Gottfried, academic motivation is the “encouragement of school learning represented by a guidance; interest; consistency and certainly the learning of demanding, tough, and contrasting assignments” (1990). Moreover, Turner conceives motivation to be one and the same with emotional undertaking, which he defines as a group of qualified learning methods such as; paying attention, relation, plans as well as controlling (1995).

Education

Education is a word that has been largely defined by many philosophers, educationists and authors. It is a term we commonly hear about in everyday life, even more in schooling environments due to its significance in today’s society. An accurate definition provided for Martinus Jan Langeveld is that education is involved in every interaction that happens in every single association that takes place in adults with children environments, obviously, bearing in mind one another’s progress (1979). Furthermore, in order to grant overall ideas about this word, it is vital to point out John Dewey’s contribution. He believes that “education is a whole alongside nurturing, it means it is endless. Education is everything along with development” (1916).

The Impact of Motivation in Learners’ Engagement

Alongside motivation, engagement is understood as incredibly indispensable, mainly, due to all the learning outcome the students are likely to get through demeanor changes (Schlechty, 2001; Woolfolk & Margetts, 2007). Besides that, Motivations is not solely a condition for students’ commitment, but a foundation in ongoing processes of learning that must be taken as advantages for accomplishing academic development (Russell, Ainley &

Frydenberg, 2005; Ryan & Deci, 2009). Thus, authentic undertaking may lead to a solid appropriation of knowledge within academic environments (Zyngier, 2008).

Consequently, another fact which makes learners get even more involved with their education is teachers' involvement. If educators are really looking forward to finding and solving the learner's shortcomings, sooner or later they are going to transcend and turn their environments into lovable experiences (Meyer, 2010; Smyth and McInerney, 2007).

Moreover, throughout the years, renowned investigators in motivation and engagement have carried out significant contribution to education by spotlighting the importance of motivation and engagement when facing difficult situations in learning progresses. Furthermore, intrinsic and extrinsic motivation are conceived as true advancing tools for short-term results.

This means, motivation leads learners' concerns towards meaningful learning actions. It is therefore all teachers' duty to be witty enough to create work that motivates their students in a way in which they do not only enjoy but learn through different challenging experiences (Krause et al., 2006, p. 267). Furthermore, according to (Zyngier, 2011). Teachers have to previously be aware and responsible of designing such academic resources in order to foster authentic and advantageous content which engage students' productions. Learning this mix this convincing work that has been called pedagogic reciprocity where students and teachers as a whole are learning with and from one another.

Student Motivation when Learning English as a Foreign Language

First and foremost, the part of a learners' motivation in the learning of languages contrasting theirs, has been a topic of argument within people linked up to linguistics. In addition, second language learning experts generally tend to place motivation alongside several features of personality and affection as "efficient" characteristics that take an important role in language learning (Dulay et al. 1982; Stern 1983; Ellis 1985). A helpful result granted by this investigation is a focus learning, developmental progressions as well as the role of grammar stimulus over which students cannot take over. Nevertheless, the second language theorists' conception of the part of motivation is finite, and our awareness regarding motivation is likely to diversify because of the students' needs and processes for making them autonomous learners, in brief, students will inherently become concerned of their own learning growth. Furthermore, many aspects of language learning are subject to learners' ongoing choices, such as taking part of courses or not, talking to native speakers, paying attention, and so on. These applications, besides with the fact that learners' cognitive methods establish a forceful determinant of attainment, (O'Malley et al. 1985), suggests that it is useful to re-assess the role of motivation in the torch of nowadays approaches of language learning.

As a result, the current study demonstrates that when the usage of integrative motivation is being applied in the learning of a foreign language, the students' outcomes of learning become way more attainable. Also, they will one day be able to use inner motivation as a way of overcoming difficulties.

Motivation: Learning Success Road.

The notion of motivation in a learning process has been a questioning topic through the history of language education and, it is particularly conceived vital so as to succeed with positive outcomes in any sort of field. This endless road relies on the matter that no single definition is flawless to describe motivation, but instead, there are lots of them. Therefore, the range of various types of definitions is deniable and beholds the adversity when defining motivation and its foremost task in the process of mastering a certain language. Consequently, the very first step is to move into is to simplify the ambiguous term “motivation” as described by Rodicio (1999): Motivation is not a physical characteristic, it cannot be observed directly, it is unseen deep inside a person and process”.

Motivation is just one outstanding tool to make usage of in learning that keeps peoples’ demeanor going, notwithstanding, it is not the only one. In regard to the information previously written, it is worth talking about essential meanings told in prior studies.

Firstly, Crookes and Schmidt (1991). “conceived motivation as students’ guide regarding the objective of mastering a second language learning”. Furthermore, Madrid (1999) gave an explanation of motivation relying on the individual, he said that motivation is enhanced through several elements such as: convictions, concerns, goals, and aspirations that demand continuous endeavors from learners. On the other hand, Spolsky (2000), had a totally different description for motivation, he conceived it, literally, as the amount of time a learner is capable of spending in single tasks. Lastly, Ortega Martín (2002), explained motivation as peoples’ predisposition to achieve an objective that can also be adapted, either on their own or the happenings around.

These are solely overall ideas about what motivation may be seen like in this research. Thus, motivation is going to be conceived as a vital feature that watches over students while developing main activities, in brief, motivation make learners start the journey as well as to keep it.

English in a globalized society, is this situation likely to delay our English Students' process?

As learning a second language is likely to turn into a lifelong task, it seems fair enough to talk about English in a globalized world and how this factor may be extremely important in students' improvement in our local region. Taking into account a rating-study carried out, Colombia is in the 49 place out of 72 countries in their English performance. This is without a doubt greatly awful for Colombia's English education. Also, when being compared with other nations the proficiency is low and the bilingualism is just 8%. And through the years, even though the different changes applied a real enhancement in these rating have not been increasingly upgraded.

“When Colombia as a whole attains to get into a steady economy, its education advance will be conducted through national standards upgrades so that Colombian population can link up to people all over the world,” OECD Andreas Schleicher (2016). If Colombian general idea concerning English is to be increased, a whole diagnose need to be applied so as to figure out what the main weaknesses and strengths are”. Along with this, he said “it is important to state that this process will be a challenge that implies resourceful frequent English learning average usage, prevailing approach to early education for the

most vulnerable and engaging teachers to be essential part of their progress” OECD (2016). This is indeed a threat that once is overcome it can assure sustainable English education for the neediest students.

Hence, he states, “Even more resources gradually need to be designated to education in order to build a strong education foundation that improves results as well as to assure that all learners will probably have a great opportunity of a successful process” OECD (2016). Plenty of people are not granted education of quality like lots of countries are used to, the methodologies are taken for granted and eventually the result is as bad as the methods used beforehand. In a nutshell, the hesitation when it comes to motivating students is commonly found in Colombian English environments.

CHAPER II

METHODOLOGY

A monograph is an integral project which aims to write on a main subject and its aspects, generally by a single author and normally on educative matters. The term itself “monographia” comes from the Greek mono that is “single” and grapho, which is to write, in brief, writing on a particular subject.

According to Kallet Richard H (2004). “In a monograph the method emphasizes how the elements investigated are going to be carried out, also, taking into account a research problem, the process as well as the techniques applied to identify, choose and study information bound to the conception of the problem, thereby, granting chances to the reader to deeply assess study’s overall reliability”. The methodology section responds two important questionings: How was the data assembled? And, how was that information evaluated? The paper needs to be concise as well as accurate bearing in mind it must be written in the past tense.

As this project aims to deepen in motivation and its significance in the learning of English as a foreign language. The main method decided that may perfectly suit this study was the descriptive method. This also involved the design and usage of a quantitative survey tool alongside a focus group questionnaire in the township of Santa Rosa de Osos.

Just like Noam stated (2008). A questionnaire survey is apt when a large quantity of data has to be collected so as to investigate participants’ view and experiences on a particular field. Moreover, the time available for data collection was limited due to students’ assessments and vacations.

As previously mentioned, the methodology chosen for this project was the descriptive research which includes a survey and a questionnaire; According to Sabino (1986). "Descriptive research purpose is to work on facts, and its foremost feature is to present a proper interpretation. P. 51." Also, the Observation Method was partially applied due to its benefits when it comes to facing the learners' interactions at English classes. As expressed by Marshall and Rossman (1989). Observation is "the organized characterization of happenings, demeanors, and profit in the social context picked for study" (p.79).

The observation method allows the investigator detail extant situations making usage of senses, presenting a written evidence of the current context under study (Erlandson, Harris, skipper, & Allen, 1993).

Furthermore, it important to point out what a methodology is and how relevant it is so that an investigator successfully accomplish a study. A methodology is a way which eases investigators takes over a study as well as demonstrate with facts what is really going through in the environment and the participants of the study. Just like (Irny and Rose, 2005), said, a methodology is not merely a resource used to grant solutions, but a fundamental theoretical understanding for practices that will be of usage to specific cases, for instance, the calculation of outcomes.

Population

Bearing in mind the goal of the study as well as the importance of students during the accomplishment of this project, a questionnaire was cautiously presented to the most important high schools in Santa Rosa concerning their educational impact within the society. The current questionnaire was basically given to eleventh grade students due to

their academic expertise and criticism in regard to their learning improvement. Therefore, two courses of 35/40 learners per school. The places which made this achievable were Institución Educativa Cardenal Anibal Muñoz Duque, Institución Educativa Marco Tobón Mejía and Escuela Normal Superior Pedro Justo Berrío. Approximately a total of 200 students went through this strategy, furthermore, 10 questionnaires were not helpful because they were lacking information.

Some of the English teachers who assisted were directly reached and talked to at the schools, that, in order to let them know what the study and questionnaire was all about and how it may be useful for future English learning in Santa Rosa de Osos. On the other hand, so as to make the survey trustworthy some teachers took the questionnaire as well, two of them opted to do it in their houses, whereas two others preferred presenting it themselves during class time. Lastly, one colleague wanted me to be with him to make the presentation before class.

Method of accomplishment

As previously mentioned, three institutions were chosen regarding their academic level, English included. The teachers involved were sent an e-mail containing important information concerning the survey and the questionnaire. They were sent in order to get responses from the teachers, however, only one replied and said that this sort of studies and even more in a township like Santa Rosa would really help find out what teachers need to focus more on and what strategies might be useful to achieve it.

After the person in charge introduced to the groups and knowing beforehand many of them already knew who he was due to the small town we live in, an overall explanation was held in order to show what the study was intended to do and how it was going to be carried out, furthermore, the students got to know that the questionnaire was meant to be anonymous, thus, neither the high school name nor their own personal information were to appear in the final research.

Throughout the development of this stage, observation was vital. However, so as to give an overall explanation of this process, it is important to state an accurate meaning of this word. Even though the definition of observation may vary and are tough to run into in different fields, Gorman and clayton describe observation as the tool applied in natural environments so that the recording of demeanor be observable and experienced. Consequently, according to Auguste Comte, commonly renowned as the father of Sociology, conceived observation as one of the “four vital methods as well as a method to collect information”.

This means that by using observation during the questionnaires it’s easier to notice whether the students are interested in the subject matter or not. Furthermore, it enables the researcher to interpret and give personal opinions about the real importance of the topic in student’s academic processes.

The observation applied in the eventual attainment of this research was the participant observation. This tool, throughout all the researcher’s involvement in focused population enabled himself to perform comfortably the process of observation. According

to Bernard (2006). “The participant observation allows the researcher gather data as well as any sort of data way more easily, even numbers, all this in the environment being studied.”

In other words, the researcher got involved in the research process learning. Specifically, this sort of observation entails the researcher with the students’ learning process and this is how the researcher found out that by resorting to different activities and methods the learners reacted differently and looking forward to learning English in different as well as enjoyable ways.

Finally, when the time was about to finish, some personal information was written down on the whiteboard so as to invite them to not feel any hesitation and contact me if any problem or doubt was to nag them.

Procedure

Throughout the accomplishment of this paper a rough copy was previously carried out so that the order of chapters and content in this paper were much easier to attain. Also, we had a review of biography regarding the topic of this project; incidentally, that was a remarkable importance during the achievement of the process. In regard to the methodology, citations were carefully chosen as the level of value and connection each sample has within all the paper.

CHAPTER III

THE SURVEY/QUESTIONNAIRE

Taking into account the questionnaire, firstly, participants were required to give their own information anonymously, this, regarding sex, age and their level of English according to their experience, also some teachers talked about the English level previously, and lastly, how many hours were studied during the week.

In addition, the following stage was mainly focused and eventually performed taking into consideration Gardner's Attitude/Motivation Test Battery, as a matter of fact, this has been a tool applied by various researchers in second language motivation processes.

The statements were split in factions. Every one of them was presented with scale points so that students felt more quiet when doing the questionnaire. This points were from Strongly disagree, slightly disagree and neither agree nor disagree to Strongly agree and Slightly agree. To sum up, by means of this five point Likert scale, credibility was assured. Consequently, the statements were divided so as to ease the whole investigation, bearing in mind Motivation.

Faction 1	Instrumental Motivation (Communal factor)
Faction 2	Integrative Motivation (Communal factor)
Faction 3	Intrinsic Motivation (Self-Confidence) (Orientation) (Attitudinal Factor) (External Stimulus)
Faction 4	Extrinsic Motivation (Demeanor Factor) (Effect) (attitudinal Factor) (External Stimulus)

Factor 5	Intrinsic Motivation) (Orientation) (Self Factor) (External Stimulus)
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Last but not least, students were granted the chance to comment as well as to reflect on the prior information, thereby, helping to collect important information.

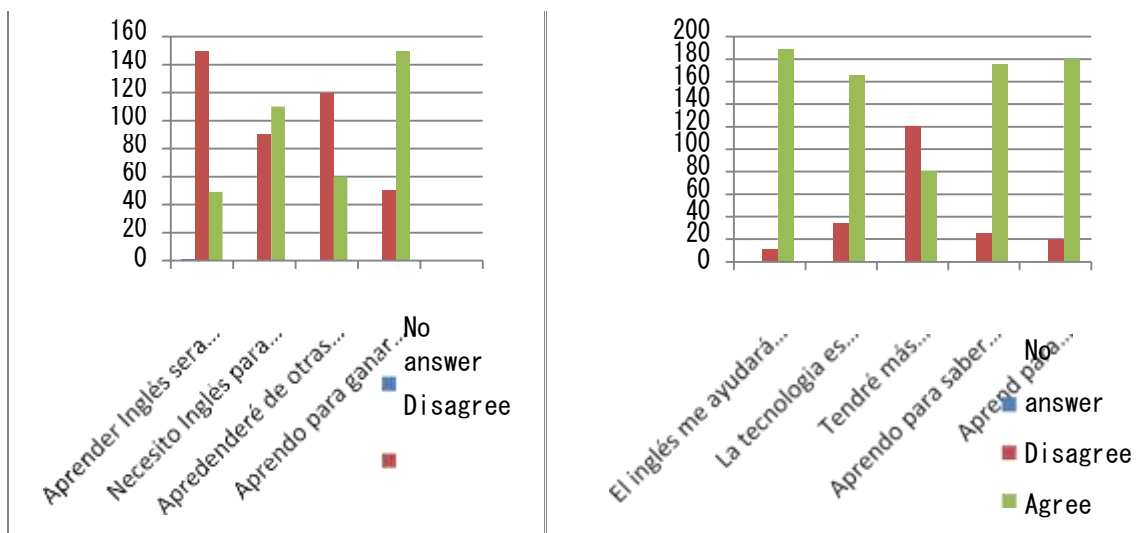
Data Management.

Throughout the attainment of the data administration process, it is important to state that Microsoft Excel spreadsheets were mandatory so as to organize valuable information and results. During the controlling of the questionnaire, the researcher quite noticed that plenty of learners opted to avoid choosing negative observation concerning “Strongly Disagree” option. Moreover, some students called the researcher several times because they had forgotten the meaning of words like Agree and Disagree.

These two tables bellow illustrates how participants’ rate, either instrumental and integrative encouragement are high.

INSTRUMENTAL

INTEGRATIVE



Instrumental Motivation and Results.

As an activity that has been moderately used ever since the beginning of the project, and considering it is a never ending process in a research, it is crucial to give some definitions about what instrumental motivation is conceived by important researchers throughout history. Firstly, it was a model established by Robert Gardner in 1985. Likewise, language teaching has always been a subject matter affected by lots of years by this model. According to Dornyei, (1990). Instrumental motivation could even be way more essential than integrative motivation for foreign language learners since these learners are not expected to own enough knowledge and expertise to take part in native speaker' places.

On the other hand, the learners agree that English will be a powerful advantage not only for their career, but also for their entire lifetime/future. Furthermore, they collectively agree that English will yet someday strengthen their future privileges, thus, around 75% of students believe that they learn English solely for schooling purposes. Additionally, 24,5%

of them are confident thinking that English serves as a helpful tool for their career, Similarly, 55% study English to enter university. Nevertheless, around 50% consider, they are learning for getting graduated.

Integrative Motivation

Moreover, integrative motivation is the foremost concept of Gardner's model, as a matter of fact, he himself stated (1995) that Integrative Motivation is bound to an encouraging perspective toward the target language society, also, a wish to build adaptation in the new target culture by the usage of language. In brief, one of the main integrative motivation notions is that it is strictly bound to second language enhancement.

The outcomes show that 94.5% of students consider English a handy path to get to know foreigners. Also, over 87.5% consider that English is essential for improving learning of other cultures, values and conceptions. However, only 83% agreed to "Technology is essential in order to study English.". Also, 40%%% agree w". I learn English to know more about the world", whereas 90% agree with "I learn English to communicate to others".

Attitudinal motivation and Results.

The rating of both, intrinsic and extrinsic motivation in this study show a contrast regarding percentage terms in the table. (Table is in the Annexes)

In the survey, nearly half of the individuals who took part were eager about being competent. Consequently, the 70% of participants believe that the English upgrades personal advancement. Thus, only 25% of the participants enjoy studying English, way more of them would study English on their own because they are interested, whereas only 40% consider English as an affordable activity. Deepening in extrinsic motivation, over 70% relate it to succeed in life. Last but not least, over 95% think they do not get enough guidance concerning English outside the classroom.

Age ranges

During the process of this study, age average was from fifteen to twenty years old. Furthermore, tables show results correspondingly.

CHAPTER IV

DISCUSSION

Santa Rosa's teachers and the overall society encourages the usage and practice of English, essentially by means of the internet as well as social networks, which are, as a matter of fact, regularly used by most of the participants every single day. Also, it is boosted by some cultural places such as El Salón where students gathered to enhance their English skills through different sort of resources that can even vary from conversation, reading stories to singing rock. Furthermore, the nonstop usage of media to increase

students' pleasure to get attached to English and the way they perceive it, not only in educative environments but elsewhere they feel close to English as well.

In the current study, participants believe that the teacher's methodology is the handiest element in their learning process. Besides that, 87.5% "feel up their English classes to be different in terms of methods applied". Bearing in mind these results, teachers of English in Santa Rosa nowadays need a better conception not only concerning their students' motivation but also the shock of their teaching implementation on the students' motivation improvement as well. However, motivation may have other factors which might delay learners' progress, for instance, personal life and labor surroundings. Hence, teachers of English in Santa Rosa today need to make usage of the learners' viewpoint of English as an advantage to attain professional career development as well as to go after personal interests such as travelling around the world and communicating with other people elsewhere. Encouragement through virtual environments also leaves spot for questions such as how it is effective to strengthen the quality of Education? Regarding this topic, what advantages and disadvantages can be presented into Colombian society?

CHAPTER V

CONCLUSION

Firstly, it is crucial to state that throughout the information given in the whole paper, is clear that motivation is an inherent feature when it comes to learning and mastering the process of a foreign language in high schools. Thus, there is a remarkable relationship between these two and how they increasingly help students surpass their issues.

Notwithstanding, motivating students is an action that may change due to the ways students learn and how they are coached during the development of the process, this means, the tools used, content, methods and strategies.

Furthermore, by all the content related to motivation given in this paper, we can conclude that motivation is an important feature in a process, which, through the usage of different strategies can be enhanced, for instance, technology is likely to be one due to the environment students in Santa Rosa are surrounded by.

Likewise, concerning the questionnaire, even though the researcher's expectations in regard to the outcomes, it showed that 87.5% of students who took the survey believe that the methodology is vital in class. The 95% do not receive any help once they step out the classroom. It also concluded that around 25% think English learning makes them feel amused. Moreover, nearly the half (55%) only study English for university purposes. Lastly, 90% feel ashamed when talking in English.

On the other hand, all prior researches on motivation and actions that have to do with encouragement have been applied in education environments such as; schools, high schools or universities where participants' motivation is bound to the context of the study,

and either parents as well as teachers were meaningful motivational factors during learners' accomplishments. Teachers of English in Santa Rosa today have an important role to play in education because English itself is a prerequisite for individual progress in society. It would be greatly necessary to alongside education minister start focusing in alternatives and guidance that would enable teachers to understand and comprehend their students' motivational profile not only in Santa Rosa but Colombia as well.

This study shows the need for further research in education and the need to expand the place of motivation in the teachers' education programs. The usage of virtual elements is a key due to its unavoidable advantages it grants to nowadays society. These advantages can vary as mentioned during the whole project.

It's beyond question that humans are deeply bound to technology and it is a necessity to design methods which ease students' performance when facing virtual environments.

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CHAPTER VI ANEXES

Survey results

Instrumental Motivation	No answer	Disagree	Agree
Aprender inglés sería útil para mi futura carrera.	0.5%	75%	24.5%
Necesito mejorar mi inglés para mejorar en la universidad.	0	45%	55%
En inglés me permitirá aprender sobre otras culturas.	0	60%	40%
Aprendo inglés para poder ganar el año.	0	25%	75%
Integrative Motivation			
English me ayudará a conocer extranjeros	0	5.5%	94.5%
La tecnología es una herramienta idónea para estudiar inglés	0	17%	83%
Sabiendo inglés tendré más oportunidades de viajar al extranjero	0	60%	40%
Aprendo para saber más sobre el mundo.	0	12.5%	87.5%
Aprendo inglés para comunicarme con otros	0	10%	90%
Intrinsic Motivation (Confidence)			
No me preocupa cometer errores.	2.5%	90%	7.5%
Cuando hablo o me hablan inglés me siento inseguro	0	10%	90%
Fortalecer mi inglés me hace mejor persona.	0	20%	80%
Intrinsic Motivation (Orientation)			
Estudio inglés porque me gusta	0	10%	90%
Si no estuviera en el colegio estudiaría inglés de todas formas.	0	94.5%	5.5%
Aprender inglés es sencillo.	0	82.5%	17.5%
Extrinsic Motivation (Instrumental)			
El inglés es esencial para crecimiento personal.	0	30%	70%
Tendré mejor aprecio social si me desenvuelvo adecuadamente en inglés.	0	55%	45%
Saber inglés me hace sentir bien y satisfecho	0	75%	25%

Extrinsic Motivation (Teacher-Students)			
La metodología del profesor es importante	0	12.5%	87.5%
En una clase de inglés el grupo es importante	0	35%	65%
En una clase de inglés la personalidad del profesor es fundamental	0	15%	85%
External Encouragement			
Mi familia, amigos y sociedad en general me animan en cuanto al inglés.	2%	95%	3%
Me ofrecen ayuda fuera de clase	0	95%	5%
Practico viendo películas y escuchando música en redes sociales.	0	20%	80%

Questionnaire

MOTIVATION IN ENGLISH ENVIRONMENTS

1.1 Género ___Masculino___ Femenino

1.2 Edad 15___16___17___18___19___20___21___22___23___

1.3 Estudio___horas/semana

1.4 Mi nivel de inglés en la es de 1 a 5 es _____

En la siguiente etapa encontrarán una serie de 10 preguntas con 3 enunciados. Dibuja un círculo a la respuesta que creas más apropiada según tu punto propia experiencia.

1. Strongly disagree 2. Slightly Disagree 3. Neither agrees nor disagrees
4. Slightly Agree 5. Strongly agree

Example:

Hacer ejercicio es bueno para la salud.	1	2	3	4	⑤
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01. Aprender inglés sería útil para mi futura carrera.	1	2	3	4	5
02. Necesito mejorar mi inglés para mejorar en la universidad.	1	2	3	4	5
03. La tecnología es una herramienta idónea para estudiar inglés.	1	2	3	4	5
04. English me ayudará a conocer extranjeros	1	2	3	4	5
05. En inglés me permitirá aprender sobre otras culturas.	1	2	3	4	5
06. Sabiendo inglés tendré más oportunidades de viajar al extranjero.	1	2	3	4	5
07. El inglés es esencial para crecimiento personal.	1	2	3	4	5
08. Tendré mejor aprecio social si me desenvuelvo adecuadamente en	1	2	3	4	5

inglés.					
0.9. Saber inglés me hace sentir bien y satisfecho	1	2	3	4	5
1. Cuando hablo o me hablan inglés me siento inseguro	1	2	3	4	5
1.2. No me preocupa cometer errores.	1	2	3	4	5
1.3. Fortalecer mi inglés me hace mejor persona.	1	2	3	4	5
1.4. Mi familia, amigos y sociedad en general me animan en cuanto al inglés.	1	2	3	4	5
1.5. Me ofrecen ayuda afuera de ámbitos educativos	1	2	3	4	5
1.6. Practico viendo películas y escuchando música	1	2	3	4	5
1.7. Estudio inglés porque me gusta	1	2	3	4	5
1.8. Si no estuviera en el colegio estudiaría inglés de todas formas.	1	2	3	4	5
1.9. Aprender inglés es sencillo.	1	2	3	4	5
2. En una clase de inglés la personalidad del profesor es fundamental	1	2	3	4	5
2.1. La metodología del profesor es importante	1	2	3	4	5
2.2. En una clase de inglés el grupo es importante	1	2	3	4	5
2.3. Aprendo inglés para aprender más del mundo.	1	2	3	4	5
2.4. Aprendo inglés para poder ganar el año.	1	2	3	4	5
2.5. Afuera de clase, yo uso inglés a menudo.	1	2	3	4	5
2.6. Estoy motivado en mis clases de inglés.	1	2	3	4	5
2.7. Me gustaría que mis clases fueran diferentes.	1	2	3	4	5