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INSTITUTO DE POSTGRADOS- FORUM

RESUMEN ANALÍTICO DE INVESTIGACIÓN (R.A.I)

ORIENTACIONES PARA SU ELABORACIÓN: El Resumen Analítico de Investigación (RAI) debe ser elaborado en Excel según el siguiente formato registrando la información exigida de acuerdo la descripción de cada variable. Debe ser revisado por el asesor(a) del proyecto.

No.	VARIABLES	DESCRIPCIÓN DE LA VARIABLE
1	NOMBRE DEL POSTGRADO	Master in English Language Teaching for Self-directed Learning
2	TÍTULO DEL PROYECTO	Healthy Living: A Communicative Task to Improve Motivation in Tenth Graders
3	AUTOR	Alexander Jaramillo Blandón
4	AÑO Y MES	2013 Junio
5	NOMBRE DEL ASESOR(a)	Maricel Flechas
6	DESCRIPCIÓN O ABSTRACT	The aim of this research project is to explore the factors that affect children's motivation to learn English as a second language. Students involved in this research were 37 students from the tenth grade of Miraflores High School in Medellin, Colombia. The students' age range is between 15 and 16 and the sample was equally representative of the school's population: males and females. The strategy used was a mixed research approach in which quantitative and qualitative methods and techniques were combined. I used both qualitative and quantitative research approaches because they would allow me to have a more complete evidence of the result. The intervention consisted of reading, writing, listening and speaking activities that were included in a lesson plan. I devised the intervention considering the answers provided in the survey and the interview, therefore the topic of the intervention was healthy lifestyle. After implementation the participants felt more motivated toward English because the topic worked in class was of their interest; moreover, they improved their English level since their participation using the target language was better and the final results in the fourth term was higher than in the other terms.
7	PALABRAS CLAVES	motivation, mixed research approach, qualitative and quantitative research approaches, intervention, implementation.
8	SECTOR ECONÓMICO AL QUE PERTENECE EL PROYECTO	Education

9	**TIPO DE ESTUDIO**	Mixed research study
10	**OBJETIVO GENERAL**	Explore the factors that affect children's motivation to learn English as a second language.
11	**OBJETIVOS ESPECÍFICOS**	To know the level of motivation of my students in order to use resources to raise it. To make learners recognize the importance that English has in the modern world, thus providing them the motivation to learn it. To recognize motivational and attitudinal factors in second language learning in order to improve, change and develop new strategies and methodologies to be applied in my classes. To devise and implement a communicative task based on healthy living in order to increase motivation.
12	**RESUMEN GENERAL**	El objetivo de este proyecto de investigación es explorar los factores que afectan la motivación de los jóvenes en el aprendizaje del inglés como segunda lengua. Los 37 estudiantes involucrados en esta investigación pertenecen a décimo grado de la Institución educativa Miraflores en Medellín-Colombia. El promedio de edad de los estudiantes es de 15 años y la muestra de la población escolar fue igualmente representativa tanto de hombres como de mujeres. La estrategia implementada fue un enfoque de investigación mixto y en el cual fueron usados métodos de investigación cualitativo y cuantitativo. Utilicé ambos enfoques de investigación porque me permitían tener una mejor evidencia de los resultados obtenidos. La intervención consistió en actividades de lectura, escritura, escucha y habla organizadas en un plan de clase. La intervención fue diseñada teniendo en cuenta las respuestas dadas en la encuesta y la entrevista; por lo tanto el tema de la intervención fue sobre estilos de vida saludable. Luego de la implementación, los estudiantes se sintieron más motivados hacia el idioma inglés pues el tema trabajado fue de su interés y además de eso, mejoraron su nivel de desempeño en dicho idioma ya que su participación fue mejor y los resultados en el cuarto periodo fue superior a los anteriores.
13	**CONCLUSIONES.**	This research report explored motivation levels amongst tenth grade students at Miraflores High School. I found that they were intrinsically motivated but that motivation was jeopardized by external factors. Students were aware of the benefits that learning English as a foreign language represented for their future lives, however they have to face different issues that affected their performance in the class and also decreased the levels of intrinsic motivation. I conclude that teachers can use different strategies to teach not only the language but also different topics that could range from something quotidian to something profound and serious. The success of those strategies highly depends on the way the teacher makes his students feel, that is to say the atmosphere create in class, how trusted students feel and how they perceive their responsibility to learn. Moreover, using a variety of activities allows the teacher to reach students' different types of learning. That can both create interest and allow students to be successful and more aware of their language learning process. It is possible that a particular set of activities is important to fostering motivation and other sets

		that are less important. Classrooms are complex places, and I believe that a variety of activities are needed to foster children's motivation. I realized that when implementing Content Based classes, students need adequate examples of the strategies they need to balance language and content. They also require appropriate help when setting content and linguistic goals for their activities and constant feedback to be successful. I found out that in order to help students to become self-directed learners home work has to be redefined, I use to give homework with the purpose of making students repeat, memorize or mechanize structures and vocabulary, however I have understood that those exercises do not allow students to take control of their learning, to be inquisitive and autonomous. Self-directed learning activities should be interesting, appealing and challenging so that students feel the urge to engage with the activity. Teachers should discuss with the students the purpose of the activity and offer support if needed. In Colombia bilingualism has become one of the objectives of the Ministry of Education and teachers need to use methodologies that can contribute to achieve the international standards required. Considering that the world is becoming increasingly smaller due to globalization and due to information technologies, students should be able to communicate efficiently in areas such professional, educational and personal. The communicative classroom can greatly contribute in becoming successful learners, confident individuals, responsible citizens and effective contributors. The results I have obtained are very positive. With this research project, I realized that observation is an important instrument for teachers plan classes because it gives relevant clues about the dynamics of the class. Thanks to observation, I can design and apply suitable strategies and activities to enhance my students' motivation and that they are active subjects in the tasks I propose. My students' motivation is increasing step by step, due to the activities I am developing. Sometimes teachers do not realize that students' motivation needs to be stimulated through several factors such as appropriate activities, active classes and engaged topics for them. I know the importance of observation and research not only in teaching but also in education because those aspects help teachers to improve our teaching practice. Research allows me to transform lives through my profession. This experience has been useful and fruitful. This has given me confident to continue to do research at a classroom level since in my opinion reflecting, monitoring and reformulating one's teacher practices will result in happier and more proactive learners.

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Healthy Living: A Communicative Task to Improve Motivation in Tenth Graders

Alexander JARAMILLO BLANDÓN

Research Report submitted

in partial fulfillment of the requirements for the degree of

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Directed by Maricela FLECHAS

Department of Foreign Languages and Cultures

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Abstract

The aim of this research project is to explore the factors that affect children's motivation to learn English as a second language. Students involved in this research were 37 students from the tenth grade of Miraflores High School in Medellin, Colombia. The students' age range is between 15 and 16 and the sample was equally representative of the school's population: males and females. The strategy used was a mixed research approach in which quantitative and qualitative methods and techniques were combined. I used both qualitative and quantitative research approaches because they would allow me to have a more complete evidence of the result.

The intervention consisted of reading, writing, listening and speaking activities that were included in a lesson plan. I devised the intervention considering the answers provided in the survey and the interview, therefore the topic of the intervention was healthy lifestyle. After implementation the participants felt more motivated toward English because the topic worked in class was of their interest; moreover, they improved their English level since their participation using the target language was better and the final results in the fourth term was higher than in the other terms.

Key words: motivation, mixed research approach, qualitative and quantitative research approaches, intervention, implementation.

Resumen

El objetivo de este proyecto de investigación es explorar los factores que afectan la motivación de los jóvenes en el aprendizaje del inglés como segunda lengua. Los 37 estudiantes involucrados en esta investigación pertenecen a décimo grado de la Institución educativa

Miraflores en Medellín-Colombia. El promedio de edad de los estudiantes es de 15 años y la muestra de la población escolar fue igualmente representativa tanto de hombres como de mujeres. La estrategia implementada fue un enfoque de investigación mixto y en el cual fueron usados métodos de investigación cualitativo y cuantitativo. Utilicé ambos enfoques de investigación porque me permitían tener una mejor evidencia de los resultados obtenidos.

La intervención consistió en actividades de lectura, escritura, escucha y habla organizadas en un plan de clase. La intervención fue diseñada teniendo en cuenta las respuestas dadas en la encuesta y la entrevista; por lo tanto el tema de la intervención fue sobre estilos de vida saludable. Luego de la implementación, los estudiantes se sintieron más motivados hacia el idioma inglés pues el tema trabajado fue de su interés y además de eso, mejoraron su nivel de desempeño en dicho idioma ya que su participación fue mejor y los resultados en el cuarto periodo fue superior a los anteriores.

Palabras clave: motivación, enfoque de investigación mixto, métodos de investigación cualitativo y cuantitativo, intervención, implementación.

Table of Contents

ACKNOWLEDGEMENTS **2**

ABSTRACT **3**

RESUMEN **3**

CHAPTER ONE: INTRODUCTION **8**

STATEMENT OF THE PROBLEM 10

RATIONALE 12

CHAPTER TWO: THEORETICAL FRAMEWORK **12**

MOTIVATION 12

SELF-DIRECTED LEARNING 15

CONTENT-BASED LEARNING 16

COMMUNICATIVE TASK 18

CHAPTER THREE: RESEARCH DESIGN **19**

TYPE OF THE STUDY 21

VALIDATION OF INSTRUMENTS AND VALIDATION PROCESS 21

CONTEXT AND PARTICIPANTS 23

RESEARCHER'S ROLE 24

ETHICAL CONSIDERATIONS 24

INSTRUMENTS FOR DATA COLLECTION PROCEDURES 25

Classroom observation. *25*

The survey. *25*

The interview *26*

DATA COLLECTION PROCEDURES 27

CHAPTER FOUR: PEDAGOGICAL INTERVENTION AND IMPLEMENTATION 27

CHAPTER FIVE: RESULTS AND DATA ANALYSIS 28

DATA ANALYSIS 28

RESULTS 29

Awareness of the use of communicative tasks *29*

Motivation *31*

Self-directed learning effects *33*

Content Based Learning *36*

CHAPTER SIX: CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS 38

CONCLUSIONS 38

PEDAGOGICAL IMPLICATIONS 40

LIMITATIONS 41

FURTHER RESEARCH 42

REFERENCES 43

APPENDIX A 48

APPENDIX B 49

APPENDIX C 50

APPENDIX D 53

APPENDIX E 54

APPENDIX F 56

APPENDIX G 57

APPENDIX H 58

APPENDIX I 61

APPENDIX J 62

APPENDIX K 63

TABLE 1. 66

TABLE 2 67

TABLE 3. 71

FIGURE 72

Chapter One: Introduction

This research project explored the factors that affect children's motivation to learn English as a second language. It investigated the reasons why young learners are not interested in learning the language and if there are common circumstances that decrease the level of achievement. It also examined if the learner recognizes the importance of learning the language and whether or not this is causing low marks. There were also design and implementation of different strategies in order to increase motivation by making students aware of their ability to learn, achieve and enjoy.

The initial idea for this research report came from my own personal experience as a teacher at Miraflores Luis Eduardo Valencia García School where I teach 9th, 10th and 11th grades. During my six years of teaching I have seen students fail due to the lack of interest in learning English. Nowadays, students have to be involved with the world that surrounds them since communication between people has expanded way beyond their local communities. As a teacher, it is of paramount importance to support my students in developing not only their language skills but also their ability to learn because when learning a second language, people have more education and job opportunities (Ellis, 1997).

From my standpoint, teachers must be leaders not only in their classrooms but also in school processes because in that way it is possible to enhance scholar methods and students' performance. That is why I agree with Jones (2007) when he argues that our role is to support learners to improve their skills, and at the same time to make sure that all students benefit from the lessons we plan, develop and evaluate through teamwork. Likewise, the way we play our role as motivators greatly influence our students (Schunk, D., Pintrich, P., & Meece, J., 2008).

According to Gardner (1985), integrative motivation (when people are integratively motivated to learn a language because they want to get to know the people who speak that language) and instrumental motivation (when learners want to learn a language because of a practical reason such as getting a higher salary or getting into university) have great influence in the second language learning process. In the Colombian context, instrumental motivation is more vital in learning a second language, especially English language, because it is required by the system in order to be involved in globalization and to get more qualified jobs.

Therefore, it is important to allow my students to see that their efforts are fruitful, that what they learn in my language class can have an impact, not only their ability to communicate in the foreign language, but also, and more importantly, that it can have an impact in their lives. Teachers' role is to motivate students to learn and to facilitate learning as a bridge between knowledge and students. In order to develop those roles, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible because as the same Gardner (2001) states: "the student's experiences in the classroom, characteristics of the teacher, the curriculum, pedagogical procedures, etc., will have an influence on levels of achievement and motivation."

It is important to understand how motivation has been defined by different authors and what their views are on how teachers can encourage development of motivation in their students. At the same time, a reflection about the relationship and importance of those theories with this research paper will be done. I will also discuss the theories regarding communicative tasks, content-based learning and self-directed learning.

The methodologies used in this research project will be discussed, for instance the use of action research, surveys and interviews. Then, the diagnosis, the intervention and the evaluation of the intervention will be done. Finally, the conclusions, pedagogical implications, limitations and suggestions for further research based on the project development will be presented.

Statement of the problem

The problem of motivation was identified due to the attitude and the low level of achievement that students of Miraflores School have shown in different areas through the last 4 years and specifically after this Master Program started in 2011, when I had to focus on a subject on which to research. Despite Medellin provides special programs, support and opportunities in education for people of all ages, students have socio-economic, psychological and environmental influences that affect their academic performance on which it is necessary to deepen in order to know why they do not feel motivated to study.

This research project will be based on motivation because it is a construct that belongs to my core belief as teacher. My teaching philosophy is based on the fact students learn best when they feel motivated because motivation involves attitudes and affective states that influence the degree of effort that students do to learn an L2; this means that there are key determinants such as enthusiasm, commitment and persistence for learners succeed or fail when learning a second language (Dörnyei, 2001).

Schunk, Pintrich and Meece (1996) affirm that motivation influences both new and old behaviors and at the same time it affects classroom activities. Miraflores School students are not motivated to learn English or any other subject and the academic results are not satisfactory at the end of each term. Constant informal conversations with the students showed that they are not

motivated toward learning English because they do not see the necessity of using it in their lives; the options they have when finishing school are working in informal jobs to help their families and even when we try to support them with different programs and high educative alternatives, it seems as if their life projects were designed by society and family and only some of them "take the risk" of breaking the mould.

Keeping in mind the previous information, my own experienced as a language teacher in a public school, what Wentzel (1991) stated about the importance of taking into account that human motivation grows out from sociocultural context, and what researchers like Brown (2000), Schunk, Pintrich and Meece (1996) have debated about motivation, I decided to observe to what extent their theories are valid in my teaching context.

At the same time, I wanted to know my students' level of motivation in order to use resources to raise it and to make learners recognize the importance that English has in the modern world, thus providing them the motivation to learn it. I also focused on recognizing motivational and attitudinal factors in second language learning in order to improve, change and develop new strategies and methodologies to be applied in my classes and to devise and implement a communicative task based on healthy living in order to increase motivation.

Thereby, I opted for the following question to better understand the motivation construct.

- To what extent do communicative tasks improve motivation in tenth graders at Miraflores high school?

Rationale

Motivation is a concept that can be used to explain all aspects in life and as Dörnyei (2001) says "it is best seen as a broad umbrella term that covers a variety of meanings". Those meanings range from irrational to rational thoughts involving the human mind and in consequence the failure or success of learning. It is an interesting and important topic to be researched because it is a language learning and teaching aspect that influences directly students' learning. Moreover, it is a concept that can be studied through different areas such as neurology, physiology, social, cognitive, and sociolinguistic among others, but all of them can be related to our students' attitudes inside the classrooms.

With this research project, teachers might improve their teaching practices to motivate their students and to encourage learning on a variety of levels. At the same time, it might give strategies to motivate students' learning not only English but also other subject matters.

Chapter Two: Theoretical Framework

Motivation

According to Ellis (1997) successful language acquisition is the result of both the cognitive ability to learn the language and the efforts the learner puts into learning an L2 due to the desire or the necessity to learn it; this is what Ellis calls motivation.

Ellis (1997) argues that there are different types of motivation: intrinsic motivation, instrumental motivation, integrative motivation and resultative motivation. Intrinsic motivation is the degree of effort a learner makes to learn an L2 as a result of the interest generated by a particular learning activity; instrumental motivation is the degree of effort a learner puts into

learning an L2 as a result of the desire to achieve some functional goals; integrative motivation is the degree of effort a learner puts into learning an L2 through an interest in a desire to identify with the target-language culture; resultative motivation is the motivation that learners develop as a result of their success in learning an L2.

Brown (2000) argues that achievement and failure are an indication of how motivated a student is. The student will be more likely to accomplish a task successfully if the levels of motivation are high. He mentions three different definitions based on three different schools of thought: the behaviorist, the cognitivist and the constructivist.

Behaviorism suggests motivation results from effective reinforcement, but it has to be used in a way that learner has the opportunity to reflect on their learning achievements to get positive results. In contrast, the cognitive point of view gives great importance to the individual's ability to decide what and how to learn in accordance to his/her needs, desires and surroundings. And constructivism stresses the fact that an individual's motivation is subject to social and contextual influences. Constructivists see motivation as both extrinsic and intrinsic.

According to Ausubel (1968) there are two aspects undergirding the aspect of motivation. The first aspect is the need for exploration where children are eager to discover the world. The second aspect is the need of children to manipulate their world, giving as a result an ego enhancement and a happy and successful person.

Dörnyei (2001) argues that motivation goes through a minimum of three phases: First, motivation needs to be generated. The motivational dimension related to in this initial phase can be referred to as *choice motivation* because the motivation generated then leads to the selection of the goal or task to be pursued. I see this as a fundamental part of the teachers' role due to it is

of paramount importance to plan classes and activities based on students' previous knowledge, perceptions of English and expectations with the class. Before starting a new topic in a group of teenagers it might be an idea to apply a needs analysis to determine aspects such as their language level, interests and likes, among others, so that they feel involved and motivated in the class.

Dörnyei's second phase states that the generated motivation needs to be actively maintained and protected while the particular action lasts. This motivational dimension has been referred to as *executive motivation or volition,* and is particularly relevant to classroom settings, where students are exposed to a great number of distracting influences, such as off-task thoughts, irrelevant distractions, from others, anxiety about the tasks or physical conditions that make it difficult to complete the task. For this second phase, the materials and how they are used must reflect the level of the learners. The teacher, therefore, needs to be very careful not to damage the initial motivation by asking the students to do something either too far beyond their developmental capacity or too easy that they feel there is not challenge involved in learning. Either way, this could lead to frustration and demotivation.

The third phase, *motivational retrospection*, the learner ought to evaluate retrospectively how the learning process went in his/her view. This happens after the completion of the action - termed. The way students process their past experiences in this evaluation will determine the kind of activities they will be motivated to pursue in the future (Dörnyei, 2001).

According to Ormrod (2005), motivation is an internal state that arouses learners, steers them in particular directions and keeps them engaged in certain activities. Motivation often determines whether and to what extent students actually learn a challenging task, especially if the

cognitive and behavioral processes necessary for learning are voluntary and under their control. Once college students have learned how to do something successfully, motivation is largely responsible for whether they continue to do it.

Self-Directed Learning

Self-directed learning (SDL) has gained an important place in the academic arena. Researchers have proved that an individual can learn more, consolidate the knowledge and even challenge the knowledge acquired at school if he/she actively reaches out for more knowledge. Therefore, teachers are now trying to help students develop strategies to become more efficient independent learners.

Several studies on SDL highlight its influence in lifelong learning. For example, Skager (1979) mentions that attitudes such as intrinsic motivation, self-acceptance, flexibility, and autonomy must be developed for students to become successful self-directed learners. Teachers must understand that there are different learning styles among students and so, it is necessary to create activities that can be adjusted to those different learning perceptions.

Hall and Steele (1971) use those elements in their studies as an important part of a SDL classes and courses; one example is what they experimented in a course when they increased their self-directed learning. The conclusions were similar to our view as teachers nowadays: it is necessary, therefore, to start looking at the teachers' role not as an instructor, being the dominant entity in the class, but as coaches or facilitators. It is indispensable to take into account the students' feelings, interests and needs when designing the curriculum, and planning classes, the implementation of this approach must be seen as a challenge instead of a problem that cannot be solved.

Changes have to be made gradually since the last word about SDL has not been said. However, the challenge is to restructure classroom tasks considering the learners expectations, eliciting from them what they want to learn rather than proposing a syllabus that does not consider those aspects and therefore, it might discourage students, by doing this is very likely that the learner takes responsibility of his/her own learning.

In Colombia, several studies about autonomy and self-directed learning have been developed. One of them was carried out at the University of Pamplona, where a particular group of learners training to be teachers were selected to develop a research project with the objective of describing the characteristics of an autonomous learner in a foreign language classroom. Researchers Luna and Sánchez (2005) found that the classroom is an important place to achieve and develop autonomy, because it is there where the process of autonomy may be understood since if teachers lead autonomy by example, it might be possible that students perform self-directed learning by themselves in new surroundings.

Content-based learning

The construct of content-based learning, according to Brown (2000), is an approach to learn both language and subject matter. Instead of teaching language in isolation, the target language becomes the medium through important information can be learned. When the students are studying a content area of interest such as sports, cars, fashion. They are more intrinsically motivated to learn both the content and the language simultaneously. Two examples of content-based curricula are immersion programs and writing across the curriculum (where writing skills in secondary schools and universities are taught within subject-matter areas like biology, history, art).

An example of content-based learning is a study developed in Colombia, where this kind of curriculum is difficult to be implemented due to the lack of proficiency in the English language on the part of teachers from other subjects and that English teachers are not specialized in other specific knowledge areas. Nonetheless, some research projects in this field have been led by Colombian researchers with significant contributions. For instance, Arizmendi, Diaz and Salazar (2008), a group of faculty researchers from the Universidad de Antioquia, in Medellin, Colombia, recognized the potential of a growing number of subject area professors who are highly educated in their field, proficient in at least one foreign language and who were willing to take part in the building of a content-based curriculum which promoted at the same time the learning of a foreign language. Researchers concluded that insofar as teachers validated their practices as learners, language users, and their power to make decisions about how to enrich their teaching practices, they will be able to outline a content base syllabus in order to help students to foster the use of a foreign language in a specific knowledge area.

Likewise, Pessoa, Hendry, Donato, Tucker and Lee (2007) carried out a study about the importance of teacher speech in engaging students in learning both language and content. This study was developed in the United States, in which by using several tools, content-based instruction was analyzed to determine how it helped to achieve curricular goals and the incorporation of language and content in two sixth grade classes. As a result, the research shows that a practical, organized and clear content-based instruction can foster student language use and development, and also metalinguistic awareness by collaboratively negotiating form and by the teacher's feedback.

Brinton (2003) defined content-based learning as the simultaneous learning of a language through specific content; in other words, that students get both content knowledge and increased language proficiency at the same time. Language develops better if the learner is tempted by the content, which means that the content becomes the vehicle for the learner to learn the language. In a content-driven curriculum the selection and sequence of language elements is determined by the content.

Moreover, three important forms of the content-based learning are introduced by Brinton, Snow and Wesche (2003). The first one is called theme-based instruction where content is taught within a real-world context. The second one is called sheltered instruction; it is a process of preparation, instruction and assessment that is centered on clearly communicated content and language learning targets and it differentiates instruction based on language proficiency levels. The third form is Adjunct instruction where language and content are joined, in other words, students are expected to learn content material, meanwhile simultaneously acquiring academic language proficiency. These three forms differ in several important respects: the type of population and setting that they serve; the respective degree of focus on language or content; the selection of content; and the degree of coordination with subject matter courses and instructors.

Communicative task

Twenty or twenty-five years ago, tasks were developed following certain patterns like "Fill in the correct forms of the past tense in the following exercise" or "Form ten sentences with "if" and make sure that you use the correct tense in the if-sentence". Such tasks were based, generally, on grammar or lexical topics. Nevertheless, students have to face communicative

situations different from those developed in class, such as how to book a room in a hotel, how to find out when the train leaves, how to order a meal in a restaurant.

Communicative tasks have been defined by different educators and researchers. One of those researchers is Jack Richards who defines communicative language teaching as a group of principles about the objectives of language teaching/learning, the way students learn a language, the activities proposed to achieve those objectives, and the roles of teachers and students have in the classroom (Richards, 2006). He argues that the main objective of communicative language teaching is that students are able to properly use the language according to context and the people with whom they are conversing. Some activities teachers can implement in class to foster communicative competence are games, storytelling and problem solving, among others.

Canale and Swain (1980) base their definition of communicative competence on three components: grammatical, sociolinguistic and strategic. They state that this approach has the objective of giving learners the proper ways in which some grammatical aspects have to be used in order to communicate something according to the situation.

Chapter Three: Research Design

Action research was taken as the approach to develop this project because it has been connected with the study of classroom actions and it gives diverse tools and options such as interviews, classroom observations and questionnaires, among others to collect information and answer my research question.

According to Bailey (2001), action research is an approach to collect and interpret data; it is a repeated cycle of procedures which are directed by teachers who are the directed responsible

agents of those processes. Besides, teachers have a valuable source of knowledge regarding their own classroom situations and as a result change can be implemented more reliably because they will have more credible and valid results. Moreover, action research gives by five spiraling steps: planning, acting, observing, reflecting, re-planning (Kemmis & McTaggert, 1990) that can be used by teachers to reflect and to better inform their practice in a cycle of continuous improvement.

Taking into account the five steps action research has, this study used some instruments to collect data. Hedge (1991) states that worksheets involve a process of filling in the forms that helps students organize their thoughts and kick-starts some processes. In order to achieve the language objectives, students were initially given worksheets with which to get acquainted with vocabulary related to the topic, the use of modal verbs as well as argumentative expressions and characteristics. Worksheets were used as a means to get students started on creating and understanding a universe of their own

In addition to the worksheets, a listening activity based on a dialogue about healthy lifestyle was done. In this part of the workshop students were encouraged to pay attention to its general content, identified the characters' opinions, points of view and attitudes regarding the topic, as well as the location where the dialogue took place, and finally and specifically to identify modal verbs used in the dialogue. Students were asked to give their opinion about the importance of having a healthy lifestyle using argumentative techniques. They took notes and were ready to discuss and share their findings with the class. The objective was that students discovered and strengthened their listening, and at the same time that they understood how to state their points of view when talking with someone else.

Another activity was a video about four rules for a healthy lifestyle. The purposes were that students gave advices and suggestions with solid arguments and at the same time they got and practiced some of the learnt vocabulary in order to be used in the next activity. That activity was a role play, where some students were doctors and some other patients; the patients asked for suggestions about punctual aspects and the doctors made suggestions. The objective was to practice giving suggestions by using arguments and modal verbs.

Type of the study

This study was conducted using a mixed research approach in which quantitative and qualitative methods and techniques were combined. I used both qualitative and quantitative research approaches because they would allow me to have a superior evidence of the result, and in fact it was. Other important reasons for doing mixed research were to complement one set of results with another, to expand a set of results and to discover something that would have been missed if only a quantitative or a qualitative approach had been used. According to Denscombe (2007), the use of more than one method can enhance the findings of the research by providing a fuller and more complete picture of the thing that is being studied. The data produced by two different approaches tends to be complementary, providing alternative perspectives that combined allow the researcher to understand the subject better than if a mono-method approach had been used. In this case, both quantitative and qualitative tools were used in order to provide sufficient evidence and to allow better understanding of our students circumstances.

Validation of instruments and Validation Process

A classroom observation, a survey and an interview were devised for this research project. First, one of the tools that I found useful was an observation log. This instrument helps

the teacher not only to keep a record of what happens in the class but to analyze, question and validate the teaching practices; that is to say the domain of his subject, the way in which he motivates and evaluates his students, the strategies used to teach and how he manages the classroom environment. An observation log was instrumental in determining my area of research because it was possible to analyze what happened inside the classroom with students and teacher together (Allwright, 1988).

Second, a survey was devised in a research circle. The participants, who were working on the same subject, designed an individual questionnaire that covered different aspects to be considered by the researcher. Then, the participants analyzed, proposed, and agreed the appropriate items to be included in the questionnaire; a first draft of the instrument was done and after revisions were made, a final draft was produced. This tool was used granted it gave accurate information and provided full information about the research topic. Besides, the advantages of closed questions are that they are a fast way to collect a lot of information because they require a short time to be answered and to be read. (Denscombe, 2007)

Following a similar process, the questions for the interview were set. Research circle participants decided upon the questions which represented the different sections in the survey and that would allow the students to expand on the answers given in the survey. Interviews were used in this research project to collect data because they gave the chance to attain personalized information, they also provided opportunities required for probing and could help greatly in achieving the goals. (Gray, 2004).

Context and Participants

This study was based on 37 students from the tenth grade of Miraflores High School in Medellin, Colombia who participated in the study. Students' age range is 15. The sample was equally representative of the school's population: males (52%) and females (48%). These students constituted 33.33% of the middle school's tenth grade population. The participants were chosen by the teacher and all students in this classroom participated, unless parental permission was denied (n=0). Data were gathered from students in the 6th week of the third term in 2012 (August 6-10). Achievement data were obtained two weeks later.

Initially the 37 students involved in the research project answered a survey intended to provide information on students' interests, the perception they had of the English class and their relationship with the teacher, the class activities and external factors that might affect students' performance in English. However, the information gathered with the surveys was insufficient; there was not enough evidence as to what was stopping students from achieving good marks in English. In fact, it was found that the students liked the class and were aware of the benefits of learning English as a foreign language but their attitude, enthusiasm and responsibility with homeworks are not in accordance with what they expressed, so it was necessary to understand what the problem was.

Although the survey provided valuable information, it was of paramount importance to know exactly what the students were thinking and to get students to expand on their answers; therefore, an interview was devised. The objective of the classroom observation as a procedure for gathering data was used with the other procedures to provide a triangulation method (Nunan & Bailey, 2009).

The quantitative data for this study was based on a questionnaire which was designed by a group of teachers who belong to the Master's Program in English Language Teaching for Self-Directed Learning from the Universidad de la Sabana in Colombia. The qualitative data was gathered from the classroom observation and the interview.

Researcher's role

In order to achieve my objective, I had firstly to discuss with the school management my research proposal and gain support from them. Secondly, I devised a consent form for the children and the families that had to be signed for the children to participate in the research project. (Annex A)

My role was to devise the tools, collect the data, design, implement and deliver the pedagogical intervention as well as to observe the students' level of involvement. I decided to represent my data in the form of text through the use of a semi-structured interview and a questionnaire and for measuring individual performance, observations of my class.

Ethical Considerations

Following Nunan (2009), I established a set of considerations when doing and applying my research project and data collection instruments:

• I explained my students the purpose of the research as well as the applied instruments.

• Confidentiality means you know but will not tell. Anonymity means you do not know, as in a survey returned anonymously.

• Informed consent was necessary to participate in the research project.

• Data access and ownership. Evaluate who has the right to access data and for what purpose.

Instruments for Data Collection Procedures

Classroom observation. I wanted to observe what went on in class in terms of language acquisition and interaction, for that reason *naturalistic observation* of class activities was another source for collecting data. It can be said it was naturalistic because the environment and the students' behavior were natural, even if my role was a double one, teacher and researcher. It was descriptive because description was the goal of my qualitative research and it was also carried out in the environment in which I worked and specifically in the class I chose and the specific activities I wanted to analyze. It was as well interpretative because the analysis and the triangulation of the data collected showed trends and allowed interfering interpretations from them that were valid for the situation described.

The observation was carried out in classes that are two times a week, one session is a 100 minutes class and the other a 55 minutes one. The data collection was manual, using field notes which have been included in a tool that allows planning the development of the classes taking into account a structured methodology and bearing in mind objectives, application and results (Annex B). At the end of each class, observations and suggestions were consigned in there, permitting a reflexive exercise around the classes and situations.

The survey. There were five parts to the student survey (Annex C); all of them were presented in Spanish. The decision to divide the instrument into five different sections (including motivation level, interests, aspects related to the teacher, class activities and external factors) was based on the findings of the literature review that motivation is related to feelings, thinking and rewards.

The first survey section of 12 items asked about motivational issues, including aspects like students' feelings in the English class, attitudes they have inside the classroom, participation and activities they develop outside school. The second section with 9 items dealt with the topics students are interested in learning in English class and some styles of learning they prefer. The third section had 6 statements related to their English teacher and asked about the perception students had about him and his methodology of teaching. The fourth survey section of 6 issues asked about the class activities, insights students had about the materials used and the dynamics of the class. Finally, the fifth section dealt with the external factors students had in their learning process and which interfered in their second language acquisition such as the economic status of the family, if they were young workers, and acceptance by their peers.

The interview. To have a clearer and more complete representation of the students' opinions, I used also a series of questions in which the students were free to expound on some of the queries set in the survey.

As to these open questions, it has to be said that they are easy to devise, more comprehensible to the people who have to answer them, they produce more interesting and often unexpected data, but because of this greater freedom the responses are difficult to analyze and organize. (Denscombe, 2007)

The semi structured interview is conducted with a fairly open framework which allows for focused, conversational, two-way communication. They can be used both to give and receive information. Some of its advantages are:

- It confirms what is already known but also provides the opportunity for learning. Often, the information obtained from semi-structured interviews will provide not just answers, but the reasons for the answers.

- Individuals may more easily discuss sensitive issues.

- It helps field staff become acquainted with community members. Outsiders may be better at interviewing because they are perceived as more objective.

According to Fontana and Frey (1994), interviews may be conducted individually or in groups. In this case the interview was conducted individually and applied to a 37-student focus group (Annex D).

Data collection procedures

Data were gathered during regular class sessions. Students were told that all of their answers would be confidential and that they did not have to answer any of the questions if they did not want to. All instructions and questions were read to the students by the researcher/teacher and it was stressed to respond being as honest as possible.

Chapter Four: Pedagogical Intervention and Implementation

Teaching strategies have generated controversy, especially as to “best practice”. Two clear orientations have provided the basis for this controversy: direct or explicit instruction, and student-centered constructivist approaches. Whereas neither of these teaching methods alone is appropriate for engendering all types of learning (Purdie & Ellis, 2005), the combination of these

methods in an appropriate and meaningful lesson plan might offer students the option to be motivated in the class .

The design of the teaching strategy involved reading, writing, listening and speaking workshops throughout a lesson plan in order to enhance educational opportunities and to students get involved according to their learning styles since the more variety of activities the more possibilities of helping them to develop their competency and achieve the objectives (Annex E). I devised the intervention considering the answers provided in the survey and the interview, therefore the topic of the intervention was healthy lifestyle.

The intervention was designed for ten weeks. The objectives were divided in language (learn to use modal verbs and vocabulary related to the topic), communicative (the use of argumentative and persuasive discourse), and cross curricula (physical education: to learn about sports and the benefits of leading an active life and science: learning about food chains and a healthy diet). In order to achieve those objectives, a variety of activities were proposed such: dialogues, role plays, videos, pictures, diagrams and other visual examples (Annexes F, G, H, I, J, and K).

Chapter Five: Results and Data Analysis

Data Analysis

The research question was answered using a mixed method. Reichardt and Rallis (1994) concede the chance of harmony between the two paradigms in a practical sense, so the quantitative and the qualitative methods were combined because using multiple approaches is likely to capitalize on the strengths of each approach and offset their different weaknesses. It could also provide more comprehensive answers to the research question and went beyond the

limitations of a single approach. In this research, quantitative methods were used to expand on qualitative data.

The quantitative analysis involved several statistical calculations, detailed below, based on the results from the survey. I used the Microsoft Excel program for all calculations. Primarily, I focused on an examination of the sections (Table 1) and then on the individual questions (Table 2). Doing this allowed me to use qualitative methods to provide insight into the quantitative data, as I could directly address the topics of the sections, such as ‘‘Motivation Level toward Learning English,’’ with specific questions during the interviews.

As a result, some motivational components emerged more readily from the qualitative data during coding (Table 3). For coding the data, I looked for the main categories: Awareness on the use of communicative tasks, Motivation, Self-directed learning effects, and Content-based learning, to focus in my research question. Then, I gathered the three instruments I used for collecting data: class observation, survey and interview. After reading them several, I highlighted the aspects which fitted with the selected categories or subcategories in the three instruments.

The information collected and provided by students (survey and interview) and the teacher’s observation were read and organized to obtain common patterns. A triangulation of that information allowed finding similar conclusions and in this way to establish validity.

Results

The four emerged categories showed a relationship with the research question.

Awareness of the use of communicative tasks. This category appeared from the necessity students had to develop their oral language skill when speaking about different topics

in class. Students had to identify the kind of discourse speakers used in some contexts, and then they had to build their own speech and thoughts using a specific communicative strategy.

Excerpts.

Analysis taken from the result of the survey

> "They have different learning preferences because a large percentage of the population said that they prefer speaking instead of writing English (62%)".

Interview

> S1: "Me gustaría que se hablara sobre las cosas cotidianas y aprender sobre cosas para establecer una conversación de temas importantes."
>
> S5: "De todo, entre más sepa uno mejor. Y más si es un idioma que le abre a uno tantas puertas como el inglés".
>
> S10: "Las temáticas que maneja el profesor son buenas, él no se queda en un solo tema sino que abarca casi todo, entonces hablamos casi de todo.
>
> S15: "De temas varios, casi siempre se habla de deportes, entretenimiento y cosas que uno hace en el tiempo libre. Que abarque otros temas de actualidad".
>
> S20: "No tengo como un tema en especial".

Class Observation

O1: La encuesta fue bien realizada por todos los estudiantes, la hicieron en inglés y la participación de todos fue activa.

O2: En la socialización, los estudiantes tuvieron una muy buena participación y la retroalimentación que hicieron a sus compañeros fue muy buena, pues cuando alguien decía algo que no concordaba con lo escuchado, levantaron la mano para hacer la corrección pertinente. Se nota un poco más de fluidez al hablar sobre dicho tema.

When students were asked about what they wanted to learn in the English class, they mentioned topics such as sports, music, current topics and entertainment because they are motivated and participative when their interests are taken into account, they are active part of the class. Moreover, when a class is based on content, it encourages students' language use and development.

Motivation. A good motivator needs to take into account the students' needs, wishes and interests and at the same time balance this with the expectations of the curriculum. This can quite easily be done by designing activities aimed at developing students' likes, giving feedback forms on how they perceive their development and teacher's performance and acting on the sensible suggestions and by generally listening to what students have to say. This should then lead the teacher to design more student friendly classes where the learners feel that their contributions and role in the classroom are welcomed and as such they (the students) are viewed as

collaborators in the learning/acquisition process. Besides, Crookes and Schmidt (1991) go on to argue that to maintain motivation we should vary the activities, tasks, and materials**.**

Excerpts.

Analysis taken from the result of the survey

> "They show a high desire of being able to express their ideas in English (76%) and the satisfaction they feel when they are able to do that (73%) because they know all abilities they have for improving in the academic aspects and the actual tools to develop certain level of performance in a second language and what is more, they recognize the importance that language has now a days and the hope of improving their future prospects as a result of acquiring a second language(73%)".

Interview

> S3: "Me siento motivado en la clase de inglés porque el profesor no se basa en una metodología tan monótona y nos hace diversos trabajos que nos ayudan a cogerle interés a la materia".
> S8: "Sí me siento motivado porque cada vez que vamos a ver un tema nuevo, el profe nos propone cosas distintas, no siempre las clases son igual de monótonas".
> S13: "Sí hay motivación porque el profe es muy chévere. Nos da muchas oportunidades, no es sólo copiar y dictar y exámenes, sino que con el televisor, las canciones, los juegos. Porque le das moral a los chicos".
> S18: "Sí porque hay veces que nos pone no solo ejercicios sino también juegos. También a veces nos pone encuestas en inglés, entonces es divertido".
> S23: "Sí me siento motivada porque me parece muy importante para todo y siempre lo vamos a necesitar".

Class observation

> O3: “La parte oral tuvo una participación activa porque debido a que algunos son deportistas y practican buenos hábitos alimenticios, fue posible que dieran consejos a los compañeros que no lo hacen”.
>
> O4: “El trabajo fue bien hecho, organizado y se notó motivación de los estudiantes para realizar el ejercicio propuesto porque la actividad en la clase fue muy dinámica”.
>
> O5: “La actividad oral tuvo buenos resultados pues se ha notado una leve mejoría en la pronunciación y en la participación de los jóvenes. Hubo una muy buen interacción para poder responder el cuestionario”.

In the previous excerpts and thanks to the high percentages obtained from the questions related to motivation, it is possible to conclude that students clearly felt motivated both to the proposed activities and the topic worked. Additionally, with the teacher’s observations, it can be said that students had an active participation during the class activities and similarly, their levels of involvement increased, the results of the several activities had an excellent performance by the part of the students. Learners were involved in the successful completion of tasks and this permitted that students’ self-esteem and confidence grew which in turn could motivate the learner to take on a more demanding or active role in the next task.

Self-directed learning effects. I saw that it was important to keep in mind a purpose that went beyond teaching: education must involve not just teaching the traditional things, but the basics for survival successfully in life. As teacher, I needed to identify the specific skills,

knowledge and attitudes in order to provide instruction for attainment of these qualities; I was able to see clear evidence that students were learning to be more self-responsible and more self-directing with each activity they developed.

Excerpts

Analysis taken from the result of the survey

"They are conscious of their lack of commitment to their studies and laziness when studying autonomously. On the other hand, results indicate that less than half of them have a study routine at home (32%) and this may indicate that they spend so much time using the Internet as an entertainment tool instead of a learning one. They see school as the only place where they can study and learn, thus many of them do not have additional activities to those assigned in their English class (65%)".

"Only 51% of the students follow a predetermined schedule to study at home".

Interview

S4: “Creo que me falta más práctica en casa, porque como no tengo casi tiempo para practicar…. A veces me enfermo mucho”.

S9: “El problema mío es que por ejemplo no estuve en el tema anterior, entonces para entender éste tengo que saber el otro y a veces no pongo de mi parte porque no me pongo al día, pero eso es problema mío”.

S14: “Hay factores externos que influyen en no estudiar en la casa, porque siempre vamos a tener problemas en la familia, problemas económicos. Los míos por ejemplo son familiares, prácticamente todos y de tiempo porque como también estudio por las tardes me queda difícil hacer muchas cosas, entonces ya uno se estresa. Pero pienso que uno no se debe dejar influenciar de eso, por lo menos yo pienso que uno tiene que salir adelante y tratar de hacer todas las cosas en que uno se mete bien, las cosas son muy difíciles a uno le toca difíciles pero trato de cumplir con todo”.

S19: “Pues antes las cosas que hacía yo eran diferentes, por ejemplo no hacía tareas porque me daba pereza, porque no estaba pensando en mi futuro y me dedicaba a hacer otras cosas y creo que de pronto por las dificultades de la casa que no faltan, eso siempre lo envuelven a uno, mmmm pero ahora que sé que todavía puedo ganar y que estoy a un año de graduarme pues se la he metido toda y soy más responsable, estudio en la casa y trato de hacer todas las tareas porque de eso depende mi futuro en 11”.

Class observation

O6: “La mayoría del grupo cumplió con la tarea y se notó buena dedicación por parte de algunos de ellos al utilizar páginas web dadas con anterioridad”.

O7: “En algunos se notó muy buena preparación, mientras que en otros faltó entusiasmo y mucha dedicación; sin embargo, la mayoría de los jóvenes hizo buen uso de los verbos modales así como también de argumentos para dar consejos”.

O8: “El uso del diccionario fue bueno como estrategia de aprendizaje individual porque no recurrieron ni al profesor ni a sus compañeros para saber las palabras que no conocían”.

Because of self-directed learning claims to build independence in learners and it can be applied anywhere and anytime, it could be a useful instrument to dissolve that invisible line that divides school and life. When one is learning what one wants to learn, and can use any resources available and any method that one chooses, then learning and growing are life and need not be confined to the school building on a schedule under outside direction. Self-directed learning has been a hard process for my students but based on the previous excerpts, it can be said that they are doing important progress in developing responsibility, autonomy, and awareness of learning by themselves. The increased number of students who met successfully with their homeworks and duties, the correct use of the dictionary as an individual tool and their attitude changes in the classes are clear evidence of this progress.

Content Based Learning. What I tried to do with the pedagogical intervention in my classes was to propose interdisciplinary work with motivated activities, topics and themes which involved the learner in authentic communication. My objective with content-based approach was to prepare my students to develop the techniques that are needed in the natural language environment and such techniques required regular exposure to real life language situations.

Excerpts

Analysis taken from the result of the survey

> "They need to explore new things using diverse strategies and having the chance of knowing new topics related to other subjects".

Interview

S6: “Si claro, porque el profesor nos trae las diapositivas que nos sirven mucho para aprender y que son de temas que vimos en otras clases, no siempre es con el tablero sino que utiliza mucho los elementos que tiene el colegio”.

S25: “Sobre deportes, porque me motivan mucho los deportes y es algo sobre lo que uno escucha mucho en todas partes. Una carrera mía quisiera hacer cualquier deporte, entonces me gustaría que hablaran sobre deportes porque a veces en otros países el idioma central es el inglés entonces saber desde los deportes pero en inglés”.

Class observation

O9: “La parte oral tuvo una participación activa porque debido a que algunos son deportistas y practican buenos hábitos alimenticios, fue posible que dieran consejos a los compañeros que no lo hacen”.

O10: “Con la actividad realizada fue posible para los estudiantes saber qué estilo de vida llevan. Fue muy interesante porque algunos de los estudiantes hicieron una autocrítica de sus estilos de vida”.

O11: “Se aplicarán ejercicios orales donde hablen sobre temas familiares a ellos, así como también actividades escritas donde compongan párrafos sobre temas de actualidad”.

With the content-based approach learners were encouraged to think and learn through the use of the target language by integrating the four traditional language skills (listening, speaking, reading and writing) with topics of their interest. They practiced authentic reading, listening to the teacher's comments and speaking about the content. They completed certain tasks to consolidate what they had previously listened to, read and spoken. In addition, the students

interpreted and evaluated the information provided, studied and learned facts, and developed a variety of receptive and productive procedures which prepared them for the range of academic demands they had to face with.

Chapter Six: Conclusions and Pedagogical Implications

Conclusions

This research report explored motivation levels amongst tenth grade students at Miraflores High School. I found that they were intrinsically motivated but that motivation was jeopardized by external factors. Students were aware of the benefits that learning English as a foreign language represented for their future lives, however they have to face different issues that affected their performance in the class and also decreased the levels of intrinsic motivation.

I conclude that teachers can use different strategies to teach not only the language but also different topics that could range from something quotidian to something profound and serious. The success of those strategies highly depends on the way the teacher makes his students feel, that is to say the atmosphere create in class, how trusted students feel and how they perceive their responsibility to learn. Moreover, using a variety of activities allows the teacher to reach students' different types of learning. That can both create interest and allow students to be successful and more aware of their language learning process. It is possible that a particular set of activities is important to fostering motivation and other sets that are less important. Classrooms are complex places, and I believe that a variety of activities are needed to foster children's motivation.

I realized that when implementing Content Based classes, students need adequate examples of the strategies they need to balance language and content. They also require

appropriate help when setting content and linguistic goals for their activities and constant feedback to be successful.

I found out that in order to help students to become self-directed learners home work has to be redefined, I use to give homework with the purpose of making students repeat, memorize or mechanize structures and vocabulary, however I have understood that those exercises do not allow students to take control of their learning, to be inquisitive and autonomous. Self-directed learning activities should be interesting, appealing and challenging so that students feel the urge to engage with the activity. Teachers should discuss with the students the purpose of the activity and offer support if needed.

In Colombia bilingualism has become one of the objectives of the Ministry of Education and teachers need to use methodologies that can contribute to achieve the international standards required. Considering that the world is becoming increasingly smaller due to globalization and due to information technologies, students should be able to communicate efficiently in areas such professional, educational and personal. The communicative classroom can greatly contribute in becoming successful learners, confident individuals, responsible citizens and effective contributors.

The results I have obtained are very positive. With this research project, I realized that observation is an important instrument for teachers plan classes because it gives relevant clues about the dynamics of the class. Thanks to observation, I can design and apply suitable strategies and activities to enhance my students' motivation and that they are active subjects in the tasks I propose. My students' motivation is increasing step by step, due to the activities I am

developing. Sometimes teachers do not realize that students' motivation needs to be stimulated through several factors such as appropriate activities, active classes and engaged topics for them.

I know the importance of observation and research not only in teaching but also in education because those aspects help teachers to improve our teaching practice. Research allows me to transform lives through my profession. This experience has been useful and fruitful. This has given me confident to continue to do research at a classroom level since in my opinion reflecting, monitoring and reformulating one's teacher practices will result in happier and more proactive learners.

Pedagogical Implications

This study shows how students' motivation affects their learning English process as a second language. These reflections and findings are necessary for socialization with other English teachers. This process implies applying different kinds of activities based on students' needs, feelings and interests. Students recognize English as an important element of their lives for being involve in this globalized world. Based on that, I believe these findings show how important and necessary it is to apply activities created according to our students' necessities such as the ones described here.

These activities have to be established by teachers taking into account the institutional curriculum to succeed in this attempt. Activities, like those developed through this study, should bring students not just the possibility of improving their academic level but also of thinking about ways to enrich their learning processes by themselves. These would also have to do with the type of resources, the teachers' roles and appropriate instructions to increase motivation in

students. In that sense, teachers must be updated in terms of educational changes that allow them to reflect upon their practices and make decisions to improve them quickly.

Another pedagogical implication is related to the teaching practice itself. From this study it is possible to deduce that teachers' decisions, attitudes and teaching practice have a direct influence in students' motivation. Based on this, it is necessary that teachers have constant update of their knowledge and practices and they are not seen only as individuals who have to struggle with the challenge of developing students' foreign language competence, but also as motivators and guides of important processes for life.

Another issue has to do with the awareness teachers must seed in students for they get used to study autonomously and at the same time that this awareness is related to the relationship between theory and practice. In this study, I saw the importance of putting some concepts into practice in the classroom.

Limitations

Although this research was carefully prepared and guided by professors and my counselor and it was also supported by Miraflores School administrative staff as well as the research subjects and their families, I am still aware of its limitations and weaknesses.

First of all, the research was conducted at the end of 2012 which means that it only lasted 10 weeks and it was only led in one tenth grade group. Ten weeks are not enough for the researcher to observe and analyze all of the students' performance in their classes. It would be better if the research project had been applied in a longer time.

Second, the sample of the experimental group was small, only thirty-seven students and it did not represent the majority of the students of the tenth grade.

Third, lack of continuity in classes because educational outings. As a consequence, the schedule had to be changed or adjusted according to those outings and making that the processes were not fluent.

Further research

This study recommends further investigation into the need for the institutions to have interactive material that solves the problem of the lack of this kind of material to work with real-life issues; students were more motivated when they could develop activities related to real life topics.

Future researchers may examine about the impact of extracurricular projects and educational outings in students' motivation level; how those projects can increase intrinsic motivation.

Interdisciplinarity among all subjects should be looked at in more detail. In particular, a study could attempt to discover to what degree of significance can be for students learning topics both mother tongue and foreign language. A larger research, which includes many topics, taught using interdisciplinarity, could discover what impact this has on students' learning.

Future research should be focused on the importance of structuring curricula based on students' needs to develop competencies, motivation, autonomy and self-directed learning. Moreover, how the design of learning environments oriented toward the development of self-directed learning, contribute to the learning process of students.

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Appendix A

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Medellín, 13 de agosto de 2012

Señores:
Padres de Familia grupo 10-3
Institución Educativa Miraflores
Medellín

Apreciados padres de familia:

Actualmente me encuentro realizando una investigación sobre la motivación de los estudiantes hacia el aprendizaje del inglés y otras áreas. Este estudio busca saber cuál es el nivel de motivación de los estudiantes del grupo 10-3 hacia el aprendizaje del inglés y del estudio en general, así como también, y de acuerdo a los resultados obtenidos, aplicar y darles estrategias y metodologías dentro del aula de clase para fomentar en ellos hábitos de estudio que les permita fortalecer y desarrollar autonomía y aprendizaje auto dirigido por fuera del aula de clases. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto dirigido de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para que sus hijos/hijas hagan parte de mi propuesta de investigación, que se llevará a cabo durante 5-6 meses. Esto implica la planeación e implementación de diversas actividades dentro del aula, recolección de datos durante 4-5 semanas en las cuales ellos responderán cuestionarios, entrevistas y completarán unos ejercicios de reflexión en relación con las estrategias utilizadas en las actividades dentro de la clase y fuera de ella las cuáles no tendrán incidencia en las notas de clase.

Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento acepta voluntariamente participar del proyecto de investigación.

Así mismo, usted puede decidir rehusarse a responder, participar, o abandonar el proyecto. Sin embargo, su participación voluntaria será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,
Alexander Jaramillo Blandón
Docente investigador

Acepto participar
Nombre _____
Firma _____

Appendix B

<table>
<tr><td colspan="2">CLASS PLANNIG FORMAT</td><td colspan="2">TEACHER:
SCHOOL:</td></tr>
<tr><td colspan="2">SUBJECT:</td><td>DATE:</td><td>DURATION OF THE CLASS:</td></tr>
<tr><td colspan="4">Students will engage in:
☐Independent activities ☐pairing
☒Cooperative learning ☐hands on
☐Peer tutoring ☐whole group instruction
☐Visuals ☐lecture
☐Simulations ☐project</td></tr>
<tr><td colspan="4">Objective:</td></tr>
<tr><td>Time:</td><td colspan="2">Class starter:</td><td>Materials:</td></tr>
<tr><td>Time:</td><td colspan="2">Core activity:</td><td>Materials:</td></tr>
<tr><td>Time:</td><td colspan="2">Closure:</td><td>Materials:</td></tr>
<tr><td colspan="3">Homework:</td><td></td></tr>
<tr><td colspan="4">Teacher notes:</td></tr>
</table>

Appendix C

SURVEY FOR THE RESEARCH PROJECT MOTIVATION CIRCLE

Counselor: Maricela Flechas.

Teacher: Alexander Jaramillo Blandón

A joint work between students and teachers to achieve a good learning is a subject that must receive special attention in our context because school is considered the second home and it is important that students and teachers share responsibilities in the process of education.

This pretest has three purposes: the first measurement is used to determine the initial starting point against which to compare, in the future, the potential impact of our Research Project. The second purpose is to test and refine the instruments and procedures of measurement and data collection. The third purpose is to identify areas that require greater attention to be covered by the Research Project.

The pretest seeks to answer the following:

1. Why the interest for studying of Miraflores High School students is low?
2. What are some teaching practices that could be improved through intervention of emotional and learning skills?

INSTITUCIÓN EDUCATIVA _____

Por favor, marque en la escala de 1 a 5 la opción que usted considere se aproxima a lo que piensa, siendo lo más honesto posible y sin necesidad de colocar su nombre.

Siendo: 1- Nunca, 2 – Pocas veces, 3 – A menudo 4 – Casi siempre 5 – Siempre.

O. •		**Nunca**	**Pocas Veces**	**A menudo**	**Casi siempre**	**Siempre**
1.	Estudio y leo más cosas que las que me dan en clase, pues siento curiosidad por aprender					
2.	Prefiero que los profesores me exijan poco. Así me dedico a otras actividades.					
3.	Necesito la influencia de mis compañeros para responder a mis actividades académicas.					
4.	Cuando el profesor(a) está explicando algo en clase y no lo entiendo, me preocupo de preguntarle.					
5.	Dedico mi tiempo libre fuera de la institución a otras actividades no académicas.					
6.	Poseo un horario organizado en casa para desarrollar mis actividades diarias, incluyendo las académicas.					
7.	Participo en grupos de estudio.					
8.	Me preocupo por realizar otras actividades que refuercen mis conocimientos académicos.					
9.	Reviso anticipadamente trabajos, tareas y exámenes que pueda tener para desarrollarlos.					
10.	Utilizo diversas herramientas pedagógicas como apoyo para mi proceso de aprendizaje. (libros, Internet, etc.)					
11.	Sigue instrucciones orales mejor que las visuales.					
12.	Le gusta contar chistes, historias, y hacer analogías verbales para demostrar un punto.					
13.	Entiende con facilidad diagramas, gráficos y mapas					
14.	Recuerda mejor escribiendo o dibujando las ideas, que sólo escuchándolas.					
15.	Sigue las instrucciones escritas mejor que las verbales.					
16.	Está constantemente inquieto(a) (por ejemplo, golpea el escritorio con el lapicero o juega con las llaves en el bolsillo).					
17.	Le gusta escuchar música mientras trabaja.					
18.	Prefiere hacer cosas en lugar de ver una demostración o leer sobre ella en un libro.					
19.	Mantengo el interés en las clases gracias a la metodología utilizada por los profesores.					

20.	Se comunica la finalidad de los aprendizajes, su importancia, funcionalidad, aplicación real.					
21.	Se propone a los alumnos actividades variadas (de diagnóstico, de introducción, de motivación, de desarrollo, de síntesis, de consolidación, de recuperación, de ampliación y de evaluación).					
22.	Se distribuye el tiempo de clase adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que los alumnos realizan en la clase).					
23.	Se utilizan recursos didácticos variados (audiovisuales, informáticos, técnicas de aprender a aprender...), tanto para la presentación de los contenidos como para la práctica de los alumnos, favoreciendo el uso autónomo por parte de los mismos.					
24.	Se facilitan estrategias de aprendizaje: cómo solicitar ayuda, cómo buscar fuentes de información, pasos para resolver cuestiones, problemas, doy ánimos y me aseguro la participación de todos					
25.	Se proporciona información al alumno sobre la ejecución de las tareas y cómo puede mejorarlas y, favorezco procesos de autoevaluación y coevaluación.					

Appendix D

Each question corresponded to one of the sections of the survey.
1. Do you feel motivated in the English class? Why?
2. Do you feel able to learn another language? Why?
3. What would you like to talk about in the English class? Why?
4. Is the methodology used by your English teacher keeps your interest in the class? Why?
5. Do you think there are external factors which influence your English learning process? Which ones?

Appendix E

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT

PART 2 (On-going Work) 2012

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin´s Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

<table>
<tr><td colspan="2">Name of co-researcher: Alexander Jaramillo B.

University Code Number: 201113547</td></tr>
<tr><td colspan="2">Institution: I.E. Miraflores Luis Eduardo Valencia García</td></tr>
<tr><td>Date of Class: <u>DAY</u> <u>MONTH</u> <u>YEAR</u>
14-17-21 9 2012
Week No. __31__</td><td>Time of Class: 8:35 – 10:15 a.m. Monday
7:10 -- 8:05 a.m. Friday
Length of class: 50 mins
Time Frame: Three class periods</td></tr>
<tr><td>Class/grade: 10th</td><td>Room: 309</td></tr>
<tr><td>Number of students: 37</td><td>Average age of Students: 15-16</td></tr>
</table>

<table>
<tr><td colspan="2">Number of years of English study:5 years in high school</td><td colspan="2">Level of students: A1</td></tr>
<tr><td colspan="2">Lesson Number

<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td></tr></table></td><td colspan="2">Research Circle Leader:

Maricela Flechas</td></tr>
<tr><td colspan="4">Set Lesson Goals

Argumentative/Persuasive discourse

Talk about the importance of having healthy habits for a better life.</td></tr>
<tr><td colspan="2">Language Goal

Students will be able to produce argumentative oral texts by using modal verbs and health-sport vocabulary to persuade and argue.</td><td colspan="2">Assessment Criteria

Appropriate use of modal verbs.

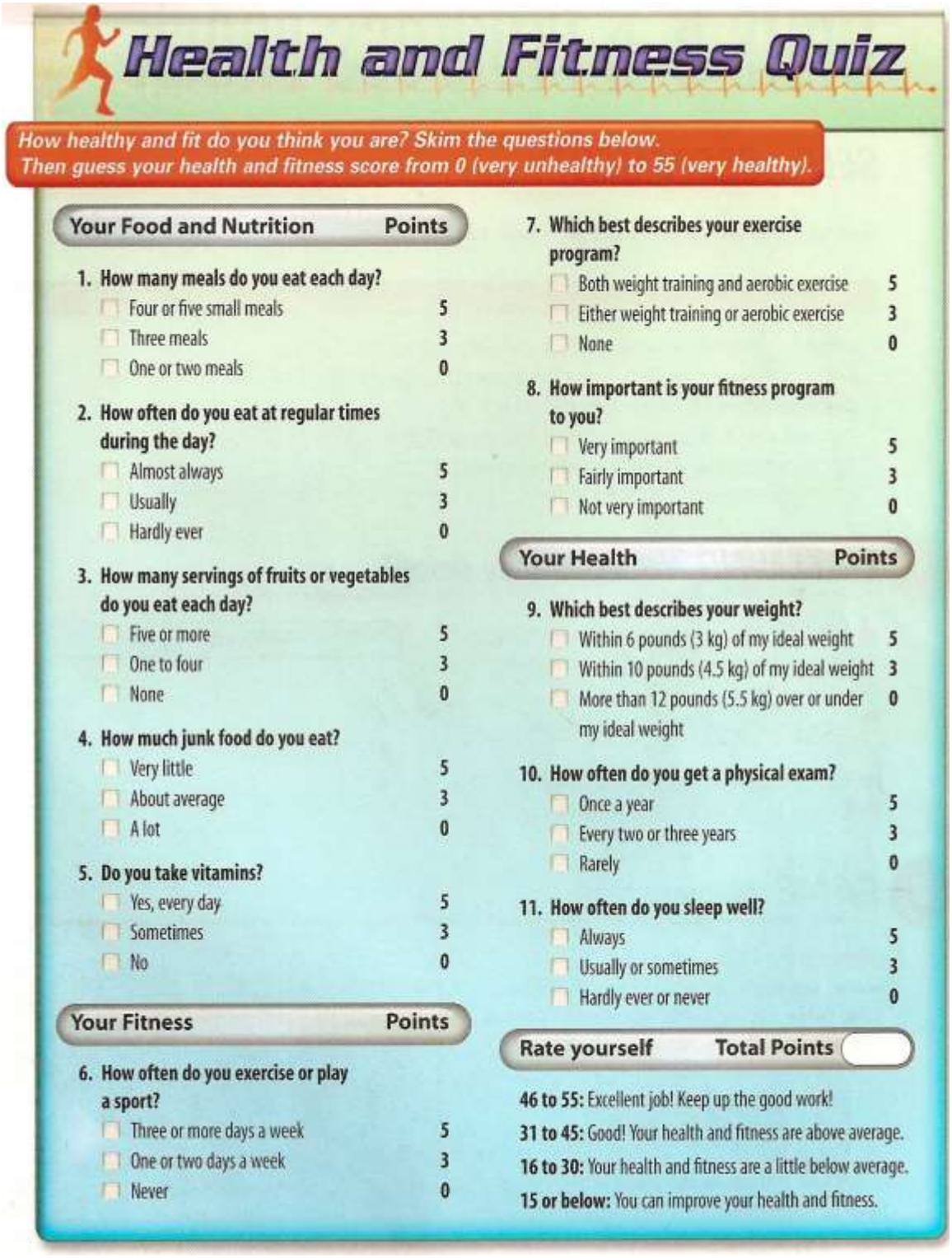
Use of arguments in their propositions.</td></tr>
<tr><td colspan="2">Learning to Learn Goal

Learning to know how to use modal verbs and argumentative-persuasive sentences.
Students will work cooperatively with a partner to think about healthy habits and how to support their points of view about it.</td><td colspan="2">Assessment Criteria

By pair, students will look for about argumentative/persuasive statements in the Internet and the modal verbs used for doing that.
Students will talk about healthy habits, arguing their own point of view and using solid bases to defend it.</td></tr>
<tr><td colspan="4">Identify a topic for the lesson

Healthy habits and the use of modal verbs in argumentative/persuasive discourse.</td></tr>
</table>

Appendix F



Health and Fitness Quiz

How healthy and fit do you think you are? Skim the questions below. Then guess your health and fitness score from 0 (very unhealthy) to 55 (very healthy).

Your Food and Nutrition — Points

1. How many meals do you eat each day?
- ☐ Four or five small meals — 5
- ☐ Three meals — 3
- ☐ One or two meals — 0

2. How often do you eat at regular times during the day?
- ☐ Almost always — 5
- ☐ Usually — 3
- ☐ Hardly ever — 0

3. How many servings of fruits or vegetables do you eat each day?
- ☐ Five or more — 5
- ☐ One to four — 3
- ☐ None — 0

4. How much junk food do you eat?
- ☐ Very little — 5
- ☐ About average — 3
- ☐ A lot — 0

5. Do you take vitamins?
- ☐ Yes, every day — 5
- ☐ Sometimes — 3
- ☐ No — 0

Your Fitness — Points

6. How often do you exercise or play a sport?
- ☐ Three or more days a week — 5
- ☐ One or two days a week — 3
- ☐ Never — 0

7. Which best describes your exercise program?
- ☐ Both weight training and aerobic exercise — 5
- ☐ Either weight training or aerobic exercise — 3
- ☐ None — 0

8. How important is your fitness program to you?
- ☐ Very important — 5
- ☐ Fairly important — 3
- ☐ Not very important — 0

Your Health — Points

9. Which best describes your weight?
- ☐ Within 6 pounds (3 kg) of my ideal weight — 5
- ☐ Within 10 pounds (4.5 kg) of my ideal weight — 3
- ☐ More than 12 pounds (5.5 kg) over or under my ideal weight — 0

10. How often do you get a physical exam?
- ☐ Once a year — 5
- ☐ Every two or three years — 3
- ☐ Rarely — 0

11. How often do you sleep well?
- ☐ Always — 5
- ☐ Usually or sometimes — 3
- ☐ Hardly ever or never — 0

Rate yourself — Total Points

46 to 55: Excellent job! Keep up the good work!

31 to 45: Good! Your health and fitness are above average.

16 to 30: Your health and fitness are a little below average.

15 or below: You can improve your health and fitness.

Appendix G

Fats and Oils
Protein and Milk
Fruit and Vegetables
Cereal

Classify the following foods in the food pyramid. Write each member in the right place

1. Spaghetti
4. Pork
7. Beef
10. Cake
13. Melon
16. Pudding
19. Cheese

2. Orange
5. Peanuts
8. Cookies
11. Fish
14. Carrots
17. Green Beans
20. Broccoli

3. Milk
6. Yogurt
9. Bananas
12. Eggs
15. Bread
18. Olive Oil

Appendix H

Modal Verbs

Here's a list of the modal verbs in English:

can	could	may	might	will
would	must	shall	should	ought to

Modals are different from normal verbs:

1: They don't use an 's' for the third person singular.

2: They make questions by inversion ('she can go' becomes 'can she go?')

3: They are followed directly by the infinitive (the simple form of the verb) of another verb (without 'to')

Probability: First, they can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'.

For example:

- It's snowing, so it **must be** very cold outside.-----This bill **can't be** right. £200 for two cups of coffee!
- I don't know where John is. He **could have missed** the train.

Ability

We use 'can' and 'could' to talk about a skill or ability.

For example:

- She **can speak** six languages.------- My grandfather **could play** golf very well
- I **can't drive**

Obligation and Advice

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

For example:

- Children **must do** their homework. ----- We **have to wear** a uniform at work.
- You **should stop** smoking.

Permission

We can use verbs such as 'can', 'could' and 'may' to ask for and give permission. We also use modal verbs to say something is not allowed.

For example:

- **Could I leave** early today, please?
- You **may not use** the car tonight.
- **Can we swim** in the lake?

Habits

We can use 'will' and 'would' to talk about habits or things we usually do, or did in the past.

For example:

- When I lived in Italy, we **would** often **eat** in the restaurant next to my flat.
- John **will** always **be** late!

Exercises

A. Match the sentences.

a. I'm getting overweight	1. You should start a diet
b. I would like to start some exercising	2. You should drink more water
c. I want to stop eating fattening food eating fats.	3. You should cut down and then stop
d. I can't resist drinking soda	4. You should exercise, so your clothes will fit you
e. I can't fit in my casual clothing	5. You should join a gym

B. Match to complete the sentences

a. ___ To eat a balanced diet	1. You must be disciplined, but you don't have to run away when you are in front of it .
b. ___ To start exercising	2. You must eat the right food, but you don't have to be rich.
c. ___ To avoid eating too much candy	3. You must do different activities but you don't have to work or exercise very much.
d. ___ To avoid a sedentary life	4. You must do it little by little, but you don't necessarily have to join a gym.

Appendix I

Dialogue Script

Man: Honey, the basketball game is about to start. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of pizza from the fridge.

Woman: Anything else?

Man: Nope, that's all for now. Hey, hon, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman: Humph

Man: "Humph" What do you mean "Humph." I was the star player in high school.

Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man: So, what are you suggesting? Should I just abandon the idea? I'm not that out of shape.

Woman: Well . . . you ought to at least have a physical before you begin. I mean, it HAS been at least five years since you played at all.

Man: Well, okay, but . . .

Woman: And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Man: Yeah, you're probably right.

Woman: And you should take up a little weight training to strengthen your muscles or perhaps try cycling to build up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Man: Hey, you're starting to sound like my personal fitness instructor!

Woman: No, I just love you, and I want you to be around for a long, long time.

Appendix J

ROLE PLAY

Students work in pairs.

Student A: You are a patient in an office. You need:

- Advice for low energy and enough rest
- A diet to follow
- A routine exercise
- Recommendation to keep good hygiene.

Student B: You are a doctor in his/her office. A patient needs some suggestions about punctual aspects.

Appendix K

DISCUSSION

1. Read the next text and take notes about important information you might share with peers.
2. According to the results of first activity (Health and Fitness Quiz), students will be divided in groups. Healthier students will try to argue and convince less healthy ones about the importance of having a healthy lifestyle and viceversa.

Rest and relaxation are just as important to our body as exercise and healthy eating. If you don't get enough of them you can make yourself ill. Your body is a bit like a battery. If it is not allowed to recharge itself through sleep and relaxation it may stop working properly. Lack of sleep affects our ability to concentrate. When you dream, your brain may be clearing itself out and preparing itself for the next day's thinking. During your teens, you need at least eight hours' sleep a night. If you stay out late, try to go to bed early the next night. The effects of lack of sleep can build up over several days. When you are awake you make many demands on your mind and body. Your body needs a period of rest to repair itself and prevent it from getting worn out. During sleep, substances called hormones stimulate body tissues to grow and repair themselves. If you have troubles getting to sleep, try reading a book to calm your mind or take some exercise and avoid tea, coffee or food before bedtime. A hot, milky drink may help you relax.

Choose a lifestyle that combines sensible eating with regular physical activity. To be at their best, adults need to avoid gaining weight, and many need to lose weight. Being overweight or obese increases your risk for high blood pressure, high blood cholesterol, heart disease, stroke, diabetes, certain types of cancer, arthritis, and breathing problems. A healthy weight is key to a long, healthy life.

If you need to lose weight, do so gradually: If you are overweight, loss of 5 to 15 percent of your body weight may improve your health, ability to function, and quality of life. Aim to lose about 10 percent of your weight over about 6 months. This would be 20 pounds of weight loss for someone who weighs 200 pounds. Loss of 1/2 to 2 pounds per week is usually safe. Even if you have regained weight in the past, it's worthwhile to try again.

Serious eating disorders: Frequent binge eating, with or without periods of food restriction, may be a sign of a serious eating disorder. Other signs of eating disorders include preoccupation with body weight or food (or both—regardless of body weight),

dramatic weight loss, excessive exercise, self-induced vomiting, and the abuse of laxatives. Seek help from a health care provider if any of these apply to you, a family member, or a friend.

ADVICE FOR TODAY

- Aim for a healthy weight. If you are at a healthy weight, aim to avoid weight gain. If you are already overweight, first aim to prevent further weight gain, and then lose weight to improve your health.
- Build a healthy base by eating vegetables, fruits, and grains (especially whole grains) with little added fat or sugar.
- Select sensible portion sizes.
- Get moving. Get regular physical activity to balance calories from the foods you eat.
- Set a good example for children by practicing healthy eating habits and enjoying regular physical activities together.
- Keep in mind that even though heredity and the environment are important influences, your behaviors help determine your body weight.

Being physically active and maintaining a healthy weight are both needed for good health, but they benefit health in different ways. Children, teens, adults, and the elderly—all can improve their health and well-being and have fun by including moderate amounts of physical activity in their daily lives. Physical activity involves moving the body. A moderate physical activity is any activity that requires about as much energy as walking 2 miles in 30 minutes.

Aim to accumulate at least 30 minutes (adults) or 60 minutes (children) of moderate physical activity most days of the week, preferably daily. If you already get 30 minutes of physical activity daily, you can gain even more health benefits by increasing the amount of time that you are physically active or by taking part in more vigorous activities. No matter what activity you choose, you can do it all at once, or spread it out over two or three times during the day.

Make physical activity a regular part of your routine: Choose activities that you enjoy and that you can do regularly . Some people prefer activities that fit into their daily routine, like gardening or taking extra trips up and down stairs. Others prefer a regular exercise program, such as a physical activity program at their worksite. Some do both. The important thing is to be physically active every day. Most adults do not need to see their health care provider before starting to become more physically active. However, if you are planning to start a vigorous activity plan and have one or more of the conditions below, consult your health care provider:

- Chronic health problem such as heart disease, hypertension, diabetes, osteoporosis, or obesity.
- High risk for heart disease
- Over age 40 for men or 50 for women.

Health benefits of physical activity: Compared with being very sedentary, being physically active for at least 30 minutes on most days of the week reduces the risk of developing or dying of heart disease. It has other health benefits as well. No one is too young or too old to enjoy the benefits of regular physical activity.

Two types of physical activity are especially beneficial:

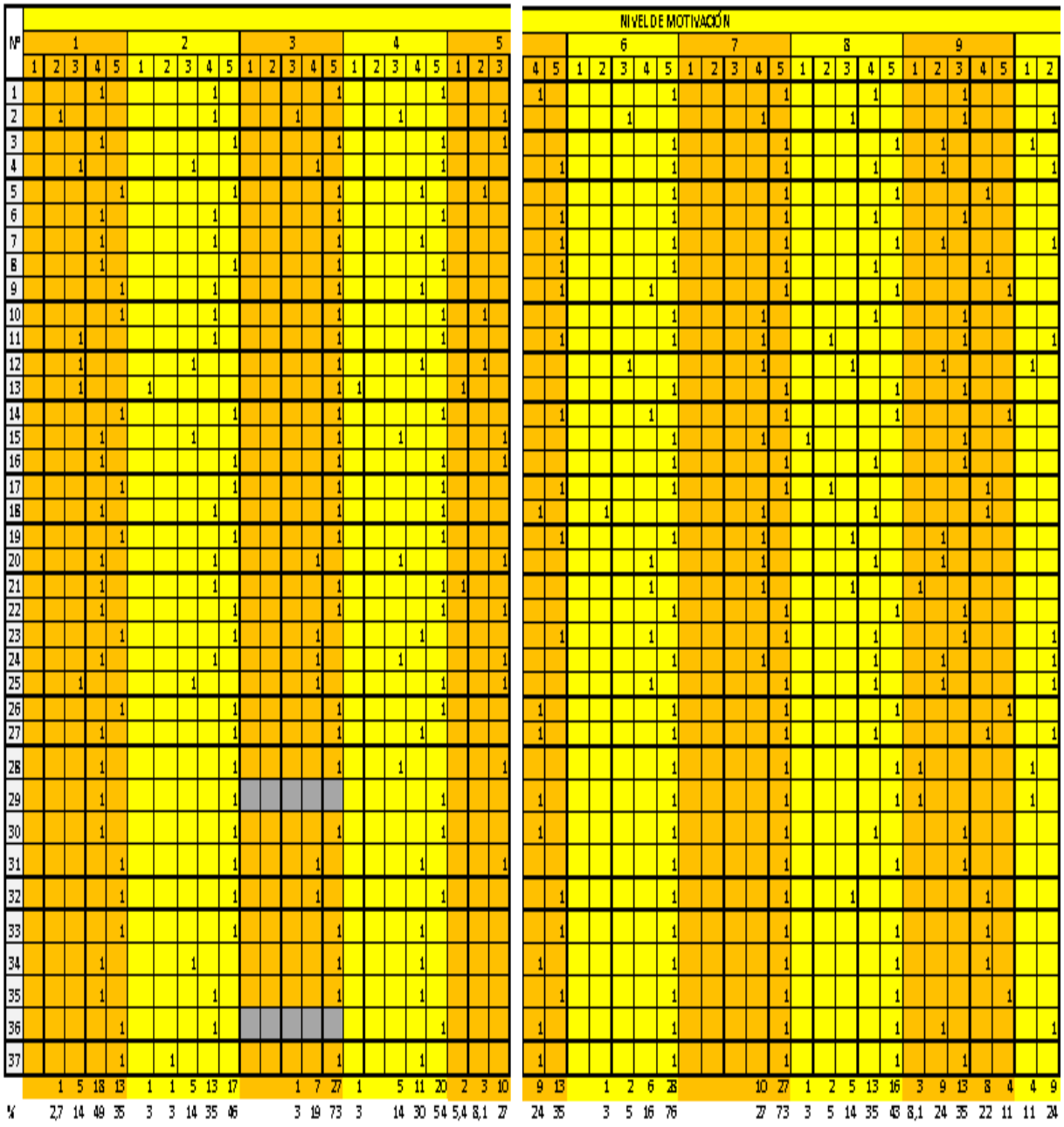
- *Aerobic activities.* These are activities that speed your heart rate and breathing. They help cardiovascular fitness.
- *Activities for strength and flexibility.* Developing strength may help build and maintain your bones. Carrying groceries and lifting weights are two strength-building activities. Gentle stretching, dancing, or yoga can increase flexibility.

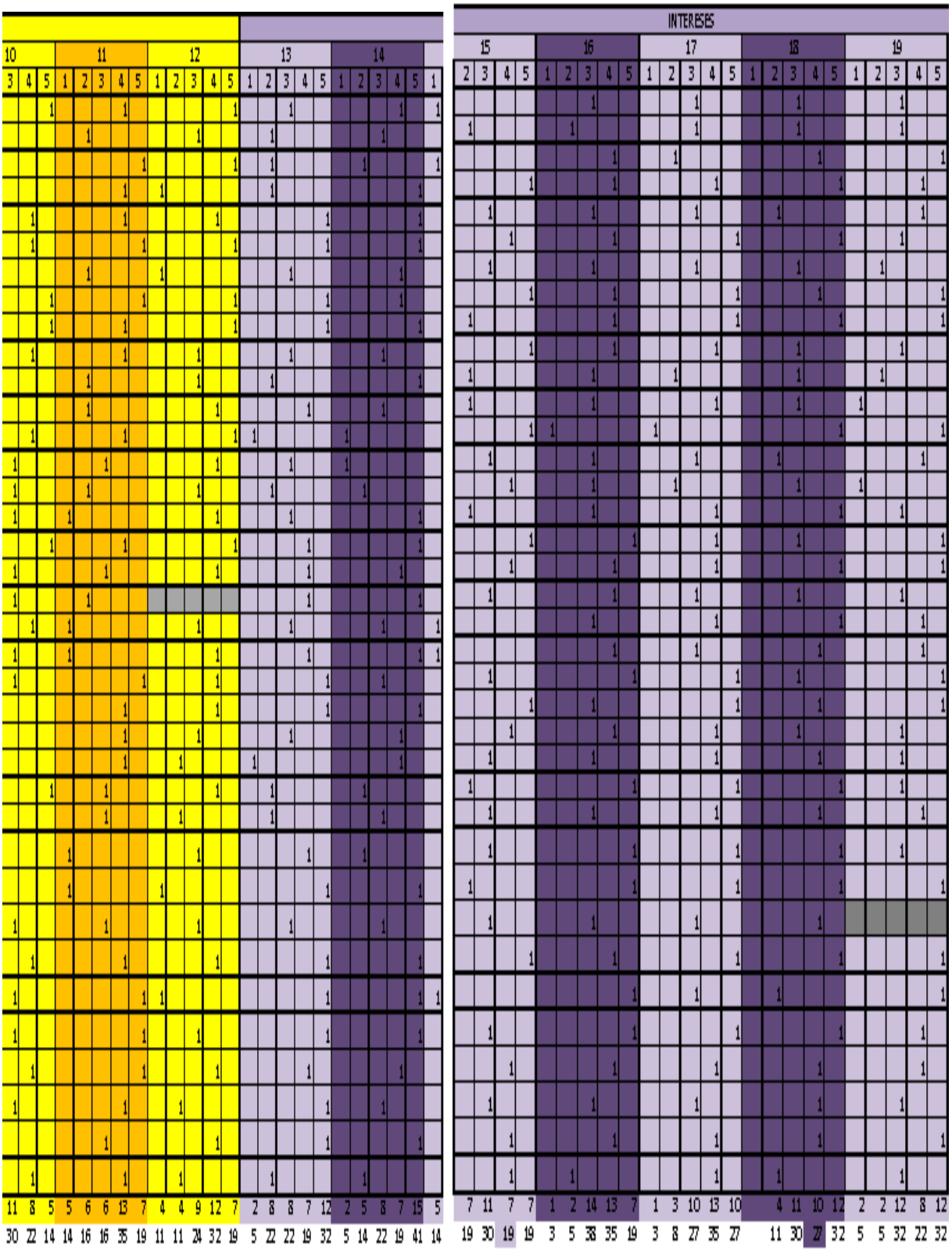
To get these health benefits, adults need moderate physical activity for a total of at least 30 minutes most days of the week, preferably daily, and children need at least 60 minutes per day.

Table 1**.** Quantitative Calculations of the Survey Sections.

FREQUENCY	**SECTIONS**				
	NIVEL DE MOTIVACIÓN	**DOCENTE**	**INTERESES**	**ACTIVIDADES DE LA CLASE**	**ELEMENTOS EXTERNOS**
NUNCA	21	0	20	3	42
POCAS VECES	37	1	46	9	13
A MENUDO	79	16	85	44	15
CASI SIEMPRE	129	64	80	87	30
SIEMPRE	180	130	93	68	40
TOTAL	**446**	**211**	**324**	**211**	**140**

Table 2. Quantitative Calculations of the Individual Questions

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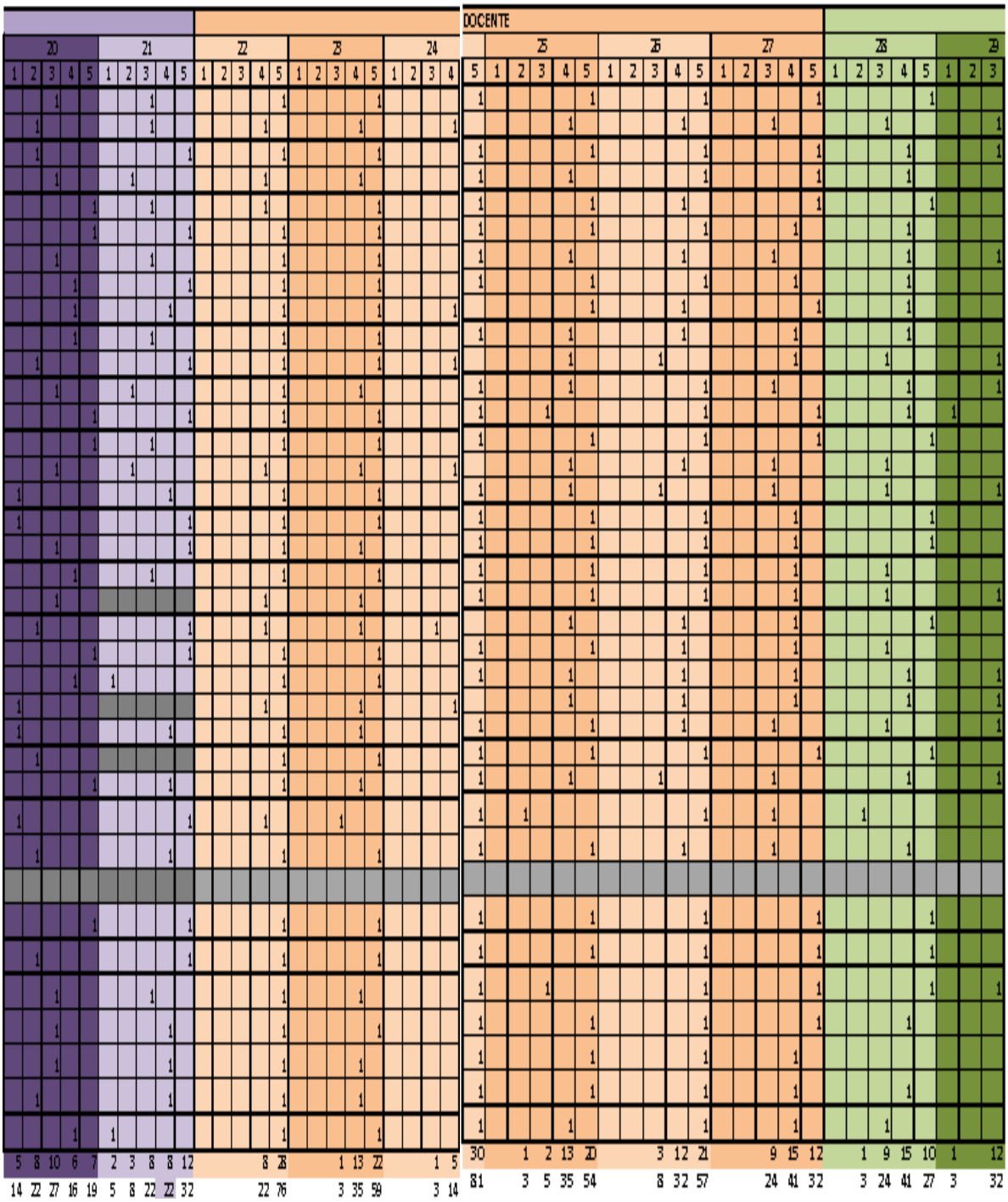
DOCENTE

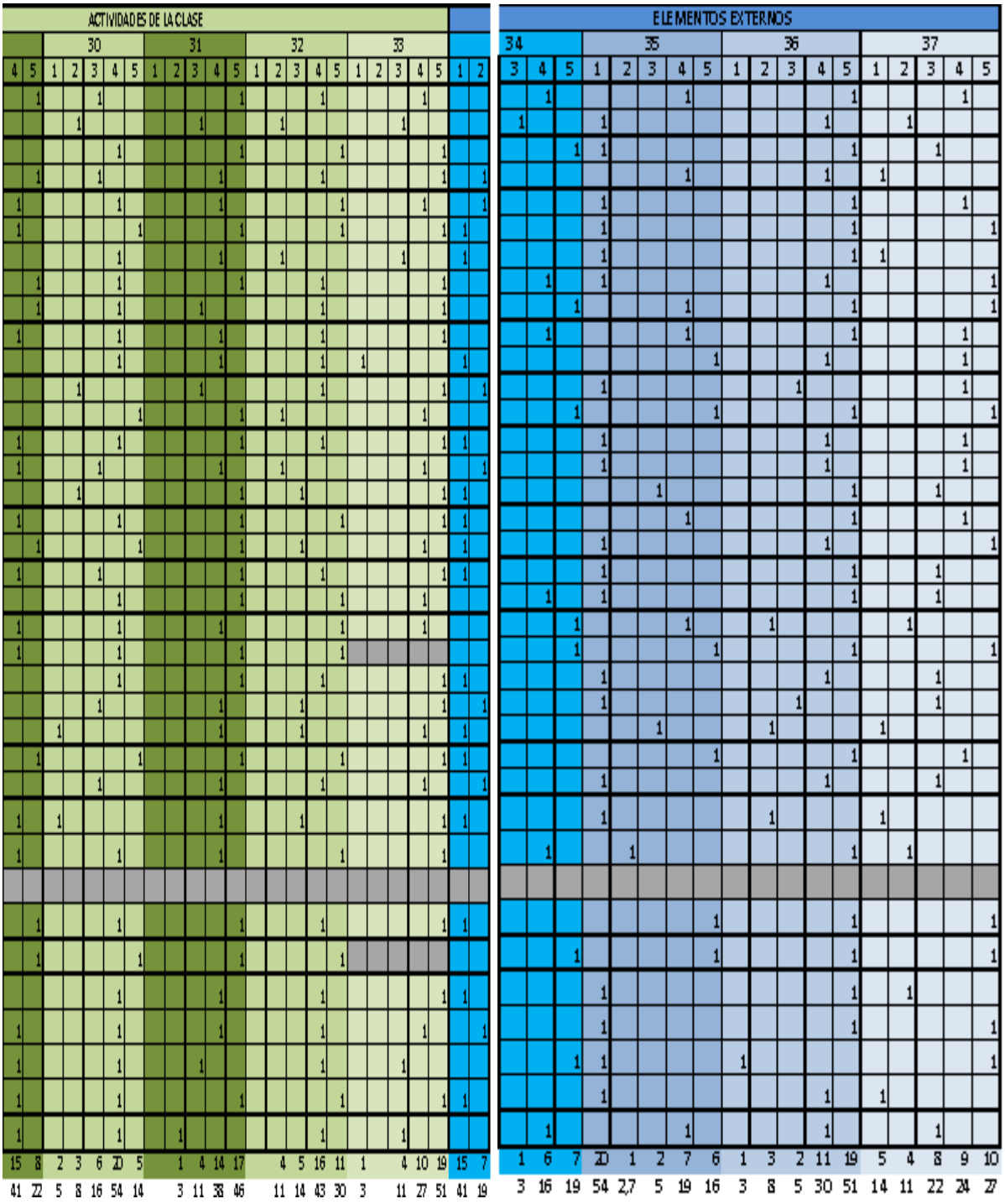
ACTIVIDADES DE LA CLASE
30
31
32
33
ELEMENTOS EXTERNOS
34
35
36
37

Table 3. Motivational Components Emerged from the Qualitative Data During Coding.

Core Category	**Main Category**	**Sub-categories**
Applying communicative tasks to improve motivation in tenth graders at Miraflores high school	Awareness on the use of communicative tasks.	Identifying communicative strategies. Using of communicative strategies
	Motivation.	Active participation during activities developed in class. Recognition of change in levels of involvement.
	Self-directed learning effects.	Building up confidence toward self-directed learning. Raise motivation. Developing an inquisitive attitude towards learning.
	Content-based learning.	Interrelation of prior knowledge in the mother tongue with the activation of new knowledge in English to facilitate learning of the foreign language. Interdisciplinarity.
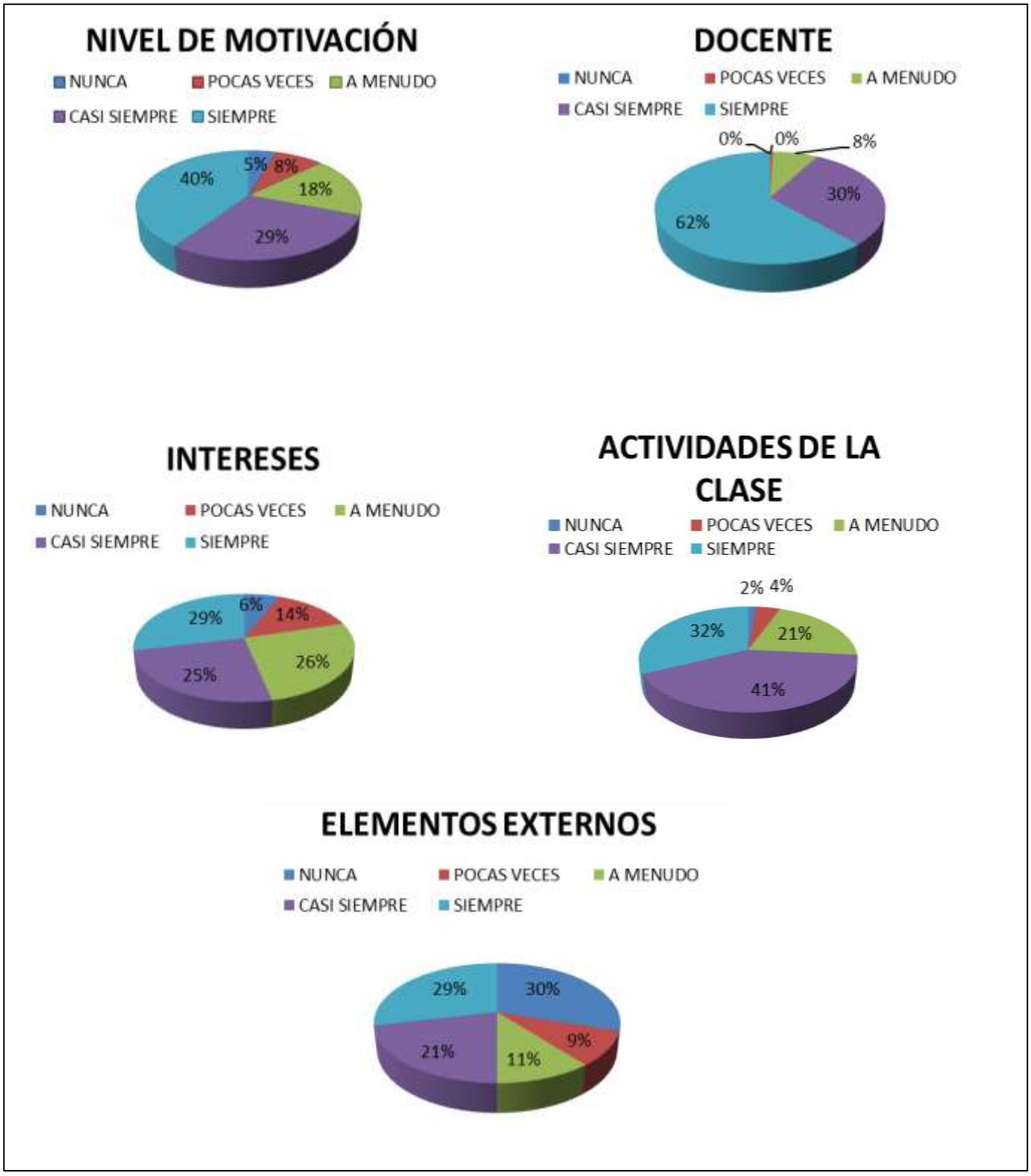
Figure. Figures of Analysis.