

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN  
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS  
DEPARTAMENTO DE INGLÉS



MOTIVATION INSIDE THE WRITTEN ENGLISH CLASSROOM AND ITS  
EFFECTS ON THE LEARNING PROCESS OF FIRST-YEAR TEFL STUDENTS AT  
UMCE

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

ESTUDIANTES:

CINZIA BIZAMA BOROTTO  
NATALIA CÁRDENAS SOBARZO  
NICOLÁS LOBO CARRASCO

PROFESOR GUÍA:

LUZ PAMELA DÍAZ

SANTIAGO, DECEMBER 2017

## TABLE OF CONTENTS

❖ Acknowledgements.....	p.6-8
❖ Abstract.....	p.9
❖ Introduction: Objectives.....	p.10
Research questions.....	p.10
Justification .....	p.10-12
Statement of the problem.....	p.12
❖ Chapter I: Theoretical framework.....	p.13-17
1.1 Literature review .....	p.17-25
1.2 State of the art.....	p.25-27
❖ Chapter II: Methodology.....	p.28
2.1 Paradigm of the research.....	p.28
2.2 Context of the study.....	p.28-30
2.3 Design and procedures of the research.....	p.30-31
2.4 Data collection.....	p.32-34
❖ Chapter III: Analysis and findings.....	p.34-37
3.1 Analysis AMTB.....	p.38-49
3.2 Conclusions of AMTB.....	p.50
3.3 Exit ticket discussion and conclusions.....	p.51-57
3.4 Focus group.....	p.57-61
3.5 Written task analysis.....	p.61-74
❖ Chapter IV: Research conclusions.....	p.75
4.1 Final conclusions.....	p.76-77
4.2 Limitations.....	p.78
4.3 Suggestions.....	p.79

<b>References.....</b>	<b>p.79-82</b>
<b>Appendixes.....</b>	<b>p.83</b>
1. Pre – intervention observations.....	p.83
2. Lesson plans.....	p.84-111
3. Motivation test validation.....	p.112
4. Focus group script.....	p.113-114
5. Focus group transcription.....	p.115-126
6. Informed consent (in Spanish) .....	p.127-128
7. Evaluation criterion for final summative assessment.....	p.129

## LIST OF TABLES AND FIGURES

### Tables

1. Number of students and place of residency.....p.29
2. Responses regarding Instrumental Orientation ..... p.40
3. Responses regarding Integrativeness .....p.42-43
4. Results exit ticket.....p.52
5. Classification of answers exit ticket..... p.53

### Figures

1. Gardner's social educational model of second language acquisition .... P.18
2. Dörnyei's components of a motivational teaching practice in the L2 classroom  
..... p.23
- 3.1 – 3.2 Adapted Motivation Test Battery .....p.36-37
4. Types of motivation tested..... p.38
5. The level of interest for the foreign culture ..... p.43
6. Number of students who read daily outside the classroom..... p.44
7. Number of students who write daily outside the classroom..... p.44
8. Personal interests in succeeding at language acquisition.....p.47
9. The students' search for academic material .....p.48
10. The response to the intellectual reward..... p.49
11. The response to a physical reward.....p.50
12. Exit ticket.....p.51
13. Students motivated by content.....p.53
14. Students motivated by the methodology..... p.54
15. Students demotivated by previous classes.....p.54
16. Students demotivated about their level of English.....p.55

- 17. Students demotivated by the content of the class..... p.55
- 18. Students demotivated because of personal problems..... p.56

## ACKNOWLEDGEMENTS

This dissertation becomes a reality with the kind support and help of many individuals. I would like to extend my sincere thanks to all of them.

Foremost, I would like to express my gratitude towards my family. For the encouragement which helped me to persevere, for listening to my never ending complains, and wiping away my tears when I thought I could not keep going. Thank you to my mother for being the most supportive and kindest human being I have ever met, your loving words and good advice always help me to find the right way to do things, and without you, this dissertation would not be possible. Also, I would like to show my appreciation towards my father. Without him, I would not have had the possibility of entering higher education, and I would have missed out on the opportunity of finding a path in which I could develop my best potential and be truly happy. Thank you for never doubting my abilities or decisions and being there unconditionally during these six years.

Likewise, I would like to thank my boyfriend for being patient and caring when I needed him to be. I am endlessly grateful for having someone as understanding as you in my life, and your never-ending support always gives me the 'push' to go the extra mile.

Moreover, I would like to mention the professors of the English department at UMCE that have inspired me during these five years: Leandro Silva, Jesse Spencer, Pablo Corvalán, Edwin Abbett, Loreto Aliaga, María Eugenia Hernández and Lery Mejías. You all have contributed to the teacher I am today, and I am forever grateful for the knowledge and the laughs shared. I appreciate the opportunities you have given me to enrich our community and, at the same time, learn from your experience and judgment.

Finally, thank you to my dear friend and team-partner, Nicolás Lobo, for believing in this project from the very beginning and sticking till the end of this adventure. In the same fashion, I would like to thank Miss Luz Pamela Díaz for being the Lakitu of this long and bumpy road that we call 'dissertation.'

Thanks to everyone,

-Cinzia Bizama Borotto.

First of all, I want to express all my gratitude to my family, my parents and siblings who gave me their moral support, guidance and love through my whole life, but specially during my educational process.

Secondly, I want to express my gratitude to my relatives, specially my grandmother, my Mimi and my Aunt Ximena for their guidance, on-going support and invaluable advice.

My real gratitude goes to my son Rafael, who gives me the strength for waking up every morning and for being my inspiration for coming back to study after many years. Thanks for being nice to me all the time, even when I was busy with my studying.

Thanks to my partner and father of my son, Ion Cucer, for taking part in this process with his cooperation and support.

This thesis, could not have been completed without the commitment of my co-workers and future colleagues, Cinzia Bizama and Nicolas Lobo, who gave me the support and encouragement. Finally, I am grateful to our Teacher Luz Díaz for her constructive comments, meticulous revisions and vital advice.

-Natalia Cárdenas

To my late grandmother Norma Cubillos Muñoz, because she showed me the path of respect and love; two things that have helped to build the person I am today.

I am thankful to my parents and siblings, who have always been there with the right words for me in the most challenging moments. I am also thankful to my cousin Carlos Loyola Lobo, who has always been interested in exposing me to positive cultural surroundings, making of me a more interesting and intelligent person.

Similarly, exceptional appreciation goes to my best friends, Catalina Carreño and Felipe Escobar who have been motivating pillars of my life. I would not trade all the love and experiences we have shared during these years for anything in the world.

A very special gratitude goes out to two remarkable women with whom I had the opportunity to live with thanks to Beca Semestre en el Extranjero 2017: Emma Byrne and her daughter Sophia. I never thought love could feel so warm from the other side of the world.

With a special mention to specific professors of the English Department at UMCE: María Eugenia Hernández, Pablo Corvalán Reyes, Lery Mejías, Irene Rostagno, Jesse Spencer, Edwin Abbett, and Leandro Silva. Thank you for the knowledge and wisdom shared during these five years at University.

Last but not least, thanks to my work-team Cinzia Bizama who also happens to be my friend, Natalia Cárdenas, and our guide teacher Luz Pamela Díaz.

Thanks for your support,

-Nicolás Lobo Carrasco.



## ABSTRACT

Motivation is a vital factor to take into account at the moment of teaching in any educational level, and it is a factor that varies on its forms and orientation: Intrinsic and Extrinsic forms, plus Integrative and Instrumental orientation. This research focuses on testing first – year TEFL students' motivation levels by means of an Adapted Motivation Test Battery. This was conducted to adapt the content of a pedagogical unit to enhance motivation using Dörnyei's Components of Motivation in L2 Teaching Practice. The approaches used for teaching were Content-Based Learning, Communicative Language Teaching, and Total Physical Response, during a period of eight sessions, checking for motivation levels with an exit ticket at least once during the intervention. As a result of the implementation of such methodologies in the Written Discourse class, the outcome was positive, both in a focus group conducted by one of the researchers and from the point of view of the students' performance in the summative assessment of the unit.

*Keywords: Motivation, Teaching, TEFL, Adapted Motivation Test Battery, methodology.*

## **INTRODUCTION**

### **General objective**

To enhance students' motivation and their production when writing in English.

### **Specific objectives**

- To analyse students' motivation regarding the process of learning English.
- To analyse the students' motivation when applying a contextualised methodology.

### **Research questions**

- ❖ How is the students' performance affected when motivating factors are taken into account for lesson planning?
- ❖ Which kind of motivation is more meaningful for first-year TEFL UMCE students: Intrinsic or extrinsic?
- ❖ Is there any relation between high motivation and successful results?

### **Justification**

The learning process of the English language is a complex task for students in Chile, and recent investigations carried out in the country have shown that adults possess a low level of English, only being able to engage in basic conversations when it comes to speaking, according to Espinoza (2017). This poor management of the English language also reflects on other skills, as it is the case of writing where the same study showed that people would only be able to produce an e-mail. Even if some students progress when listening or trying to speak with some grammatical interference, the task of writing carries more frustration as it requires more effort on the part of the learner including planning, organisation, grammatical rules involving punctuation and tenses, among others. (Souhila,2015)

As stated in Oxford University Press ELT, 2015, "When it comes to motivation, students often feel a great sense of failure when they have writing returned to them covered in red ink, with each mistake highlighted. It is not easy to know how to pick yourself up and start again."

Although it is a fact that having at least a low-intermediate level of English in Chile can help find better job opportunities (B1, according to CEFR), including an improvement in salaries, it is also true that not all of the students in schools care about learning a foreign language. As Lamb (2004) mentions in his research; taking into account Gardner and Tremblay (1994) studies, “It is increasingly recognised, for example, that learners attributes and activity are profoundly influenced by the socio-cultural environment, such that motivation itself could be said to reside not in the individual but in the interaction of the individual with his/her environment.” Motivation is a dynamic factor that influences the learning of a second or foreign language, meaning that what motivates a 12-year-old student to learn English may not be the same for an 18-year-old student due to differences in family values, cultural context, or life experiences. Nonetheless, as stated in Hashemian and Heidari (2012), Dörnyei (2001) argued that “it is important to remember that motivation is not fixed, and L2 teachers can work actively to improve L2 learners’ motivation.”

It is not, then, unknown that enhancing motivation is a task that can be carried out by teachers, but what is missing is knowing what motivates students in 2017. Finding the answer for what motivates students to learn English can help connecting that motivation at the time of writing, leading to an improvement in the students’ written production. In a study conducted by Martin Lamb (2004), Indonesian children stated that the activities that involved the use of English out of the classroom were pretty common and present in their daily lives (watching TV or videos, listening to songs, among others). The results found on Lamb's research lead us to think that there must be some connection between the realisation of meaningful tasks and the motivation people have when perfecting their English skills. Connecting authentic situations and cultural background (including pop culture, media influence, among others) of students to their motivation at the time of acquiring English has to influence the production of the lesson plans used for teaching them English, including the process of writing. Such change in the lesson plans might positively affect the results of the students’ production while also boosting their interest in refining their second or foreign language, even when facing many difficulties either inside or outside the classroom.

## **Statement of the problem**

The main problem that surges as the core of this research is not knowing the level of motivation students have at the moment of learning English, as well as being unaware of the specific factors that in 2017 would trigger a boost in such motivation. Researchers such as Gardner (1985) have claimed that motivation can be measured, and that is demonstrated in Gardner's work: Attitude/Motivation Test Battery (AMTB). Although the possibility to measure motivation exists, it is not an easy task to carry out since motivation is a dynamic factor (Dörnyei, 1998), and it will be different from person to person. Furthermore, researchers in the past have also stated that there is not only one type of motivation, and so we have taken four into account, these are instrumental orientation, integrativeness; Gardner (1950), intrinsic and extrinsic motivation, Deci (1970). It was then, natural to wonder what would be the outcome of measuring the students' motivation when current motivational factors were taken into account at the moment of creating the pedagogical material they would be using.

Considering this, the purpose of this research is to link the effects of motivation on the acquisition of EFL / ESL, while at the same time try to make a subtle emphasis on the written production, which connects to the course that the students that are part of this study are taking. The research focuses on discovering various factors that improve the students' motivation, and that would enhance their outcomes at the moment of using English when writing. These findings will help to think of new methods to approach the teaching of writing in English, leading to the creation of lesson plans that will include some of the motivating factors into the tasks assigned to the students, to analyse their written improvement.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **What is motivation?**

Motivation is a factor that may not be unfamiliar to many. There is a vague knowledge of what motivation is, and it has been defined by authors of different fields to link its power at the moment of learning different subjects, including foreign languages.

According to the Cambridge Dictionary, motivation is defined as the enthusiasm for doing something, as well as the need or reason for doing something.

Authors studying the field of education and / or psychology such as Deci or Beth Hennessey believe there are two types of motivation: extrinsic and intrinsic.

#### **Intrinsic and Extrinsic Motivation**

The enthusiasm for succeeding in having a task done may vary depending on the purposes, advantages and disadvantages that are attached to it. For that reason, authors have come up with an analysis of motivation that divides the factor into two subcategories. According to Hennessey & Moran, (2015), intrinsic motivation is the motivation to do something for its own sake, for the sheer enjoyment of the task itself. While extrinsic motivation is the motivation to do something in order to attain some external goal or meet some externally imposed constraint. Another study shows that motivation is also portrayed in two forms, either intrinsic or extrinsic, Johnston (1996). Intrinsic motivation, as referred to Deci cited in Brown, (2007, p88) is said to take place when ‘individuals engage in activities for their own sake and not because they lead to an extrinsic reward’.

Although motivation has been studied by different authors who have tried to narrow its meaning, it is still a broad concept that will vary depending on the context of every student, on the quality of their lives and what they understand as a reward or advantage for the goals they personally have. For that reason, some concepts are closely related to motivation, but might not be present in all the students; this is the case of instrumental orientation and integrative orientation, terms first introduced by Gardner and Lambert in

the late 1950's, and explained again in Martin Lamb's 'Integrative Motivation in a globalizing world, (2004).

### **Instrumental orientation and Integrative orientation**

In non-English speaking countries like Chile, most of the students do not have contact with the English culture other than in the form of social media or entertainment. The preceding interferes at the moment of finding motivation in acquiring the language for other than 'secondary activities' in their daily lives. However, even though the previous is a fact, it is also true that learning a dominant second language, as it is the case of Chinese or English, can enhance their opportunities for finding a job or earning a higher salary. When a student finds motivation in learning English for future gain, it means their learning process will have an instrumental orientation.

On the other hand, when a student shows interest in the English world and can find motivation in connecting with the foreign culture for personal purposes rather than extrinsic motivation, their learning process will have an integrative orientation, also referred as to integrativeness.

### **What motivates students of the 21st century?**

In the article Integrative motivation in a globalizing world by Martin Lamb (2003), the research focused on trying to find different activities or situations that motivated students to acquire a second language. Among the most influencing activities related to the use of English language were:

- Watching TV or video
- Listening to the radio
- Listening to songs
- Reading books or magazines
- Conversation
- Studying the language
- Using a computer

Although the mentioned above activities are still representative of today's world, there are more activities involving English that have gained popularity among students in the recent years. Further demonstration of current popular activities involving English is represented when presenting the analysis and findings of this study, where students according to experiences of their daily lives.

### **Effects of motivation in the learning process**

The choice of motivation as the core element of this investigation is not random. Both low and high levels of motivations affect the way in which students propose different goals for themselves. Further understanding of this statement is represented in the following quote:

*‘Motivation directs behaviour toward particular goals (...) social cognitive theorists propose that individuals set goals for themselves and direct their behaviour accordingly. ‘Motivation determines the specific goals toward which learners strive’ (Maehr & Meyer, 1997; Pintrich et al., 1993). Thus, it affects the choices students make—for instance, whether to enrol in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing video games with friends,’*

J.E. Ormrod (2014)

Considering this, it could be stated that in the case of the students that are part of this study, motivation would direct their goals at the moment of studying, thus being part of important decisions when it comes to enhancing their learning of English. Students would have the option to be part of a lesson or do something else depending on how motivated they feel towards a particular subject. The previous is a reality in the context of college, where students' attendance is not always mandatory in all of the subjects.

Furthermore, motivation affects the amount of time students are doing a task, thereby affecting their process of learning entirely. With high motivation levels, students would not only spend more time on activities, but they would also be making an effort in, indeed, understanding the content(s) in question. This effort affects the learning

positively since motivation would change the students' perception, from "I must learn this," to "I want to learn this," building meaningful and effective learning. Further understanding of this is represented in J.E. Ormrod's article when he quotes other authors on how motivation affects learning behaviour. Regarding time on task, Ormrod mentions that "learners are more likely to begin a task they actually want to do. They are also more likely to continue working at it until they've completed it, even if they are occasionally interrupted or frustrated in the process" (Larson, 2000; Maehr, 1984; Wigfield, 1994). As for effects on the cognitive process, it is stated that "motivated learners often make a concerted effort to truly understand classroom material—to learn it meaningfully—and consider how they might use it in their own lives." Ormrod (2014).

### **Researchers' thoughts on motivation**

Having considered many definitions regarding motivation, a unified idea of what motivation meant to the purposes of this study was made. To start with, motivation is understood as the enthusiasm for doing something, and it is a dynamic factor, meaning that it changes according to the cultural, social and economic background of each person. This led us to think that even having a homogeneous group of students in the class; trying to achieve a perfect balance of motivation levels is impossible. What the research aims for; then, is to boost motivation in a way that a positive change could be observed, without balancing student's motivation as one equal.

Also, there is not only one type of motivation, and for the research, intrinsic, extrinsic, integrative and instrumental motivations were taken into account. We believe that making an emphasis on either type of motivation during class would have positive changes on the student's boosting of their enthusiasm. However, we also consider of high importance what students believe motivates them nowadays, which strongly connects to their cultural background.

As for the consequences of motivation, motivation always shows results, and they can be a product of effective or ineffective motivation. When effective motivation takes place, positive changes can be observed as the ones mentioned above (efficient time on task performance, enhancement in the cognitive process). On the other hand, when ineffective motivation takes place (as when the students' views are not taken into



account at the moment of lesson planning) students do not achieve meaningful learning, quickly forgetting about the contents taught in a lesson.

## 1.1 LITERATURE REVIEW

For the purpose of this study we will go over the most important contributions on the field by following the historical overview of Motivation. This overview is focused on describing the three stages in the development of L2 motivation theory:

- a) The *social psychological* period (1959-1990)
- b) The *cognitive-situated* period (1990s)
- c) The *process-oriented* period (2000- to this day)

### **The social-psychological period (1959 -1990)**

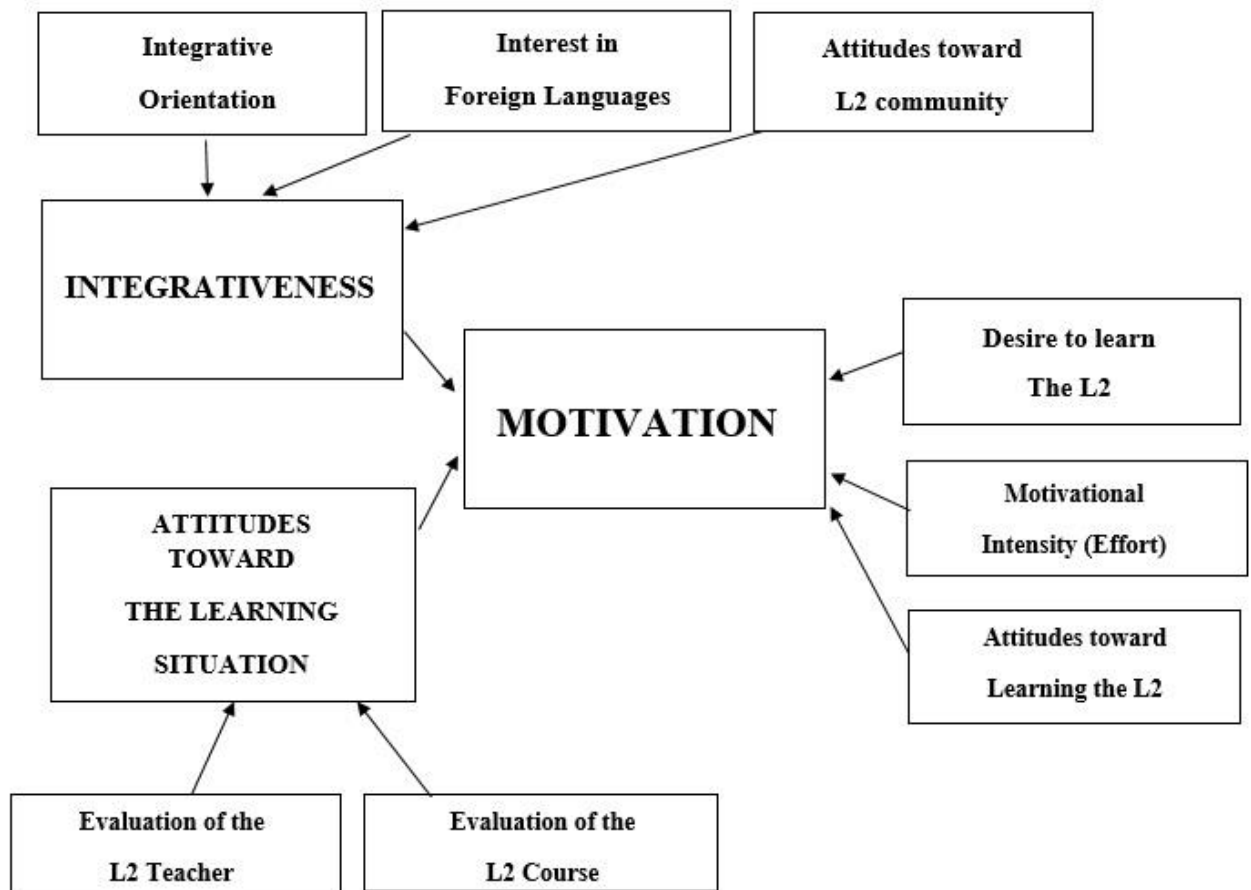
In the late 1950's, the first investigations on the field were conducted by the social psychologists Robert Gardner, Wallace Lambert and associates. Their studies unveiled that language learning is a multidimensional act, bound to the cultural and attitudinal aspects of the learners. The attitude that they have towards the community that speaks the target language will profoundly influence how successful they will be at acquiring said language. (Gardner,1985) Dörnyei (2015) labelled this era as the 'the social-psychological period' due to the strong influence of the ethnic and social conditions of the students, and how this would affect their motivation in language learning.

What is groundbreaking about Gardner's thesis is that he and his team included a new aspect which moves forward from the traditional idea that language success only stems from effective teaching practices, taking into account how the environment can play a meaningful role in this situation.

Dörnyei & Ushioda (2001) discussed Gardner's view of motivation. They pointed out that Gardner defines motivation as an engine that includes 'effort, want/will and task enjoyment.' (Gardner,1985). His proposal has three fundamental components: Gardner's theory of second language acquisition, his concept of 'integrative motivation' and a battery test (AMTB) (this last one is still being used to this day).

Dörnyei (2005) describes this theory of second language acquisition as a schematic outline of how motivation is related to language achievement influenced by motivational factors such as integrative motivation. *Integrativeness* is viewed as an

interest in the second language group, the learners show an openness and identification with the target language community and their culture. Gardner (2005) states that ‘individuals for whom their own ethno-linguistic heritage is a major part of their sense of identity would be low integrativeness; those for whom their ethnicity is not a major component, and are interested in other cultural communities would be high in integrativeness’



(Figure 1. Gardner's socio-educational model of second language acquisition (Gardner & MacIntyre, 1993, p.8))

Despite the changes Gardner's model has suffered in the last four decades, his original draft (see figure 1.) provided a foundation on how motivation is linked to other characteristics of the learner and language achievement. Motivation is located within four different aspects of the language learning spectrum:

- a) Antecedents (which can be biological or experiential such as gender, age or learning history)
- b) Individual differences (anxiety, learning strategies, aptitude, etc.)

- c) Language acquisition contexts
- d) Learning outcome

Accordingly, Gardner (1994) states that society influences foreign languages. Therefore, the motivation of the learner is going to be affected by the openness to the target language group; this would change how aspects of the new language are incorporated.

Dörnyei (2005) confirms the pedagogical value of these findings, yet he criticises that other researchers have misunderstood the interpretation of Gardner's model; as the popular model includes two dimensions: integrative motivation and instrumental motivation, the actual theory is only based on the integrative one.

For the purpose of our research we will consider the concept of integrative motivation of the students. Not only by asking about their feelings towards anglophone countries, but also about the habits that they might have that would enable them to use 'integrativeness' to their benefit in the field of language learning, e.g. if they read book, comics, newspapers or if they willingly write on blogs, comment sections or forums, in English.

Moreover, other concepts branch out from these findings. Richard Clements (1980) proposed the '*social-model context*' which was related to the motivation of learners from multi-ethnic settings and their efforts to use the language of other speech communities. Similarly, Schumann (1978) proposed an '*acculturation theory*' which considered the social distance of the speakers and how this could turn into an impediment for the learners.

### **The cognitive-situated period (1990's)**

Dörnyei (2015) marks the article 'Motivation: Reopening the Research Agenda' by Graham Crookes and Richard Smith (1991) as the starting point for this new era, which encouraged authors to publish their findings through a similar voice (e.g., Brown, 1990; Julkunen, 1989; Skehan, 1989, 1991). By that time, Smith (1991) pointed out a significant flaw in the social-psychological approach, and that is the absence of a clear distinction between *attitude* and *motivation*.

Later on, Dörnyei and Ushioda (2001) stated that the cognitive-situated period had two main focuses: the first one being the efforts of expanding the extent of understanding of

L2 motivation, as well as proposing new approaches. And the second one, taking the macro-approaches of the theories (communities, countries, etc.) and narrow them down to micro-contexts such as language classrooms. Notwithstanding, it is important to mention that this era did not turn away from Gardner's findings. On the contrary, many researchers have built up from his model, trying to go further into the topic, exploring specific areas of it, or striving to find solutions to fix the model's weaknesses.

As mentioned earlier, one of the main focuses of this period was to make the contexts in which motivation is being studied more specific. However, Gardner has revisited his theory claiming that his efforts are targeted to describe a process, and not to link variables together:

*'It is not intended to provide explanations to individual teachers why or why not some of their students are more or less successful than others, or to give teachers advice on how to motivate their students or to provide reasons to students to help them understand their success or lack thereof. It is a model to account for general relationships, in a parsimonious and testable structure that is subject to verification and replication'*

(Gardner, 2010, p.26)

Also, due to the worldwide spreading of English as a global language, the idea of mixing with native speakers from anglophone countries started to become less and less meaningful (Coetzee-van Rooy, 2006; McClelland, 2000)

As a result of these new concerns, besides the fact that integrativeness was now considered an affective factor, Dörnyei (2005) aimed to bring to light the cognitive background of *integrativeness* through a reinterpretation of the ideal L2 self inspired by the '*possible selves*' concept introduced by Markus and Nurius back in 1986. This attempt brought forth the *L2 Motivational Self-System*. The L2 MSS is composed of the ideal L2 self, the ought-to L2 self, and the L2 learning experience, following the same fashion in the original conceptualization of the integrative motive. This system is based on two theories, *self-discrepancy theory* (Higgins, 1987) and the *Possible Selves* theory (Markos & Nurius, 1986).

On the one hand, students experience uneasiness if their perceived level of proficiency is discrepant from the level they desire to meet (e.g., actual-ideal discrepancy) or from

the level they believe they are expected to achieve (e.g., actual-ought discrepancy). This psychological apprehension may be the motivation to reduce this difference by improving L2 proficiency. On the other hand, having a detailed vision of a desired possible self may intensify one's motivation because the image of this '*possible self*' becomes tangible: someone we can hear and see (Al-hoorie, 2017). According to Dörnyei & Ryan (2015), the closest realization to this concept is the L2 native speaker.

Taking into account the vast amount of research of the decade, the L2 MSS is the most influential framework in the field, yet an increasing number of authors have considered the Self-Determination Theory as a dominant approach as well (Deci & Ryan, 1985; Sugita McEown, Noels and Chaffee, 2014).

### **Self-Determination Theory**

Dörnyei & Ryan (2015) claim that this theory 'has become one of the most influential constructs in motivational psychology' (p.81). According to its initial developers, Deci & Ryan (1985), the principal elements of this scheme are closely related to *intrinsic* and *extrinsic* motivation. In this manner, this proposal establishes that learners seek to fulfil three intellectual needs: *autonomy* (the feeling of being in control of your own actions), *relatedness* (the sense of belonging or being connected to other people), and *competence* (the sense that one is capable of attaining individual goals) (Dörnyei, 2005). The work of Kim Noels has been the most profound and sustainable in this affair (Noels, 2003, 2009; Noels, Cléments, & Pelletier, 1999; Noels, Pelletier, Clément and Vallerand, 2000), contributing to a better understanding of L2 motivation in the classroom context, namely, the relationship between the student's intrinsic and extrinsic motivation and the communicative style of their language teacher. Due to the efforts of this period to make a connection between the cognitive manifestation of motivation and classroom action, Dörnyei & Ryan (2015) claim that this theory acted like a 'glue' between the efforts of the continuity of L2 motivation at micro-contexts (e.g., classrooms) and the shifting attempt to focus motivation from within the learner to contextual factors.

Considering the aspects of intrinsic and extrinsic motivation, we strongly believe it is important to include questions regarding the external and internal factors that may affect the performance of the students in class in our main instrument Motivation test battery; for example, if they find the written English course enjoyable, if they like English

because they like learning new things or if they think that English pedagogy will ensure them a good salary compared to other pedagogies. This will give us an inside look on the true interests of the learners and it will also unveil the 'motivational intensity' of the students which is related to the efforts that a person makes to acquire a language (Gardner, 2010)

### **The process-oriented period (the 2000's)**

The unsteadiness of Motivation characterizes this period where concepts such as 'dynamic character', 'temporal variation' and 'time' took the leading roles while trying to describe the multi-colored behaviour of motivation in classrooms. A student can enter a class with a certain level of motivation; however, that incentive will suffer ups and downs, and the learner will leave that classroom with a different motivation level from what he or she had at the very beginning.

### **Dörnyei and Otto's Process-Oriented Model**

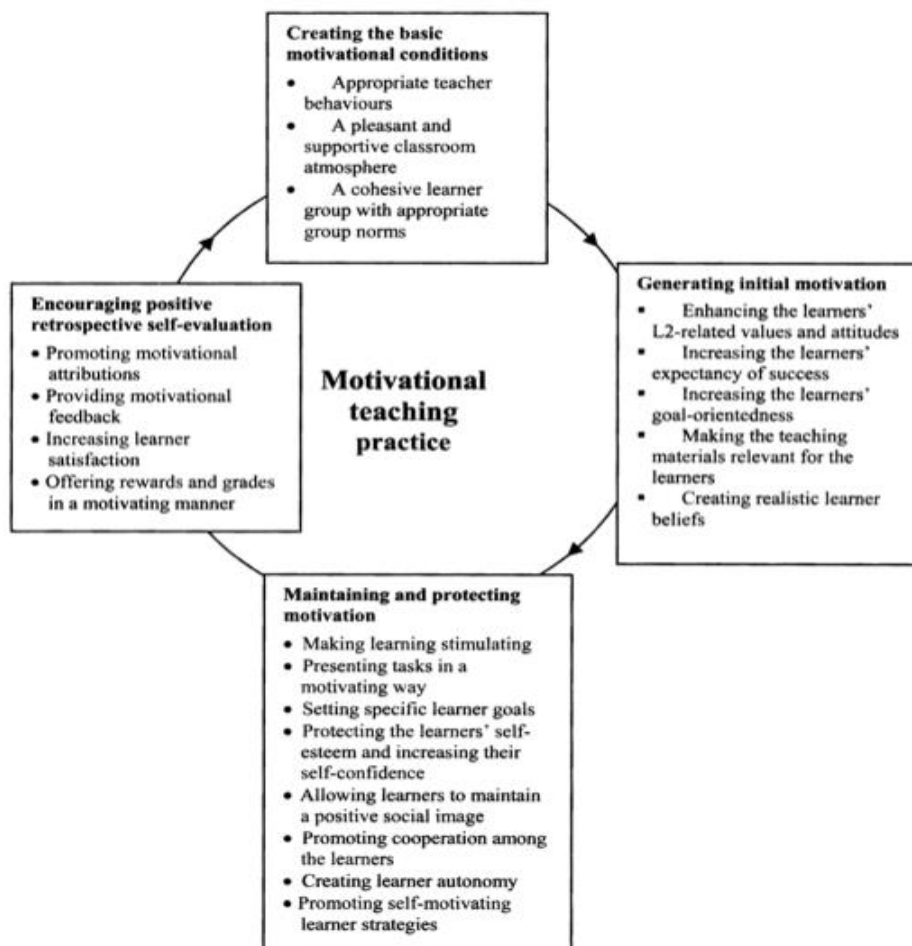
In an early attempt, Dörnyei and Otto (1998) tried to create a process-oriented model of motivation using the aspects covered by the theories mentioned previously. They attempted to design a structure that would help teachers to create tailor-made motivational strategies for their students. The model is roughly based on two dimensions: action sequence and motivation influences. In detail, the first one includes the behavioural processes of wishes transforming into goals, then having intentions that would go into actions, and finally, undergo an evaluation of the process. The second one relates to the motivational sources that involve energy sources and the forces that put the behavioural process in movement. Dörnyei and Otto divided this behavioural process into three phases as it follows:

1. Preactional phase: This phase is bound to the choice motivation. It is rooted in the selection of the goal to be achieved. At this point, motivation is deeply influenced by the attitude towards the community that speaks the language, environmental support, and constraints.
2. Actional phase: which corresponds to 'executive motivation'. It includes tasks such as choosing actions to create a plan in order to have definite short-term goals. In this phase, motivation is affected by the quality of the learning experience and the regulatory strategies.

3. Post-actional phase: which is based on critical retrospection after the process has finished. In this final stage, motivation is affected by attributional factors, self-esteem and the teacher's feedback.

This model helps us to make decisions when planning our lessons. Since this structure is similar to the layout of classes (pre - while - post phases) we believe it is important to have a 'hook' at the beginning of each class to engage students in the lessons. Then, the content can be perceived by the students in another way, we will see if this has a positive or negative on their motivation. Finally, the 'post-actional phase' will allow us to provide our students with feedback.

Additionally, Dörnyei (2001) in his efforts for providing a model that is adaptable for different contexts (such as ethnic, economic, social, etc.) proposed the 'Components of a motivational teaching practice in the L2 classroom.' (see figure 2.)



(Figure 2.)

What is valuable about this model is that it provides us with a framework that may enhance motivation while planning our lessons for this research. Since this is a crucial element of our methodology, it is important to note the responsibility that lays on the teacher and how motivation can be boosted, or easily damaged, according to this structure. However, this step-by-step guide makes some interesting points; especially in the field of 'feedback' which is a relevant aspect in written English. The student-teacher will execute this model, also evaluating the limitations of it in the context of this research.

As Dörnyei suggests, the primary motivational conditions need to be created; then he suggests ideas for generating initial motivation, to then protect and maintain this motivation, and, lastly, encourage a positive retrospective self-evaluation.

Looking at the research that has been carried out in the last two decades, some investigators have identified drawbacks in these studies. For instance, Boo (2015) has indicated that the first two periods in Motivation research have examined the 'learning English process' during a short amount of time and using 'simplistic' research designs. Similarly, Sugita McEown (2014) points out that most of the analysis has been done in higher education levels, with different contexts, cultures, academical frameworks and ages; therefore, it poses a problem when trying to make a cross-theoretical comparison.

Furthermore, the consideration that L1 learners are far more successful than L2 learners at language proficiency triggered the research of Individual Differences (ID). This study identified several ID elements that could explain this variability, such as learning styles, aptitude, anxiety, learning strategies and motivation (Dörnyei, 2005). This approach can be summarized as the attempt to finding an answer to the following questions ' *why, how long, how hard, how well, how proactively and in what way* the learner engaged in the learning process' (Dörnyei & Ryan, 2015, p.6)

Despite how obvious this assumption might look from a 2017 perspective, this proposal encountered a series of problematic assumptions. For instance, one of these assumptions is that these *IDs are clearly identifiable* (Dörnyei, 2009). Nonetheless, a closer look at some of the traditional IDs show that the borders between them are fuzzier than first assumed. For example, motivation is traditionally viewed as an affective factor and had been contrasted with the cognitive nature of attitude, but, in reality, most influential motivational theories draw heavily from cognitive research and cognitive components.



Similarly, anxiety sometimes is treated as a motivational component, at times as a personality trait and sometimes as an emotion (MacIntyre, 2002). The lack of a clear distinction between the different IDs creates a problematic ground for comparison, as well.

Another questionable assumption is that *IDs are stable* (Dörnyei, 2009). This claim has become more and more unpopular since IDs are highly sensitive to contextual and temporal variation. From context to context and from time to time, the different IDs fluctuate, and therefore, their impact on language learning will change as well. (Robinson, 2007)

Dörnyei (2009) suggests that dynamic systems theory might be an appropriate approach to motivation's sophisticated conceptualization. The adoption of a complexity theory perspective in language motivation may be seen as 'officially inaugurated' by publication of an anthology edited by Dörnyei, MacIntyre, and Henry (2015).

## **1.2 STATE OF THE ART**

Moreover, the issue of writing motivation in EFL classrooms has already been explored recently by several researchers. In 2011, Demene proposed 'A Lesson Model for Enhancing Motivation in EFL Writing Classes' in which she suggested that a content-based instruction would increase the intrinsic motivation and empowerment of students (Brown, 2001). In her study, she presented a lesson proposal which included pre, while and post-writing steps. She conducted a discussion; then she introduced the content, invited the students to take on the writing task, and finally, she asked students to create a dialogue with a partner. Since motivation is a difficult aspect to measure (Dörnyei, 2001), Demene focused on the behaviour of the learners, meaning that she considered characteristics such as attention, persistence and effort as key indicators. When the written products of the lesson were evaluated, they were found to be cohesive, coherent and relevant. In terms of form and function, they were considered successful: using central themes, linking devices, being effective and persuasive. When the class came to an end, the researcher carried out one-on-one interviews with her students, asking them "What do you think about the writing lesson you were taught?" from which she received 99% of positive responses. Thus, the author concluded that the students completed the task willingly and all of them took something for their benefit. Although the approach adopted in this research had a constructive outcome, it is important to

point out that the demography of the learners in this research are EFL students, who may or may not be more intrinsically motivated to acquire a second language than high school students. Furthermore, another element worth considering, mentioned by the author, is that her study is limited by the number of students. She suggests that other methods could be used with a larger number of students, and different instruments for data collection could be utilized, such as detailed product analysis and motivation scales (Deneme, 2011).

Likewise, Turkish researchers Oya Buyukyabuz and Ismail Cakir tried to uncover the motivating factors behind writing in English in an EFL context. Their study is questionnaire-based, and it is focused on identifying different traits and habits that students may have that would indicate their motivation level. This was also divided according to the gender of the trainees and the high schools from which they graduated. The questionnaires were divided into two parts: in the first one, they were asked to write general information about themselves and indicate if they read or write in English outside the classroom. If the answers were positive, they were invited to specify what they read or wrote. In the second item of the questionnaire, students had to complete sentences with different premises, for instance 'I feel more motivated to write when...'. This study produced meaningful results. From a group of 270 students, 75% read in English versus only 40% who wrote in English outside the classroom. Concerning the aspects that would motivate them to write, the most important factors that motivate students are the following: The subject they are writing about needs to be attractive; they would be more motivated to write if they are knowledgeable about the topic. Also, they would be more interested in the task if teachers would motivate them throughout the entire process, and that goes hand in hand with providing samples of the task they need to achieve. On the contrary, aspects that showed to arouse motivation less include: working in groups, presenting the final results of the tasks to the class and the time when the class is scheduled. These findings relate closely to the study Deneme carried out, in which students were 'motivated into the writing task'. Therefore, it had a positive outcome. One of the differences between these studies is that in the first one, students found beneficial to work with a partner, whereas in the latter, students were less motivated by the idea of collaborative writing tasks.

Furthermore, in 2014, Xinghua Liu made a case report about his observations after exposing his 100 Chinese-students to Dörnyei's framework for motivation in the L2

classroom (2001). The researcher centered his teaching practice in activities that would foster motivation through bonding with the learners. By taking this approach, the investigator made sure to motivate students from the beginning, creating a comfortable environment for them, as well as protecting the trust between him and his students. At the end of the semester, he had an individual interview with each of the students. They were invited to talk about their progress, achievements, attitudes and difficulties in English writing, and express how that made them feel through the year. (Liu, 2014) In his research, Liu stresses the importance of encouraging students to engage actively in their learning process; this way, the learners can appreciate the value of practice and persistence as a means for making progress.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Paradigm of the research**

The method used in the research had mixed characteristics. In mixed methods, the data collection can involve multiple techniques. In the case of this research, the approaches used for collecting the data were of a quantitative and qualitative nature. The research presented quantitative features since the researchers needed a numeric description of the attitudes towards different types of motivation coming from the study group. Such numeric description was obtained from the closed-ended questions proposed in the Adapted Motivation Test Battery. Closed-ended questions correspond to a quantitative way of approaching a research, as stated in Creswell, J.W. (2014) *Research Design: qualitative, quantitative, and mixed approaches*. Furthermore, the research can be categorised as experimental, since the data collection helped to have a general idea of the group towards motivation. “The basic intent of an experimental design is to test the impact of a treatment (or an intervention) on an outcome...” Creswell, J.W. (2014). As for the qualitative features of the research, these were obtained from the open-ended questions proposed in the same Adapted Motivation Test Battery, and from the focus group carried out by the end of the application of the lesson plans. According to Creswell, J.W. (2014) both, open-ended questions and taking into account personal values of the participant of the study would correspond to qualitative features.

#### **2.2 Context of the study**

This research has been conducted at Universidad Metropolitana de Ciencias de la Educación, UMCE. The students who participated were a group of 23 young men and women whose ages range from 18 to 29 years old. Students were coursing their first year in the TEFL programme, during the second term of the year 2017. Each class lasted around one hour and a half, and they took place twice a week starting on September 4th and finishing on October 24th. For this study, the average attendance of the students during the lessons was 20 out of 23 students most of the classes (6 out of 8 lessons). Each class started on time and finished on time, as well.

Apart from showing resemblance in their level of English, students also shared similarities when it came to their social status; they came from counties such as Puente Alto, La Florida, and El Bosque. Only a few students came from distant regions of the country such as Iquique, Rancagua and Valparaíso. This information can be seen more in detail in the table of personal information 1.

Student	County
1	Puente Alto
2	San Bernardo
3	El Bosque
4	Ñuñoa
5	La Florida
6	Rancagua
7	Pudahuel
8	Pedro Aguirre Cerda
9	El Bosque
10	La Florida
11	Puente Alto
12	Puente Alto
13	Independencia
14	Iquique
15	Santiago Centro
16	Lampa
17	Puente Alto
18	El Bosque
19	Puente Alto
20	Puente Alto
21	San Antonio
22	Ñuñoa

**(Table 1 represents the number of students and their place of residency)**

## 2.3 Research design

The design of this research is composed of six stages:

1. Observation: In this initial stage, the teacher will attend two sessions before starting the intervention. This observation process will help the teacher-student analyse the behavioural aspects of motivation inside the classroom.

2 Application of an adapted 'MTB': At the beginning, we realised that the original version of Gardner's 1985 Motivation Test Battery was composed of many questions that would not be suitable for the purposes of the research. For this reason, we decided to contextualise the test; this would imply the creation of new questions from scratch that had a direct relation to the research, while also shortening the overall number of items.

3 Exposition of the 23 participants to the 8 sessions: We exposed the participants to sessions that had elements of the university syllabus mixed with components of other teaching approaches, such as Content-Based Learning, Communicative Language Teaching, and Total Physical Response.

Firstly, Richards and Rogers define Content-based instruction as:

*'an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than a linguistic or other types of syllabus'* (Richards and Rogers, 2001, p.204).

CBL is often viewed as an attempt to fulfil the needs and interests of the learners by focusing on topics related to their own pedagogical or academic needs. Further research claims that 'motivation and interest come, in part, from the recognition that (1) one is actually learning and (2) one is learning something valuable and challenging that justifies the efforts' (Dupuy, 2000, p.207). Likewise, evidence has shown that those students who are more motivated, who develop an interest in teaching practices, and who have a positive self-image inside the classroom (know they are capable and try their best), learn more and obtain better results. (Alexander et al.,1994, Krapp, et al.,1992)

One of the valuable features of CBL that will benefit our study has to do with the fact that CBL shifts the weight of the lessons on the content rather than placing it on the language itself; therefore, students' attention is centered on discussing the topics treated in class, which in this case, will be about opinion essays. This is the content of unit number two for the course of Written English at UMCE.

Secondly, there are several principles of Communicative Language Teaching that can benefit the language teaching practice; this is due to its pragmatic and performance-based approach. As well as CBL, CLT respects the affective factors of learning, especially anxiety, which has received a great deal of attention in the last few years.

Along these lines, one of the principles that will be exploited in this research will be the promotion of group activities. The key to learning in these instances relies on the interaction among peers; this invites the learners to adopt an 'active' position during the process. Instead of only listening to input, they are constantly 'negotiating meaning' with each other to achieve a goal as a group and not only as individuals.

Thirdly, the Total Physical Response activities will help to reduce affective factors such as anxiety, stress, and boredom. By focusing on meaning interpreted through movement, rather than on language forms, the learner is said to be liberated from self-conscious and stressful situations and can devote full energy to learning (Lamb, 2004). TPR can highly benefit the teaching practice in this research, since the affective filter is one of the most influential factors inside the classrooms.

4. Asking for students' feedback: By means of an exit ticket, we asked the students to rate their motivation on a scale from one to ten. Furthermore, students were asked to write a comment regarding why they rated their motivation with the number they had selected.

5. Analysing students output at the end of the 8 sessions: Students will be invited to participate in a focus group, so they can share their thoughts and feelings concerning the study. The students selected to participate in the focus group had at least 80% attendance or more, to the sessions carried out by the student-teacher.

6. Assessing the final product: Finally, we will assess the achievement of the students concerning the final task of the unit. This unit consists of the development of an opinion essay which is linked to the topic of education. To assess this production, students will be presented with an evaluation criterion that aims for a B1 English level according to the European Framework of Reference for Languages.

## **2.4 Data Collection**

The purpose of this research was to inquire into the different motivating variables that would enhance the students' motivation at the moment of learning English as a foreign language. The study was carried out in the class of first-year Written Discourse, at

UMCE, in Santiago, Chile. To obtain satisfactory results, different material was used to study the social characteristics of the group, as well as to measure the level variations towards different types of motivation that were taken into account for the research. More detailed information about the social characteristics of the group is provided later when mentioning the context of the study. To obtain reliable data from the students, we decided to use an adapted version of the Motivation Test Battery (Gardner, 1985). In this adapted version of the test, the students responded to nineteen closed questions (quantitative), and only one open question (qualitative). The quantitative questions helped us measure the level of the different types of motivation numerically, and to do so, the rating of the responses was based on the Likert Scale, where the responses went from strongly disagree (1), to strongly agree (6). The open question that was added to the test was focused on the students' beliefs, likes and dislikes that they believed would motivate them to write in English.

After having applied the Adapted Motivation Test Battery, we started creating the lesson plans taking into account the motivation levels, as well as the personal interests of the students that were revealed in the open question of the test. The most repeated interests represented in the answers were music, video games, politics, TV series, and social issues. Although some of the interests were used for lesson planning, the core of the activities was always the acquisition of English. In some cases, the activities would not necessarily aim to the use of the written expression, but to the expansion of vocabulary or the promotion of critical thinking, always trying to boost motivation levels. Examples of these activities were introducing themselves to their classmates, sharing personal experiences in written format, writing about controversial issues such as LGBT adoption, dealing with the topic of suicide from a TV series perspective, among others. To check the students' response to the new lesson plans, an exit ticket was used at least once, where students could give numerical feedback to the class.

As a closure for the eight sessions where the students participated in lessons exclusively prepared to boost their motivation, a focus group was executed. Students who participated in the process with an attendance higher than 80 % were asked nine open questions regarding all the activities performed in the 90-minute classes, and the outcomes they noticed at the end of the whole period. The questions to which the students were exposed were the following:



- 1) How did you feel being part of this study?
- 2) How do you feel whenever you write about yourself?
- 3) How do you feel when your interests are taken into account for lesson planning?
- 4) What do you think about taking some time to participate in non-writing games or activities during Written English class?
- 5) How do you feel about participating in activities that involve personal thoughts or experiences?
- 6) What was positive for you about these sessions that you would replicate as a future teacher?
- 7) Did you feel any difference in your learning process during these sessions, how?
- 8) What do you think was the most enjoyable activity, why?
- 9) What do you think was the least enjoyable activity, why?

The focus group was conducted by a researcher other than the one teaching the lessons, and each student was given enough time to express their ideas freely. Students were able to use their L1 if they felt English was an impediment to express their honest opinion. The session lasted around 50 minutes and all questions were covered.

Finally, some samples of the final task will be assessed according to the evaluation criterion made specifically for the unit of the opinion essay. This criterion includes the following points:

1. Task achievement: which considers how well the general objective of the unit was reached.
2. Structure and format: relates to following the format and structure presented during the lessons (introduction, body and conclusion). The supporting ideas are coherent with the topic sentence proposed by the student.
3. Grammar: takes into account the is awareness of proper grammar structure and use.
4. Vocabulary: which involves the use of a wide variety of expressions, avoiding word repetitions and using synonyms.
5. Use of transitions and linking expressions: contemplates the use of transition words and linking expressions, making the text cohesive, coherent and friendly to read while giving it an academic style.
6. Punctuation: considers the proper use of commas, stops and such.

7. Spelling: which consists in avoiding as many spelling mistakes as can be possible.

## **CHAPTER III**

### **ANALYSIS AND FINDINGS**

The purpose of this study was to find out about the different motivating variables that would enhance the students' writing skills, and thus, their performance when writing in English. In this chapter, the findings and results of the study are presented through analysis of the data obtained using an adapted version of the Attitude/Motivation Test Battery, designed by Gardner in 1985. These data consist of the following:

- 1) Responses regarding the students' intrinsic motivation
- 2) Responses regarding the students' extrinsic motivation
- 3) Responses regarding the students' integrativeness
- 4) Responses regarding the students' instrumental orientation
- 5) Responses regarding the students' personal likings
- 6) Responses regarding the students' study habits
- 7) Responses regarding the students' management of the four skills of the English language

To obtain valid and reliable data for the study, the researchers adapted a version of the Motivation Test Battery. The test consists of eighteen closed questions, where students were asked to answer using a Likert Scale that was divided into 6 different degrees; from strongly agree to strongly disagree. Additionally, an open question was included to focus directly on the students' beliefs towards their performance in written English and how this connects with motivation. The open question encouraged the students to give their opinion with no limitations that would alter their response.

#### **Data collection of Motivation Test Battery**

The data collection of the test was carried out by the same researcher who taught the group of study. The group in question was composed of 23 students with similar features, where students shared identities such as age, interests and social class. (As represented in the table of the students' personal information collected during class). The age of the students who responded the Motivation Test Battery ranges from 18 to 30 old, being the students over 25 years old only two (29 and 30 years old respectively).

The objective of having students take the motivation test was to gather information from the most general to the most specific, taking into account the different types of

motivation that have been presented at the beginning of this research work. The final open question was intended to have a more personal characteristic where students could be as general or specific as they wanted. A sample of the test responded by the students is shown in figures 3.1 and 3.2.

## Motivation Test Battery (adapted from Gardner, 1985)

### Motivation Test Battery (adapted from Gardner, 1985)

Your age: \_\_\_\_\_ Your name: \_\_\_\_\_

#### INSTRUCTIONS

- I. Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinion about each statement by writing an (X) below the alternative which best indicates the extent to which you agree or disagree with the statement.

Please give your immediate reactions to each of the following items. Do not think too much about your answer. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that the results of this test are trustworthy.

Nº	ITEMS	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1	Learning English is an important goal in my life						
2	I consider that the four skills (listening, writing, speaking, reading) are equally important for acquiring English.						
3	I enjoy being in contact with the English language on a daily basis						
4	In my daily life, I try to get involved in activities that include English outside the classroom.						
5	In my daily life, I read in English outside the classroom (Books, comics, news, advertisements, etc.)						
6	I usually write in English outside the classroom (blogs, forums, comment sections, among others.)						
7	I find myself looking for academic material to improve my English (grammar books, lexicon books, phonetics/phonology books, handouts, worksheets, dictionaries, cell phone applications)						
8	Writing in English is an enjoyable activity for me.						
9	I enjoy learning English because I like learning new things.						
10	I joined the EFL programme because it will ensure me a good salary (compared to other pedagogies).						
11	I try my best in all of my English courses.						

(Figure 3.1)



### 3.1 Analysis AMTB

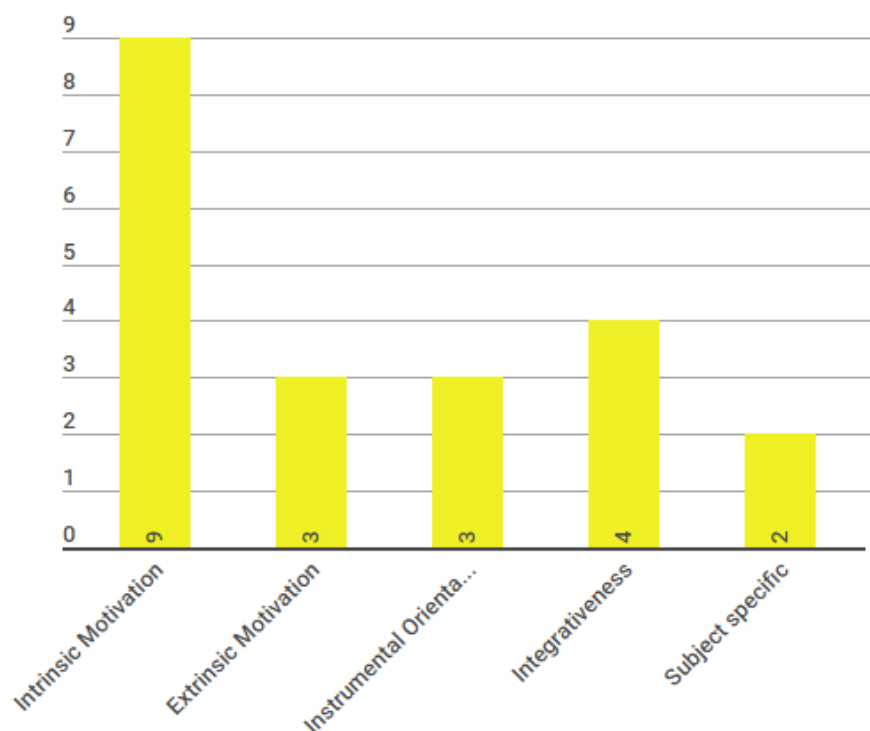
The questions produced for this test were focused on revealing different types of motivation behind the students' answers. Some of the statements provided in the test had more than one type of motivation attached to it. The types of motivation taken into account for the creation of the questions were the following:

- Instrumental orientation
- Subject specific questions (Written English)
- Integrativeness
- Intrinsic motivation
- Extrinsic motivation

The number of questions provided to test each type of motivation is represented in figure 4.

## Types of motivation tested

The following graph shows the amount of questions provided to test each type of motivation



(Figure 4.)

For the purposes of this research, data for each motivation levels had to be analysed separately, since the number of questions regarding each one is not equal. The following is the analysis for different groups of questions related to a type or types of motivation.

### **Instrumental Orientation**

Instrumental orientation, or motivation future gain, is a major factor at the time of motivating some students to learn English. This kind of motivation is represented in questions one, ten, and fourteen of the Adapted Motivation Test. The statements are the following:

- 1) “Learning English is an important goal in my life” (Instrumental orientation).
- 10) “I joined the EFL programme because it will ensure me a good salary (compared to other pedagogies)” (Instrumental orientation).
- 14) “It is important to develop writing skills as students and future teachers of English” (intrinsic motivation/ instrumental orientation).

In the first statement listed above, instrumental orientation deals with the fact that the students surveyed are expected to be teachers of English, and so it is inevitable not to think of future gain from learning English. In the second statement, instrumental orientation has to do purely with the monetary gain, while in the third statement, motivation deals, again, with the idea of being a future teacher and the specialisation of a specific subject (written English).

When analysing the data obtained from the Adapted Motivation Test Battery regarding instrumental orientation, there is a drastic change in the responses when the questions deal with intellectual gain and when they deal with monetary gain. In the case of intellectual accretion (first and third statement), all of the students showed high levels of motivation (being 23 the total number of students surveyed). On the other hand, when students were asked about their motivation regarding a better salary, only 10 students showed high levels of motivation, where 4 out of 10 expressed to slightly agree with the statement.

Another relevant observation appears in the case of the statement including written skills as an intellectual gain. 17 out of 23 students manifested that they strongly agreed



with it being vital for them in the future, while when viewing English as a general discipline they had to learn as a goal for their future, 20 students responded with ‘strongly agree’. The previous leads us to think that although learning English is for sure a future gain for the group of students surveyed, the written skills may not necessarily be something they value as the most important skill. Responses are represented in *table 2*.

(Table 2.)

N°	ITEMS	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1	Learning English is an important goal in my life	20	3				
10	I joined the EFL programme because it will ensure me a good salary (compared to other pedagogies).	2	4	4	2	7	4
14	It is important to develop writing skills as students and future teachers of English	17	6				

## **Written English**

Another type of motivation that is included in the Adapted Motivation Test Battery has to do with the students' perception towards their management of skills in English, making an emphasis in Written English. The statements are the following:

- 2) "I consider that the four skills (listening, writing, speaking, and reading) are equally important for acquiring English."
- 18) "I believe written English is one of my weakest skills, and I find myself demotivated because of that."

As expected by the researchers, data obtained from the first statement shows positive results, and it is not surprising since it represents a more general vision of the acquisition of English and the specialisation of each skill. Considering that the study group is composed of future teachers of English, the fact that the results were positive was not surprising. On the other hand, the results obtained from the second statement are revealing, since 10 out of 23 students manifested a positive response when asked if they believed written English was their weakest skill and therefore a cause of demotivation. The previous amount of students represents approximately a 43% of the group's total.

## **Integrativeness**

Another factor that may influence progress when learning English has to do with the interest that a person has towards a different culture, in the case of this study, the English-speaking world. The type of motivation that deals with a person's attraction to the world surrounding the language being learned is called Integrativeness. In the Adapted Motivation Test Battery, integrativeness is represented in questions 3, 5, 6, and 12. The statements are the following:

- 3) "I enjoy being in contact with the English Language on a daily basis."  
(Integrativeness)

- 5) “In my daily life, I read in English outside the classroom (Books, comics, news, advertisements, etc.) (Integrativeness / Intrinsic motivation).
- 6) “I usually write in English outside the classroom (blogs, forums, comment sections, among others.) (Integrativeness/ Intrinsic motivation).
- 12) “The culture of Anglophone countries attracts me very much.” (Integrativeness).

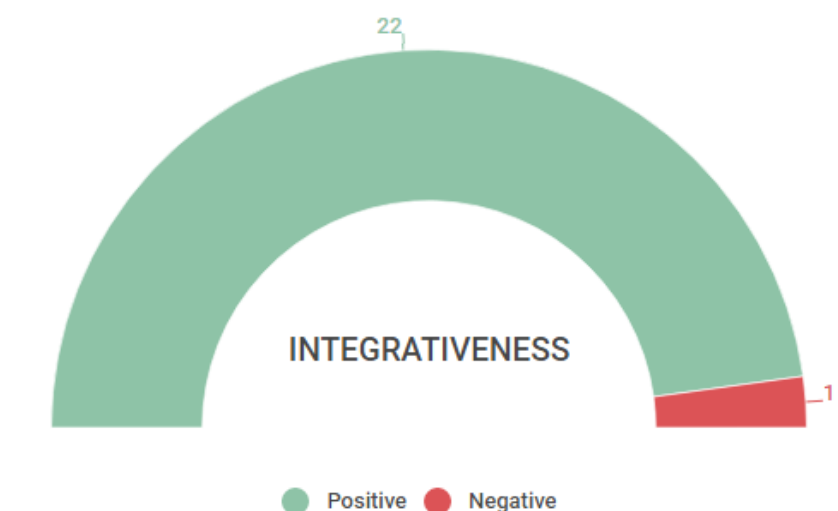
In the four statements above, integrativeness is represented in the students’ feelings towards being in contact with the English culture, and also in the activities they choose to be part of in their daily lives. Involvement in activities such as writing in forums using English as its first language demonstrates the students’ necessity and eagerness to be part of something different than the usual; in the case of the study group, Spanish – speaking channels of communication.

When analysing the data obtained from the Adapted Motivation Test Battery, it is interesting to notice a contradiction with some of the students' responses. When asked for a more general vision towards English and the culture surrounding the language, as it is the case of questions three and twelve, the majority of the students manifested to enjoy the language and to be attracted to its many forms of culture, except for only one student. Notwithstanding, when students were asked about their involvement in activities that would show their interest in the language and the culture, as it is the case of reading and writing (questions 5 and 6), not all of the students expressed a positive answer. Responses are shown in table 3.

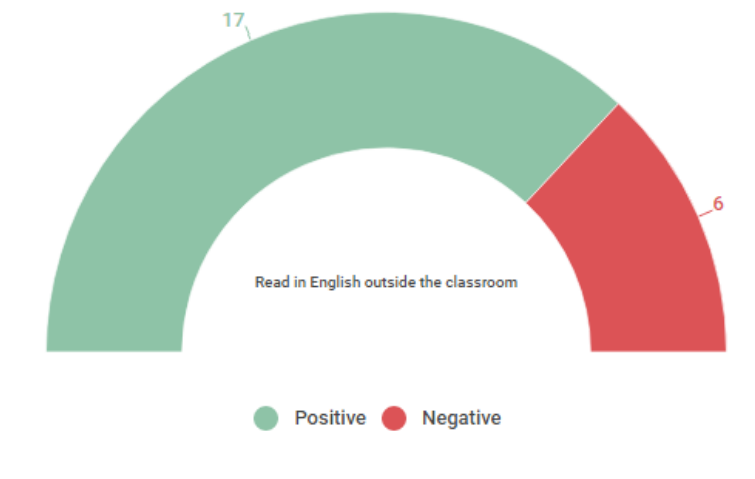
Nº	ITEMS	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
3	I enjoy being in contact with the English Language on a daily basis	17	6				
5	In my daily life, I read in English outside the classroom (Books, comics, news, advertisements, etc.)	7	8	2	5	1	

6	I usually write in English outside the classroom (blogs, forums, comment sections, among other.)	3	7	8	4		1
12	The culture of Anglophone countries attracts me very much	8	11	3		1	

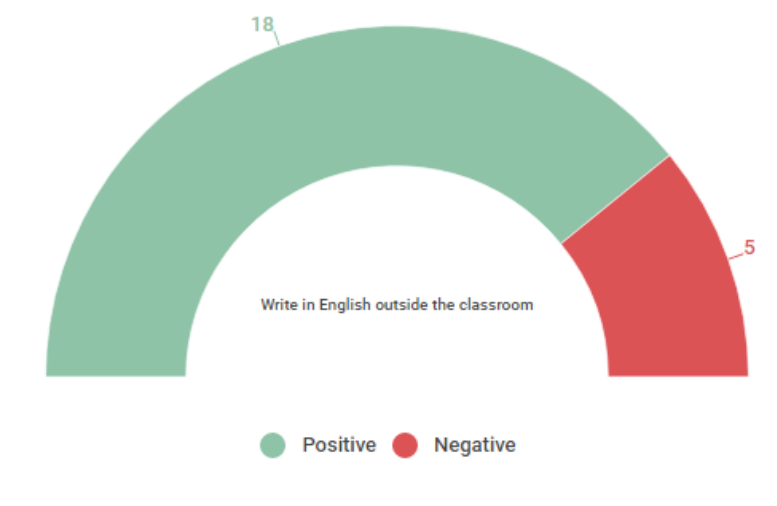
The previous idea may be the cause of lack of intrinsic motivation. Questions five and six require the students' willing and perseverance to participate in the activities proposed, and so even if students manifested to appreciate English and its culture, that does not necessarily mean they are doing something to appreciate the culture they enjoy. In figure 5, 6 and 7 a comparison between the students' interest in the English culture, and their actual involvement with it is displayed.



**Figure 5**  
(represents  
the level of  
interest for  
the foreign  
culture,  
questions 3  
and 12)



**Figure 6 (represents the number of students who read in their daily lives, outside the classroom)**



**Figure 7 (represents the number of students who write in their daily lives, outside the classroom)**

## **Intrinsic motivation**

As shown in figure 5, the most significant amount of questions incorporated in the Adapted Motivation Test Battery, correspond to statements dealing with intrinsic motivation. The aforementioned is not arbitrary since without intrinsic motivation it is practically impossible to progress in the learning process, even if there are different kinds of motivation present. In the case of the study group, being future teachers of English, intrinsic motivation should show higher levels in comparison to another kind of motivation, as it is the case of extrinsic motivation. Nevertheless, intrinsic motivation requires constant training, self-regulation in the learning process, and perseverance, an attitude that may not be easy to foster for everyone. In the Adapted Motivation Test Battery, intrinsic motivation is represented in questions 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, and 18. The statements are the following:

- 4) “In my daily life, I try to get involved in activities that include English outside the classroom.” (Intrinsic motivation).
- 5) “In my daily life, I read in English outside the classroom (books, comics, news, advertisements, etc.) (Integrativeness/ intrinsic motivation)
- 6) “I usually write in English outside the classroom (blogs, forums, comment sections, among others.) (Integrativeness/ intrinsic motivation)
- 7) “I find myself looking for academic material to improve my English (grammar books, lexicon books, phonetic/phonology books, handouts, worksheets, dictionaries, cell phone applications) (Instrumental orientation/ intrinsic motivation)
- 8) “Writing in English is an enjoyable activity for me.” (Intrinsic motivation)
- 9) “I enjoy learning English because I like learning new things.” (Intrinsic motivation)
- 11) “I try my best in all of my English courses.” (Intrinsic motivation)
- 13) “Motivating topics make it easy for me to write in English.” (Intrinsic motivation/ extrinsic motivation)
- 14) “It is important to develop writing skills as students and future teachers of English.” (Instrumental orientation / intrinsic motivation)
- 15) “I would rather get involved in challenging tasks that boost my curiosity, than in easier, boring ones.” (intrinsic motivation)

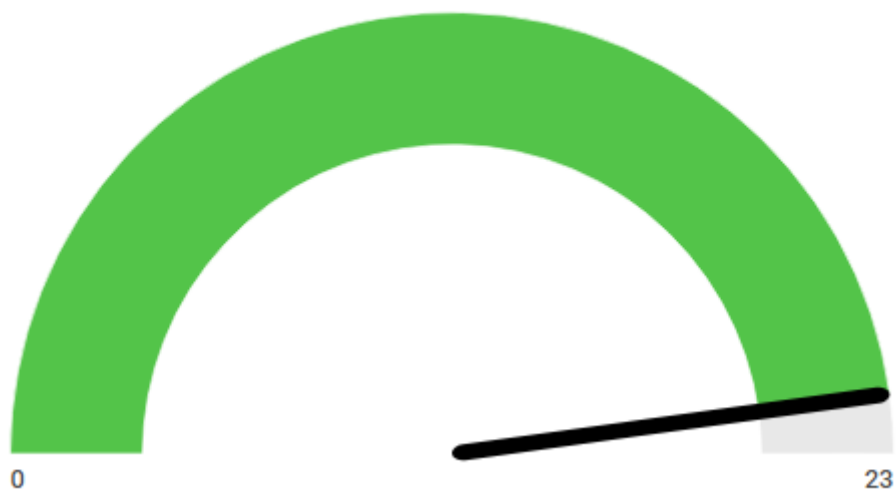
- 16) ‘‘I find myself willing to participate and finish complex activities, even when there is not a physical reward for me.’’ (intrinsic motivation)
- 18) ‘‘I believe written English is one of my weakest skills, and I find myself demotivated because of that.’’ (Subject specific/ Intrinsic motivation)

When analysing the data obtained from the Adapted Motivation Test Battery regarding the students’ intrinsic motivation levels, it can be compared with the results shown in integrativeness, since something similar occurred. In questions where students were asked about how they felt about the idea of being motivated in general, they tend to show positive results in their answers. Such is the case of question 4, where the totality of the students responded positively, stating that they try to get involved with activities including English in their daily lives. However, as it was also proved in the results shown with integrativeness, some of the students contradict the statement with the responses of questions such as numbers 5, and 6, where not the totality of the students showed positive results. These questions (5 and 6) were relevant when analysing the data, since they proposed a broad and general range of activities that students would most likely be involved into. However, the study group was composed of future teachers of English, and so the source they need to learn English from may be more sophisticated. Considering this, students were proposed with more specific and academic activities in question 7, yet did not respond with a totality of positive answers, and only 17 out of 23 students agreed with being interested in the search for academic material.

Conclusions for the responses obtained when analysing the levels of intrinsic motivation appeared as if students believed to be motivated but not all of them did, in fact, get involved in activities that would demonstrate that belief. Furthermore, it seemed as if the motivation that almost the totality of students claimed to possess may be something that only takes place during lessons at University. The previously mentioned is represented in question 11, where 22 out of the 23 students agreed to try their best in all of their English courses. Then, if almost the totality of students said to get involved in activities including English and tried their best in their English courses, but do not demonstrate that with reading, writing, or studying exercises, it could be stated that the motivation they believe to have only stayed inside the classroom. Figures 6 and 7 show

a contrast between how motivated students believe they are and their search for academic material to improve their level of English.

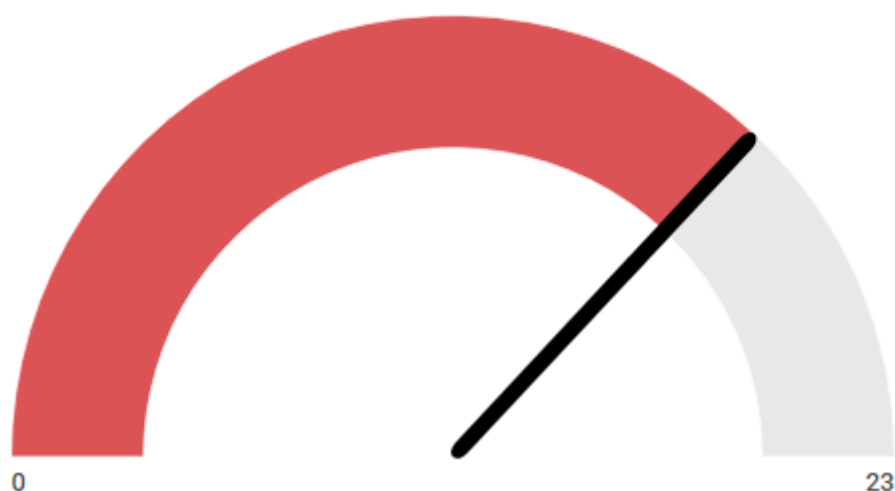
## Intrinsic motivation



**Figure 8 (represents personal interest in succeeding at language acquisition, question 11)**



## Academic Search



**Figure 9 (represents the search for academic material coming from the students, question 7)**

### **Extrinsic Motivation**

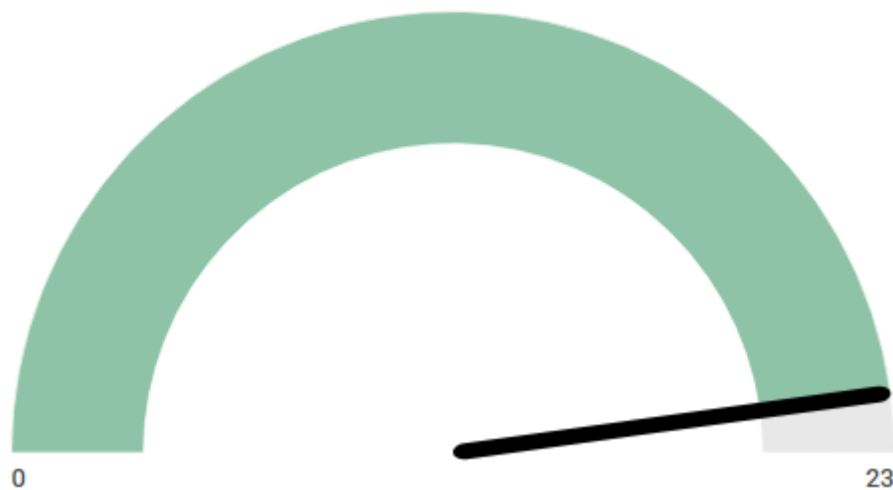
The last type of motivation measured with the Adapted Test Motivation Battery, corresponds to extrinsic motivation. This deals with motivation that comes from an external person or source, in the form of a reward, whereas the reward could be a physical or intellectual one. Extrinsic motivation is represented in questions 13 and 18. The statements are the following:

- 13) "Motivating topics make it easy for me to write in English." (Subject specific/extrinsic motivation)
- 17) "I tend to perform better in my Written English class when there are physical rewards at the end." (Extrinsic motivation)

The two statements regarding extrinsic motivation were somehow linked to a specific skill in English, in this case, written English. The answers showed a difference between the boost of motivation when the reward was intellectual, as it is the case of question 13, and when it was physical, as it is the case of question 17. Conclusions drawn from these two questions show that students were more motivated when the reward aimed at

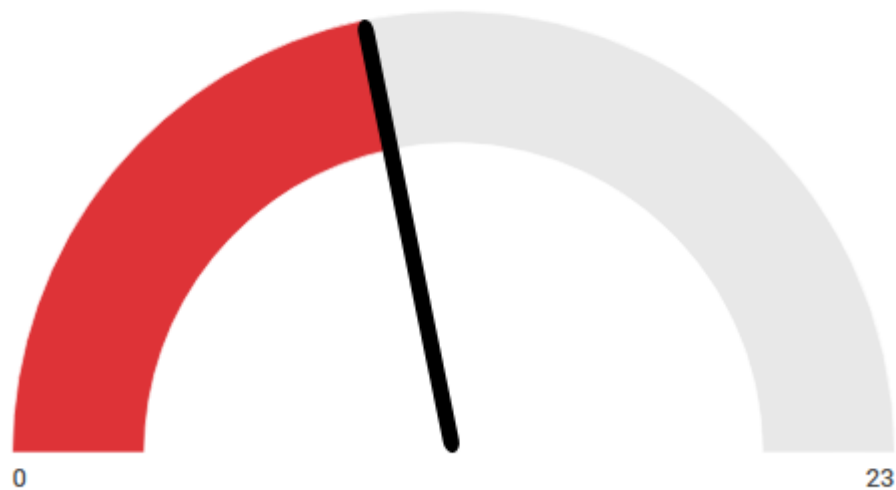
intellectual gain, or at an atmospheric change in the classroom, such as the use of a motivating topic during the lesson. **Figures 10 and 11** show the difference in motivation boost when receiving an intellectual as opposed to a physical reward.

## Intellectual reward



**Figure 10 (represents the response to an intellectual reward, question 13)**

## Physical reward



**Figure 11 (represents the response to a physical reward, question 17)**

### **3.2 Conclusions of AMTB**

After analysing the data above, it can be stated that all different types of motivation influenced, in one way or another, the attitudes of the students at the moment of acquiring English as their foreign language. In the case of the subjects of this research (future teachers of English), intrinsic motivation showed to have more influence over them. In the case of Extrinsic motivation, as a physical reward, this seemed to have less influence on the students' attitude when learning English. Still, some students would respond positively to it (9 students). In the case of integrativeness, it was interesting to notice differences in responses compared to the actual practice students have, to show interest towards the English culture. Although the levels of motivation shown by the criterion of integrativeness were still positive, the statements that were meant to show enthusiasm towards the foreign culture, and the ones showing the actual practice in daily life did not match. As for the perception of the writing skill specifically, a not so minor group of students believed it to be a difficult skill for them (10 students), thereby lowering their motivation levels in general.

### 3.3. Exit Ticket Discussion and Conclusions

In the spirit of measuring the students' motivation during the process, we asked the participants to fill in an exit slip at the end of lesson number seven.

**Exit ticket** 😎

***How motivated did you feel today?***  
***Please circle your answer on the scale provided below.***

0 1 2 3 4 5 6 7 8 9 10

NO MOTIVATION FAIRLY MOTIVATED EXTREMELY MOTIVATED

***Why did you feel that way?***

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***Thank you and see you next week!***

(Figure 12)

As you can see in figure 12, the exit ticket has two items: in the first one, students had to rate their motivation during that class on a scale from one to ten; zero would be 'no motivation', number five is 'fairly motivated' and number ten, being the highest score, is 'extremely motivated'. In the second one, students were asked 'Why did you feel that way?' concerning the first item. Students were encouraged not to write their names on the slips, so they wouldn't be afraid of being honest.

It is important to mention the context of this activity; we applied this instrument in a lesson where there was an active warm-up at the beginning, followed by two TED talks that the students had to watch for writing inspiration, ending with a sharing activity about the videos.

As for the first item, in table 4, we can see the rating of each student and the average score of the class which is a 7.6. Only one student rated their motivation below number 5, and three students decided to give their motivation a 10 out of 10.

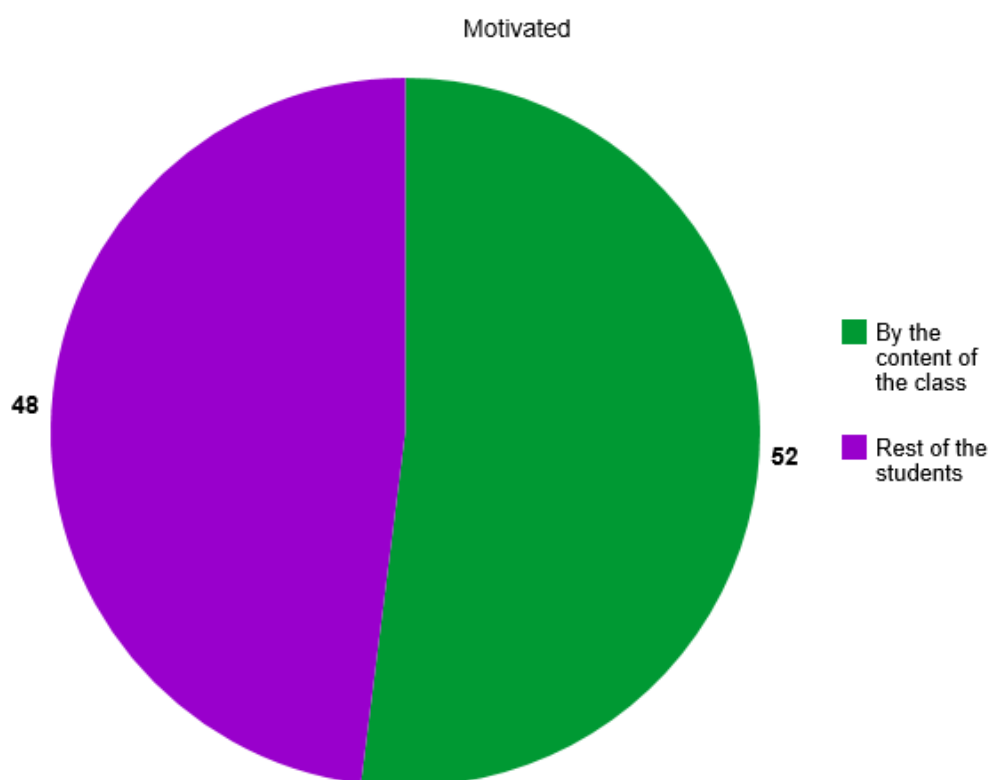
Student	Score
Student 1	9
Student 2	10
Student 3	8
Student 4	8
Student 5	8
Student 5	6
Student 6	5
Student 7	7
Student 8	6.5
Student 9	5
Student 10	7
Student 11	10
Student 12	8
Student 13	10
Student 14	10
Student 15	8
Student 16	8
Student 17	6
Student 18	8
Student 19	4
Average	7,63157895

(Table 4 shows the rating that each student gave to their motivation during class N°7)

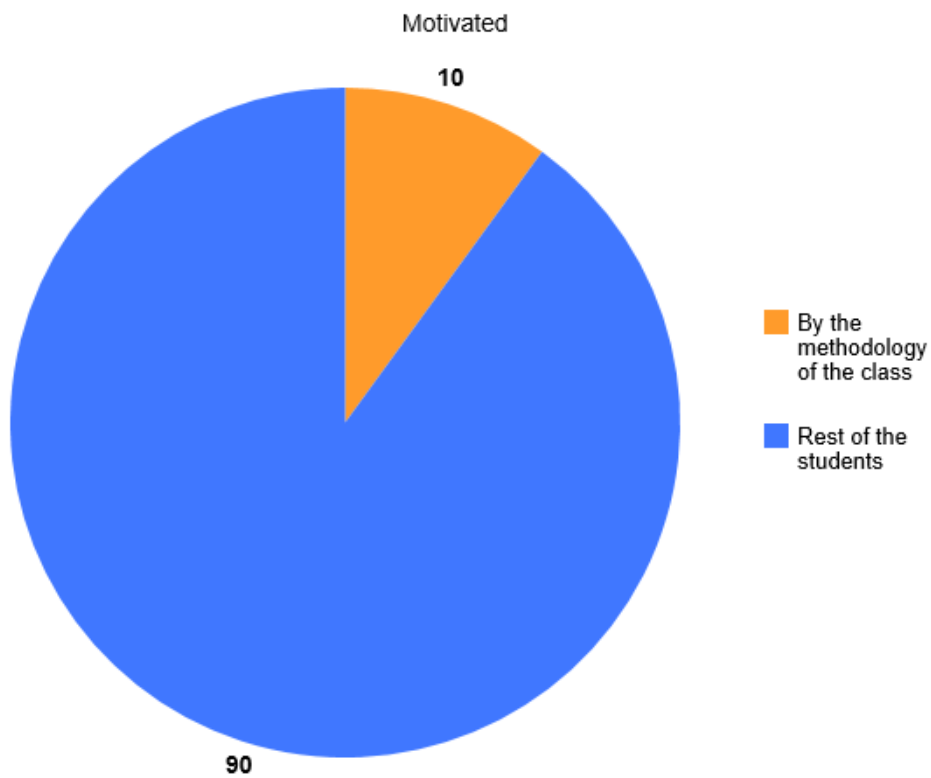
As for the open question, according to the students' answers, we divided their motivation or demotivation into different categories. We decided to label it 'demotivation' instead of 'non-motivation' since none of the students voted a zero or a one in the grading scale, therefore, motivation is present. Nonetheless, there might be factors which decrease the motivation the students already had whether it is before or after entering the written English classroom. We could identify two reasons for motivation and four reasons for demotivation. In table 5, we can see the number of students who mentioned these causes in their exit slips, and in figures 13, 14, 15, 16, 17 and 18, the numbers of table 4 have been translated into percentages for illustration purposes. An aspect that is relevant to mention is that every category has been illustrated individually because some students would mention aspects of, both, motivation and demotivation in their slips and not just one of them.

Motivated	N° of students	Demotivated	N° of students
By the content of the class	10	Tired because of previous classes	3
By the methodology of the class	2	Worried about their level of English	4
		Content of the class	1
		Tired because of personal problems	1

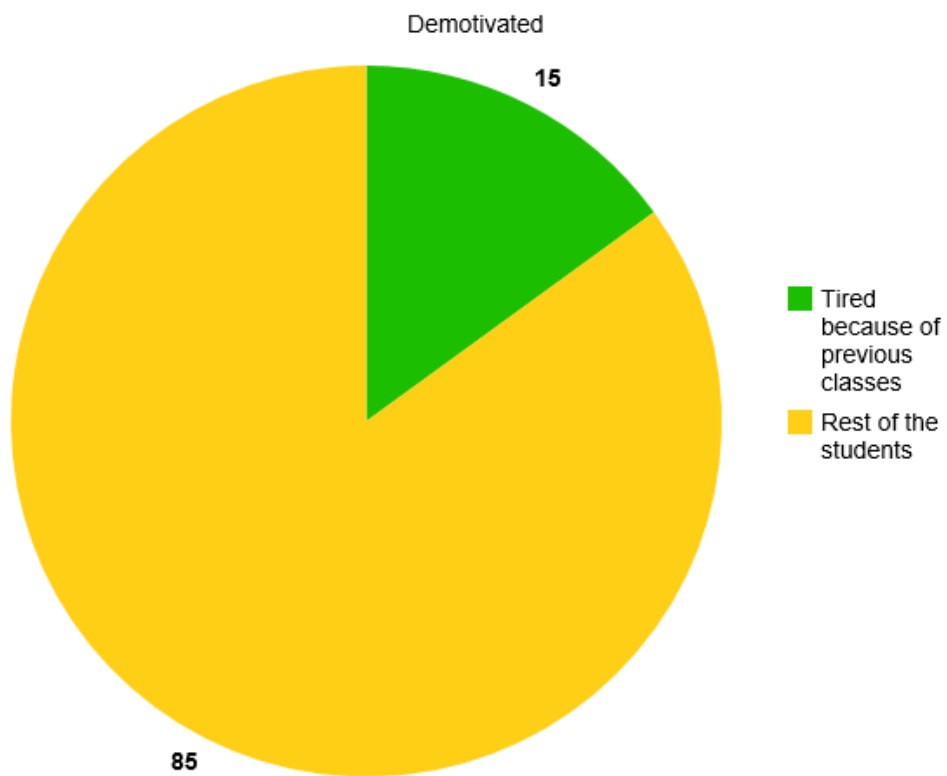
(Table 5 shows a summary of the students' answers concerning the reasons of their motivation or demotivation)



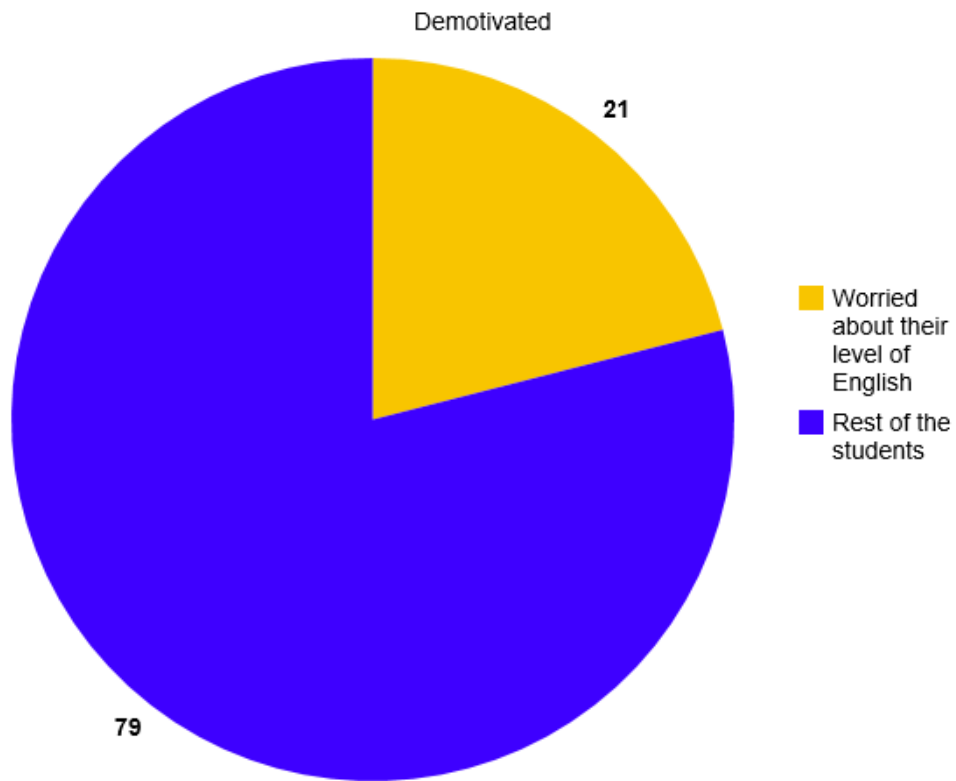
(Figure 13 shows the ratio of students motivated by the content of the class)



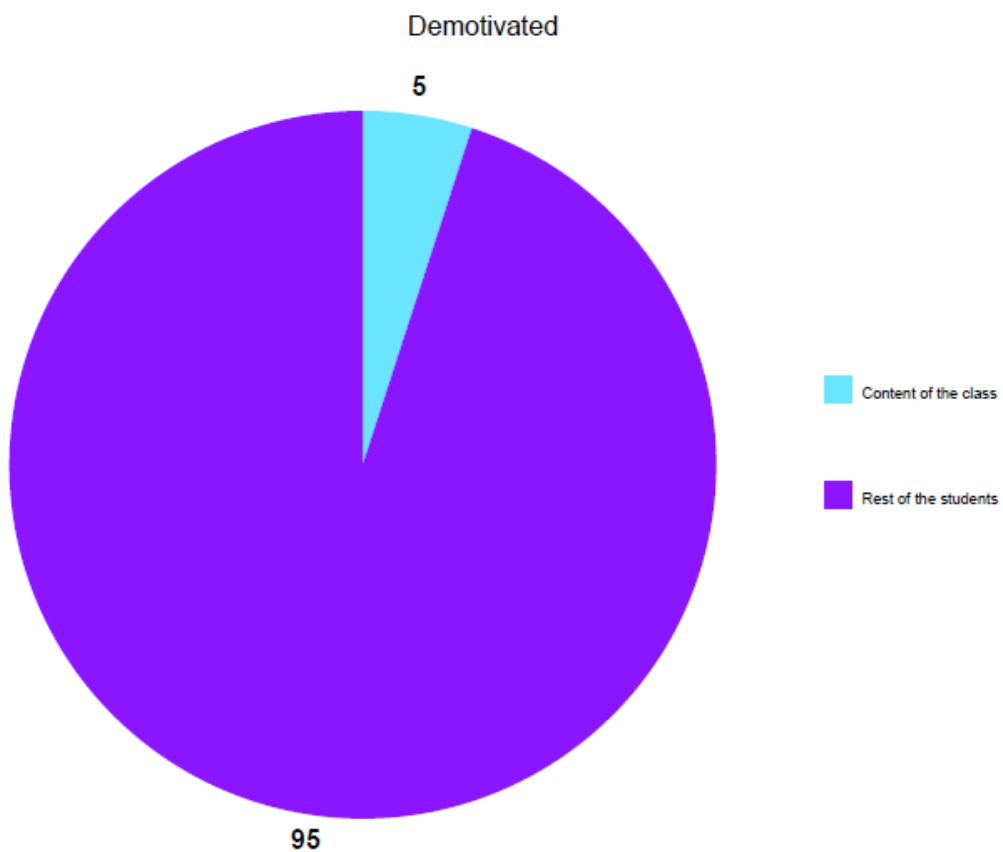
(Figure 14 show the ratio of students motivated by the methodology of the class)



(Figure 15 show the ratio of students demotivated by previous classes)

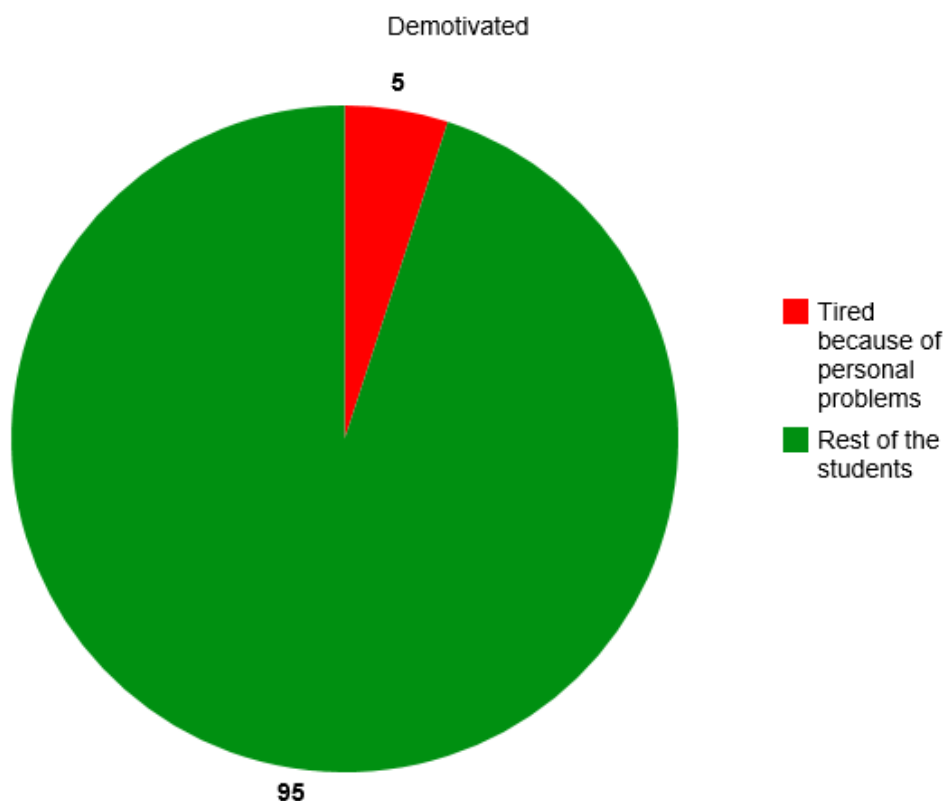


(Figure 16 shows the ratio of students that are demotivated because they are worried about their level of English)



(Figure 17 shows the ratio of demotivated students because of the content of the class)





(Figure 18 show the ratio of demotivated student because of personal problems)

## Discussion

Firstly, it is interesting to note how half of the class was motivated by the content of the lesson. Many would assume that future teachers should have an intrinsic motivation for learning in the courses of the TEFL programme; however, evidence has shown that this is an inaccurate assumption. The content of the TED talks seen in class revolved around the topic of Education, something that should be motivating for all the teachers in training, yet only half of the students related this exercise as an incentive. Moreover, only two students mentioned the methodology of the class as something invigorating. Since our study is based on a change of methodology, this statement leads us to two possible conclusions: The content of the lesson was more powerful than the methodology used to deliver the message, or the methodological shift of this session was not as strong as other sessions.

Furthermore, most of the reasons of demotivation given by the students come from external factors. This supports Krashen's 'Affective filter' hypothesis, which claims that people acquire another language only if they obtain comprehensible input, and their affective filters are low enough to allow the input 'in' (Krashen, 1985). Motivation is

considered one of the factors of the affective filter, along with anxiety, self-confidence, and attitude. Although these variables are impossible to isolate, we have taken some precautions to lower the affective factors as much as possible by following Dörnyei's Components of Motivation in L2 teaching practice (2001). Due to the information provided by the exit slip, we wonder if the number of students that feel demotivated by external factors would be higher if we did not use a framework that enables us to lower these factors.

Finally, it is worth mentioning the self-awareness that students seemed to have by reading their comments. This is also a good indicator since many of them show a positive attitude to improve upon the things that demotivate them.

### **3.4 Focus Group**

This data collecting tool was created in order to obtain appropriate information related to students and their perceptions, opinions, beliefs and attitudes towards the eight sessions of Written English, in which this study was conducted. In this process, eight students were selected based on their attendance to the lessons.

The questions of the focus group were:

#### **Question 1: How do you feel being part of this study?**

Students claimed that at the beginning of the eight sessions, they felt a little nervous and uncomfortable because they did not know the person who would be performing the classes, but once they did, the participants started to feel more comfortable and to enjoy the lessons because they were dynamic, and it became an opportunity to practise their speaking skills. Most of the participants felt comfortable during each lesson, considering the classes very “refreshing” since they were different from other subjects. This made the participants feel that being part of this study was a positive experience.

#### **Question 2: How do you feel whenever you write about yourself?**

From this question we can conclude that four of the students considered that writing about themselves was an easy task, because they can express their emotions, or they consider that they are the most suitable person to talk and writing about themselves, than about other topics. On the other hand, three of them established a comparison between how difficult it was trying to write about other topics like the educational one

and writing about themselves. Also, they mentioned that they felt comfortable writing about themselves because it is a common task carried out in their academic life, since they have done this activity before, and they know perfectly well how to do it.

Even though most of them said that it was easy talking and writing about themselves, there were three students that thought this particular task was a difficult one.

For participant N°1, the activity was a complex task, yet when the teacher showed them a paragraph written by her as an example, she considered that this sample helped her to feel more confident since she trusted the teacher, not only in what she was sharing but also in the way that she did it (the writing part and the structure of the essay). So, at the end, she changed her mind, and what started as a difficult task ended as a positive experience. Participant N°2 considered a very challenging task to talk about himself considering that in his daily life this is not a regular task. This specific activity reminded him the first classes at university that made him feel uneasy. Most of the students felt like writing about things they did not know was challenging, therefore, demotivating.

Participant N°7 focused mainly on the fact that she is shy, and she feels exposed when she is asked to participate on tasks of this nature.

### **Question 3: How do you feel when your interests are taken into account for lessons planning?**

All the students agreed that when their interests are taken into account for lessons planning the results are better. They felt quite well, and they were able to express their ideas better since the topics felt familiar. They insisted on how ‘passionate’ they felt when all their interests were included in the lesson plan.

Participant N°1 said that she felt amazing because it caught her attention and made her feel more enthusiastic about attending to the Written English course. She thought that it was a great opportunity as a student to be considered in the making of the lessons.

Participant N°2 said that she felt wonderful because she never thought that the teacher could remember all her interests, making her feel important and passionate about writing it.

Moreover, participant N°3 felt excited since it was his first time participating in activities like these ones, and he thought it was very different, but in a positive way. He felt like other classmates felt excited about writing with a familiar topic given by the teacher.

Participant N°4 mentioned that when his interests are being taken into account in class, he feels familiar with the concept so, as a consequence, it made it simpler and much more interesting.

Participant N°5 felt great, mentioning how important this is to motivate students because “when a teacher takes time you notice, and it makes the task easier”.

The following participant explained how she enjoyed talking during the lessons. Yet, she felt uncomfortable speaking about topics that she did not handle since she makes a lot of mistakes. This is not surprising since the teaching of written discipline changed its approach to a communicative one when the researcher took the position of the teacher.

Finally, participant N°8 insisted on the importance of both, the contents being taught during the lessons, and the affective aspect that comes from the teacher figure when she decides to take time for taking care of the students’ progress.

#### **Question 4: What do you think about taking some time to participate in non-writing games or activities during Written English class?**

Students agreed that the warm up of each class made them feel confident and comfortable, even when they consider the writing skill as one of the most difficult ones to develop in the initial stages for acquiring English as a foreign language. Some of the participants explained that at the beginning they felt quite uncomfortable because they did not know the objective of the class and the purpose of the activities, but then, the students realised that activities proposed in the warm up led them to learn in a different way; a way in which they could recall the content.

The participants also mentioned that the activities made them feel more prepared for tackling the writing section of the lesson. As students and future teachers, these strategies were an exception for improving and learning new vocabulary. One of the students commented on the importance of the subject and said that he was excited about participating in the lessons. Participant N°4 considered the Written Discourse class as a very difficult one, and made comments on how he avoided to attend the lessons before the intervention of the student-teacher. However, this participant thought that the new methodology was interesting and innovative, and that boosted his attendance to the lessons, being part of the five students who attended all eight sessions.

**Question 5: How do you feel about participating in activities that involve personal thoughts or experiences?**

Most of the participants came to the agreement that their feelings depended on external factors, considering that as human beings, we are vulnerable to unexpected changes due to the environment. Some of the participants described how difficult it is for them to talk about personal experiences because they are shy or reserved. Even though these activities have a communicative approach and can help reaching the objective of the class, it is still not an easy task for all of the students to accomplish.

**Question 6: What was positive for you about these sessions that you would replicate as future teachers?**

Participants agreed that all the activities that the student teacher carried out during this process were excellent, and they would replicate most of them, since they really enjoyed the lessons. Nonetheless, they argued about some future issues they might encounter when being in front of the classroom, like limitations regarding resources and time. Clearly, all the lessons that were prepared cautiously for this research had a lot of preparation; there was cardboard, Dingbats, Human Bingo, Exit Tickets, and so on. They considered that in our educational system teachers do not have enough time at school for all the necessities that a student has.

Notwithstanding, students agreed on the importance of creative and dynamic classes, plus they insisted on the importance of the role of the teacher when creating a context aware of emotional factors that make students comfortable. They were pleased that the student- teacher cared about their interests, but again, they insisted on the problem of public schools, where we can find classrooms with forty students and a teacher who does not even know the name of all the students.

**Question 7: Did you feel any difference in your learning process during these sessions? How?**

Participants of the focus group expressed that most of them felt a huge difference in their learning process during the sessions, mostly because they considered that they learnt much of the contents with the new methodologies implemented, even if they were not presenting the content in a straightforward manner. Even though a participant

mentioned that her learning was not reflected on the grades, she insisted on how confident she felt when handling the contents reviewed during the lessons.

**Question 8: What do you consider was the most enjoyable activity and why?**

Participants N°1 and N°6 agreed that the most enjoyable activity was the one involving an envelope, because they felt excited writing about personal experiences, different from when they had to talk about them. Participant N°2, preferred the human bingo activity, since it involved physical action, which was something very different from a traditional lesson in the Written English Course. Participants N°3 and N°6 considered that the most enjoyable activity was the Dingbats, because it was something they had never seen before. Although the Dingbats were challenging, they were curious about finding out the meaning of each of them.

Participant N°5 also preferred the Human bingo, since he learned new things about his classmates. Only one of the participants chose the shrilling chicken, due to the fact that it was a fun activity where they could learn and practise new vocabulary.

**Question 9: What do you consider it was the least enjoyable activity? Why?**

Most of the students agreed that the least enjoyable activity was the sharing ball. This occurred since the implementation of this activity was set after the Dingbats; while the sharing ball was not a bad activity, the participants believed the Dingbats overshadowed the sharing ball, making it hard for them to even remember that activity. Only one of the students said that the least enjoyable activity for him was the “Race to the board,” because those kinds of activities cause him anxiety.

### 3.5 Written task analysis

At the end of the eight sessions conducted by one of the researchers, students were asked to write an opinion essay of five paragraphs. The essay had to be related to the theme of education. The evaluation criterion was based on a rubric that focused on different points such as structure, vocabulary, use of references, and coherence with the instructions presented before starting the written work. Following are pieces of some of the essays which demonstrate positive skills management at the moment of writing, and that are probably due to the effect of the sessions carried out in this research.

#### Student 1: Introduction and first part of the body.

In my experience, most people in high school have bad experiences regarding reading comprehension tests. They think that reading books for tests is not effective in the way that is mostly done in schools these days, which consists of recalling details. Also, a great part of these students end up not reading the books that are going to be evaluated, which is something very damaging for intellectual development. In this essay I will prove that reading comprehension tests are not currently being well made in Chile and I will offer a proper solution.

The first thing I would like to be considered is that the population of Chile does not have good reading skills. In a study made by the OECD, Chile is one of the countries with the lowest reading skills in adults. This is caused mostly because of a defective education process, says that same study. Also, the Council of Culture and Microdata Center of University of Chile states that only 84% of Chileans understand what they read and the rest can't make critical thinking from texts. According to Ernesto Schiefelbein, the lack of reading skills in Chile is alarming, and the Ministry of Education has not done much to solve this problem.

In the piece exhibited above, the student showed a fair level of knowledge when it came to introducing the essay. The student introduced the topic giving it a background based on personal experiences, and along with this, presented the problem to be discussed in the opinion essay, which is the erroneous construction of reading comprehension tests in Chile. Moreover, the students began the second paragraph with a transition phrase “the first thing I would like to be considered,” which is one of the aspects the rubric

presented took into account. Another excellent demonstration of the skill is reflected when the student quotes a study carried by the OECD, fulfilling another essential point of the rubric.

Although some mistakes can be spotted while reading the piece, the student shows a general dominance of the written performance for a first-year student. We believe not to be a coincidence that this student attended all of the sessions carried out by the researcher who taught the lessons. With the skills portrayed above, and considering the criterion of the rubric, the written performance of the student can be set to a B1 level, which is the level the rubric aimed for.

### **Student 2: Body**

As I said before, and according to the numbers of the INJUV's research, 61% teenagers have been a victim of bullying. Also, 84% teenagers have been witness of this practice. We cannot turn a blind eye, these are alarming figures and the consequences are real; 42% teenagers affirmed to step it up, and a 7% teenagers affirmed that the damage had prevented the personal development. These figures will continue to grow since a preventive program does not exist in the schools.

In the paragraph displayed above, the student demonstrates good management of the skill by quoting a relevant source at the moment of justifying the essay. Also, a perfect usage of introductory phrases was present. Commas and semicolons were used when it was necessary, and the paragraph in general did not have significant mistakes when taking into account the rubric proposed. This student also attended most of the sessions carried out by the researcher, and claimed to be satisfied and inspired by the lessons when participating in the focus group.



### **Student 3: Conclusion**

To sum up, as teachers we need to do everything in our power to change the way things are right now, we need to make school feel like what is supposed to: an exciting journey, not a punishment. I am aware that not everything can be fun and games –nor it needs to be– but we must find a balance so that school, our workplace, can become interesting, attractive. Not something to be viewed with fear and distrust. For that to happen we need to work together with our colleagues, the parents, schools and even the government. It's not an easy feat, but it is one we must attempt regardless.

In the concluding paragraph presented above, the student offered satisfying quality in the written performance. The student began the paragraph using a concluding phrase “to sum up,” following by a comma, indicating that the phrase is introductory to the paragraph. Furthermore, the student made prominent use of punctuation marks including commas, colons, and even a dash to emphasise an opinion within the sentence. Although the use of a contraction can be spotted at the very end, the overall performance of the student in the concluding paragraph was good and above average for a first-year student when considering the great management of punctuation marks and vocabulary. Student 3 also attended most of the lessons conducted by one of our researchers.

### **Structure and use of transition words**

The following pieces stand out by their use of transition words and structure. These two aspects were continuously emphasized during the sessions since they were part of the final evaluation criterion tailor-made to assess this task.

#### Student 4:

Currently, one of the most discussed topics in our country, and in the world in general; is if some subjects are really necessary in school education, and one of them is the religion class. The religion classes are being very abhorred by teenagers and children, and some parents refuse to let their children be taught religion, even if that religion is the one that they profess. Why do we need religion classes if it is supposed that it taught the same that ethic subject? I believe that Religion as a subject is not necessary at school after given these reasons.

On the other hand, there are some parents that do not want their children been taught other religion that is not their religion, and even if it is the religion that they profess, they prefer to not been taught at school. People prefer to teach these kind of things at home, let school taught kids math, language and biology, but not religion, religion is work of the parents and not of the teachers nor the school. Furthermore, our country is supposed to be a lay state witch must not to let schools teach a religion because of the freedom of mind.

Finally, but not the least, why do we need religion classes if there are ethic classes at school? I do this question and use it like a reason because religion classes apart of the religion things, teach to children ethic and little philosophy (in a very pour way, actually), that is another good reason why religion classes should not exist; if there are ethic and philosophy, there would not be religion. Religion classes just fill part of the hours per week, this class is not really important and does not really teach something, how I said before, it teach ethic and philosophy, but not really.

To sum up, has religion a space in modern education? In my opinion and given all the above, the answer is no. Religion classes are very useless and lots of people do not want them to be taught, actually there is an article in the constitution that expose that we are a lay state, where religion should not be taught at schools, and this article revokes another old one that said that religion should be taught at schools. On this basis a can conclude that, and there still lots of reasons why religion should not be taught in this times in our country or in the world in general.

In these pieces, we can identify a distinct pattern in the development of the essay. There is a clear introduction, body paragraphs and a conclusion that attempts to make a summary of the ideas previously presented by the participant. Although this example does not stand out because of the way the statements are supported or the use of grammar, we believe written English during first-year of the TEFL programme goes beyond those limitations which can often cause frustration and can discourage students from being persistent to overcome certain reoccurring errors in their writing.

### Student 5:

To begin with, in the world we can see how extensive work hours affect people's daily routine and how a huge number of students are at home alone after school, because their parents are working. The problem is that parents are working because their family needs money for education, health, food and any other necessity, so they need to find a way to do a balance, and get involved with their children's education. For example, in Mexico, Unicef estimates that 17% of children see one of their parents migrate at least once during their childhood. This fact affects children in their entire learning development, because they need someone who listens to them, to help them with their doubts and someone that shows them why education is so important.

Secondly, it is not a mystery that there are some parents that suffer from alcoholism and drug addiction issues, so even if they are at home they cannot take care of them. A therapist says 'being a child and living in that kind of situation creates in children a sense of anguish and helplessness, which they are unable to understand'. If we take this into account, we realize that children are strongly influenced by this at school, because they feel insecure about what are they



doing, they are afraid because they do not want to live the same in school than in their houses, in consequence, they get lower grades and they can get into a depression.

Thirdly, nowadays it is like a trend to get divorced. When things are mess up at home children can feel stressed, they are constantly worried about what is going to happen in their family, so it is difficult for them to get focused on school. 'A recollected mind in an atmosphere of quiet and relaxation creates the right environment for study. As G. K. Chesterton observed, fifty percent of education is "atmosphere." (Mitchell Kalpakgian, Ph.D.) Parents' divorce is part of the crisis of education.

To conclude, education is not just a responsibility of teachers, even if children spend most of their time in school, education starts in home, so it is a team work. Every children needs a leader to follow, and if his or her leader is never at home working, wasting life drinking or getting divorce without taking the precautions into account, it becomes a difficulty for kids and their learning process. Let's let them grow their mind in peace, so they can grow in fullness.

Moreover, this piece not only has a clear structure and evident use of transition words, but it also includes substantial evidence (underlined in blue) to support the statements as a means to persuade the target audience. The usage of facts, statistics and quotes was also a significant section of the evaluation criterion, and here we can witness a fair utilization of these elements. Another quality worth mentioning is that this essay ends with a call for action, which was an optional feature that the student learned that they could add to this specific type of writing.

## Student 6:

Does education promote social equality? According to Wikipedia (2017), "Social equality means that all people within a specific society or isolated group have the same status the education." That is to say, all people can access to the same right without caring about your economic situation. However, in Chile, education is a paradox, because ideally it is thought as a right, but in reality is a product that can be sell. This can be seen clearly in situations like the privatisation of education in terms of the one who has the money, can access to different alternatives to get education. Also, the fact that students with economical resources of good quality private schools go to public universities and students from not so qualified public schools have to get in debts, going to a private institution. Finally, beyond educational institutions, the privatisation in front of culture causing denial once more between the ones that do not have the goods to access to it.

Firstly, as we know the privatisation of the education came with the dictatorship, but the governments which came after, maintained and even complimented it with the idea of the copayment "teaching freedom." Nowadays, if we add together the budget of the school education and the higher education, according to the OCDE (as quoted in Suárez, 2015) the state is financing 58% and the private industry is financing 41%. This numbers seem to not worry at all, but related to tertiary education, 76% is financed by privates and 23% by the state. How worrying can be that, because we are allowing that privates turn education into a business, allowing to see students like clients. The ones who want to improve their lives quality, have to pay huge amount of money and get into debts in order to get education. The speech by Yañez (2014) "we have to listen to

students and satisfied their necessities, because they are clients of the service that we lend," gets to worry about how the right is transformed into a good.

Secondly, according to Salinas (2016), who is an academic from the Universidad de Chile, said the paradox of students equality is clearly seen when the students from private schools finish the secondary school and go to public universities. On the other hand, students from public schools go to private institutions, causing them to have huge debts in time, that the only thing that they do is to keep the inequality alive in the Chilean society. So, if the idea of the education is to decrease inequality causing social movement in terms of social classes and an integral point of view among people, what is happening in Chile if in words of Salinas the system is provoking the contrary?

Last but not least, according to the Cambridge dictionary (2017), the process of teaching and learning it is due "especially in a school or college", but we can also acquire knowledge from different ways thanks to culture. As it is already known, culture has to do with everything that men do. Therefore, through it human beings also learn. Nonetheless, culture is also affected with this paradox, because only the ones that have money, can access with easiness to this kind of learning. This happens as taxes are high, so, anything related to arts is expensive. For instances, an artistic intervention, plays, books, music, poetry, etc. we have to pay a lot for appreciate this kind of things. For that reason, how can we learn if we have to pay a lot for it and not everyone has the means? Was not this supposedly a right?



Reflex To sum up, we can see a lot of contradictions to considerate Chilean education as a right, because private finaciations transformed this right in a need and in a business. They treat students like clients. This is the paradox that affects in the quality of the education that we receive, giving the best tools to develop to people who can pay for it and the people who cannot they just have to accept what they can afford with their means. For that reason, how are we going to be a country without inequalities if the educational system maintains in stop the social movement for a better quality life? This is problem that has to be solved as soon as possible. We as educators, have to start changing things.

This essay not only meets all the elements achieved by students N°4 and 5 but is also interesting to note the use of the APA citation system. Students were shown in session N°7 a basic citation system to hold accountable for the sources from where they were retrieving the information. It is impressive to see how this learner showed the initiative of using this worldwide used citation system that is the proper way of quoting data in the research community. This goes hand in hand with Dörnyei's Self-determination theory, since students were encouraged to go beyond the contents taught during the lessons. This is evidence that students can develop a sense of autonomy that can go beyond classroom walls.

## Student 7:

### Why we should educate about education

Something that have always caught my attention about education is the fact that we all have to go through it, or at least that is what our parents want. We start at a very early stage of our lives, around 4 or 5 years old so we can get used to it, and in a way, it works, because you don't get to realize when you're already 15 and you've been to school all these years without even asking yourself why, you just follow the orders of your parents, that is to assist to this kind of jail in which you have to do boring activities for a vast number of hours, and you even get calcifications according to your performance. You can't wait for the classes to end, maybe to go to a break and share experiences with your classmates, or just to do anything; for anything is funnier that assisting to these classes. That until this important looking teacher comes to your class and talks about how important assisting to school is for your future, mentioning that we are the future of the country, the generation of change and so on, and what I hear is that we are there for a reason, a reason that is beyond any other activity no matter how fun it is, and then, why don't I care about such an important matter?

In the paragraph shown above, and considering the task achievement, student N°7 presents a substantial point of view, but his lack of academic language made it look poor for a university task. Citations do not exist in this essay and the information retrieved does not have its corresponding references. Despite the fact that the head teacher and the student teacher gave them guidance during the lessons to use references properly, and having also mentioned that point in the rubric, student 7 did not follow the criterion.

### References

- Didn't use.

Elemental Written English: Opinion Essay



Then education seems to be a gate for us to reach what we desire, and in the future, your improvement may contribute for the next generations. So why does it feel like a punishment? it is funny to me to see how we discuss on how education should be free, as we are demanding it, like education was barely worth our time, while if we understood how useful it is, we would gladly do whatever it takes to gain access to it. And yes, our countries rely on education to make useful workers that can become a functional part of the social structure, but that's just a consequence of the lack of interest in education, for if we all wanted to do our best, a country would be full of creators and it would reach a utopic state of functionality. So why is it so hard to understand the purpose of education? why is it so hard to find anything worth giving our efforts to?

As we can see in the final paragraph, this one does not present a topic sentence with their supporting ideas. Furthermore, it can be noticed that a proper investigation regarding the topic chosen was not carried out by the student to reflect this on the essay.

When we analysed the vocabulary used by this student, we noticed that he demonstrated a fair use of English, but as it was mentioned previously, this essay lacks academic language to talk about a topic as it was expected.

To summarize, this piece of writing does not present a clear structure of the essay (introduction, body paragraphs and conclusion) even when its importance was exposed in most of the classes and was a relevant point in the rubric presented during the lessons. However, this student did not attend most of the sessions carried out by the researcher. Therefore, we consider this as a relevant factor that affected final performance. This can be clearly noticed while reading this piece.

**Student 8:**

In today's world, we have access to so much information through the internet. Sometimes we use it in our daily tasks but also, we spent a lot of our leisure time on different web pages, YouTube is one of them. This technology is often sawed as something bad at the classroom, but when today you have an internet connection practically everywhere, students choosing videos related to their interests, and with most of the channels spoken in English, I think YouTube videos can help to increase the level of English of your students.

In the paragraph exhibited above the student demonstrated a fair level of knowledge when it came to introducing the essay. The student presented the topic giving his personal experience. However, there are not references that support any of the theories presented in this first part. Also, we can notice some major grammatical mistakes that include the creation of verb tenses that do not exist.

**Student 9:**

Studies say that students learn more when they voluntarily decide to learn, so the student should have a real interest in what they are studying. This is not always possible since we must accept the fact that sometimes kids are not interested in certain school subjects for different reasons, and the schedules and the system in which classes work in general tires

children, so we can relate English with something that interests them, in an environment that they consider comfortable and safe for their own learning. Here YouTube offers different options, from sports channels, video games, movie reviews, decoration, etc., all in English, so no matter what the preferences or tastes of any person, YouTube has it covered.

When we read this paragraph, it became evident that the use of linking words, transitions and expressions are nonexistent, while only a colloquial language was used. This was not expected as an outcome of the academic assignment, not only because of the lack of coherence and cohesiveness, but also because there is not a clear transition between paragraphs that would make the piece a friendlier one when reading it.

To summarize, the student made a poor use of punctuation marks such as commas and colons to emphasise an opinion within the sentence. Moreover, the student claimed to have found supporting ideas of his essay in “several studies,” yet such studies were not mentioned on the essay, which is another important point present in the rubric.

## **CHAPTER IV**

### **RESEARCH CONCLUSIONS**

#### **4.1 Final Conclusions**

The discussion of the present research which dealt with different types of motivation in the learning process of future EFL teachers could finally be concluded in this chapter. Furthermore, some suggestions for EFL educators are given based on the analysis of the findings obtained from the data. Such suggestions display ideas to adapt in lesson planning when teaching English and are based on factors that the students of the present research mentioned at the moment of testing their motivation.

Based on the findings of this study, different conclusions can be drawn. These connect to analysing the students' level regarding different types of motivation, the application of innovative methodologies to the lesson plans, the variation on motivation when new methodologies were applied, and the outcomes of writing exercises when students are exposed to the new methodologies applied to their writing tasks.

First of all, it is relevant to mention that there is a contradiction between the level of some types of motivation students have (according to the Adapted Motivation Test Battery), and the activities they perform to take advantage of such motivation. This occurs mainly with integrativeness and intrinsic motivation. When tested, the students that were part of the research showed the highest level of motivation in both integrativeness and intrinsic motivation, yet when asked about the realization of activities connected to these types of motivation, the number of positive responses displayed on the test did not match with how motivated students felt (in relation to integrativeness and intrinsic motivation). This led us to think that students are aware of what can help them improve their English skills when learning, yet that does not necessarily mean they will perform such activities on a daily basis. As the findings showed, intrinsic motivation may be the most powerful type of motivation to consider at the moment of learning not only English but any subject, while at the same time, it is the most difficult one to reach and sustain because of the willpower required to keep the pace when studying in a demanding university programme.

When applying the innovative methodologies to the lesson plans and therefore to the actual lessons, some participants of the focus group claimed to have felt uncomfortable

at the beginning. Students did not know what was required from them, and the figure of a new teacher in the middle of their learning may have caused some impediments while participating in the activities proposed by the educator. Nonetheless, as students got used to the presence of the new teacher, they began to feel more secure, and the lessons flew at a normal pace with good participation coming from the students. The employment of these methodologies clearly affected the steps of the lesson, and sometimes students would have motivating activities at the beginning of the lesson that were not necessarily related to Written English (the subject where the research was conducted). The previous affected directly the levels of motivation with which the students faced their learning. In the focus group conducted at the end of the research, some participants stated that they noticed the contrast between their previous motivation towards the class and the new one that had surged because of the methodologies applied. Furthermore, some students went deeper and claimed to have been inspired by the new teacher figure, considering their position as future EFL teachers. This variation on the motivation levels of the students was measured once with an exit ticket that used a grading scale to rate their motivation on a range from 1 to 10. The majority of the students positioned their motivation on a level above 5.

Lastly, the written performance of the students was tested with an opinion essay about Education. Students were asked to write five paragraphs based on a rubric with a set criterion to evaluate different aspects of their writing. Such rubric was aimed for the students to reach a B1 level of English. The rubric considered features such as task achievement, structure and format, grammar, vocabulary, use of linking words and expressions, punctuation, and spelling. When reviewing the outcomes of the students' writing, the researchers noticed that students that attended more to the lessons and who frequently participated obtained favourable results on their written performance. Some of these examples were previously shown in the analysis section of this research. On the other hand, students who attended half of the lessons or fewer showed negative results on their written performance. This was demonstrated in their inability to follow written structures or the lack of use of transition words that would enhance the reading of their essay. Also, some of the students who did not come to all the lessons were not able to follow the steps of the rubric that was previously shown to them. Although it is ambitious to believe that an eight - sessions lesson planning would drastically change the written performance of the students, in the focus group session some of them

claimed to feel that they had learned more than before. The students realised the previous by noticing how much they remembered of the contents in comparison to previous teaching sessions. A participant of the focus group stated that even if the positive change in her learning process was not proven in the eventual exams, she was still sure that she was able to remember and explain the contents taught in the eight sessions conducted for this research.

## **4.2 Limitations**

The following are a number of limitations we encountered during the application process.

1. One of the issues that we encountered at the moment of exposing the students to the lesson plans was the frequency in which the learners would go to class. A selected number of participants attended class consistently, that is to say, around 10 to 12 students. The rest of them would show up sporadically, missing at least one of the two sessions they had per week. Due to this, the focus group was carried out with participants that had at least 80% attendance or more, since it was significant to consider those who were fully committed to the project.
2. We had twenty-three participants in this study, and we wonder if this approach is sustainable with more students. We are aware that the number of participants could be a factor that played an advantage during the lessons, as it is possible to be attentive to the learning process of all those pupils. Nonetheless, it is inevitable to think if this model is sustainable with bigger groups, or in other courses of the TEFL programme at UMCE.
3. Although there is a hefty amount of research and proposals concerning the topic of Motivation, the application of such theories is very little. We would like to invite future researchers not to be afraid of applying the available evidence to consistently improve teaching practices around the world.
4. Time is another aspect that is relevant in this dissertation. The original time planned for the application of the lesson plans was about a month and two weeks, yet some interference occurred right after the first session, and the original schedule had to be modified and extended to almost two months. Still, with or without the interference, we got to apply eight sessions on the opinion essay, which is the equivalent of a

pedagogical unit at UMCE. At the end of our study and analysis, we could not help but wonder if the models and theories are sustainable in the long run such as 6+ months.

### **4.3 Suggestions**

Based on the outcomes of the research, we would like to give some suggestions that would be beneficial for the teachers, the students in training, and further researchers. The suggestions are presented as follow:

1. For the teachers, we suggest they find out about what motivates students to learn English at the beginning of the course. This would give different ideas to apply when planning the lessons. In the case of Written English, students expressed to be more interested in writing about topics of their interest, and some of them were even thankful that theirs were considered at the moment of selecting a topic for each of them.
2. Also, we suggest that teachers adopt different activities to the motivating part of the lesson (warm-up). These activities do not necessarily have to be linked specifically to the discipline that is being taught, but they aim at boosting motivation levels. In UMCE, the previous is even more justifiable, since any distinct activity will be giving ideas to the students to apply different methodologies at the moment of their teaching. In the focus group, some participants claimed that one of the most memorable parts of the eight lessons conducted were the warm-ups selected by the researcher.
3. For the students, we advise that once being aware of their motivation levels, they try to perform activities that help enhance their levels of motivation. Although the role of the teacher is crucial for their learning, intrinsic interest will undoubtedly boost their performance, not only in writing but in any other subject, as well.
4. For further researchers, we propose conducting this research for a longer period, and not only in one study unit. It would be interesting to find out if the framework is sustainable for a prolonged period (e.g. one year applying motivating methodologies to the learning of English).

## REFERENCES

- Alexander, D, Chant, D., & Cox, B. (1994). What Motivates People to Become Teachers. *Australian Journal of Teacher Education*
- Al-Hoorie, A. (2017). Implicit attitudes in language learning. University of Nottingham. University of Nottingham Press.
- Brown, H.D (1991). M&Ms for language classrooms? Another look at motivation. In J.E. Alatis, *Georgetown university round table on language and linguistics*. Washington. DC: Georgetown University Press.
- Buyukyabuz, O. & Cakir, I (2014) Uncovering the motivating factors behind writing in English in an EFL context. University of Turkey. Metalingual.
- Cambridge Dictionary. Traducción de "motivation" - Diccionario Inglés-español. (n.d.). Retrieved November 21, 2017, from <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/motivation?q=Motivation>
- Clément, R (1980) Ethnicity, contact and communicative competence in a second language. In H, Giles, W.P. Robinson, & P.M. Smith. *Language: Social psychological perspectives*. Oxford: Pergamon.
- Coetzee-Van Rooy, S. (2006). Integrativeness: Untenable for World Englishes learners? *World Englishes*.
- Creswell, J. W., & Creswell, J. D. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Los Angeles: SAGE.
- Crookes, J & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*. 41. p.469-512.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenu.
- Deneme, S (2011). A lesson model for enhancing motivation in EFL writing classes. Trakya University. Academy publisher.



Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.

Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford: Oxford University Press.

Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.

Dörnyei, Z., MacIntyre, P., & Henry, A. (Eds.). (2015). *Motivational dynamics in language learning*. Bristol: Multilingual Matters.

Dupuy, B. (2000) Content-Based instruction: Can it help ease the transition from beginning to advanced foreign language classes? American Council: Foreign Language Annals

Espinoza, C. (2017). El nivel de inglés de los chilenos sigue estancado. from <http://www.latercera.com/noticia/estudios-pruebas-muestran-estancamiento-del-nivel-ingles-los-chilenos/#>

Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Sage Publications. 205 p.

Gardner, R. & MacIntyre, P. (1993) A Student's contribution to second language learning. Part II: Affective variables. *Language Learning*. SAGE.

Gardner, R. & Tremblay, P. D. (1994) On motivation: Research agendas, and theoretical frameworks. *Language Learning*. SAGE.

Gardner, R.C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang. p.26.

ELT, O. U. (2015), February 16). *Why is writing so hard?* from <https://oupeltglobalblog.com/2015/02/16/why-is-writing-so-hard/>

- Hashemian, M., & Heidari, A. (2013). The Relationship between L2 Learners' Motivation/Attitude and Success in L2 Writing.
- Hennessey, B., Moran, S., Altringer, B., & Amabile, T. M. (2015, January 21). Extrinsic and Intrinsic Motivation.
- Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*.
- Julkunen, K. (1989). Situation -and task- specific motivation in foreign-language learning and teaching. Joensuu, Finland: University of Joensuu.
- Krapp, A., Hidi, S. & Renninger, K. A. (1992). Interest, learning and development. Renninger, A., Hidi, S., and Krapp, A. *The Role of Interest in Learning and Development*, Erlbaum, Hillsdale, NJ.
- Lamb, M. (2004). Integrative Motivation in a Globalizing World. University of Leeds. White Rose Research Papers.
- Liu, X. (2001) Motivation-based bonding activities in an EFL writing classroom: A case report from Mainland, China. Shanghai Jiao Tong University.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, p. 954–969
- MacIntyre, P. D. (2002). Motivation, anxiety and emotion in second language acquisition. In P. Robinson (Ed.), *Individual differences in second language acquisition*. Amsterdam: John Benjamins.
- McClelland, N. (2000). Goal orientations in Japanese college students learning EFL. In S. Cornwell, & P. Robinson, *Individual differences in foreign language learning: Effects of aptitude, intelligence, and motivation* (pp. 99–115). Tokyo: Aoyama Gakuin University.
- Ormrod, J. E. (2014). *How Motivation Affects Learning and Behavior*. Educational Psychology Developing Learners. Pearson Education Inc.
- Richards, J. & Rodgers, T. (2001) *Approaches and methods in language teaching*. Cambridge: CUP.

Robinson, P. (2007). Aptitudes, abilities, contexts and practice. In R. DeKeyser, Practice in second language learning: Perspectives from linguistics and psychology. Cambridge: Cambridge University Press.

Schumann, J.H(1978). The pidginization process: A model for second language acquisition. Rowley, MA: Newbury House.

Skehan, P. (1989). Individual differences in second language learning. London: Edward Arnold

Smith, D. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ). Ann Arbor: National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL), School of Education, University of Michigan.

Souhila, D. (2015) Developing EFL writing skill through the use of the process approach: A case study of second year students at Mohammed Kheider University of Biskra. University of Biskra.

Sugita McEown, M., Noels, K. A., & Chaffee, K. E. (2014). At the interface of the socioeducational model, self-determination theory and the L2 motivational self system model. In K. Csizér, & M. Magid, The impact of self-concept on language learning. Bristol: Multilingual Matters.

Sugita McEown, M., & Takeuchi, O. (2014). Motivational strategies in EFL classrooms: How do teachers impact students' motivation? *Innovation in Language Learning and Teaching*. University of Hong-Kong.

Ushioda, E. (2001) Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt, *Motivation and second language acquisition* (p.90-112). Honolulu: University of Hawaii Press.

## **APPENDIXES**

### **1. Pre-intervention Observations**

To complement the quantitative information provided by the adapted Motivation Test Battery, the student-teacher made some observations concerning the behavior of the students towards the learning L2 situation during the week before her interventions.

1. The students have positive learner habits such as using the dictionary; they show spelling and pronunciation awareness. Also, they consistently take notes of new contents.
2. All of the students, with a few exceptions, are attentive, respectful and they will usually volunteer to answer questions or to participate in activities.
3. All the participants have a positive reaction towards the idea of working in groups.
4. A small portion of the class has a hard time writing in English, and they make verbal remarks about it to other classmates.
5. All the students have a positive reaction to in-class feedback.
6. Considering that students value teacher-student feedback, as stated in number 5, they also appreciate peer-to-peer feedback when they are asked to exchange their writing with an elbow partner.

## 2. Lesson plans

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION  
DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Cinzia Bizama Borotto UNIVERSITY: UMCE

SCHOOL ADDRESS: Av. José Pedro Alessandri 774, Ñuñoa, Santiago. COURSE: CLASSROOM N°: 02 TIME: 14:30 to 16:00 hrs.

DATE OF CLASS: 4th of September 2017 DAY OF CLASS: Monday

### LESSON PLAN N° 1

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to provide meaningful written information about themselves.	<p><u>Grammatical</u></p> <p>Present simple, present perfect, past simple.</p> <p><u>Lexical</u></p> <p>Vocabulary related to daily routines (flexible)</p> <p><u>Functional</u></p> <p>Students will be able to provide information about themselves.</p>	<p>Pre:</p> <p>The professor introduces herself to the students (generally).</p> <p>Then, students read and sign consent.</p> <p>While:</p> <p>In a semi-circle organization, the professor introduces herself to the students saying one important thing or experience that defines her as a person, and then asks the</p>	<p>Laptop</p> <p>Projector</p> <p>Power point presentation</p>	<p>Formative Assessment</p> <p>‘introduce yourself’</p>	<p>2’</p> <p>5 – 10’</p> <p>20’</p>

		<p>students to do the same. (positive thing)</p> <p>The professor shows the students an example of the final written paragraph that is expected by the end of the class, giving the instructions (Instructions: Write a paragraph mentioning general aspects of your life, such as where you live, your age, your likes and dislikes, etc. in between 100 and 200 words).</p> <p>The students write the paragraph (100- 200 words)</p> <p>Volunteer students share the paragraph written with the rest of the class (10')</p> <p>Students exchange their</p>			5'
--	--	--	--	--	----

		<p>paragraphs and talk about them in pairs. Then, have students report on what they read from their classmates.</p> <p><b>Post:</b></p> <p>The professor asks a final question to the students to reflect about motivation regarding the task (written answer)? (30')</p> <p><b>Closure:</b> Students lean on their chairs, with their eyes closed and the teacher asks them the following questions:</p> <ol style="list-style-type: none"> <li>1. Raise your hand if you think that talking about yourself and meaningful experiences and events in your life motivate you.</li> <li>2. Raise your hand</li> </ol>			<p>15'</p> <p>7'</p> <p>5'</p>
--	--	--	--	--	--------------------------------

		<p><b>if you felt motivated with the activity that we did.</b></p> <p><b>Follow-up: Teacher mentions what they will be doing the following class: Talking about a very popular TV series (13 reasons why), and suggests those students who haven't watched it to get informed about it.</b></p>			<p><b>3'</b></p>
--	--	---	--	--	------------------



PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUG. TIME FOR P.O.
By the end of the class, students will be able to write opinions about a current controversial topic.	<u>Grammatical</u> Present simple Past simple Present perfect <u>Lexical</u> Vocabulary related to giving an opinion ‘In my opinion’ To my concern...’ ‘To my mind’ ‘I agree with.’ ‘I disagree with’ ‘I have no doubt that’	Pre: For the first ten minutes, students will be asked to answer a ‘Motivation Test Battery’ for research purposes. After all the students have finished, the teacher shows the students a trailer of the Netflix’s series ‘13 reasons why.’ The teacher asks some	Laptop PowerPoint presentation Speakers Sheets of paper	Formative assessment ‘Motivation Test Battery’	10-15’ 5’

	<p><u>Functional</u></p> <p><b>Students will be able to provide their opinion about controversial topics</b></p>	<p><b>volunteer students who have watched the series a general opinion about the show.</b></p> <p><b>While:</b></p> <p><b>The students are asked to make 4 groups, and are assigned with different opinions about 13 reasons why and the way it portrays depression.</b></p> <p><b>The students are asked to write their opinion in a length of 200-300 words and are presented with an example</b></p> <p><b>Post:</b></p> <p><b>The students are asked to exchange their written opinions with other groups</b></p>			<p><b>5'</b></p> <p><b>15'</b></p> <p><b>8'</b></p>
--	--	---	--	--	---

		<p><b>and read the opinions of their classmates</b></p> <p><b>In each group, students pick the opinion that they liked the most, and orally explain the reasons why.</b></p>			<b>8- 10'</b>
--	--	--	--	--	---------------

STUDENT-TEACHER: Cinzia Bizama Borotto UNIVERSITY: UMCE

SCHOOL ADDRESS: Av. José Pedro Alessandri 774, Ñuñoa, Santiago. CLASSROOM N°: 01 TIME: 14:30 to 16:00 hrs.

DATE OF CLASS: 27<sup>th</sup> of September 2017 DAY OF CLASS: Wednesday

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to identify different ways of organizing information.	<u>Grammatical</u> <ul style="list-style-type: none"> <li>• Transition words</li> <li>• Into other words...</li> <li>• To put it more simply...</li> <li>• However, ...</li> <li>• Nonetheless...</li> <li>• Notwithstanding...</li> <li>• In my opinion...</li> <li>• I believe that...</li> <li>• I am in favour of...</li> <li>• I am against the idea of...</li> <li>• It seems to me that...</li> <li>• I sympathize with...</li> <li>• In order to make the</li> </ul>	<p><b>Pre:</b></p> <p>The teacher asks the students to get in groups of eleven people.</p> <p>The students will get in two lines, both of them facing the board.</p> <p>After this, students will listen to the instructions of a game called 'Race to the Board' in which they will have to race to the board to write one of the ten items that would be</p>	<p>Projector</p> <p>PowerPoint Presentation</p> <p>Laptop</p> <p>Essay sample sheet</p> <p>Cardboard sheets</p> <p>Glue</p> <p>Scissors</p> <p>Glitter</p> <p>Metallic style cardboard</p> <p>Rulers</p>	<p>Formative assessment</p> <p>'Poster'</p>	15'

	<p>problem clear, I would like to present some examples of ...</p> <ul style="list-style-type: none"> <li>• Apart from that...</li> <li>• Despite the fact that .../ In spite of...</li> <li>• On the other hand, ...</li> <li>• What is more...</li> <li>• What matters most in this case is...</li> <li>• It is a fact that...</li> </ul> <p><b><u>Lexical</u></b></p> <p>Accommodation</p> <p>Outweigh</p> <p>Part-time job</p> <p>Full time job</p> <p><b><u>Functional</u></b></p> <p>Students will be able to use different structures for info organization.</p> <p>Students will use words to make their writing more cohesive.</p>	<p>required for them to write. They will have three different categories.</p> <ol style="list-style-type: none"> <li>1) Sports</li> <li>2) Fruit and Vegetables</li> <li>3) Songs about love.</li> </ol> <p>After the activity finishes, they will take a sit.</p> <p>While:</p> <p>The teacher will show the students a PowerPoint presentation with the use of an opinion essay and the use of transition words in essays</p> <p>Post:</p> <p>Lastly, the teacher will provide the students with</p>			20'
--	---	--	--	--	-----

		<p><b>the sample of an opinion essay.</b></p> <p><b>Students will have to create a poster about the structure of this essay using concept maps.</b></p> <p><b>The teacher will facilitate the materials for this activity.</b></p>			20'
		<p><b>Follow up:</b></p> <p><b>The teacher tells the students they will keep working on the posters next week.</b></p>			5'

## LESSON PLAN N° 4

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to organize information for essay writing.	<u>Grammatical</u> Present simple Past simple <u>Lexical</u> Connectors Linking verbs <u>Functions</u> Students will organize information for more efficient essay writing.	Pre: The teacher begins the lesson by telling the students that they will have to finish the ‘opinion essay’ poster they started last class.  The teacher asks the groups to take turns to explain their concept maps, and how they decided to divide the information.	Laptop Power Point presentation	Formative evaluation: ‘Transition matching’	10-15’     10’

		<p><b>While:</b></p> <p><b>Students will be asked to form groups of five and they will be given two sets of transition words. They will be able to open the first set, but they should open set number two when told to.</b></p> <p><b>Students should join transition words from set one with synonyms from set number two. All students should be involved in the checking process.</b></p>			<p><b>8'</b></p>
		<p><b>The teacher will provide the students with an envelope which will contain a topic or a problem of their preference. The students will be asked to create a concept map that</b></p>			<p><b>15-20'</b></p>



		<p>concerns the assigned topic/problem.</p> <p>Once students have finished their concept map, they will have to write the introduction paragraph to it.</p> <p>Post:</p> <p>Once students have finished, students will have to trade their introduction with another classmate and receive feedback from them.</p> <p><u>Follow up</u></p> <p>The teacher will ask the students to do research at home for writing supporting paragraphs</p>			<p>5'</p> <p>1'</p>
--	--	--	--	--	---------------------

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION  
DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Cinzia Bizama Borotto UNIVERSITY: UMCE

SCHOOL ADDRESS: Av. José Pedro Alessandri 774, Ñuñoa, Santiago. CLASSROOM N°: 02 TIME: 14:30 to 16:00 hrs.

DATE OF CLASS: 4<sup>th</sup> of October 2017 DAY OF CLASS: Wednesday

LESSON PLAN N° 5
------------------

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to provide their opinions through structured paragraphs.	<u>Grammatical</u> <b>Present perfect</b> <b>Past simple</b>	<b>Pre:</b> The teacher begins the lesson by showing the students an example of an introduction paragraph. She asks one of the students to read the example written on the board for their classmates.  <b>Then,</b> she asks the students to identify the words that are underlined in the text	Projector PPT Laptop Envelopes Sheet of paper	<b>Formative assessment</b>  'Pass the ball'  Exercise.	5'
	<u>Lexical</u> <b>Lexicon used in the text.</b> <b>Cowboy</b> <b>Folksy</b> <b>Age-old</b> <b>Heavily debated</b> <b>Bred</b>				5'

	<p><b>Relied upon</b></p> <p><b><u>Functional</u></b></p> <p>The student will be able to express and support their opinions on the different paragraphs of an essay.</p>	<p>(which will be the topic sentences of the supporting paragraph)</p> <p>Once the students understand the structure,</p> <p>The teacher gives them back the envelopes that contain the outline they started the previous class.</p> <p>Students will be asked to write an introductory paragraph for their essay.</p> <p>While:</p> <p>Once they have finished,</p> <p>Students will be asked to make groups of four people.</p> <p>They will be provided</p>			<p>30'</p> <p>5'</p>
--	--	--	--	--	----------------------

		<p><b>with a set of dingbats and they will have to discuss the meaning of them.</b></p> <p><b>They will have to separate the ones that they understand from the ones that they haven't figured out the meaning yet</b></p> <p><b>The teacher will show the Dingbats one by one, asking the students if they got the meaning or they did not.</b></p> <p><b>The teacher will provide the meaning of the Dingbats they didn't understand.</b></p> <p><b><u>Post</u></b></p> <p><b>The students will be asked to make a circle</b></p>			<p>15'</p> <p>5'</p> <p>3'</p>
--	--	---	--	--	--------------------------------

		<p><b>and the teacher will explain that they are going to do the ‘pass the ball’ exercise in which they will have to mention something new that they learned during the session.</b></p> <p><b><u>Follow up</u></b></p> <p><b>The teacher reminds he students they will work on a supporting paragraph next session</b></p>			1’
--	--	---	--	--	----

STUDENT-TEACHER: Cinzia Bizama Borotto UNIVERSITY: UMCE

SCHOOL ADDRESS: Av. José Pedro Alessandri 774, Ñuñoa, Santiago. CLASSROOM N°: 02 TIME: 14:30 to 16:00 hrs.

DATE OF CLASS: 11<sup>th</sup> of October 2017 DAY OF CLASS: Wednesday.

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to support their ideas with different information.	<u>Grammatical</u> Past simple Present simple <u>Coordination conjunctions</u> FOR AND NOR BUT OR YET	Pre:  The teacher will begin the session by asking the students to stand up and form two groups of eleven students (one of the groups is going to have twelve students)  The teacher will explain the instructions of the game.	Projector PPT Laptop Envelopes Sheet of paper Cardboard Glue (Patafix)	Formative assessment  ‘Complete the Board’  Exercise.	5’



	<p><b>Finally</b></p> <p><b>Consequently</b></p> <p><b><u>Lexical</u></b></p> <p><b>References</b></p> <p><b>Quoting</b></p> <p><b>Shrilling</b></p> <p><b><u>Functional</u></b></p> <p><b>The student will be able to support their opinions through facts, statistics or experiences.</b></p>	<p><b>conjunctions and transition words. Then, they will receive a set of words that they will have to classify in each section.</b></p> <p><b>After the student share their results, the teacher will give them the correct answers and they will have the chance to change the ones that were incorrect.</b></p> <p><b>Post:</b></p> <p><b>Lastly, students will receive their writing envelope and they will have time to create supporting paragraphs for their essay. The instructor will show the students an example on how they can carry out this task</b></p> <p><b>The supporting paragraph provided by</b></p>			10'
--	---	--	--	--	-----



		<p><b>the teacher is a continuation of the introduction the students reviewed last week.</b></p> <p><b><u>Follow up</u></b></p> <p><b><u>Students will be reminded to bring ideas for their final essay.</u></b></p>			<p>35'</p> <p>1'</p>
--	--	--	--	--	----------------------

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION  
DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Cinzia Bizama Borotto UNIVERSITY: UMCE

SCHOOL ADDRESS: Av. José Pedro Alessandri 774, Ñuñoa, Santiago. CLASSROOM N°: 01 TIME: 14:30 to 16:00 hrs.

DATE OF CLASS: 16<sup>th</sup> of October 2017 DAY OF CLASS: Monday

LESSON PLAN N° 7
------------------

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to give their opinion concerning different issues in Education.	<p><u>Grammatical</u></p> <p>Past simple</p> <p>Present simple</p> <p>Transition Words</p> <p><u>Lexical</u></p> <p>The vocabulary of this class concerns the TED talks</p> <ul style="list-style-type: none"> <li>• The slums</li> <li>• Mind-boggling</li> <li>• To cope</li> <li>• Hogwash</li> </ul>	<p>Pre:</p> <p>The teacher will begin the class by asking the students to move the chairs and tables to make room for the activity.</p> <p>Once the room is clear, the student will receive a ‘Human Bingo’ sheet.</p> <p>They will be asked to go around the room and fill in their chart which has</p>	<p>Projector</p> <p>PPT</p> <p>Laptop</p> <p>TED talks</p> <p>Human Bingo sheets</p> <p>Candy</p>	<p>Formative assessment</p> <p>‘Exit ticket’</p>	<p>3’</p> <p>10’</p>

	<ul style="list-style-type: none"> <li>• To regress</li> <li>• To mingle</li> <li>• To excel</li> <li>• To think and act anew</li> <li>• To disenthral ourselves</li> <li>• To take something for granted</li> <li>• Enthralled</li> </ul> <p><b><u>Functional</u></b></p> <p>Students will provide their points of view concerning different issues in education. (Oral and written)</p>	<p>different requirements e.g. someone who is the youngest of their family.</p> <p>They will have to achieve this by asking questions to their classmates. The first one to finish must yell BINGO!</p> <p>Once they finished, winner will receive a special price</p> <p>While:</p> <p>The teacher will ask the students to sit in a semi-circle towards the board, because they will watch two TED talks.</p> <p>The first one being ‘teaching one child at a time by Shukla Bose and the latter by Ken Robinson named ‘Bring on the learning revolution!’</p>			40’
--	---	--	--	--	-----

		<p><b>Post:</b></p> <p><b>Students will share their opinion following these questions:</b></p> <ul style="list-style-type: none"> <li>• <b>How does this strike you? Do you feel surprised, worried, or you just don't care? Share your feelings!</b></li> <li>• <b>What is the aim of each speaker?</b></li> <li>• <b>How can these talks relate to the reality of our country? Do you see any similarities or differences?</b></li> <li>• <b>As a future teacher of English, how is your teaching philosophy</b></li> </ul>			10'
--	--	---	--	--	-----

		<p><b>affected by the efforts of other colleagues?</b></p> <p><b>Students are invited to create an outline for their final essay</b></p>			5'
		<p><b><u>Follow up</u></b></p> <p><b>-Students are asked to fill-in an 'Exit ticket' before leaving the room</b></p>			2'

**LESSON PLAN N° 8**

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Cinzia Bizama Borotto UNIVERSITY: UMCE

SCHOOL ADDRESS: Av. José Pedro Alessandri 774, Ñuñoa, Santiago. CLASSROOM N°: 01 TIME: 14:30 to 16:00 hrs.

DATE OF CLASS: 23<sup>rd</sup> of October 2017 DAY OF CLASS: Monday

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to express their written opinion successfully, using a formal structure.	<p><u>Grammatical</u></p> <p>Subject-verb agreement</p> <p>Transition words</p> <p>Different types of coordination</p> <p><u>Lexical</u></p> <p>To plagiarize</p> <p><u>Functional</u></p> <p>Students will be able to persuade by providing support for their opinions</p>	<p>Pre:</p> <p>Since the summative assessment is next class, this lesson will be devoted to the development of their final essay.</p> <p>The instructor will revise a power point presentation in which she will go over some important considerations that student need to keep in mind, so they can deliver a successful essay.</p>	<p>Projector</p> <p>PPT</p> <p>Laptop</p>		20'

		<p>After going over these tips. She will also mention editing tips for the after writing period such as revising spelling, subject-verb agreement, capitalization, checking for accomplishment of purpose, etc.</p> <p><b>While:</b></p> <p>Students will be given a generous amount of time to write their essay following the models given during the previous seven sessions.</p> <p><b>Post:</b></p> <p>Students will be invited to share their progress with the teacher to receive feedback.</p> <p><b><u>Follow up</u></b></p> <ul style="list-style-type: none"> <li>- Students will be reminded to respect the format</li> </ul>			<p>40'</p> <p>10'</p> <p>2'</p>
--	--	---	--	--	---------------------------------

		of the essay in their final edition.			
--	--	---	--	--	--



### 3.Motivation Test Validation



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN  
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS  
DEPARTAMENTO DE INGLÉS

#### MOTIVATION TEST VALIDATION

I, Maria Eugenia Hernández Vázquez, ID number 7997709-8, Teacher of English in ESL/EFL, Masters in Communication and Education Technology, hereby certify that I have revised the document titled: Motivation Test Battery (adapted from Gardner, 1995) for the Dissertation paper *Writing Skills and Motivation*.

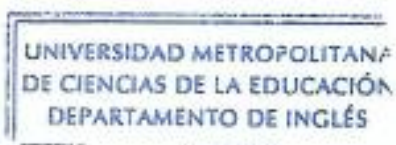
I can state that the Motivation Test Battery includes clear instructions and objective straightforward questions. I suggest the Test be taken by two students first in order to validate understanding and then it can be applied to the rest of the students.

Santiago, October 10, 2017

  
Maria E. Hernández Vázquez

Practicum Coordinator

UMCE English Department



#### **4. Focus group script**

##### Introduction

“Good afternoon everyone, my name is Nicolás Lobo and I will conduct today’s discussion. We have invited you all today to share your thoughts on the last eight sessions that you have experienced in Written English. I will ask you several open questions. Your personal opinions and views are important for us, there are no right or wrong answers, so feel welcome to express yourself freely during the discussion.

This discussion will be recorded. This is only for purpose of the research, only Cinzia Bizama, Natalia Cárdenas and myself will listen to the audio file. No names or personal information will be used in the analysis.

This discussion will last for about an hour to an hour and a half. I ask you to please switch off your mobile phones. Please give everyone the chance to express their opinion during the conversation. You can address each other when expressing your opinion, I am only here to assist in the discussion.

For the purpose of this study, the questions will be asked in English. However, if you feel like you cannot phrase correctly what you are trying to say, or English is becoming an impediment to provide your honest opinion, you are invited to share your thoughts using your L1, that is to say, in Spanish.

Is everything clear about the course of the focus group discussion?”

##### Development

The instructor will start the recording device at this point.

IQ1: “How did you feel being part of this study?”

IQ2: “One of your first tasks was to introduce yourself. Do you remember? How do you feel whenever you write about yourself?”

KQ3: How do you feel when your interests are taken into account for lesson planning?

KQ4: What do you think about taking some time to participate in non-writing games or activities during Written English class?

SQ5: How do you feel about participating in activities that involve personal thoughts or experiences?

If the participants need further illustration of the term ‘external factors’, please precede to mention examples such as: feeling tired because of other classes, personal problems, the schedule of the class, etc.

KQ6: What was positive for you about these sessions that you would replicate as a future teacher?

SQ7: Did you feel any difference in your learning process during these sessions? How?

The participants share their thoughts and once they have finished with the question, the instructor will show them pictures of the activities that they did during the sessions, this will act as a transition for question number eight and ten.

TQ8: What do you think was the most enjoyable activity? Why?

CQ9: What do you think was the least enjoyable activity? Why?

\*IQ: introduction questions, SQ: sub-questions, TQ: transition questions, KQ: key questions, CQ: closing questions\*

The instructor will stop the recording device at this point.

### Conclusion

“Thank you for your participation in this discussion. Your feedback is key to our analysis; therefore, on behalf of our research group we truly appreciate your participation. Have a good rest of the week”

## **5. Transcription – Focus Group (25<sup>th</sup> of October 2017)**

Transcribed by Cinzia Bizama

Moderated by Nicolás Lobo

Audio quality is clear, no problems were encountered in capture.

Moderator: Good afternoon everyone, my name is Nicolás Lobo and I will conduct today's discussion. We have invited you all today to share your thoughts on the last eight sessions that you have experienced in Written English. I will ask you several open questions. Your personal opinions and views are important for us, there are no right or wrong answers, so feel welcome to express yourself freely during the discussion.

This discussion will be recorded. This is only for purpose of the research, only Cinzia Bizama, Natalia Cárdenas and myself will listen to the audio file. No names or personal information will be used in the analysis.

This discussion will last for about an hour to an hour and a half. I ask you to please switch off your mobile phones. Please give everyone the chance to express their opinion during the conversation. You can address each other when expressing your opinion, I am only here to assist in the discussion.

For the purpose of this study, the questions will be asked in English. However, if you feel like you cannot phrase correctly what you are trying to say, or English is becoming an impediment to provide your honest opinion, you are invited to share your thoughts using your L1, that is to say, in Spanish.

Is everything clear about the course of the focus group discussion?

Everybody: Yes.

### **Question 1 (1:52)**

Moderator: Our first question says: How did you feel being part of this study?

Participant 1(female): At the beginning I felt nervous and uncomfortable because I didn't know the person who tried to teach me, but then, with the pass of the classes, I felt more

comfortable and I really liked the classes because it was very dynamic, and I practiced a lot of speaking with Cinzia.

Participant 2 (male): As for me, I felt very comfortable when the study was being made because Cinzia's classes were a breath of fresh air because there was something very different compared to anything we had done in written English classes, so it was overall a pretty good experience.

Participant 3 (female): Yes, for instance, I liked too much Cinzia's classes because it was pleasing to see someone doing something that she really loved. She was so worried for us, always was doing dynamic activities and I liked so much her classes.

Participant 4 (male): I have never participated in a study like this, but I felt very comfortable with Cinzia as well, because, I don't know. It's kind of weird saying this but I admire her, and I feel like she is doing an amazing job.

Participant 5 (male): In the classes, I felt really good because I really liked the activities that Cinzia did, it was different from the classes we had with our previous teacher and I really liked that.

Participant 6 (male): At the beginning, it was a little weird because she was sitting in the back of the classroom and nobody knew what she was doing there, but I never felt it was something that disturbed me, so I can say I felt pretty comfortable during the study.

Participant 7 (female): I've never participated in an activity like this, but now I'm studying to become a teacher, so when I saw Cinzia here in the classroom, I paid attention to all the things that she did with us, the activities, the way that she caught our attention, all the classes. I really liked the methods that she used to teach us, and I saw that that was very related with the subject that our previous teacher had to teach us.

Participant 1: I want to add something...during the process I felt really happy because she was very, she put a lot of effort on it. She thought about us, she made something personal for us like 'the letters' that was like for me, it was like 'she is amazing'.

## Question 2 (6:30)

Moderator: Thank you so much for your answers. One of your first task was to introduce yourself, do you remember? So, the second question says: How do you feel whenever you write about yourself?

Participant 3: I think that is difficult to talk about ourselves, but when Cinzia showed us her example, it wasn't difficult, and I felt that I could trust her with things about my life. It wasn't difficult as always.

Participant 5: For me always is difficult to talk about myself because in my daily life I never think about it, I just live, and that's all, it was like the classes that I had during the first semester and sometimes I felt uncomfortable with that.

Participant 2: For me, writing about myself is quite easy because the person that know the most about myself is obviously me, so I find it easier than to write about other topics like, for example, now we have to write an essay on Education, and I find it very difficult after this point because I have to look at statistics and things like that, so when I'm writing about myself it's quite easier.

Participant 4: For me, is super easy to talk about myself and I think there is a huge difference between to talk about yourself and to write about yourself and I really liked it. I don't know, for me is easier to write about myself instead of just speaking because is easier to express your emotions writing.

Participant 7: I remember this activity and I think that I ... for me it's easy to write about myself, but in that lesson, I learned how I can structure an 'introducing' text. Yes, as Vicente said, it is easier to write about yourself than another topic.

Participant 6: I agree with what Vicente and Candela say because I don't have too many problems with writing about myself, I think that I have done it so many times that I'm used to write about myself because it's a very common activity and I don't have any problems talking about my life, what I do for a living, things like that.

Participant 1: For me it's not easy to talk about myself because maybe I'm not the person who knows me more. It's difficult because it's something personal and when you share something personal is always scary. For me, I'm afraid to share something personal about me, but here I have become a more trustful person.

### **Question 3 (11:29)**

Moderator: The third question says: How do you feel when your interests are taken into account for lesson planning?

Participant 7: It was great, amazing! Because that captures your attention, so you feel more enthusiastic to come to classes, and write, I think that's it. It's a great opportunity for yourself as a student to be considered in the plan and your interests.

Participant 1: For me it was amazing, because I never thought that she remembered what my interests are, but when I read my letter I was like 'ohhh she remembers' and I felt really... I really liked that topic and I feel passion when I write about that.

Participants 5: I have never had something like this before at school and it was different and it was very good, because I felt, like my classmates said, I felt passion when writing about the topic that Cinzia gave me and it was amazing, like my classmates say.

Participant 2: The thing is that when your interests are taken into account in the class, you are already familiar with the concept, so that makes it easier and more fun to work with, like, for example, our assessment before the essay, we had to write a film review and I already knew a lot about movies, I go to the movies all the time, I always watch films, so for it was so easy, it was also very fun to make.

Participant 6: I think that when your interests are taken into account is very great way to create motivation for your students, because when Cinzia gave us the letter with two topics to choose for writing an opinion essay, I read the letter and I was like 'oh I know something about this' and it was something that I liked. It's much easier to write about something that you know.

Participant 3: Well, I like to talk a lot in classes, but sometimes I don't know about the topic, and it's weird because I don't like to talk about something that I don't know, I can make a lot of mistakes, so I try not to do it when I don't know the topic, but I like when we saw a topic that I do know because I felt free to talk and I like to see when people is interested in us, for instance, in Cinzia's classes we could see that and that is great.

Participant 4: I really like it, for me it's great, for example, I know it is important to know how to write an email or a paragraph all those things that our other teacher teaches, but I know that, for example, in the first class, when we present ourselves, that class I felt very comfortable with Cinzia and the next class, Cinzia gave us a topic of my opinion essay and she didn't know me and she gave me like 'same sex couple adoption' and it was great, because I really like that topic.

#### **Question 4 (17:18)**

Moderators: Next question says: What do you think about taking some time to participate in non-writing games or activities during a Written English class?

Participant 2: At first, it felt kind of weird to do activities that were not related at all with Written English, but I was having fun, it was weird, but then I started to realize that maybe it wasn't the idea to be related with written English at all, it was just to warm-up the class, to give it a good start, so we could work properly the rest of the class.

Participant 7: I think that it was important for us because, as Vicente said, we felt more prepared to participate in the class and if the activities are related or not, you can learn vocabulary through the activities, so that was important, and it's a good instance for us as teachers and students, because in that way we can learn a lot.

Participant 6: I think it was a great tool because, at least for me, Cinzia made think of this class not something like 'oh I'm going to write some paragraphs and that's it', I thought of this subject with Cinzia as 'oh she's going to do something different today', and that motivates a lot for the rest of the class.

Participant 4: For me it's quite hard written English, more than the other subjects and I avoid coming to these classes, but this semester with Cinzia is different because I have



come more than ever, and I have learned more than ever. I think the methodology that Cinzia used is really cool, at least for me.

Participant 1: Like Diego, for me written English is difficult, really really difficult, I always put nervous when I have to do that, but with the warm up I'm more relaxed and ready to continue the class. It's a good thing, it's a good idea, in fact, I came much more to the classes, so it was fun and good activity.

Participant 3: I think that Cinzia knew how to 'proporcionar' the classes because in one class we write about something, the next one we learn about something in a different and it was like that. I really wanted to come to Cinzia's classes and that.

Participant 5: I think is it very important to have this kind of instancias in any class, it was very different because I think we had one of this things with our previous teacher and it was weird. Cinzia did the activities in a way we feel very comfortable and we feel with ganas de participar, it was one of the best things in her classes.

#### **Question 5 (22:50)**

Moderator: Thank you. Moving to the next question, it says: How do you feel about participating in activities that involve personal thoughts or experiences?

Participant 3: It is easier to talk about personal experiences and that kind of things, so I feel comfortable and I like to talk about things that I know, and sometimes I like to talk about things that I don't know, so I can learn about that. I felt comfortable doing this.

Participant 2: For me this is quite different compared to the other question regarding writing about myself because I think it's difficult to write about personal experiences because sometimes I don't like people to know what happens in my life. Yes, sometimes I can tell a story about things that happened but sometimes I just don't want people to know, so it's difficult for me.

Participant 5: I think that depends of my mood, in general, I'm open to talk about myself, but some days I don't want to that kind of activities. En cierta forma te obligan a tener que hacerlo, eso no me gusta mucho.

Participant 1: I share my answer with Juan Carlos, it depends of my mood. If I'm happy maybe I would like to talk about my personal experiences, but if I'm sad or if I don't feel comfortable, I don't want to share it. Maybe I feel pushed to do it, and it depends.

Participant 4: Personalmente, para mí es muy bacán todas las instancias que ha podido crear Cinzia en estas clases y , como dije anteriormente, también me siento super cómodo hablando de mi mismo y todo eso, pero también siento que es super importante en verdad como para todo el curso que podamos hacer eso , siento que es una capacidad poder hablar de tu mismo porque siento que pasa ser profe tienes que sacarte muchas trabas y trancas de ti mismo, tienes que salir de tu zona de confort, siento que es algo muy importante. Y tampoco quiero decir que es algo malo, pero si es importante superar eso.

Participant 7: As some classmates said, is not easy to share your thoughts and your personal experiences. Sometimes I like it, and in some tasks during classes, it's more comfortable to talk about your experience about something, but not all the people think the same way, so I think it depends on several factors.

Participant 6: It's weird to participate in activities that requires me to involve personal experiences because when I talked to people I can come up easily with some funny stories, but when I must write them, or I must tell those stories in a class, it gets a little more difficult for me, I don't know why. That's how I feel about it.

Participant 7: Can I add something? It's just that when you are required to write something about yourself, in that way, that thing could be useful because maybe if you are learning something new about writing through your personal experiences, te queda más grabado a través de tus propias experiencias.

#### **Question 6 (28:36)**

Moderator: I'm going thank you again for being here because I know it's tiring to think in English and trying to construct a sentence and then say it. Okay, the next question says: What was positive for you about these sessions that you would replicate as a future teacher?

Participant 3: Implementar more dynamic classes, with cartulinas as Cinzia did it.

Participant 1: Like Sasha said, dynamic classes and I really like the activity of the letter. It was something very personal, but I haven't to talk about that in front of the class, so it wasn't a big deal and I think that I really really liked that activity,

Participant 7: There's a lot of things that Cinzia used during the classes, for example, the Dingbats. That was a good one because I learned a lot of words that English people use. Y cuando nos tuvo que enseñar sobre la estructura de los párrafos y nos hizo hacer un mapa conceptual sobre eso, recordé mucho mejor la estructura, y me quedó mucho más grabado. I think that most of the things that she did with us, I will take with me as a teacher.

Participant 2: As for me, I would replicate everything because I really enjoyed Cinzia's classes, but there is one problem: we don't have enough time and sometimes we don't have enough money to make all the things that Cinzia did because she clearly made a lot of preparations to make each lesson, there was cardboard, the Dingbats, so she was clearly a lot of preparations. When we get to schools, it would be very difficult to do all of those things in every class. It would be impossible.

Participant 6: I agree with more creative and dynamic classes, but besides that I think that it was a good fact that she cares about our interest, but there is a problem with that, that in a classroom with forty students and not even one group of students, more than ten. They are like four-hundred students, it's hard.

Participant 3: Cinzia has such a good memory because she remembered all of our names.

Participant 4: I've learned so many things that I had never seen before, for example, in one class, Cinzia put two long TED talks about Education and I think we were all very tired, and she gave us candies and I was very interested in all the class. It's a good methodology.

Participant 5: For me the most positive fact was that her classes were very personal for us. That was the most positive thing for me, I know that is hard to replicate that in the future as teachers, but if I have the option and the time to make something more personal for my students, I will do it.

### Question 7 (33:57)

Moderator: Seventh question says: Did you feel any difference in your learning process during these sessions? How?

Participant 7: Yes, si no me acuerdo mal, con la otra profesora tuvimos una clase sobre la estructura de párrafos, pero se me olvidó lo que ella me enseñó, en cambio, como dije en la pregunta interior, cuando Cinzia nos hizo armar este mapa conceptual, nos trajo ejemplos, nos explicó con cosas concretas, se me grabó y lo entendí mucho mejor. Así que sí, durante estas sesiones he sentido más motivación que antes y he aprendido mucho más.

Participant 1: Yes, because it's easier to remember something that was fun. I didn't remember all of the classes with all my teachers, but I remember the classes with Cinzia because it was fun, so it's easier. It's just that.

Participant 3: No estoy culpando a la Cinzia en esto, pero el semestre pasado tenía mejores notas en Escrito. Ahora no tan buenas, pero siento que he aprendido mucho más que lo que aprendí el semestre pasado con las actividades que ella hizo. Más que una nota me quedo con todo lo que he aprendido porque es mucho más de lo que aprendí el semestre pasado con cosas mucho más dinámicas, entonces eso se agradece.

Participant 4: For me, there is a huge difference between the last semester and this semester. The last semester I felt very afraid of this classes and I had bad marks, and I know that bad marks don't necessarily reflect your capacity and your skills, but I felt very motivated this semester, very comfortable with all the topics that we are seeing.

Participant 5: Por mi lado, yo encuentro que el factor que hizo la diferencia fue que ella estaba realmente interesada en nuestro proceso como personas individuales, no sólo como grupo. Eso para mí fue súper importante y creo que eso hizo la gran diferencia para poder enfocarme más en la clase y eso más que nada. Cuando estoy en una clase donde el profesor entrega sus conocimientos para nosotros como un grupo, y lo entregue y se vaya, es muy diferente a que alguien vaya a tu puesto y te pregunte '¿Cómo vas?', es diferente que alguien se preocupe de tus temas personales, eso es lo que pasa mi marcó la diferencia.

Participant 2: Whenever something so different happens in class, you can really tell at the end because you can recall so many contents compared to those classes in which there are very traditional ways of teaching, so yes, I can really tell there's a difference. The classes we had with Cinzia are probable the ones I will remember the most, both in how fun they were, but also on how much I learnt. There is a big difference.

Participant 6: And there is a difference with last semester's classes and these classes with Cinzia, not in how I learned in which things I learned because besides learning writing skills, they improved our ability of thinking, for example, with the Dingbats you had to think a lot to understand them and that is a difference between the previous session we had with this classes with Cinzia.

### **Question 8 (39:17)**

Moderator: Now I'm going to show you some pictures and I will read the name of each of them. There are some activities that you made with Cinzia.

\*Instructor shows the pictures one by one, mentioning the name of each activity\*

So, the question is 'What do think it was the most enjoyable activity? Why?'

Participant 1: For me it was the Envelope, the letter, because when I read that it was something personal and something that it was interesting for me, it was like 'How can she know about that?', so that was the most enjoyable activity for me.

Participant 3: I really liked the Human Bingo activity, because we could run through the classroom and we could ask to our classmates, and I really like that because we were against the time and all the people wanted to the Human Bingo, so I really enjoyed that activity.

Participant 2: For me, the one that I enjoyed the most was the Dingbats because it was something that I've never seen before, I've never even heard of them before, looking at them it was satisfying guessing what they meant. Some of them were very difficult to realize what they were, but sometimes we would manage to guess, it was fun, and it made me think. Also, it was related to English, so for me that was the most enjoyable one.

Participant 5: For me, the most enjoyable one was the Human Bingo because I learned something about my classmates that I didn't know. I don't remember if the activity was related to the class of that day, but for me it was a really good activity.

Participant 6: I also have to say that the dingbats were the most enjoyable activity for me because some of them were very difficult, you had to think a lot to guess what they mean. When you realize what I means, it was satisfying and funny.

Participant 4: For me it was the envelope too, because it was more personal. I could work faster than in other activities.

Participant 7: I really enjoyed all of the activities, but if I have to choose one, that would be the shrilling chicken activity, it was so fun, and we could practice vocabulary as well. She said the instructions, and you had to remember the parts of the body, and you had to do things with the chicken, so that was my favorite one.

Participant 3: I really loved the Dingbat activity because I didn't see that before, but really liked it. I don't choose that one because I didn't guess any of them.

Participant 4: a mí también me gustaron mucho los Dingbats y después saqué varios que me gustaban, llegué a mi casa y los pegué en un lugar donde tengo pegadas todas mis cosas importantes.

### **Question 9 (45:30)**

Moderator: So, we have come to the last question: What do you think it was the least enjoyable activity? Why?

Participant 1: For the least enjoyable activity was the Sharing ball activity because I don't remember that activity. Just for that.

Participant 5: For me it was Race to the board, because I don't like that kind of activities, personally. That was the least enjoyable for me.

Participant 6: Besides Human bingo because Vicente cheated, I didn't like that much the Sharing ball activity because I didn't think it was, I don't think that the ball was too necessary to share what you learned in the class.

Participant 2: I also think that the sharing ball was the least enjoyable activity because all the other activities were fun, creative and it involved work, not a lot of work, but work, and in the Sharing ball you only had to throw the ball and say things that you learned, so it wasn't that much work involve. It was still very good to mention or recall what we did and learn during class, but I just didn't find it that enjoyable.

Participant 4: I didn't like the Human Bingo because I'm very anxious and that kind of activities get on my nerves, and I didn't feel comfortable during that activity.

Participant 7: as Vicente, Kevin and Brenda said I didn't like the Sharing ball because the same. I forgot that activity, only for that. The other ones were easy for me to remember.

Participant 4: Quiero agregar algo, que siento que la actividad que pudo haber sido más bacán fue la de la pelota, pero fue muy corta. Siento que pudo a ver sido bueno porque Cinzia nos daba el espacio para hablar lo que pensábamos sobre lo que hicimos. Fue en los últimos cinco minutos y siento que si hubiese sido más largo todos le hubiésemos dicho lo que pensábamos.

Participant 6: I think we forgot the sharing ball activity not because it was bad, it wasn't bad at all, but I think we forgot it because it was like a conclusion for the 'Dingbats' activity and it could be a conclusion for every other activity.

Participant 4: I loved all of Cinzia's activities, so I enjoyed all of them. Although, I didn't like that Vicente won.

Moderator: Thank you for all your comments, and we are very thankful about your participation.

## **6. Informed consent (in Spanish).**

### **Consentimiento Informado**

Investigación para optar al título de profesor de inglés  
basada en escritura y motivación.

**A través de este documento, se le solicita permiso para contar con su participación y, en caso de ser necesario, reservar el material utilizado en clases.**

**Usted no tiene la obligación de participar en esta investigación.**

**Si usted acepta, puede dejar de participar en los módulos de la investigación en cualquier momento, en cuyo caso solamente deberá dar aviso a los coordinadores de la investigación (Cinzia Bizama, Nicolás Lobo y Natalia Cárdenas) para no incluirlo dentro de los resultados finales de esta.**

**Por favor tome todo el tiempo necesario para decidir.**

#### **¿Para qué se firma este documento?**

Lo firma para dar autorización al equipo de la investigación a utilizar su material producido en clases para fines de la investigación.

#### **¿Por qué se está haciendo esta investigación?**

Esta investigación se está llevando a cabo para ver la relación entre motivación y producción escrita en los estudiantes de primer año del grupo 01 de EFL de la Universidad Metropolitana de Ciencias de la Educación.

#### **¿Qué pasa si digo “sí, quiero participar en la investigación como sujeto”?**

Si acepta:

- El proceso de aprendizaje en clases a lo largo del semestre continuará su curso regular.
- Durante el mes de Septiembre y parte del mes de Octubre deberá asistir a clases de manera regular, como es esperado.
- La persona que ejecutará las clases será un miembro del comité de investigación, la señorita Cinzia Bizama, estudiante de quinto año de la carrera.



**¿Qué pasa si digo “no quiero participar en el proyecto”?**

Nadie le tratará en manera diferente. A usted no se le penalizará.

**¿Qué pasa si digo que sí, pero cambio de opinión más tarde?**

Usted puede dejar de participar en la investigación en cualquier momento. A usted no se le penalizará.

**¿Quién podrá ver y analizar el material producido en clases?**

Solamente el comité de la investigación: Nicolás Lobo, Natalia Cárdenas, Cinzia Bizama, y la profesora guía Luz Pamela Díaz.

**¿Me costará algo participar como sujeto en la investigación?**

No.

**Participar en la investigación, ¿me ayudará de alguna manera?**

Sí, posiblemente mejorará su motivación para escribir. Además, usted estará realizando un aporte significativo a las futuras investigaciones del inglés como idioma extranjero, permitiendo que se amplíe el conocimiento que hay hasta la fecha sobre el tema.

**¿Qué debo hacer si quiero participar como sujeto en la investigación?**

Tiene que firmar este documento. Le entregaremos una copia.

Al firmar este documento está diciendo que:

- Está de acuerdo con participar.
- Le hemos explicado la información que contiene este documento y hemos contestado todas sus preguntas.

Usted sabe que:

- No está obligado a participar.
- En cualquier momento, puede dejar de participar y nada le pasará.

\_\_\_\_\_  
Su nombre

\_\_\_\_\_  
Su firma

\_\_\_\_\_  
Fecha

## **7. Evaluation criterion for final summative assessment.**

We do not take any ownership of this evaluation document, and all the rights go towards her author: Luz Pamela Díaz, Teacher of the course of Written Discourse at UMCE.

### **Evaluation criterion for Opinion Essay**

**Task achievement (10 points):** The essay presents substantial points of view, which are backed up with relevant pieces of information. Quotations and information retrieved from the Internet have their corresponding references. Student came to all classes devoted to this assessment, and complied with all the following in class, during the time given by the teacher: the research process, the making of the outline, the writing of the draft, and the delivery of the final version of the essay, in time.

**Structure and Format (10 points):** The essay presents all its parts clearly (Introduction, Body paragraphs and Conclusion). Also, each paragraph presents a topic sentence with its supporting ideas. These supporting ideas are products of the research the student carried out to retrieve relevant information from the Internet and other sources. The supporting ideas are coherent with the topic sentence proposed by the student. The format of the printed essay is the one the teacher asked for.

**Grammar (5 points):** The essay presents very few (3) to no grammar errors or mistakes.

**Vocabulary (5 points):** The vocabulary used by student shows variety, no repetition of words, and use of synonyms and sophisticated language to talk about the specific topic.

**Use of transitions and linking expressions (5 points):** The use of linking words, transitions and expressions gives the text coherence and cohesiveness, making a smooth transition between paragraphs, and a flow of ideas that feels natural to the reader.

**Punctuation (3 points):** Punctuation is appropriate and varied, and helps give the text coherence.

**Spelling (2 points):** The essay presents very few (3) to no mistakes in spelling.