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IN ESMERALDAS**



APPLIED LINGUISTICS SCHOOL

THESIS REPORT

***INTRINSIC AND EXTRINSIC MOTIVATION: WHICH ARE THE TYPES OF
MOTIVATION THAT STUDENTS FROM FIRST YEAR OF BACCAULAREATE OF
ACCOUNTING AND INFORMATICS SPECIALTIES AT “MARGARITA CORTÉS”
PUBLIC HIGH SCHOOL EXPERIENCE WHEN THEY LEARN ENGLISH AS A
SECOND LANGUAGE?***

TESIS DE GRADO

***Motivación Intrínseca y Extrínseca: ¿Cuáles son los tipos de motivación que los
estudiantes del Primer Año de Bachillerato de las Figuras Profesionales de Contabilidad
e Informática del Colegio Fiscal “Margarita Cortés” experimentan cuando aprenden
inglés como un segundo idioma?***

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DEDICATION

I dedicate this work in first instance to God for helping in every moment and to my family that is the most important in my life my mom, my husband and my beautiful daughter Rafaela.

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ABSTRACT

The present study had like main purpose to determine which were the types of motivation (Extrinsic and Intrinsic) that students from First Year of Baccalaureate of Accounting and Informatics specialties from Margarita Cortés experienced when they learned English as a second language? To achieve this purpose a survey based on the Attitude and Motivation test battery from Gardner was adapted to 58 participants from a public Institution of Esmeraldas called Margarita Cortes High School. The results of the study showed that students experienced an extrinsic motivation to learn this language. Also, it must be emphasized that even though the type of motivation most experienced was the extrinsic the intrinsic also obtained a high percentage which were not separated by such a large gap.

RESUMEN

El presente estudio tuvo como propósito principal determinar ¿cuáles eran los tipos de motivación (Extrínseca e Intrínseca) que los estudiantes de Primer Año de Bachillerato de las Figuras Profesionales de Contabilidad e Informática del colegio Margarita Cortés experimentaron cuando aprendieron inglés como segundo idioma? Para alcanzar este propósito se adaptó una encuesta a 58 estudiantes de una institución pública de la ciudad de Esmeraldas denominada Margarita Cortes basada en la Batería de pruebas de actitud y motivación de Gardner. Los resultados del estudio mostraron que los estudiantes experimentaban una motivación extrínseca al aprender este idioma. Además se debe enfatizar que aunque el tipo de motivación más experimentada fue la extrínseca la intrínseca también obtuvo un alto porcentaje los cuales no estuvieron separados por una brecha tan grande.

1. INTRODUCTION

Today English has taken a very important role as a lingua franca in many countries (Jenkins, 2009), therefore, it is vital that Ecuador, and particularly Esmeraldas, becomes part of this globalization process. When talking about Lingua Franca it refers to a language that is adopted as a common language between speakers whose native languages are different (Oxford, 2015) it means that a lingua franca led people the possibility to communicate among them even if they do not have the same mother tongue or first language. Lingua Franca is the medium of communication of several native speakers due to the fact that the language used as lingua franca must accomplish several functions and develops in many areas such as international trade, business, travel, politics, and culture.

English as a lingua franca denotes the main idea that this language has become in the main affair of the globalized world. It is because people need it to be part of the international relationships of the trade, business, culture, etc. Nowadays, in countries in development is usual to see how important English is. Its importance lies in the fact that the necessity of people with knowledge in English is increasing day by day and that this language cannot be neglected if people want to move on. Even in small cities like Esmeraldas English is being used more frequently.

There are several companies which are coming abroad to work on oil companies like Petroecuador or shipping companies like Semalog, which need people with an advance knowledge of this language to help foreigners with translation and interpretation of their mother tongue to Spanish. For this reason citizens of Esmeraldas have seen the need to acquire it and to see in this language a new opportunity of job. Every day the current Government is undertaking new projects, which implies working with other countries and consequently foreign people.

According to Esmeraldas news learning English is an imperative need because this one is an international language. It denotes that even in small cities, in development like

Esmeraldas English have an important role. And it is not only because of better job opportunities in this city, but also because nowadays people use English for everything. The English demand is increasing with the time and people should keep up this process.

A common example is reflected in how at the beginning students did not pay attention to the English subject, because it is not one of the fundamental areas like mathematics, social studies, science and language and literature. Years later, those students now look for help to learn this language. The most provable is because all of the carries need that their students handle certain level of English, which generally is beginner. But the problem is that as they do not want to learn it or as they do not like it at all, certainly is even more difficult for them to acquire it.

Currently, English is an essential part of the curriculum of schools and universities. For this reason parents and teachers encourage students to acquire this new tool of communication anyway. Nowadays, English is essential in societies, because students, teachers and generally people motivate themselves to learn and acquire this language. The importance of English is not based just in the point of view that English is part of the globalization and for that reason people need to learn it, but also because of the opportunities that this one brings with it.

According to some pages of Internet like Experience English webpage (2013) there are several reasons by which English is considered as an important language in the worldwide. One of those English is one of the most commonly spoken languages around the world; it is due to the fact that English is lingua franca in some countries such as Nigeria, India, Bangladesh, and Fiji. English is so widely used that even in countries with different cultures and beliefs like those use it as a way of communication.

Another reason is that one out of four of the world's population speak English to some level of competence, in other words there is a big amount of people which speak English efficiently and fluently. English is not the most spoken language (mandarin, 1 billion), but it is the most widely used and spoken around the wild world. English has a big population of speakers because this is the official language of many countries including the U.S., New

Zealand, Zimbabwe, Australia, England, the Caribbean, Canada, Hong Kong and South Africa.

The acquisition of a new language depends on many factors such as types of learning (visual, auditory, kinesthetic), motivation, social and economic factors, and even the types of intelligences developed by learners, which influence directly in the success of learning a new language. According to Gardner as cited in (Smith, 2002) the human being develops different types of intelligences. In 1983 Gardner develops the Theory of Multiple Intelligences. This theory states that exists eight different types of intelligences **Linguistic intelligence** (it is related to the words), **Logical-mathematical intelligence** (it is closely related to the numbers and mathematical reasoning), **Spatial intelligence** (it is related to the pictures and images), **Bodily-Kinesthetic intelligence** (it refers to the physical experiences), **Musical intelligence** (it refers to the music smart), **Interpersonal intelligence** (it refers to the relationships with people), **Intrapersonal intelligence** (it refers to the self-intelligence generated by the individual) and **Naturalist intelligence** (it refers to the intelligence related to the nature).

Those theories suggest that if a teacher is having troubles with some students, they can apply different methods and strategies for achieving an effective development of the knowledge and cognition of students. In the acquisition of a new language, in this case English learners develop the linguistic intelligence due to the fact that this type of intelligence is closely related to sentences, words and generally to the acquisition of language itself. The linguistic intelligence is the medium to avoid difficulties in the understanding of both spoken and written language, working through this type of intelligence will help learners to avoid confusion and acquire the new language.

Internal and external factors are closely related to the components which influence in learning a second language. According to Shoebottom (1996) there are some internal and external parameters or aspects that cause impact in the acquisition of a language or a second language. Factors that affect in certain ways the procedure students accomplish to acquire some knowledge or content.

Inside the internal group there can be found features such as:

Age: young learners have the ability to learn any issue quicker than older learners. Children with a good manage of their language and skills related to the literacy area have more chances to acquire a new language in an accurate and precise way (intonation, pronunciation, pitch) than older learners. According to Suzanne Robin (2015) young children are hard-wired to acquire new languages. It is that for young children acquire a new language is a natural process, a process that even they develop when they learn their mother tongue in their first years of life. And it is due to the fact that they do not separate grammar and structure in a separate side of their brain like adults do. For that reason is more difficult for adults acquire a new language.

Personality: learners with high anxiety, introverted and quiet are more prone to struggle in learning a language than students with high self- esteem and extroverted. There are some students that have scared to make mistakes or ask in case of any doubt. Those attitudes influence negative in their progress of acquiring a new language. Willingness and predisposition help the learner to achieve and develop the learning process in an easier and successful way; furthermore teachers need to work on the students' confidence and self-esteem if they want to accomplish this process integrally.

Motivation: according to Norris (as cited in Crookes and Schmidt 1991) “motivation has been identified as the learner's orientation with regard to the goal of learning a second language”. In other words motivation plays an important role in learning or acquiring a new language, motivation accomplishes an internal process which let learners to find a direction, a purpose and a guide for reaching their goals. This procedure is accomplished in an external and internal way, which is called **Extrinsic** and **Intrinsic Motivation**.

Internal: this kind of motivation suggests that intrinsically motivated students enjoy of the learning process itself. Their motivation comes from them, of their willingness to learner without expecting any reward in exchange or something similar. It must be taken into account that this kind of motivation is closely related to the external motivation too, due to

the fact that even learners who enjoy of learning process have the necessity to acquire any theme for a specific reason, for any goal which they want to achieve such as feel proud of themselves, because through this process they pretend to know more or because they want to be consider as a smart person.

External: this kind of motivation is generated by outside circumstances and for the sake of getting a reward. It means that extrinsically motivated students develop the learning process because of a specific point of view, which can be job, pressuring of their parents, part of the school or university curriculum, immigration to another country, and society. In all of these reasons are not included the enjoyment of the language itself, all the reasons show that learning a second language is not the main point, but the medium or bridge to get the original objective and it is because external motivation has like principal point of view do something for obtaining a determined outcome.

In the case of young learners exists alternated reasons such as avoid any punishment, be pleasant to the teacher or obtaining good grades.

Experiences: learners which have been expose to new countries and cultures have more probabilities to acquire a new language than someone that has not been exposed to the language to be acquired or that have not such experience. When speaking of experiences it concerns to the ways in which learners have been the opportunities to show or practice in any way their knowledge about the language they are learning or they are going to improve. Experience is very important because allow learners to self- correct, to know more about colloquial expressions and improve their level of proficiency.

Cognition: students with higher skills of comprehension and acquisition of knowledge will do the learning process faster than students with troubles in acquisition of any theme. Ability of acquiring and learning easily help students to develop the process in an integral way. It means develop the four English skills fully (listening, writing, reading and speaking), which at the same time will increase their willingness and confidence of learning; they must be emphasized that their willingness will increase because they realize they are internalizing and understanding what they are taught.

On the other hand, inside the external group can be found features such as:

Instruction: it refers that exists better teachers than others, teachers who provide and apply different strategies and methods which led students to acquire a new schema successfully. A 50% of the success of a class depends on the teachers; depends on the strategies, methods or guidance they use to create certain environment which led learners to acquire what have been taught. Teachers need to be a positive model in students' lives, due to the fact that it will increase the chances to guide and educate responsible and studious children.

Culture and status: it is proved that students with a culture of study habits will have a higher and faster progress than one that has like culture to study just when it is necessary or do not study because they have the thought what they already learnt in class is enough. Even learners with a better social status life will have a different mentality toward the importance of assimilating a new language. Evidences show that a person with a lower social status life will decrease the importance of learning or acquiring a new language, and it is due to the fact that they have inside their priorities to learn just they think they should or that is a request in their lives.

Among all those factors, one of the most remarkable in the acquisition of a language or a second language is the willingness to achieve it, in other words the learners' motivation. Motivation is an essential factor in a second language acquisition (Gardner, 2006), in our case English, because when students are motivated they are creative, more active and they also work in a better way. Motivated students led teachers to work and develop their activities in a fully way, for this reason teachers must take into account the importance of this one in the classroom.

It is very common to see the lack of interest of students toward the English language which may be due to internal and external factors, but also due to the English program determined by the Ministry of Education. The problem is that the syllabus imposes many unrealistic topics which are not fully completed in the classroom. If teachers would have more freedom teaching topics which let students to speak and produce language it will be easier and motivating learn English. This project will help to answer the question: Which are the

types of motivation that teenagers experience when they learn English as a second language? And leave as precedent how important and benefit is motivation in the acquisition of a second language. It is unfair that only teachers are blamed for this, they are not the only ones to be blamed for the lack of students' interest, it is also the plan imposed by the Government because it is not didactic and the activities are strictly based on grammar, forgetting about the issues that teenagers are interested on and the different learning styles, which at the same time unmotivated students highly.

The present research is based on a survey, which has like general objective to determine which are the types of motivation experienced by students of First and Second Year of Baccalaureate of Margarita Cortés high school when they learn English as a second language, and like specific objectives to create a questionnaire for determining what kind of motivation students experienced, apply the questionnaire and analyze the collected data through statistic operations. The results of this survey will help teachers to improve or adapt certain factors, which at the same time will help to motivate the classroom environment. The problematic of the topic is directly related to the lack of students' motivation toward the English language and which are the most provable causes that generated this problem; in this part the types of motivation plays an important role, due to the fact that those will led the observer to realize the possible reasons. The survey is originally created by Gardner in 1985; it is called Attitude and Motivation Battery Test.

The purpose of this questionnaire is to measure the level of agreement or disagreement of participants with questions adapted to the conditions of them. The sample chosen by the researcher are two groups of students of Margarita Cortés High school, a public Institution of Esmeraldas city. There are two groups of people; the first belongs to the specialty of Accounting with 28 students and the second one belongs to the specialty of Informatics with 30 students. The survey pretends to discover what is the type of motivation that students experience specifically intrinsic and extrinsic? First, readers need to know what motivation is and why of its importance; According to Gardner (2007) motivation is a very complex phenomenon with many facets, in other words motivation is a complex process, which is attached to many factors generally those could be extrinsic and intrinsic. Motivation is the process which let students to study and enjoy something at the same time.

It is very important because without motivation students cannot internalize the knowledge by long time but they learn just by the moment. Furthermore, motivation lets students to achieve any goal they proposed, a motivated person has the ability to do many things, because of their willingness. The predisposition of people to do things is they point to reach objectives. Factors like the willingness and predisposition determine the success of the learner; those ones could be internal and external, as the motivation itself.

According to Dev (as cited in Peek, 2008) students can be described as extrinsically motivated when they are engaged in learning “purely for the sake of attaining a reward or for avoiding some punishment” it means that extrinsically motivated students are those ones who do an activity or homework expecting something in return. That kind of students love rewards for that reason they strive in order to get an outcome. Whoever, there are other students who get good grades because they do not want to be punished by their parents or be consider as a problem student by their teacher. Both cases show that students accomplish the proposed because of external factors, but not for themselves or because they enjoy it. They do not point as main objective acquiring a second language but as the medium to achieve the real aim they were raised from the beginning.

On the other hand, according to Dev (as cited in Brewster, 2000) students can be described as intrinsically motivated when “they are motivated for the interest in the task or the activity itself: Intrinsically motivated students motive themselves in learning out of curiosity, interest or enjoyment in order to achieve their own intellectual and personal goals” it is that intrinsically motivated students learn because of themselves, those kind of students enjoy for the simple fact that they like the process and the results it brings with it. They like and enjoy of the learning itself. Generally they do not need as many supervision as extrinsically motivated students, they are autonomous because they feel comfortable and happy learning. Furthermore, they do not need reward for achieving successfully in this process, because its disposition to learn is more than enough.

2. Objectives

2.1. General Objective

To determine which are the types of motivation experienced by students from First Year of Baccalaureate of accounting and informatics specialties at Margarita Cortés High School when they learn English as a second language.

2.2. Specific Objectives

- To determine the possible consequences for the results experienced by the students through the questionnaire.
- To add tips for increasing students' motivation toward English.
- To set out the advantages and disadvantages of each kind of motivation proposed on the investigation.

3. THEORETICAL BACKGROUND

As is well known in Ecuador, specifically in Esmeraldas the English language is not considered as an important tool in the development of the labor and student field. There are many reasons by which it is happening. Several reasons, which show that English is not important and prestigious as it should. First, because English has been taken as a compulsory subject in the Syllabus imposed by the government instead of as an important tool of communication; students think in English as another subject to pass, as a barrier in their curriculum, and sometimes it can happen because teachers does not point out the advantages or importance that the learning of the English language brings with it. It at the same time occurs because even teachers are not sure about these advantages and opportunities. Students think in English as another subject that they do not need because it is not their mother tongue, instead of a new language which will provide them new opportunities in any field they decide. The importance of English resides in the utility that currently has, years before this language was learnt by people in specific situations, conditions and for determined areas such as teaching, translation and no more. The learning of this language was limited by the field, in which was going to be developed. It means was developed in specific areas, but later in their daily routine or directly in their lives was not included. However, nowadays English is observed since a different point of view; currently is a necessity, an essential part of the integral and labor development of the individual itself.

Teachers need to emphasize the importance of the English language; otherwise students could not understand why English is so important and why they must learn it not only by the moment, but consciously for the rest of their lives. Teachers need to show students the funny part of learning English, even grammar which is the largest and theoretical part could be fun and enjoyable if teachers use different and new resources for engaging students' attention and develop the process in a better way. They must understand that English will be a fundamental part of their students and labor lives, and for that reason they have to internalize this knowledge and take advantage of it. In other words, to acquire the language,

to apply it in any field they proposed and make use of this tool of communication the times they need.

Since many years ago the most important subjects in the Syllabus were the fundamental areas Mathematics, Language and Communication, Social Studies and Science, and it was because of many external and internal factors; External because students were told that through the learning of these ones, they would have more job opportunities, a better social status and consequently a better salary also a better quality of life; On the other hand, internal because as it was an ancient thinking, it was transmitted generation by generation, hence students only repeated what they heard or what they were told, or just because they did not like this subject, so consequently they did not pay enough attention to the subject itself. The deal is that in some Institutions this though is recurrent and prevails until now, and one clear example is that in some public institutions English is not taught or their teachers do not accomplish their work in the way they should. For that reason students related English with an aspect without too much importance, and as a theme of much instability.

It has been a big problematic for English teachers due to the fact that it is usual to see students with good grades in Mathematics, Language and Literature, Social Studies and Science, but totally lost in English. This is because the four subjects already mentioned are subjects given since children are in kindergarten while English not necessarily has been thought since they are children. In many ways this problem affects directly both teachers and students inside the learning process. Related to teachers can be said that this kind of difficulties generate a delay, which not permit accomplish fully the learning process and furthermore teachers cannot accomplish the goals proposed at the beginning of the scholar year ; even it can generate friction with the parents of children, because they can feel their children are been affected in the aspect that their children are wasting time with topics they already know, in other words parents tend to think why their children are been delayed if it is the teacher's problem, and as teachers they must find the solution for their children cannot be affected in any aspect. Furthermore, there are certain public institutions, in which students have never seen English, because it was not included in the syllabus or as part of the curriculum. Those students have many problems when they are changed of school,

schools in which English is taken into account as a vital part of the curriculum. First, they will have troubles because they are not balance in relation with their new classmates. Second, they can feel embarrassed because they do not understand or produce language. Third, they can get away by themselves or for they classmates and fourth they can be stigmatized for the teacher, because teachers can think that they do not like to work in class or that they do not care about the subject.

Nowadays, the new government of Ecuador has included new regulations for the teaching and learning of English. For example, according to the webpage ANDES (Agencia Pública de Noticias del Ecuador y Suramérica) the Minister of Education subscribed a contract with the ETS (Educational Testing Service) in which teachers must take the TOLF test, for evaluating their level in the English foreign language; The exam will be online and free for all the teachers, that is why the agreed a special price to acquire the right to use it. These kinds of regulations help teachers and students to motivate themselves in the English learning process, because the government takes into account to the learning as a continuous process, which will help both, students and teachers to improve their English skills. Nowadays, the government is very concerned and focused on showing people, how necessary is English, its benefits and importance.

3.1. Second Language (SL)

Some authors such as Gass and Selinker (2008) mention that Second Language Acquisition (SLA) is a complex field whose focus is the attempt to understand the processes underlying the learning of a second language. In other words, SLA is a learning process, which involves an intricate procedure, due to the fact that in addition to learn a language, learners try to comprehend what this process includes. SLA is acquiring a language or a second one; A second language can be acquired at any time or age, the only aspect they must take into account is to develop the language skills integrally; it means to develop the four principal skills listening, writing, reading and speaking. There exists a brief but significant difference between learning a second language as native and learning a language as a no native speaker. A second language generally is called target language while for native speakers is

called L1. According to Noam Chomsky (as cited in Forbes, 2015) It does appear that young children have a much richer capacity to develop and to acquire many languages simultaneously than adults have. Noam Chomsky states that children have a higher capacity to acquire languages than adults and it is due to the fact that children acquire language unconsciously; in other words children acquire language just living it day by day because of their nature exposure to language while adults need to learn structures and patterns (grammar) which led them to create sentences, paragraphs and generally language in a fluent way. Children learn of their environment; it means of their parents, classmates, neighbors, cousins and generally people around them. Environments are important in the acquisition of children behavior, way of being and language.

It is usual to see bilingual or multilingual children in different parts of the world; it happens when their parents speak different languages at home, so children acquire this language by listening and later they produce the language in a natural way. As children they use a simpler and shorter vocabulary than adults which will let children to acquire language in less time, even because adults cover a broad range of issues and topics of conversation they will take more time to learn and acquire such abroad range if they want to be considered eloquent. On the other hand children do not need so many lexicons to express their feelings and thoughts, due to the fact that they use a lot of body language unlike adults.

According to BusinessDictionary.com body language is the silent or non-verbal messages communicated through the sender's body movements, facial expressions, voice tone and loudness, etc. In social psychology, all behavior in presence of another person is considered communication. It is called kinesics communications. It signifies that body language is the non- verbal way of communication in which people generally do not transmit words or use spoken language but use the movement of their body, eye contact, personal space, tone of voice and facial expressions that implies something. Children tend to use body language because it implicates less effort and more ways to communicate in an easy and funny way. Non- verbal communication is very important in children life, because this one produce a much closed bond with parents. On the other hand, parents must learn to match the correct tone, intonation and signs to send the correct message they want to transmit. A hug, a kiss,

a touch on the arm show how important and special are children for their parents while the incorrect tone or a penetrating look can transmit the opposite parents want.

On the other hand, in relation with the verbal language other parameters are taken into account. According to Gass and Selinker (2008) “the study of any new discipline involves familiarizing oneself with the specific terminology of that field”. It denotes that any area has a particular glossary, and to be involved in this part of the process depend exclusively of us. Each area handles a specific lexicon, which will help learners to understand the topics and issues covered in the area. All of the disciplines are provided of an endless of issues, aspects and characteristics proper of its specialty. In this case the SLA is not the exception; the most common terms in this field are Second Language (L2), Native Language (NL) and Target Language (TL).

TL (Target Language) is related to the contents that learners are studying, taking into account what they want to learn or what they must learn according to their teachers (British Council, 2014). According to The Free Dictionary (2003) target language “is a language that a nonnative speaker is in the process of learning”. The target language is the goal that nonnative speakers want to achieve. This is a process that the individual propose himself to achieve because of many factors he or she considers.

NL (Native Language) makes reference to the first language acquired for a child, generally known as mother tongue or primarily language (Gass and Selinker, 2008). NL or Native language is individual’s primary language. It is the first language people acquire while they are children in an early age. A first language represents the culture, customs and traditions of each country. It is closely related to feelings, emotions and thoughts because in the first language will be heard the first words of a child, of a baby. The first language will help children to convey points of view, to establish feelings, thoughts and at the same time to strengthen them in any environment they get on. The first or native language indicates the cultural identity of an individual due to the fact that this one creates confidence, personality and sense of belonging to the individual. Children who are not aware of their history, uniqueness and culture will not have the same confidence and self-esteem toward society, community and even family. Furthermore according to Cummins (as cited in Guvercin, 2010) “Children who come to school with a strong foundation in their mother tongue

develop stronger literacy abilities in the language used at school. When parents or caregivers are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the language of their immigrant country and succeed educationally.”

First, language is essential in the acquisition of a new language, children who immigrate to countries in which the first language is different to their mother tongue need to have a good and solid basis in their mother tongue due to the fact that it will increase the percentage to success in the acquisition of a second language. A rich lexicon, a solid grammar will help them to develop literacy skills in schools, which will contribute to educate competent second language speakers. The majority of the acquisition of a second language of a child occurs in the scholar environment. Children learn of their daily exposure to the language in their schools with their classmates, teachers and community in general. Even as they learn in a total immersion environment they tend to forget their own native language and there is in this moment in which parents need to strengthen and show the importance of children’ identity.

L2 is defined as the learning of any language after the L1 has been learned, even if it is the third, fourth or fifth language learned after the L1 (Gass and Selinker, 2008) in other words L2 is the process to acquire a language a part of the first language or mother tongue. This process includes the speaking and writing of the language in a fluent way. According to educacion.com webpage a central characteristic defining second language acquisition is that it occurs in the context in which that language is spoken. For example, native Spanish speakers learning English in the United States or native German speakers learning Japanese in Japan are considered second language learners.

According to Cummins and Hamayan & Damico (as cited in Orosco and Hoover, 2009) “second language acquisition is a process that is influenced by several cognitive and environmental factors”. It is that L2 is a procedure in which various components are involved such as:

•**Age:** according to Krashen, Long & Scarcella (as cited in Orosco and Hoover, 2009) “children who begin the process of learning English as second languages during their early childhood years generally achieve higher levels of proficiency”. In other words, children acquire language in a faster and successful way depending on the age in which they start the process of acquiring it; it is while younger the easier and faster it is for them. Furthermore the efficacy and effectiveness of the process will be total, complete and successful.

•**Acculturation:** Ovando, Collier, & Combs (as cited in Orosco and Hoover, 2009) states that “patterns of second language use will take learners longer to internalize over the more outward aspects of a new culture (e.g., clothing styles, music)” it means that learners acquire structures and models in less time when those are part of newly emerging cultures. As it is something new and novel they feel attraction to know more about it and they tend to take this new way of culture as part of their own forgetting about the aspects of their own folklore or way of life.

•**Attitude and motivation:** according to Hamayan & Damico (as cited in Orosco and Hoover, 2009) “a positive attitude along with high levels of motivation are important aspects necessary to achieve proficiency in a second language”. Aspects such as good attitudes and motivation will help the individual to develop the acquisition of a language in an enjoyable and successful way. Those kinds of features will determine the achievement of learning a language in an efficient and eloquent way.

•**Learning style:** according to Grossman (as cited in Orosco and Hoover, 2009) “a learner’s culturally influenced preferred styles of learning may differ from the teacher’s preferred styles of teaching, resulting in an inadequate learning progress, including progress toward learning a second language”. Teachers and students must agree the way in which the learning process will be accomplished. They must take into account students’ preferences, interest and ways of learning. They cannot monopolized the content and ways in which are going to taught, instead of that they have to point issues of students’ interest and prioritize student’s needs, influences and styles of learning. It will have a positive influence toward the progress of learning a second language, otherwise if will affect negatively the acquisition of a second language and the process will not be developed successfully.

•**Native Language Proficiency:** according to Coyne, Kame'enui, & Carnine; Cummins (as cited in Orosco and Hoover, 2009) “proficiency in the student’s first language provides the foundation for successfully acquiring a second language”. Integral language skills (writing, listening, reading and speaking) are very important in the acquisition of a second language because it will determine the success or failure in the acquisition of it. If students are proficient in their mother tongue they will not have troubles learning a second language due to the fact that they will have a better use and handle of lexicon, translation and interpretation of language itself.

•**Community & Family:** according to Baca and Cervantes (as cited in Orosco and Hoover, 2009) “cultural and linguistic values and abilities are essential to successful second language acquisition”. External factors such as family, community, culture and abilities affects directly the learning process. Teachers need to take into account all of those factors, because those play a positive or negative role in the acquisition of a language. All of them cause impact in learners’ life, for that reason cannot be neglected. If teachers create a good rapport with their students, a good atmosphere of work taking into account all those factors already mentioned they will have proficient learners able to produce language in any occasion they need.

Gass and Selinker emphasize that SLA is as this discipline is called, but in general terms they consider that Second Language Acquisition is the process of learn a language, even three or more languages which are not the mother tongue of the learner. It means that in general the acquisition of a language is called Second Language Acquisition, because of the simple fact that it is not their mother tongue. It is also worth to mention that SLA regards to the learning of a non- native language after the native language, which is that first the individual acquire their mother tongue through their environment and after they decide if they want to learn another language or not, which would be called SLA. It should be emphasize that sometimes second language could be confused with bilingualism. According to Oxford dictionaries bilingualism is speaking two languages fluently while according to Bright Hub Second Language Acquisition is defined as learning a language, which is different from your native language. The main difference between Bilingualism

and Second Language is that in bilingualism speakers have previous knowledge of the languages while second language is the target language to achieve.

3.2. English' importance

According to Experience English webpage (2013) there are 10 main reasons by which people learn English as a second language. First, children learn English in their schools, due to the fact that in the syllabus English is considered as a vital part of the curriculum.

Hence some children learn it since an early age while others not. In the future it will help them to cover the parameters found in the real labor work for applying for a job or for developing in any field they want to get on.

- English is the most commonly spoken language in the world for that reason people learns it at any age, time and space. People found in the English language the medium or bridge to communicate or at least understand what foreigners and companies try to convey. As English has all the characteristics for being a worldwide language people feel the necessity to learn it and access to better job opportunities, quality of life and social status. English is understood in almost every part of the world, or at least certain words are understood in addition to their meaning. Furthermore, English accomplishes the principal goal of a language, communication, and it is for this simple reason that it is used everywhere around the world.

- According to British Council, one out of four of the world's population speaks English to some level of competence; demand from the other three-quarters is increasing. It denotes the importance, status and privilege that this language enjoys. Nowadays is very important for the curriculum to have some levels of English, because it will help individuals to obtain better opportunities in the labor field, in their studies, and their daily life. Currently, it is very usual how the demand for learning English is increasing, people want to be part of the globalization process and learn English is the way how to do it. As many people are learning this language, the demand to achieve some competences is increasing too.

- English is the language of the future and it is related to the fact that English has been spread and continues spreading around the world. It is closely related to fields such as aviation, computers, diplomacy, and tourism that are innovating and growing up day by day for that reason they need a medium which let them to spread their horizons. People who develop in those areas need to update and be part of the new trendies, which include acculturation from abroad. People who know English have the possibility to get a good job in a multinational company, to understand and communicate with people from different countries, and travel abroad. They can know new cultures and life styles, a person who knows English can not only meet people around the world but also will have more advantage over those who do not have that level of competence. It also will increase their labor profile, curriculum and experience getting a job.

- English is the official language of 53 countries. Countries such as United Kingdom, USA, Canada, Australia and New Zealand have as official language the English language due to its post-colonial impact. According to Europe – cities after World War II English enjoyed of a political and economic influence among people, for that reason its spreading was huge. Currently, its diffusion continues with force. In addition to the already mentioned people feel motivated to learn this language, due to the fact that they would have more opportunities to create a bond of communication, to meet, and to interact with foreign people. English give people the opportunity to be part of a globalized world, with English as the top of the communication.

- According to the British Council “English is spoken as a first language by around 375 million and as a second language by around 375 million speakers in the world”. It is as a result of the impact of the English through of the world. The amount of people who speak English is huge and increase continuously. According to Crystal (as cited in Boyanova, 2002) nearly one quarter of the world’s population or between 1.2 and 1.5 billion people are already fluent or competent in English. It implicates that English is the most learnt and taught second language around the globe. It is used for a big community, for a world with willingness to overcome barriers of music, science, technology, sports, etc. People who demand a better position, a better economy, and consequently a standard way of connection.

English is the language of the media industry. People use media resources in every aspect of their lives schools, universities and jobs. Since a smart phone, to be connected the 24 hours of the day in social media or email addresses, until the most sophisticated equipment for teaching and learning such as interactive blackboards, in which children or students have the opportunity to write, point and manage the computer with a pen on the screen, which is usually located on a wall. Currently, teachers use media resources to teach in an entertained and funny way. Media gives learners the opportunity to live the process of learning a language in a different way, since a different perspective and with different tools. Since media exists the adventure of learning a second language has become in an enjoyable and excitement procedure with more adepts each day. Furthermore, it must be emphasized that people who know English will not have the necessity to lose time in translations, or watch the subtitles of movies, TV and so on. Instead of that they can enjoy of movies, books and TV in English in any occasion they prefer.

- English is the language of the Internet. According to Web Technology Surveys English is used by 55.7% of all the websites whose content language we know. It means that English is a worldwide language, which is leading the websites and communication on the Internet. According to Fraser (1997) “computers are in any case English-oriented. Netscape and Java are in English, the vocabulary of computing and of the Internet is overwhelmingly English, and most of the texts that are accessed through it are in English. The search engines are in English and are in the US”. It denotes that the scope covered for computers and generally for technology is certainly closely related to English. Internet offers a big content of information which is in its majority in English, and as Internet is an important tool individuals have to necessity to acquire it as fast as possible. If people understand English it will facilitate the reading of articles, magazines and other information that they need and want to access.

- English has been established on an easy alphabet and a specific grammar pattern, which helps learners to acquire it in less time than other languages. For example English follows a specific structure depending on the tense, and uses words instead of a big amount of characters. According to Hutong School (2012) the Great Compendium of Chinese Characters states that the number of Chinese characters is approximately 54,678. It denotes

that English has more advantages to be learned, due to the fact that the individual will communicate faster and easier. It is owing to the fact that its alphabet has a consistent pattern, without unexpected changes.

- Since English is spoken in many countries. There are a lot of schools and universities around the world, which offer new, different and entertained programs to enrich and fulfill learners' expectations and needs toward English. English is lingua franca in many countries that is why people learn it, because it is the bridge to communicate and inform about problem around the world. English is the language which let people to interact even if they do not speak the same first language, with English as their second language there is the possibility to interact and connect among them.

It must be emphasized that English is the international commercial language and it is due to the fact that commercial trade is being carried out through this language. Businesspeople use English as a medium of communication with international companies or negotiators. Furthermore, it will create self-satisfaction and confidence in them; owing to that progress is a great feeling for any person. Feelings such as happiness, self-esteem and overcoming are pleasant for everybody and learning a language as important as English just will increase those feelings due to the positive aspects it brings with it.

3.3. Motivation

If people are learning a new language another important factor to take into account is motivation which is widely accepted as one of the key factors that influences the success of second language learning (Dörnyei, 1998). Because of that, motivation is one of the factors that bring the possibility to students to success in the learning of a second language, in our case English for learning and enjoying of this process at the same time.

Motivation accomplishes a significant and invaluable role in the acquisition of a second language. Teachers need to be aware of the important relationship between acquiring a language and motivation, one works perfectly in conjunction with the other and it is due to the fact that motivation is the willingness, the predisposition and passion to learn a second

language acquisition is the process, it is the topic to be learnt. Both accomplish their role something simple in conjunction with something passionate which contributes with the funny and enjoyable side.

According to Gardner (2007) motivation is a very complex phenomenon with many facets. In other words motivation is a very complex process, which includes many factors, steps and different points of view for being experienced by people in general. Methods and strategies will help teachers to motivated their students and consequently success in the acquisition of a second language. Even learner with rich language abilities will not achieve their long or short term goals if they do not include motivation, students' interest and needs in their study plan. There is not a specific definition, but it has certain characteristics, which let individuals to identify what it is. The main characteristic is that motivation gives people the desire, the willingness, self-confidence and expectations to target objectives proposed by their own, motivation helps people to achieve their goals proposed through their predisposition, willingness and desires.

Motivation helps them to transform the wish to get or learn something, in a process in execution. In which the individual, in this case the learner will enjoy of the experience and the process itself, instead of experience this process compulsorily or because they expect to receive something in exchange. Other factors are the learning strategies, which according to Domakani (as cited in Oxford, 1989) are "behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable". Besides, learning strategies help learners to set realistic goals and expectations to success in the learning process. Learning strategies show that aptitudes and abilities are not enough in the learning process; positive aspects such as learning strategies are useful and essential if learners want to acquire knowledge in an easy and fast way. According to Student Guide (2013) there are some basic strategies which help students to learn in a better and speedy way:

Organization: is the key part of any strategy to develop which will increase the percentage to learn effectively. If students determine the time and space for studying it will help their brains to acquire information easily without confusion. Organization is an important factor due to the fact that this process will help the learner to establish the best schedule, place and moment in which must study.

Effective Learning Styles: learners need to take into account that everyone acquires knowledge in a different way. If they identify the ways in which they learn easier and faster it will provide them the opportunity to study suitably and establish methods which let them to learn by heart certain things that must be learnt in that way. On the other hand they need to find out alternatives which allow them to internalize and go in deep topics of study in an analytical and synthetic way.

Writing: taking notes is an important aspect of being a student. Taking notes is a good way to be organized and study properly. Students must take into account different aspects when they write such as punctuation, grammar and vocabulary. Furthermore if learners want to write they must learn how to cite, summarize and how to avoid plagiarism. On the other hand learners must to understand that exist two ways to write academically and free. According to study.com webpage (2003) “academic writing is the process of breaking down ideas and using deductive reasoning, formal voice, and third person point-of-view. It is about what you think and what evidence has contributed to that thinking” If means that academic writing implies a formal way to write, to speak and to argue. This way of writing take as principal point of view the using of deductive reasoning it is think and express ideas based in real facts and applying convincing arguments.

3.4. Learning Strategies

Teachers have to take into consideration that learning strategies are essential in the learning process, due to the fact that it will determine which are the best tactics, strategies and methods to work on with students. If teachers do not take into consideration the students learning strategies and types of learning, this process just will be harder for them, because generally learners develop certain techniques or strategies, which led them to acquire or learn something faster and better and if teachers do not find out which are those for them it just will bring more troubles when they learn. Those strategies include several tips or methods that allow them memorize or internalize information. Some students learn doing (kinesthetic), others watching (visual) and other listening (auditory) each type of learning permit the individual to acquire data in a competent and effective way. Domanaki (as cited

in Oxford and Nyikos, 1989) supports that learning strategies are essential inside the learning process for several reasons.

First, the correct use of the learning strategies will increase the possibilities of the learner success, due to the fact that it will provide them the tools for developing this process in a correct, ordered and practical way. This process is consciously developed by learners to help them in the effective acquisition of information. There are some learners with short term memory, which according to Zimmermann (2014) is “when a person experiences short-term memory loss, he or she can remember incidents from 20 years ago but is fuzzy on the details of things that happened 20 minutes prior”. In other words that kind of people have the ability to remember facts occurred since many years ago but have difficulties to remember recent facts. Learning strategies help that kind of learners through strategies, methods and different tips, significant activities that involve students in the learning process will active their mind and will clarify doubts. It is that through the correct use of these tools the learner not only will learn, but also it will develop new skills on them such as responsibility, autonomy and self- motivation in order to enjoy and reach their goals.

Second, the learning strategies contribute to the autonomy and responsibility of the self-learning of the individual. In other words learners take conscience of the importance of guiding their self-learning, of developing their capacity of self-motivation and convert them in autonomy people for achieving their aims successfully. Learning strategies contribute to the self-motivation and autonomy of learners, which will increase their probabilities to learn even more. Autonomous students take on their shoulders the responsibility of their own learning, it means that they learn by themselves using books, internet or any medium that allow them to acquire data instead of just waiting to be taught as the rest. Furthermore it must be taken into account that the learning strategies are teachable; it means that unlike the majority of the characteristics that are related to learning such as, aptitude, attitude, etc. It is something that teachers can introduce and handle easily instead of certain characteristics that are innate in learner or that depend on other factors.

3.5. Constructional models

It must be mentioned that according to Gardner (2007) “It is possible to consider two types of constructional models” in other words the Gardner’s research shows that in addition to the already established types of motivation such as extrinsic (external factors), intrinsic (internal factors), integrative (affinity for people who speak a distinct language) – instrumental (profit some social or economic reward through the learning of a second language), there are two another models called Language Learning Motivation and Classroom Learning Motivation. The first is related to the motivation to learn a second language (Gardner, 2007). This type of motivation is generally experienced in a language learning context. It means that it is acquired or transmitted through the learning or acquisition of L2, there are certain factors that increase the willingness to learn a second language in this case language learning motivation is specifically related to the motivation toward language. In addition according to Domakani (as cited in Gardner, 1985) defines the language learning motivation as "the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity”. It signifies that this model of motivation is based on the effort; wish and dedication depart of the learner toward the aspiration to learn the language successfully. The model of motivation toward the language involves the self-satisfaction and the aspiration to understand and achieve the target language proposed. On the other hand the second one is closely related to the motivation experienced in a classroom context. It is the motivation experienced through the development of any activity to be developed in the classroom (Gardner, 2007). It denotes that there exist students which feel a high motivation toward the environment experienced in the classroom. Sometimes students have more opportunities to develop their skills through tasks and activities than in other contexts, for that reason they feel more excited and motivated to learn in this atmosphere than in others.

It helps teachers to realize that there are different aspects to take into account when we talk about motivation, besides of the social factors, teachers must take into account their students’ personality such as dedication, responsibility, willingness, ability, attitude and studiousness what is the way in which they learn better in other words if they are

audiovisual, kinesthetic or just auditory students. Models such as motivation toward language and classroom show how places and experiences can achieve that learners feel stimulated to learn what they proposed. Furthermore, teachers must be aware of the students' needs, giving them meaningful and realistic background, instead of activities without any significant content. Students' needs and interests must be a priority in teachers' plans because if teachers pay attention to those aspects the student will work in a better way, it means that they will learn though interesting topics for them and will enjoy of this process at the same time.

On the other hand, there exist kinds of motivation in which people feel motivated to learn a second language, which is associated to unknown factors. According to Gardner this type of motivation is considered in the socio-educational model of second language acquisition (as cited in Gardner 2006). Motivation is something personal or not, there are many reasons or circumstances by which people motivate themselves; Motivation covers different fields at the moment to appear; sometimes it depends on our likes or dislikes, or just because of yes. People feel motivated toward languages because of many factors which include since internal or external components until aspects related to the language itself or places such as the classroom in which they develop.

The motivation is one of the most important elements for developing a successful class; it is the key point for engaging students, catch their attention and accomplishing the learning process in a better way. According to Babae (as cited in Dornyei, 1994) "Motivation in second language acquisition (SLA) refers to the attempt and desire to learn a language and positive attitudes toward learning it". It denotes the importance of motivation on second language acquisition and the positive effects that brings with it. Motivated students will be able to produce language easier than an unmotivated students and it is for the simple fact that they have the willingness because they wish it, instead of doing it in a compulsory way. Motivation is an essential aspect that provides learners the initiative to acquire a language or a second language and to accomplish this arduous and long process in an enjoyable and predisposed way. Unmotivated learners difficulty will achieve this process successfully, even with all the abilities a good learner must have. Motivation gives

guidance and structure to the learning process for that reason it is so important and remarkable inside this procedure.

Dornyei (1998) makes reference to the theory exposed by many researchers included him, in which stated that motivation has been widely accepted as one of the key factors in the learning or acquisition of a second language. It denotes that sometimes is not enough the desire and ability to learn something, but also the predisposition and willingness to do it. As well as emphasizes the fact that motivation encourages the individual to follow and continue with the L2 process, even if it is harder than they thought. Motivation is closely related to the attitude students have toward acquiring a second language, generally good and positive attitudes comes with it. On the other hand motivation is closely related to behavior, if students pay attention and feel motivated; teachers will conclude that it happened because of the willingness and direction this person had. The enjoyment of the process and the predilection to do activities because of the sake to do it or for external reasons will help in higher levels to the cognitive processes developed by learners.

Brophy argued (as cited in Gregory, 2009) "Students' motivation to learn is an acquired competence developed through general experience but stimulated most directly through modeling, communication of expectation, and direct instruction or socialization by others". It means that part of our motivation is related to our experience, and the stimuli that it had brought with it. Experiences mark each person's life, for this reason it is important to be aware of the environment of the learning process, of the factors that influence its learning, and how motivated those students for learning a new language. If teachers are aware of it they could use some methods or strategies for avoiding or deleting these kinds of problems. Experience also helps students to learn of their mistakes or errors. Experiences give learners the opportunity to assimilate of their errors and transform it in a positive experience of learning. Furthermore teachers need to take into consideration students' expectations, it means that teachers have to take into account the students' aspirations for developing activities and contents of study that allow them to fulfill and cover the parameters they consider are their priorities.

If people during their childhood did not have good, interactive and polite English teachers that did not fulfill their expectations; it will be the answer by which their reaction toward

English would be negative; in the case of students it is not different; If teachers do not satisfy students' prospects it will create an environment of lack of confidence on students. Also, if teachers are not prepared academically students will lose their willingness to learn a language, because they need a guide, a teacher, someone who correct and help them to improve their English strengths instead of someone that makes feel them confused and lost. Teachers have to be a model for students, someone who inspire and encourage them to accomplish the goals they propose. Students learn through them and for they, for that reason they must be aware of their responsibility and behavior out and inside the classroom.

During this process interaction also plays an important role; According to Vygotsky (as cited in McLeod, 2007) the social interaction accomplishes an essential role in the development of cognition. He strongly believed that community plays a central role in the process of "making meaning", in other words children learn in a better way through interaction and socialization. Interaction is closely related to language' exposure, children and adults need to interact and socialize if they want to acquire a second language. The exposure to learning languages is very important and if it is developed since an early age it can have more advantages yet. According to Castrejon (2011) small children have a unique ability to learn languages that, if not utilized, may be lost forever. Children have an incredible ability to acquire language in a fast and efficient way for them the simple exposure to language allow them to soak up as much information as they can; It happens because it is an innate ability that children have, which must be used otherwise will be lost when children start to grow up. If parents want they children acquire language proficiently they need to expose them to the language as something natural in any environment they wish. On the other related to the educational side teachers have to take into account that the exposure to languages is very important, and that they can do that through an interactive class joined to a significant schema. Interaction among children will permit them develop social and cognitive skills proper of the learning process.

Interaction is an aspect very important; when learners are exposed to a second language, especially if it is used very often or daily; they are going to learn it directly even without noticing it because of the real exposure to the language they have. In addition to that the learning environment they are in helps the new vocabulary to be acquired as part of their

daily life or routine. It must be emphasized that it is not taken into account as a separable feature but as an essential part of the natural process that it accomplishes. This process is a little bit difficult and interacts with people with the same goals and needs to achieve the target language than them just will help and motivate learners to acquire the second language without so much anxiety and pressure as commonly happen. It must be considered that all of those factors could not have space without the most important aspect developed inside the acquisition of a second language, which is called motivation.

3.6. Motivation on Second Language Acquisition

Motivation is a fundamental factor on learning a second language, which is defined as the desire or willingness to do something; enthusiasm (Oxford, 2013). In other words motivation is the predisposition and enthusiasm that allow people to accomplish short and long term goals they propose. Related to second language acquisition motivation plays an essential role, due to the fact that as learning languages is in certain part difficult motivation will help the learner to forget that part and to be concentrated in the goals they are going to reach. Also it must be said that motivated students have the desire to learn or achieve certain goals for internal or external factors (Intrinsic and Extrinsic Motivation). The mix of the willingness to learn and the exposure to the language will help the student to develop the English skills and reinforce them at the same time. In addition the interaction will help learners to realize of certain aspects such as: intonation, pitch, pronunciation which sometimes are not applied correctly also through this intercommunication they can improve and be corrected when is necessary.

Motivation on students depends on many factors: good teachers full of knowledge and abilities that develop in students the encouragement to be someone better, the support gave by their parents, and even classmates, which will increase the confidence and the effort put in the study of any subject. Furthermore, it is very important for students to receive clear and direct instructions. Students need to be sure about what are they are going to do, getting confused with the instructions and activities only will decrease their motivation toward the acquisition of the language. Even as they are confused they can guess that they are not

understanding the information they receive because is too difficult or because they are not able to. If we are precise and explicit they will accomplish the tasks or activities in an easier and better way.

Furthermore, motivation is very important because it permits students to establish and create goals or aims, about what they are going to learn, why and how; there are some internal and external factors that increase the desire and predisposition to learn, related to psychological, behavioral and social areas. Several authors (Forgas, 2005; Williams, 2005; Laham, 2005), mention that motivation could be conscious and unconscious, for example when students are learning a second language one form of conscious motivation would be to congratulate them when they make a good homework or when they answer in a correct way, it means transmit directly positive and nice messages that reach the conclusion they are doing good. One form of unconscious motivation would be when teachers put on walls messages with quotes about self-improvement and so on. Even though is difficult to believe that kind of messages encourage indirectly students to become part of the world that is in their walls. Also as they look the same posters each day they memorize the information without noticing.

Teachers should take into account many factors, such as the context of students, their families, and their friends, which are external factors that let or do not the development of the learning process integrally in a good or bad way. The context is very important in acquiring many things, for that reason if teachers know more about the background of their students they can take advantage of this and help their students to reach what they think is the best for them. Even it permits teachers to give advice to their students due to the fact that as they know about the student's situation, they will have the opportunity to emit opinions and suggestions for solving something specific. Also, is important to say that the methodology and strategies that teachers use in class are very important too in addition to the different ways in which they learn. Teachers need to mix their classes because can be auditory, audiovisual, or kinesthetic students, and depend on teachers to take it as an advantage or disadvantage. Generally is an advantage to know what is the way in which students learn best because it will allow teachers to create new ways to engage learners'

attention, establish strategies which permit them to work on their weaknesses and improve their strengths.

When students feel motivated they have the necessity, the desire or compulsion to be part of the class, to be an element of learning. Generally motivation-stimulus people to continue with a process proposed, even if it is hard. According to BusinessDictionary.com (2015) Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. In other words, there are many factors or reasons that take part of this procedure in this case conscious and unconscious, some internal reasons other external reasons but both with a common object to achieve fully goals contemplated.

All those factors increase the potential and efficient of the learner. In addition, if teachers show positive attitudes, good energy and optimism, it will increase the students' desire of learning and their interest for the language itself, allowing them to develop their abilities, skills and knowledge about the themes in general.

3.7. Intrinsic and Extrinsic Motivation

Intrinsic motivation on students is more than the encouragement given by family, friends and teachers; "it is doing an activity for its inherent satisfactions rather than for some separable consequence" (Ryan and Deci, 2000); in other words Intrinsic Motivation is the willingness to learn something for learners' decision, something that comes from within. Intrinsic motivation is closely related to the self- satisfaction for developing activities, tasks and learning in general, while extrinsic motivation is the opposite; this kind of motivation is generated by external factors, according to Dev generally for gaining a reward or avoiding some punishment (as cited Brewster and Fager 2000). Extrinsic motivation on the other hand is when students establish goals for themselves for specific reasons, which are not associated directly to their willingness to learn, but to the rewards or outcomes they are going to receive if they learn or have good grades as their parents, teachers or people in general expect of them.

The main difference is that while one is focused on the rewards (External), the other one is focused on the self-satisfaction of the activity (Internal). Depend on teachers if they take it as an advantage or disadvantage. If they are smart they can use this information for their benefit, if they recognize what kind of motivation experience their students they can create activities and tasks in which they respond to the information they are transmitting to them. Sometimes is good that they mix too, it means developing activities for internal motivated students and other times activities for external motivated students due to the fact that it will create a balance in the development of their cognition. The balance of both will help teachers to apply as many strategies or methods, as it would be possible. Consequently, it will increase the level and abilities of students at the moment to apply their learning skills. Generally, when students are younger they do not differentiate about the strengths and weaknesses that accomplish a good or a bad learning. It happens because in that moment they do not have a yardstick about what they want, what they want to be when they grow up and so on. But it totally changes when they grow up because in this moment they start to realize about the differences between being responsible of their knowledge, or only letting this opportunity go.

3.8. Types of Motivation

Motivation can be divided into two types: Extrinsic (external factors) motivation and Intrinsic (internal factors) motivation.

3.9. Extrinsic Motivation

According to Dev (as cited in Peek, 2008) students can be described as extrinsically motivated when they are engaged in learning “purely for the sake of attaining a reward or for avoiding some punishment”. In other words, students with these characteristics generally do a task or any activity for the outcome that they will receive, for the expectation of getting something, like candies, extra points, privileges, stickers and in the case of parents, even money. This kind of motivation occurs when learners need anything exterior

for increasing their motivation. Extrinsically motivated students are not focused on the process itself but on the expectation of what they are going to receive as a result. Furthermore, some students also have this type of motivation because of the simple fact that they want to avoid a punishment; it is that they do not want to have any kind of trouble related to the educational aspect with their parents, family and so on, and for that reason they are obligated to obtain good grades. In some families parents punish their children if they do not bring good grades at home, which generate fear from their children. They found in the extrinsic motivation a way to be good students, a way to scape of those punishments.

Some authors (Bain, 2004; Wilson, 2003) mention that this kind of motivation has several advantages and disadvantages mentioned next.

3.9.1. Advantages

Students love rewards, it is a way to motivate them to do something, in this case learning. As they expect a reward they make a greater effort for acquiring new things as fast as they can. For example there are some teachers that divide their students in two or three groups then they explain them that if they do the activity or answer correctly they will get an extra point or candies. Students feel so engage and so excited that they do it not because they want to learn but because they want to win the competition or the reward. Another advantage is that as competition is an extrinsic motivator, it will encourage the performer to win in any activity, and not simply to enjoy the reward or the outcome. Children and adults love competing and getting outcomes, hence it will be a good opportunity to enjoy of the class, the activity and enjoy of the rewards too. Sometimes, this kind of motivation can develop inside the students, a sense of self-esteem and the incentives make them perform better. Everybody loves win this is a way to get confidence and enjoy of the moment too. Self- esteem is very important in learners because it will help them to achieve the process without any trouble or delay. Also, since they feel that they have a compromise with teachers and parents they will try their best for avoiding disappointment on people around them, which at the same time will improve their development during the learning process. Learners need to feel commit with the process if they want to success otherwise they will

fail and delay their progress. If teachers take advantage of these extrinsic motivators they will improve the level of their students, and will have more competitive students. Teachers need to transform negative to positive features, because it will allow them and students to realize that it does not care the problem they can solve it together as the team they are.

3.9.2. Disadvantages

Students perform activities only for the reward or the punishment that they may receive. When students are focused on the reward, it can distract them from learning the subject or developing the activity itself. Teachers must emphasize that even if they gain a reward it is most important to have the knowledge than the reward itself, because the reward is something material something momentary while the knowledge will be always part of their lives and that it will help them in any moment they need it.

Another disadvantage is that sometimes, when they do not receive the reward they expect, they can lower their level or even their motivation. The problem is that as they feel pleasure for the reward more than for developing the learning process itself, they only do it for gaining something instead of enjoying what they are doing. Teachers need to create ways to motivate their students constantly otherwise they will low their level because they do not receive what they want or for another thing.

Furthermore, students become interested people and they tend to make only a minimal effort for completing a task. Students need to understand that the law of the minimal effort will not work with their teachers. Teachers need to show and explain them that they only are going to accept their best try otherwise they will have troubles with them. If teachers point since the beginning which are their preferences and what is the way they work best, their students will know that they need to attach to hose parameters if they want everything go well. Students need to know that bad attitudes do not work in class or in any other place; it will depend exclusively of the teacher and their beliefs. Another important fact is that sometimes students are motivated for wrong reasons, considering that they have low self-esteem or because they may get an arrogant attitude and show a lower cooperative behavior too. Teachers have to emphasize the correct reasons by which every process is done, the

importance of respect, love themselves and cooperate with the class. If all those aspects are pointed since the beginning it will not be troubles.

3.10. Intrinsic Motivation

According to Dev (as cited in Brewster, 2000) “students can be described as intrinsically motivated when “they are motivated for the interest in the task or the activity itself: Intrinsically motivated students motivate themselves in learning out of curiosity, interest or enjoyment” in order to achieve their own intellectual and personal goals”. It involves that intrinsic motivation comes from within; it is the self-satisfaction for learning or acquiring something in order to achieve any goal proposed, the intrinsic satisfaction takes into account the like or dislike of the learner for the activity itself, for that reason is very important that teachers use the proper methods and strategies for accomplishing the learning successfully. That kind of students are very focus on the process, on the activities instead of the outcome they may receive for that reason they need more motivation than extrinsically motivated students.

According to Dev (as cited in Brewster, 2000) “students who are intrinsically motivated... will not need any type of reward or incentive to initiate or complete a task. This type is more likely to complete the chosen task and be excited by the challenging nature of an activity”). It connotes that students with this kind of motivation, enjoy the simple pleasure of learning something, they like challenges at the moment of learning, for this reason they are able to complete any activity or task that teachers ask them.

Intrinsically motivated students are more likely to enjoy learning than extrinsically motivated students, because they enjoy the learning process and they make relevance to the subject itself. Those students feel happy because they do what they truly enjoy, because they understand and know the importance and the power of knowledge.

3.10.1. Advantages

One possible advantage is that students become autonomous people that is why they attribute their educational results to themselves, this kind of students tend to follow instructions easily, for that reason they participate actively in debates, discussions and so on. As they are very engaged in the task itself they show interest in what they are doing. Parents feel relaxed with that kind of students because they know they can trust in their children; they know they do not need give them rewards for they do what they have to. In consequence, they can become a model for other students in class.

Another important aspect is that as they are self-motivated they do not depend on tangible rewards, this is why they realize that they are able to accomplish their aims because of their skills and the capacity to do it they have. As they give importance to their learning they know they can do anything they propose, because they know the only limitation they can have is themselves. On the other hand, autonomous students tend to trust more in themselves and in their skills of learning, due to the fact that they promote their own language and they have a little sense of control on them. Also, they are interested in knowing more than the information they receive from their teachers, given that they have confidence at the moment to learn a new material and because they retain information and concepts longer easily (Dev, 1997). Another advantage of the autonomous students is that they self- instruct, they look for more instead of only learn what their teachers teach, which give them more opportunities to increase their knowledge.

Intrinsically motivated students create in themselves a big determination at the moment of achieving their goals; as they are focused in the subject more than the reward or the punishment that they may receive, they accomplish the activities in the best way they can. This can result in high quality learning and creativity, because their determination and concentration allow them to be creative in the different ways that they can apply at the moment to learn. Furthermore, if they have the resources, students can develop and do successful classes, which will help them to develop critical thinking.

According to the web page open courseware on critical thinking, logic and creativity (2004), critical thinking is very important for students, because it is a skill which will help them to solve and propose problems, it will increase their capacity to analyze, comprehend and discern new schema and express their ideas clearly. Students with critical thinking tend to reason logically instead of mechanically, providing the adequate tools for enjoying of the acquisition language process. Teachers can take advantage of this type of motivation, because when students transmit positive feelings to the rest of the class (happiness for the activity itself for example), it will encourage them to work in an enjoyable context, for the correct reasons and for the simple pleasure of the activity itself.

3.10.2. Disadvantages

Intrinsically motivated students sometimes can require more special and long preparation and attention than extrinsically motivated students, it is why they get bored easily doing activities they consider too easy for them. As they are autonomous and generally smart students they develop the activities in less time than the rest of the students, for that reason they get bored quick and they do not know what to do. In those cases teachers must be prepared with alternated plans that encourage and catch students' attention continually. On the other hand this kind of students often becomes individual people and they tend to be a little bit selfish. As they spend a lot of time studying and dedicating their time to their own purposes they tend to be individual also it can happen because their goals related to the educational side are different to their classmates.

Also they tend to ignore authorities, creating in themselves certain degree of superiority. Students with high levels of intelligence and easy acquisition of data tend to think that they worth more than their classmates creating an environment of negativity. Furthermore they are so worried about their learning that sometimes they forget important parts of their lives such as: family, friends and so on. Parents and teachers need to explain their students that life has priorities such as family and friends, and that they cannot neglect this important part of their lives. They have to learn to separate both aspects study and family and give the proper importance each one deserves.

3.11. Strategies to increase students' motivation

Some authors (Bain, 2004; Wilson, 2003) mention that there are some strategies for increasing students' motivation that teachers have to take into consideration: The strategies that teachers use in the classroom are very important, because these ones will led them to catch the attention of their students and present significant knowledge in a fast and better way, which at the same time will be acquire easily and in less time if teachers use the appropriated strategies and methodology during the teaching process. Strategies allow teachers to create and apply new ways for helping students to acquire knowledge properly in addition to the type of learning students experience best. A good methodology and appropriate strategies will increase the percentage to success during this process. Learning languages is not as easy as people think for that reason teachers need to be focus on catch and maintain their students' attention through the creation and adaptation of methods, tactics and approaches as well.

Through the teaching process teachers can find many alternatives or methods to increase motivation in students for example:

3.11.1. Prices when they deserved it

When students do a good job teachers should recognize their work, sending positive notes to their parents or making them appear in the newspaper of the school as sample of their effort. They will feel very proud and they will love the feeling. Teachers must stimulate their students constantly otherwise will have unmotivated students with low grades and lack of interest toward anything they teach. Another good example is giving them extra points, which will be used in the moment they choose. All those examples have like objective to increase students' confidence and willingness to be better.

3.11.2. Try their best

Teachers and students have to set realistic expectations but high at the same time, trying their best in any aspect that they have to develop and celebrate it when it is accomplished. Teachers play an important role in this aspect, because they must encourage students to do the best they can, and show them through examples and “prices” that effort will bring them the possibility to success in everything that they proposed to themselves. Teachers need to establish that they will not accept anything less than their best. Clear rules will determine the good behavior and achievement of students. Students need to understand that any activity or task they accomplish must be done in an efficient and competent way.

3.11.3. Enthusiasm

Teachers should always show their enthusiasm and good disposition in any activity or task they develop, because it shows students that learning is a celebration itself that will be useful in their entire life. One way of do it is bringing new, interest and significant material to the class, or even tasks such as telling to the classroom something that probably they do not know, and emphasize with enthusiast the importance of be ready for learning new things. Also, if teachers have a good attitude toward new things such as students’ interest and contemporary issues students will realize that any change could be good and a challenge but at the same time it will allow them to understand that if they give them an opportunity it can become in a new chance for learning new things.

3.11.4. Support students

Teachers should be a support, a resource for students so they will feel that teachers are involved in their lives that they are ready to support students at any time and that they can count on teachers for anything that they need. One important aspect in success in any aspect they wish is to feel the support gave by their environment in this case teachers

accomplish many roles in students' lives and that is why they need to construct a good rapport among them. One of the most important roles of a teacher is to be a friend for their students it means to be someone which can give them advice, hear them when they consider it is necessary, or simply a positive model in their lives; The main problem in it, is that sometimes students confuse friendship with breach of trust, provoking troubles of disrespect among them.

3.11.5.Variety

The variety in class is very important, in consequence, it will motive students to learn the same things in a different way, if they do not understand something at the beginning; teachers can do it in another way so that students can understand in an easier way. As there are many abilities and ways of learning inside a classroom teachers need to balance between different strategies and methods of presenting new material. Media, games, teacher for a minute could be clear examples of how they can enjoy and learn at the same time. Also, the variety of material and resources will maintain their expectation to acquire new data and attention to the class.

3.11.6.Mix it up

If teachers do not want to lose the attention of their students, they can introduce new topics, new material, interesting and different texts (Norris, 2001). It will permit students to play with different resources without neglecting the learning process. They can also do different activities, which will allow them to apply different skills and many kinds of strategies and methods in the classroom. New materials also allow teachers to find out the ways in which students learn best, which are their weaknesses their strengths and what they need to improve. In many ways it will prove and show teachers if students understand or not the content taught.

3.11.7. Positivism

Respond positively to the doubts or questions that students have about the class is very important. Teachers must teach their students that when they have doubts they have to ask, that they have not to feel shame or anything similar. Teachers are resources, guides for that reason students can count on them for clarifying doubts. On the other hand if teachers show a bad attitude at the moment to answer a question such as: gestures, calls or laughs, students will avoid questions for fearing to ridicule, or for avoiding any of the reasons mentioned before. Positive attitudes will construct confident students with willingness to overcome the established barriers.

3.11.8. Students decision

Teachers can select a variety of topics that students enjoy, and if they do a good job with assignments and work in class permit them to choose the topic that they want to learn, something of their interest. Teacher must show students that their decisions and opinions are very important, and for that reason are taken into consideration. On the other hand break the routine is an important aspect that will help teacher to transmit content when their students are tired and bored. Teachers must remember later of certain time students can get bored or tired for that reason is essential to do activities in which they can show who they are, which are their interests and what they know best. It is a good way to show them that their opinions and ideas are good, smart, creative and specially an important part of the class.

3.11.9. Different activities

One time per month teachers can permit students to choose an activity that they want to do in their hour of class, for example they can watch a movie, listening to music, and so on. Those kinds of activities, in which teachers can develop the skills, maintain the students'

attention, and learn at the same time. Alternated activities always must have a purpose and it must be explain in advance to the students. They have to know that the activity could be funny and educational simultaneously. Is vital that students understand that the learning can go hand and hand with fun, they do not have to separate each thing because it will cause unmotivated students without willingness to learn. Fun activities in addition to educational exercises will increase highly the level of motivation in class.

3.11.10. Rapport between teacher and student

Teachers must work to build a good relationship with students, especially those considered to be at- risk. Teachers must recognize which are the “bad” students of the class and create strategies to work on with them. One possible way could be create a confidence relationship and relationship having as principal feature the respect and trust among them. It will show the students that the best they can do is live in a good environment, having cordial relations with everybody. Through this process they will feel secure next to their teachers, and teachers could be a positive influence and model in their lives. Build a good relationship with students is very important, because it will let work everybody in a comfortable and polite way.

3.12. Create a good atmosphere in classroom

Develop an environment in which students can feel safe and valued is vital, a place in which they feel happy to be and comfortable with their environment is fundamental. Some students feel comfortable when they know their teachers and peers at the same time they have created a good rapport among them because everybody need a place where they can feel that they are part of it, not excluded. Create a good atmosphere is extremely essential because it will permit that the learning process accomplishes integrally without distractions or delays. A good atmosphere influence directly to this process because positive attitudes in

good environments will increase the students' willingness to reach their goals prospering. Teachers can prove them that the learning could be enjoyable and fun, through colorful pictures, posters and music; it permits students to be relaxed and with the predisposition and the mentality for doing something. A clean spacious, comfortable and motivating will liberate the willingness and interest to learn, in order to achieve any goal proposed. If teachers realize of certain problems of confidence in their students they can do activities in groups or pairs for decreasing nervous or anxiety of learners to talk in public.

4. METHODOLOGY

4.1. Research Hypothesis

The survey applied in this research is directly related to two types of motivation: extrinsic and intrinsic. Through those ones will be determined which of them is the most experienced by teenagers from 4th level of secondary of Accounting and Informatics of Margarita Cortés high school, a public Institution located in Esmeraldas city, Ecuador.

In this questionnaire the participants will answer about their agreement or disagreement with the questions proposed. The survey consists of fourteen questions; seven related to intrinsic motivation and seven related to extrinsic motivation. The present research will try to prove the following hypothesis:

1. Students will experience both extrinsic and intrinsic motivation, due to the fact they and their parents are looking for better opportunities of job in Esmeraldas and because there are some students that like the mentioned language itself.

4.2. Research Instruments

The instrument used in this research was the Attitude and Motivation test battery by Gardner (1985). The main purpose of this questionnaire is to show and analyze the motivation and level of agreement and disagreement toward learning foreign languages, in this specific case English. This test measures a wide range of parameters of language learning. The questionnaire will be developed through the Likert scale method, which will let students show the specific level in which they think they agreed or disagreed. This research is based on specifically two types of motivation: Intrinsic and Extrinsic.

4.3. Attitude and Motivation Test Battery

The present research applies the Attitude and Motivation test battery created by Gardner in 1985, which counts with 118 questions. It covers four different types of motivation: extrinsic, intrinsic, instrumental and integrative. This questionnaire is directly related to the motivation that people experience toward foreign languages, their aptitudes, desire and willingness to acquire a second language.

Those questions used the Likert Scale format; according to McLeod (2008), Likert (1932) created a method in which people stated their level of agreement and disagreement with any topic proposed, in other words people can express how low or big was their agreed or disagreed with a specific issue. The Likert scale is commonly used in surveys and questionnaires, because it accomplishes the objective of covering through different parameters the scope of agreement and disagreement of people toward a specific motion. A series of aspects are taken into consideration. Each aspect receives a number in the scale and responds to determined levels of agreements and disagreements.

In the present questionnaire the scale will start with a range from 1 to 6, which is detailed of the next way: 1 = strongly disagreed, 2 = moderately disagreed, 3 = slightly disagreed, 4 = slightly agreed, 5 = moderately agreed and 6 = strongly agreed; Since 1 to 3 describes a general level of disagreement with the questions proposed and since 4 to 6 a general agreement toward the interrogations stated. It allows participants to show what their criterion through levels planned is.

In the present research, the researcher has adapted in many ways the original questionnaire. Those variables are in detail explained in the next paragraph:

First the questionnaire has been adapted to the original, which belongs to Gardner (1985). In other words the survey has been modified according to the environment, context and conditions of the participants.

Second the survey has been translated from English to Spanish; it is because of the lack of the English knowledge of students. Also as English is a foreign language in Esmeraldas yet would be very difficult for them to translate the survey and even if it is translated by the researcher would cause troubles in the development of the same, because there were certain problems in the interpretation of the questions in Spanish which were explained slowly and with some examples by the researcher.

Third the Gardner's questionnaire has 118 items, while in this research the researcher has only used 14 items. This is because of the context of the students and the high school. In other words, because some of those students present certain bad attitudes toward English and because the English level of the school is too low. Furthermore the researcher does not want to tire to the participants with a long survey.

Fourth Gardner's questionnaire contains four types of motivation: intrinsic, extrinsic, integrative and instrumental, while the survey applied by the researcher contains only two, intrinsic and extrinsic. The survey is based on those two specific types of motivation because the researcher consider are the most experienced by the teenagers; it contains seven questions related to intrinsic motivation and the other seven are related to extrinsic motivation.

Furthermore Gardner's questionnaire is based on the motivation toward foreign languages, while this one is exclusively based on the motivation toward the English language. The research is based on the motivation that the sample chosen experience (Extrinsic and Intrinsic) toward learning English for this reason the survey has many adaptations, one of them the specific language chose.

The present survey applies two specific types of motivation: extrinsic and intrinsic, due to the fact that the research hypotheses formulated by the researcher are directly related to those ones, also the researcher considers that those ones are more common to experience than the integrative and instrumental motivation and because those ones include fewer variables than the instrumental and integrative motivation. Intrinsic and Extrinsic motivation consider internal and external factors but the Integrative and Instrumental cover a more wide scope of variables and challenges which to deal with.

4.4. Participants

For this research has been selected a sample of 58 students of baccalaureate of Margarita Cortés High school, a public Institution located in Esmeraldas City. They are from 1st level of secondary, and their ages vary between 14 and 15 years old. There are two groups defined in this sample: the first group counts on 30 students belonging to informatics and the second one count on 28 students belonging to the specialty of accounting. Both samples develop the survey in the same conditions, in the same context and with the researcher's guide in case of any doubt. The participants developed the survey in their classroom, in their environment. Each question was explained in detail and with examples because they had certain problems with the interpretation of the questions.

4.5. Data Collection and Procedure

The survey was handed in January 2015, a month previous to the end of the school year because the researcher did not want to wait until the students came back at classes. In first plane, the Catholic University of Ecuador in Esmeraldas sent an announcement to the headmaster of the school Aquiles Arismendi informing about the survey that was to be done in that place by the researcher; the Institution answered immediately in a positive way and everything was done in full; Consequently the researcher talked to the students and explained the why of her presence, the objective of the survey and what they had to do. They developed the survey in the morning in their regular scholar schedule and they asked the times they needed to clarify doubts. The time given for the survey was 20 minutes, because there were only 14 questions, which were explained detailed by the researcher. All of the class answered the survey in a quiet way; furthermore the environment provided the right conditions for doing the survey correctly, without any trouble or confusion. All this process was made in Spanish due to the unfamiliarity with the English language from students. After the whole process they put the papers on the desk and left the classroom. Finally the researcher thanks to the entire classroom for their time and predisposition.

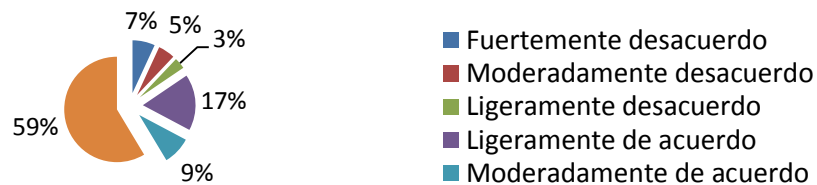
4.6. Analysis and Interpretation of Data

The statistical exploration of the collected data was tabulated through Microsoft Excel 2010 in order to figure out which the kind of motivations experienced by the sample (Students from Margarita Cortés High school) is; extrinsic and intrinsic. The tool used for standardizing the data was a pie graphic.

The questionnaire already mentioned presents 14 questions, which are divided into 7 intrinsic and extrinsic questions; those questions are going to be explained in detail next:

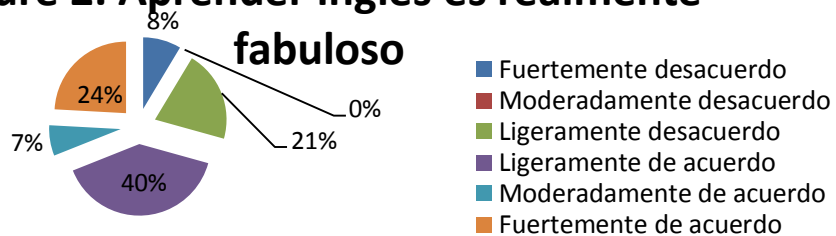
The first question expresses with a 59% (34 people) that students are strongly agreed with this question. It means that students would like to learn several languages because of the opportunities that it will bring with it. It is that they fill extrinsically motivated by the benefits instead of the self enjoyment of learning languages. In contrast with it there is a slow 3% (2 people) that considerer this though as a bad idea. It reaches the conclusion that the percentage of students that considerer english as an opportunity of improving their lives and social status is relatively high and the 17% (10 people) reflects that in general terms they agreed with this question.

Figure 1. Desearía poder hablar muchos idiomas extranjeros perfectamente porque esto me brindará más oportunidades de...

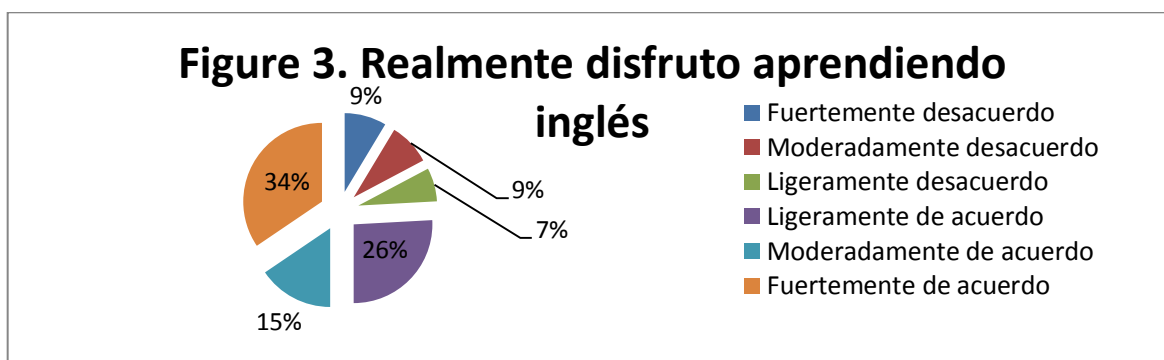


The question number two in contrast with the question number one shows that students feel intrinsically motivated toward English. It is that a 40% slightly agreed with this question possibly because they love to learn languages or because they feel good with themselves learning something that it is not easy for everybody. The pie also presents that there is a 24% (Strongly agreed – 14 people) which let the reader reaches the conclusion that since a general point of view students reflects an intrinsic motivation related to this question.

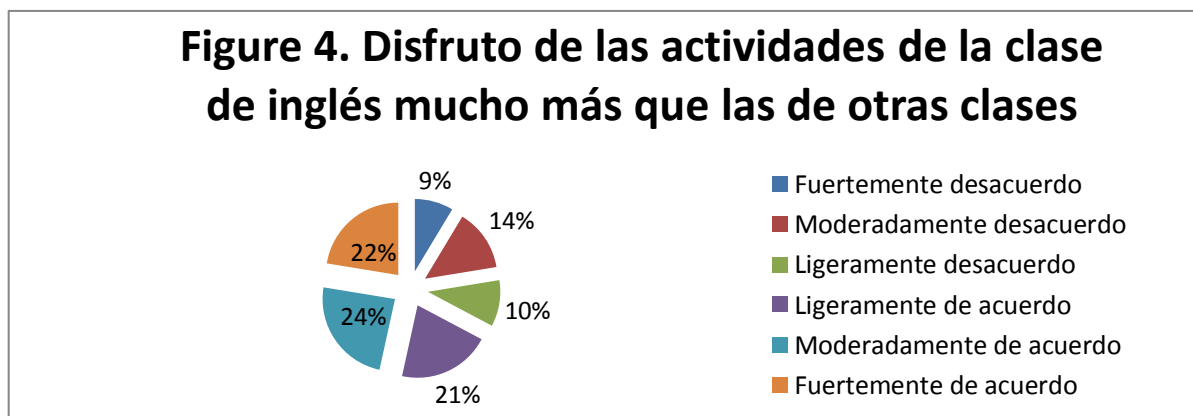
Figure 2. Aprender inglés es realmente fabuloso



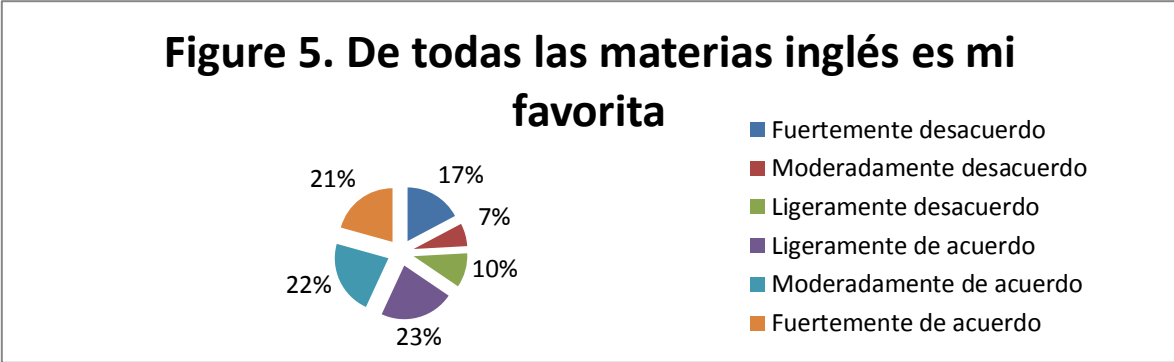
Question number 3 presents several answers which denote that students were not so sure to be agreed with a determined position. For example in question number 1 more than half followed the same direction (59%) while here there are varied results: 34% (Strongly agreed-20 people), 26 (Slightly agreed – 15 people), moderately agreed (9 people); it shows clearly that even if there is a 34% that is higher than the other results this percentage is not so marked as in the previous questions. Consequently can be reach the conclusion that students enjoy English but there are certain factors that must be improved for increasing students' motivation toward this language.



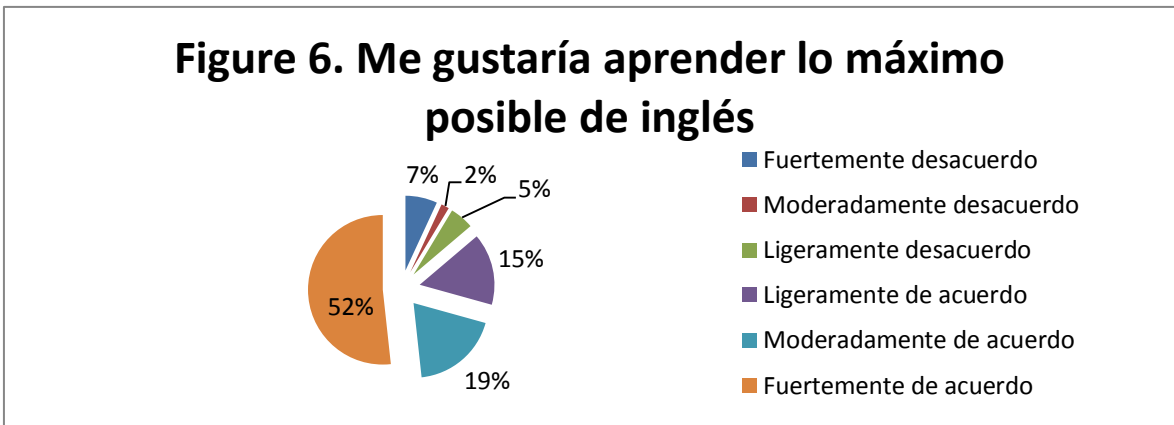
Question number 4 presents the same reality than question number three. It is because presents different and varied results. It shows that students do not enjoy of the English classes as teachers think (moderately agreed- 24%, strongly agreed- 22%, slightly agreed- 21%); those results denote that the English class is not being perceived as an entertained and didactic class by students or that this class do not mark or cause any impact between the subjects students receive. It can happen because the class is not managing certain techniques that help students to be motivated, furthermore because the students' styles of learning are not taken into account.



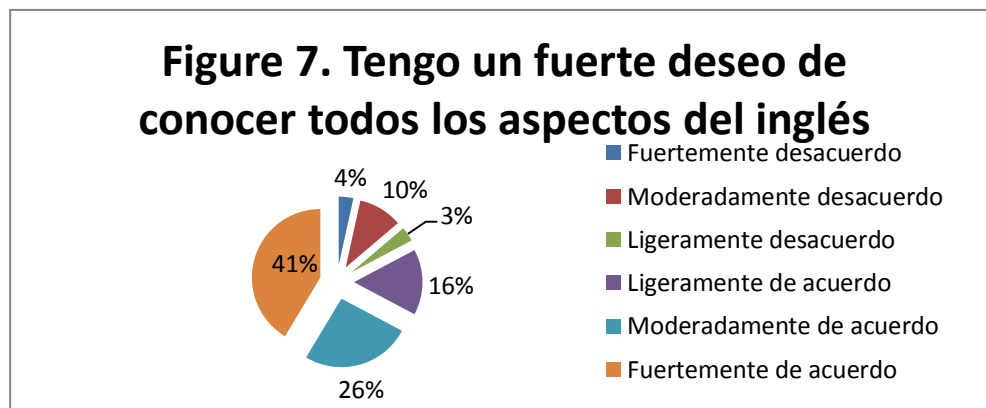
Question number 5 like questions 3 and 4 present the same dilemma, due to the fact students do not have a clear stage about the possibilities and advantages to learn English. It may happen because the regular classes tend to be focused on grammar instead of using other resources that let students to learn and enjoy of the class at the same time. Even if the 23% (13 people) is higher than the rest is clear that the three principal results are followed for each other and there is not a point that marks difference.



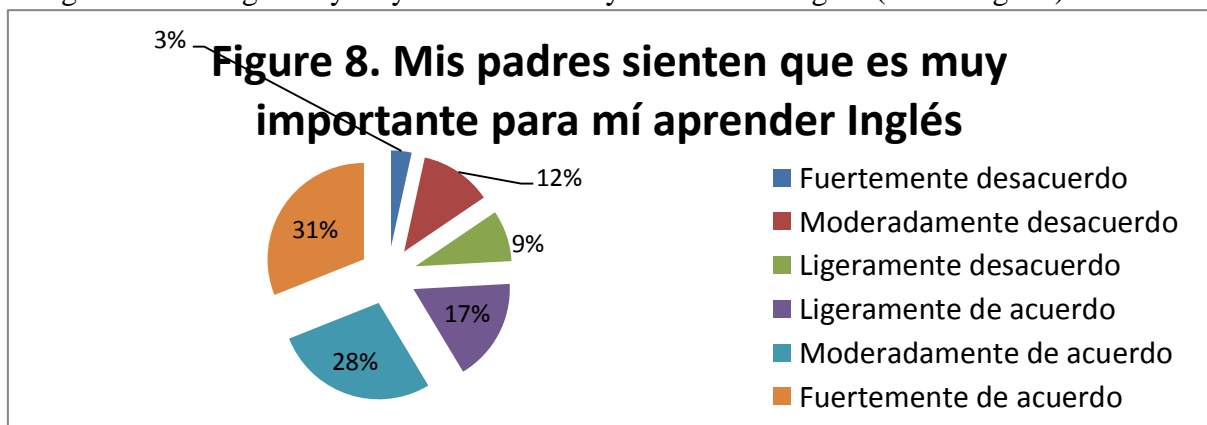
In question number 6 as in question number 1 there is a high and specific percentage that expresses students feels willingness to learn English as much as possible; in this case the result is really obvious and clear because if even there is not specified which are the reasons by which students feel motivated to learn English is a fact that they would like to learn it and use it as a tool in present or future; as teachers they must take advantage of it and exploit the abilities and skills students present related to this subject. This 52% also shows that 30 of 58 people think in English as a way to increase their knowledge and possibilities to be someone in the future.



Question number 7 reflects with a 41% (24 people) that students have willingness to learn all the aspects English includes, and then there is a 26% (15 people) that moderately agreed with this question. All these results reach the conclusion that when someone is interested in something will do everything for getting what they want such as studying, practicing and reinforcing their knowledge about it enjoying each part of the process instead of doing it because of something in exchange. Also can be denoted that there is 26% (moderately agreed) that influence directly in this though. It may happen because of the self-enjoyment of the language itself and their willingness of learning it plenty.

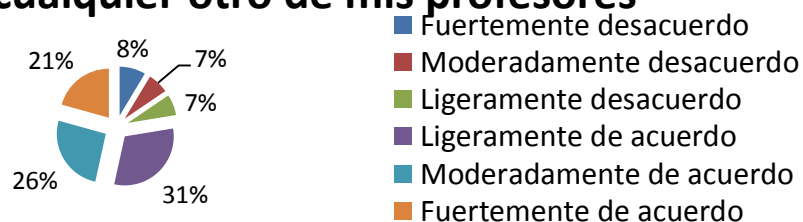


Question number 8 presents the same situation than previous questions with a varied amount of results (Strongly agreed 31% - 18 people), (Moderately agreed- 16 people), (Slightly agreed- 10 people). Those results show that there is not a priority for parents their children learn English; it may happen because the parents of those students are not conscious of the English' importance around the world, consequently they do not encourage in a constant way to their children. On the other hand it also shows that in general terms parents have the willingness their children learn English but they are not doing or motivating in any way to them for they can reach this goal (learn English)



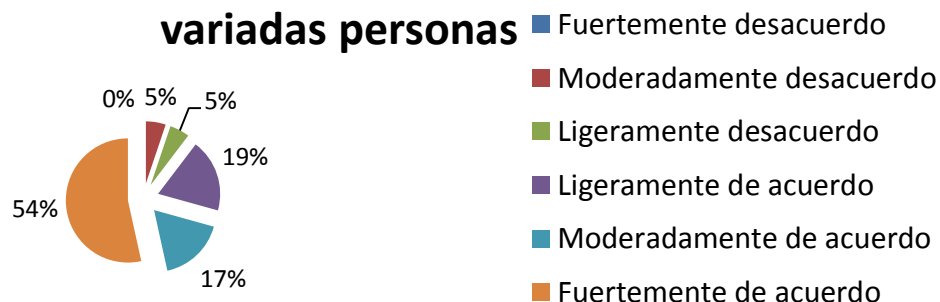
Question number 9 presents different answers such as (31% is agreed – 18 people), (Moderately agreed- 15 people), (Strongly agreed- 12 people). Those results reach the conclusion that students are not sure about their rapport toward their English' teacher; rapport among teachers and students is very important and if students do not feel confidence with their teachers it can be a possible obstacle for increasing students' motivation or developing a class in a fluent way. Another important aspect to take into account is that teachers should try to get their students to develop a supportive work environment otherwise this process just will be harder for both.

Figure 9. Mi maestro (a) de inglés es mejor que cualquier otro de mis profesores

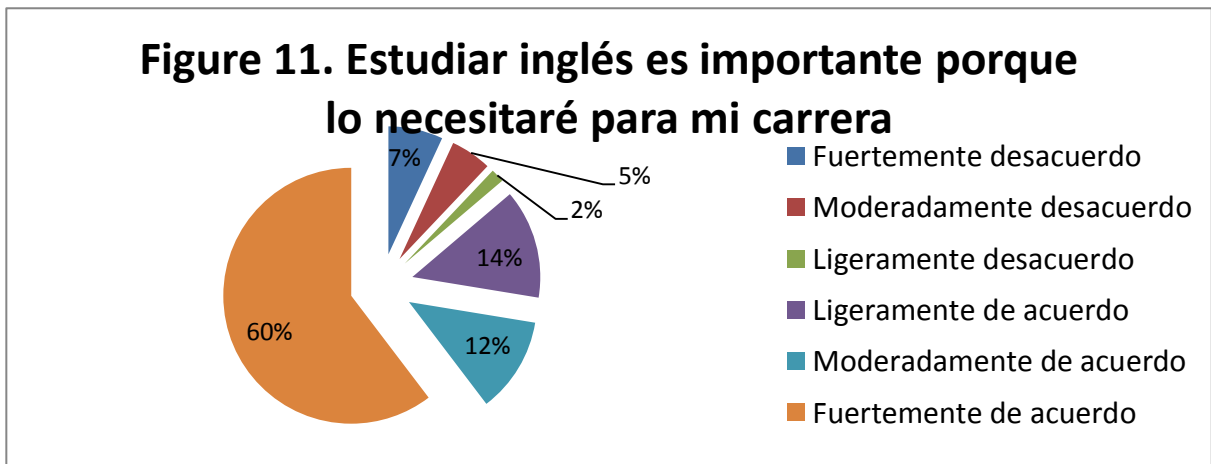


Question number 10 reveals with a concrete 54% (31 people) that students feel extrinsically motivated to learn English. Those students are conscious of the importance and benefits that English brings with it. Apart of this the age in which those students are led them to prioritize the personal relationships instead of thinking in English as a way of acquiring new knowledge. The idea of knowing new people though English makes feel them excited, because they know they are going to learn and enjoy at the same time of the benefits of knowing this language.

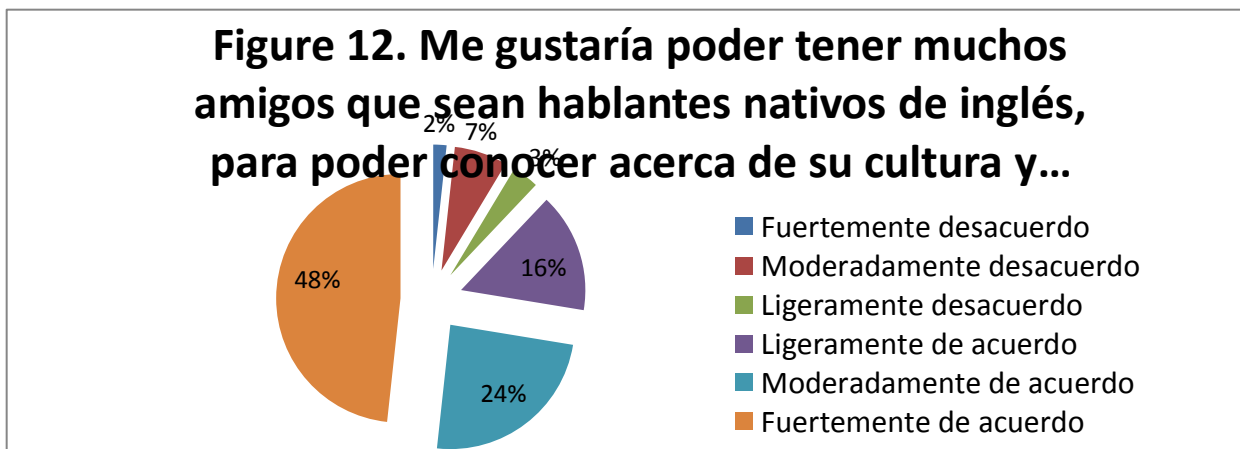
Figure 10. Estudiar inglés es importante porque me permitirá conocer y conversar con más y variadas personas



Question number 11 shows with a convincing (60%- 35 people) that students feel extrinsically motivated due to the fact that nowadays English is a pre request for finishing a career, entering to the university or even for people who wants to get a master's degree which need to have at least a level of B1 for continuing with this program; all those reason lead them to reach the conclusion that English is important for them even if in the baccalaureate it is not a priority.

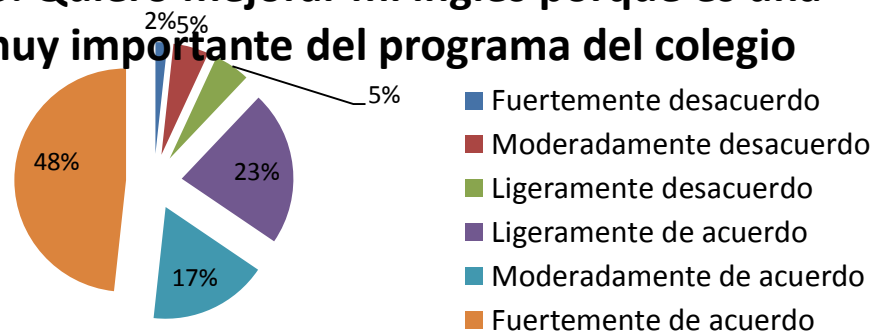


Question number 12 expresses with a (strongly agreed- 48%- 28 people) followed by a (moderately agreed- 24%- 14 people) that in general terms students feel extrinsically motivated to learn English. At those ages (14 - 15) students are worried to meet new and varied people for that reason they see in English an opportunity to increase their social relationships. On the hand they could have this though because they like English and native speakers are the indirect way to know their culture and costumes, at the same time that they would learn English.



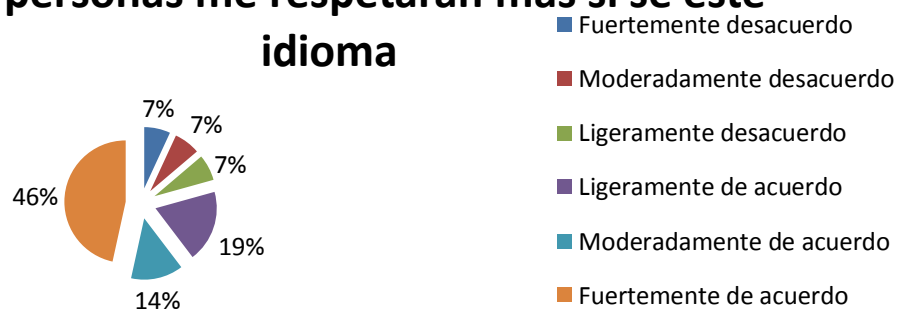
Question number 13 presents the main idea of the extrinsic motivation which is learning or doing something in order to achieve another goal. In this case the 48% - 28 people represents that students need English because it is an important part for their curriculum but not because it is their priority. It means that English would be the bridge for reaching the objective proposed in first instance. On the other hand in contrast with the 48% there is a 23% that consider not being agreed with this motion; it may happen because as their careers are techniques they do not find any related relationship between English and what are they following in this moment.

Figure 13. Quiero mejorar mi inglés porque es una parte muy importante del programa del colegio



Finally question 14 represents with a 46%- 27 people that students think in English as a prestigious part of the curriculum; it means that nowadays English is getting prestige in Esmeraldas and for that reason people will have a different point of view of someone if they find out they know English. In general terms the pie shows that students feel extrinsically motivated to learn English in this case because they consider English will give them prestige.

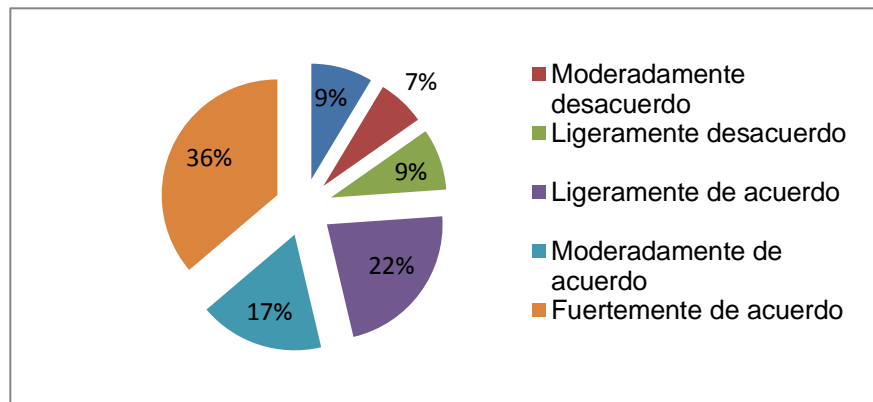
Figure 14. Aprender inglés es importante porque otras personas me respetarán más si sé este idioma



GENERAL OVERVIEW OF THE INTRINSIC AND EXTRINSIC

MOTIVATION

Figure 25: General view of survey related to the Intrinsic Motivation

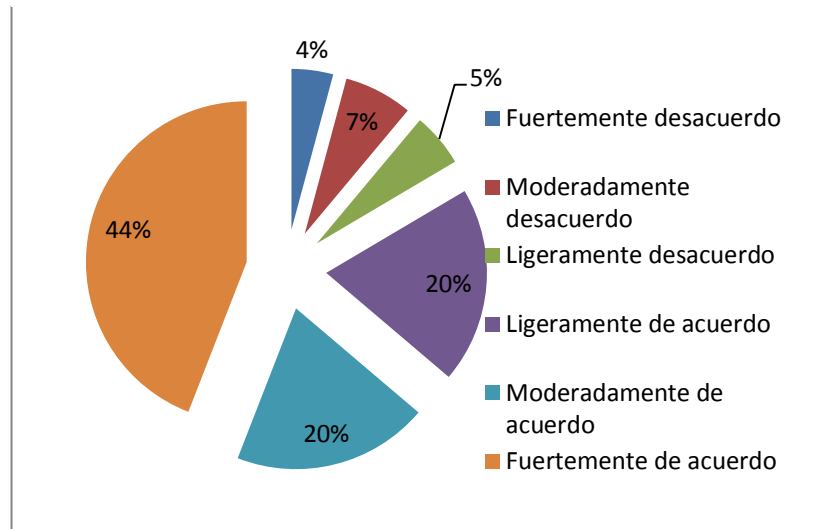


Related to the intrinsic motivation, the pie denotes that a high 36% are strongly agreed with this kind of motivation. In other words, participants think in intrinsic motivation as a way to learn languages by their own, and because of their willingness. In contrast, with this though, there is a low 7%, which reflects that some participants have a different point of view about this issue. It can be related to many things such as their disinterest in English or any other language, their preference by another subject or field, or just because they do not like it. On the other hand a 22% states they are moderately agreed with this kind of motivation, which denotes that majorities are going by the same route, it could be that they are not a 100% agreed with it, but the pie shows that a majority think in learning English, as a way to learn and enjoy of this language at the same time.

It must be considered that the 7% reflected in the pie shows that English teachers play an important role in the learning scene. It is that students need teachers who motivate constantly them, teachers who full fill their expectations and take into account their interests and needs. According to Marshall as cited in National Research Council report on motivation (2003) upwards of 40 percent of high school students are chronically disengaged from school.

Of a 100% of people, the 75% agreed in a slightly, moderately and strongly way that internal factors led people to develop new and different habits and skills such as autonomy and responsibility.

Figure 16. General view of survey related to the Extrinsic Motivation



Related to the Extrinsic Motivation the results denote that a highly 44% feel extrinsically motivated toward learning English as a second language. It may happen because currently English is increasing the job opportunities in this city. Many people are finding jobs because of their knowledge of English. Furthermore it clearly represents that these sample want to acquire this language because of the benefits that this language brings with it. In this moment English is the bridge for them that will allow them to get the real objective they proposed since the beginning. In contrast with this result there is a low 4% that determine the sample wants to learn English because of internal reasons it means because they like the this language itself , for their culture or because they feel motivated to learn more each day.

A 20% is moderately agreed with the importance to learn English for achieving other goals through the learning of English. The results show that 80 answer conclude that are moderately agreed with this kind of motivation: it may occur because there are some cases in which students does not want to be punish by their parents, so they try to cover the

minimal punctuation for avoiding troubles which means that they do it because they must not because they like or enjoy it.

Another 20% is observed in the pie, it belongs to a 20% slightly agreed with the queries proposed. This percentage show that part of the sample is divided and even though they learn English because they like it there is another part who learn it because it will allow them to accomplish their real aims. This 20% also show that part of the sample is reluctant to accept that they learn English for external factors.

Also a 7% is moderately disagreed with this type of motivation. It denotes that a low percentage is reluctant to this type of motivation. The most probable reason is because that 7% likes English and feel intrinsically motivated toward learning English as a second language. Finally a 5% is slightly disagreed which signifies that an amount not higher feel more affinity to learn English because of their willingness to.

An overall view denotes that an 84% of the sample is in general terms agreed with this kind of motivation. It signifies that a high amount of the sample wants to learn English because of external factors. Those factors could be related to educational or labor purposes. In the case of educational fields would be because they want to follow a profession in which need English as a pre request. In relation to the labor field may be because of the job opportunities that English would bring with it.

4.7. RESULTS OF DATA

The statistical operations determine clearly that the 84% of the sample experience an extrinsic motivation. It means that a big amount of the sample experience an extrinsic motivation when they learn English as a second language. In other words, this sample feels motivated to acquire this language because of external reasons or factors. But it must be emphasized that a 75% of the sample already mentioned was intrinsically motivated, which determines there is not such large gap between both. There is only a 9% of difference between both which indicates that although the majority of the sample experience an

extrinsic motivation a high 75% of the same sample likes or enjoy English itself and for that reason they feel willingness and predisposition to learn it.

5. DISCUSSION

The purpose of this study was to determine what are the types of motivation (Intrinsic and Extrinsic) experienced by students of First Year of Baccalaureate of the Informatics and Accounting specialties from Margarita Cortés high school when they learn English as a second language? The results determined with a high 84% that the sample feel extrinsically motivated toward learning English as a second language. In other words students want to learn English because of the opportunities and benefits that it will bring to their lives but not for the mere sake of enjoying of the language itself. The general objective of the research was to discover which are the types of motivation (Intrinsic and Extrinsic) experienced by students of First level of Informatics and Accounting specialties from Margarita Cortés high school when they learn English as a second language? The objective was successfully achieved with an 84% as result. It means that through the development of this investigation could be determined that students feel extrinsically motivated to learn English as a second language.

On the other hand, the specific objectives of the research were to create a questionnaire for determining what kind of motivation students experienced, to apply the questionnaire and to analyze the collected data through statistic operations. All those objectives were reached in an integral way. It means that the objectives were fully completed. The questionnaire was based and created from the Attitude and Motivation test battery; Gardner (1985) with some adaptations according to the sample's context and conditions then it was handling on January, 2015 in Margarita Cortés high school and finally the data collected was analyzed and tabulated through Microsoft Excel.

Another important aspect to take into consideration is that the hypothesis was not fully reach as it was expected. The hypothesis stated by the researcher was "students will experience both extrinsic and intrinsic motivation, due to the fact that they and their parents

are looking for better opportunities of job in Esmeraldas and because there are some students that like the mentioned language itself” the results of the survey obtained through statistical operations show with a 84% that students feel extrinsically motivated to acquire this language as a second tongue. Even the hypothesis was not fully completed can be said that the difference between the percentages is not so big. There is a 16% of difference between both. The theoretical background proves that the data collected through the survey has more similarities than differences. The information collected in the research shows that generally students feel motivated by rewards and outcomes and the survey was a reliable proof of that. Another important point to focus on is the importance of teacher’s role and motivation in the classroom. The survey shows that a high amount of students are not motivated toward learning English because of their teachers, which could be directly related to the lack of learning strategies and methods applied in class or because they do not maintain a good rapport among them.

Furthermore, it must keep in mind that the possibilities related to the lack of students’ motivation are very similar because the researcher could note that aspects such as environment, context and community influenced in a direct way the development of this process. Some of those adolescents are involved in chaotic contexts without their parents’ guidance and support. According to some teachers of this high school is very common that teenagers’ parents do not attend to the school’s meetings or when they are summoned because of matters related to their children. Family, friends and community are aspects that affect in a positive or negative way the children’s learning. For ~~that~~ those reasons parents must be aware of their role and the importance of people’s behavior around their children. The context also plays an essential role inside this process because teachers realize that some students do not exploit their full potential because of the problems, insecurities and bad influences surround them. Parents and teachers need to be aware of the high influence that those factors have on students; they need to focus on getting away, establish dialogues with them or creating alternate activities that distract them of possible causes of failure or long- term problems.

A difference very detailed is that in the theoretical background is expressed that there is a high percentage of parents that want their children learn English for many good reasons nevertheless the survey shows something a little bit different. The results are divided because the process to get the results present that at least a 40% is not agreed with that while in the theoretical framework that possibility is one of the most mentioned. The figure does not exceed the 50% but is significant due to the fact that it permits the researcher to visualize that the problems of students' motivation start from their home. Is important to denote that parents are representatives figures in their children lives for that reason they must push their children in certain way in which they do not feel they are been obligated to but encouraged and motivated to learn and acquire something that will be useful for their entire lives. If parents do not point out the importance and relevance of English in all the current aspects how they pretend they children do it. Adolescents need a guide, support and someone to trust. Parents always need to maintain the dialogue with their children otherwise the will be the last to know about the victories and failures of their children.

However, Graphic. 2 establish that a 44% of the sample agreed with this type of motivation. It means that a high percentage states that external factors and circumstances are the most common factors for acquiring a second language in this case specifically English. Graphic. 2 also denotes that in general terms a 84% agreed with the fact that English is the medium to achieve their real long and short term objectives. Many causes may inside in this process such as the importance of getting a new job or the opportunities that English will bring them to get such appreciated job. Another probable cause is that they want to acquire this language because in the Universities all the carries require their students handle a basic level of English. Even there are some carries such as Commercial Treat and Hotel Management and tourism which need an intermediate level of English in addition to the knowledge of their careers itself. It is due to the fact that they handle fraternal relations with foreign people, people who come to Ecuador for business, for knowing the country or just for pleasure.

Another possible cause is that they try to fulfill their parents' standard profile. In other words they want to be what their parents want. Some parents treat their children as a trophy as something material that makes feels them happy. It behavior motivates extrinsically to

children to success in everything they propose because they do not want to disappoint their parents or that they get angry with them, but not because they really enjoy the process itself. Another possible cause is that their parents act in this way because they want their success in everything they did not. Children feel the necessity to comply with their expectations and feel the approval of their parents because of the love or fear they feel by them.

On the other hand the results of the Graphic. 1 determines that a 75% is in general terms agreed with their willingness to acquire English as a second language because they like it. It shows that even if it is not the most experienced has high probabilities to become in it. The most probable causes of their lack of students' interest and motivation toward learning English as a second language are varied. Those are causes which are related since aspects like the family and context until the monotony in which teachers learn this language. First must be emphasized that those children come from poor families with low economic resources and divorced parents, which affect directly to their academic performance in the classroom. It can be contemplate in many aspects.

When teachers enter to those classrooms is very obvious to identify the total disinterest toward English; Some of those students are totally lost because some of them come from Public Institutions in which they have never seen the English subject, others because of problems at home and the rest because they do not consider that English is an important aspect for their curriculum. According to some dialogues established previously by the researcher in her practicum with students she realized that the lack of students' motivation is not focus directly toward English but to their integral education itself it means to all of the subjects they receive in the classroom.

This at the same time has sparked a series of social problems that take hold of these young people lives. In the context the sample of students is developed occur many things that must be taken into consideration; there are many young mothers, there are alcohol and addiction problems, a lack of communication between students and their parents and children with attitude problems that receive more than they really deserve. All those problems involve a common aspect a high amount of those teenagers are acting as adults because their conditions warrant. In other words the environments in which those

adolescents develop permit that they consider themselves adults with things much more important to deal with than the study as a priority.

In those cases the teacher's role is very important because in their classes students need to transfer to another atmosphere or context, in which they can enjoy, learn and feel as an important part of the classroom. Students need to submerge in an enjoyable and safe place to be in which their contributions are taken into account in a positive and vital way. Another aspect to consider is that the learning of this language is being affected directly by teachers, by activities without any content and because of the lack of correct strategies and methodologies used in class. When talking about teachers signifies that there are some teachers which have not the predisposition and willingness to motivated students through activities of their interest and current topics. It is one of the main reasons by which students do not want to learn English because they consider their interests and needs are not prioritized through the development of this process; It at the same time occurs because of related factors such as teachers' age, health and low desires to work on. It does not mean that necessarily they do not have the knowledge to fulfill students' lack of awareness but sometimes as they are older people they tend to get tired easier than young people.

Teaching strategies are an essential tool for teachers because it will help them to find out alternatives or ways which allow them to learn easily and in less time. The Government needs to realize that teachers need to retire at the age of maximum 50 years old otherwise they will not work in the same way than young teachers. It does not mean that young teachers are better than old teachers but if the Government pressures them to work so many years they will not work as efficiently as they expect. On the other hand students need teachers with new ideologies and methodologies teachers of the active school which allow them to develop the skills and abilities that they have been unable.

However, Graphic.1 reflects that there is a big amount of students interested in learning English because they like it. It may occur because of the models exposed by Gardner (2007) language learning motivation and classroom learning motivation. There is a high probability that those students feel intrinsically motivated toward learning languages and because of the positive feeling they have during the process inside the classroom. Both models are directly related to the intrinsic motivation because both models increase the

students' potential and proficiency through the learning itself even if it not specifically English but related to languages in general and because of the process experienced inside the classroom.

Finally, the process was accomplished integrally without any kind of problem. It must be denoted that although the questionnaire was done in Spanish students had certain problems of interpretation with the survey which could be related to problems with the subject Language and Literature itself. Further studies must be done in this area because is vital to find out much more alternatives and methods to encourage current societies to learn English. Furthermore people to be conscious of the importance of self- motive for achieving any goal they propose in their lives.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. CONCLUSIONS

- The findings confirm that students have willingness to learn English because it will allow them to achieve their real short and long term objectives.
- The survey presents that 50% of students does not maintain a good rapport with their teacher which in certain part influence the lack of students' motivation in the classroom.
- The survey allows the researcher to reach the conclusion that in Esmeraldas there are some factors that have an impact in the learning of English as a second language. In Esmeraldas English has not enjoyed of prestige. It is one of the main problems for English teachers due to the fact that since many years ago adolescents do not have taken seriously the teaching of this subject which is closely related to the ideology that English does not work in real life.
- Finally through this research could reach the conclusion that in Esmeraldas specifically in the context of those students is important to learn because of the benefits it will bring with it but that furthermore is increasing the amount of students that want to learn English because of their willingness and disposition too.

6.2. RECOMMENDATIONS

- Teachers need to emphasize the importance of learning English by itself instead of learning because of the expectation of getting something. Rewards and outcomes must be part of the process but not the principal goal of the process.
- Learning strategies and a good rapport among teacher and students must be taken into account in the class. Even if the class cannot be personalized because of the

number of students in the classroom, teachers need to determine certain strategies and alternatives which will allow students to acquire data and confidence with them in less time and in an easier way.

- For going in deep this issue should be developed further and more exhaustive investigations about the possible causes of students' lack of interest toward English which will let and help teachers to develop and improve their classes in an integral and positive way.
- Teachers need to create new ways and methods that stimulate children to enjoy and feel comfortable through the development of this process. Also, teachers need to take advantage of the issues of students' interest and work on it using English. Through this process children need to realize of the importance of learning by themselves. It means to take the control of their learning on their own.

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8. ANNEXES

8.1. ANNEXES 1

Señale con una X en una escala del 1 al 6 su grado de acuerdo o desacuerdo con cada pregunta. Dicha escala está valorada de la siguiente manera:

1 = Fuertemente desacuerdo	4 = Ligeramente de acuerdo
2 = Moderadamente desacuerdo	5 = Moderadamente de acuerdo
3 = Ligeramente desacuerdo	6 = Fuertemente de acuerdo

Preguntas		1	2	3	4	5	6
1.	Desearía poder hablar muchos idiomas extranjeros perfectamente porque esto me brindará más oportunidades de conseguir un buen trabajo						
2.	Mis padres sienten que es muy importante para mí aprender inglés.						
3.	Aprender inglés es realmente fabuloso.						
4.	Mi maestro(a) de inglés es mejor que cualquier otro de mis profesores.						

5.	Realmente disfruto aprendiendo inglés.						
6.	Estudiar inglés es importante porque me permitirá conocer y conversar con más y variadas personas.						
7.	Disfruto las actividades de la clase de inglés mucho más que las de otras clases.						
8.	Estudiar inglés es importante porque lo necesitare para mi carrera.						
9.	De todas las materias, inglés es mi favorita.						
10.	Me gustaría poder tener muchos amigos que sean hablantes nativos de inglés, para poder conocer acerca de su cultura y costumbres						
11.	Me gustaría aprender lo máximo posible de inglés.						
12.	Quiero mejorar mi inglés porque es una parte muy importante del programa del colegio						
13.	Tengo un fuerte deseo de conocer todos los aspectos del inglés.						
14.	Estudiar inglés es importante porque otras personas me respetarán más si sé este idioma.						

8.2. ANNEXES 2



