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A CHARACTERIZATION OF MOTIVATIONAL THEORIES

PRESENT IN MINEDUC'S TEXTBOOK:

STRATEGIES FOR MOTIVATING AND MANAGING

THE CHILEAN CLASSROOM

Tesis para optar al grado de Magíster en Linguística con Mención en Lengua Inglesa

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ABSTRACT

The study reported in this thesis had the objective of analysing the theoretical basis of the textbook *Strategies for motivating and managing the Chilean classroom* by examining the main motivational theories and approaches present in it. It can be characterised as an exploratory and descriptive study and takes a qualitative form based and supported by observations of teaching activities. *Strategies for motivating and managing the Chilean classroom* was written in 2011 by Martha Epperson and Michelle Rossman, two English language experts from Georgetown University.

The objective of Epperson's book is to propose strategies and activities to put into practice in Chilean language classroom in order to manage and motivate the students to learn the English language. Each section of the book contains suggestions and activities to apply in an English language classroom in Chile. The authors claim that all the activities and strategies in the textbook were proved in the Chilean language classrooms context up to forty-five students. The textbook was analysed using a taxonomy elaborated considering the four historical periods of the research of motivation and the most important contemporary theories of motivation according to Dörnyei (2001, 2011). The results of the study showed a predominance of the social approaches in the activities analysed even though it was found that the theoretical basis for motivation were not indicated explicitly in the textbook.

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CHAPTER 1

INTRODUCTION

Motivation has been important from different perspectives: social, cognitive and psychological, since around the 1960's and many models such as Trembay and Gardner's (1995) model of L2 motivation, Dörnyei and Ottó's (1998) process model of motivation have tried to simplify this complex construct in the mind of humans.

People behave differently from others and from their own sometimes, motivated positively or negatively by varied factors. In L2 educational settings, motivation is one of the Individual Differences (ID) that has been shown to be a consistent predictor in respect of which individuals may be shown to differ from each other in their L2 learning success (Dörnyei and Ushioda, 2011).

The International Society for the Study of Individual Differences mentions temperament, intelligence, attitudes and abilities as the main focus areas, while in a recent overview Cooper (2002) mentions for main branches of ID's: abilities, personality, mood and motivation. These branches interact with learning and affect L2 learning.

Curriculum design processes are also an essential aid when contributing to the learning-teaching process and the success of it. There are many factors involved in effective teaching, that can be described as the following: institutional factors, teacher factors, teaching factors and learner factor. Among the institutional factors we may find the institutional organization and the quality indicators in that institution. Within the organizational culture, environment in the school, kinds of communication, decision making processes, managing and staffing structure are important components. These components are supposed to facilitate the reception of new ideas and practices. According to Davidson and Tesh (1997), they describe two types of organizations: institutions can have a *mechanistic model* of organization or an *organic model* of organization. On the one hand, a *mechanistic model* of

organization is characterized by "the need for authority, hierarchies of control and an explicit chain of command" (Davidson and Tesh 1997, p. 178). On the other hand, an *organic model* of organization maximizes flexibility and adaptability, encourage confidence and trust among all the staff and taps motivations to achieve organizational goals (Davidson and Tesh, 1997).

Apart from organizational culture, quality indicators should be present in an institution for the assurance of quality educational services. Among these indicators are: the development of a sound curriculum and set of programs, hire the best teachers, provide quality instruction and give the teachers support in order to achieve the best in their practices. These type of institutions, state educational goals clearly, their program meets their students' needs, they have systematic and identifiable processes which prioritise educational needs of their students, they commit to learning, their staff is involved in developing goals and making decisions, their teaching force is motivated and cohesive, teachers professional development is a primary concern, and their programs are reviewed and revised in order to progress towards goals achievement.

Teachers are also a very important part in the learning process, they are said to determine the success of a program. "Good teachers can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching" (Richards 2001, p.209). In relation to teachers is vital to have into consideration in order to have a good staff: their skills and qualifications and if teachers are expected indeed to improve and become qualified teachers supporting them with orientation about their courses, providing them with adequate materials, providing them also with course guides with the information of the course they are going to teach, giving them the amount of responsibility they are supposed and can take, providing them with opportunities for further training, giving them some teaching release time to prepare lessons and organize, providing them with mentors if they are unexperienced teachers, giving them feedback on their practices, rewards as acknowledgement for their good service, providing them with help lines when they

need to solve certain situations and providing them with time and space for reviewing practical problems (Richards, 2001).

The teaching process is related to how teachers devote the time of the lesson and how quality teaching can be achieved. Richards (2001) considers the curriculum to be "a network of interacting systems involving teachers, learners, materials, schools, administrators and curriculum planners, and choices at one level affect other elements in the system" (Richards 2001, p.215). There are two types of teaching models implicit in language programs according to Roberts, the *operative model* and the *problem-solving model*. In the former, the teachers need to meet the requirements of a centralised system, in the later teachers have a decentralised curriculum which give them more autonomy to make decisions in the classroom. These teaching models are often based on methods like the communicative approach, the cooperative learning model, the process approach or the whole-language approach. The communicative approach focus is on authentic communication, the cooperative learning focus is to put the students into cooperative learning situations, in the process approach the focus is on the understanding of the writing process respectively and in the whole-language approach is on language taught naturally by communicating.

The learning process needs to be monitored, observed, and also the people involved in the process should be able to identify and solve problems, teachers can work together planning, teachers should document and share good practices, and finally teachers should always have time to evaluate their teaching. In addition to this, as Richards (2011, p 233) expresses, "learning is not the mirror image of teaching", this means that teachers do not approach in the same way to all of their students and this is a completely normal process. Here is where learning styles and motivation play an important role defining success in a learning situation.

At this point, for the purpose of this study is crucial to define what is curriculum design and to highlight its importance in L2 or EFL contexts of learning. As stated by Taba (1962) "Curriculum design is a statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicates the

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principles of organization for the administrative conditions under which it is to operate. A design, of course, needs to be supported with and to make explicit a curriculum theory which establishes the sources to consider and the principles to apply" (Taba 1962 p. 421). This means that curriculum design involves what and how the process of learning-teaching is going to be carried out.

According to Richards (2001), a sound curriculum is reflected in some features of an institution like: the number of courses that meet the learners' needs, their curriculum is coherent with the school's mission, their courses have been developed based on educational principles taking into account recognized curriculum development processes, the description of courses include aims, goals, syllabuses and course organization, teaching materials and the tests they apply are high quality and have been carefully selected or developed and regularly reviewed and revised, there are special mechanisms monitoring the quality of teaching and learning and finally, there is an ongoing interest in identifying strengths and weaknesses in order to bring about improvements in their curriculum.

In the context of our country, there are not any textbooks or books related to motivation or management supported by our Ministry of Education with the exception of Martha Epperson's textbook. As this study's objective is to analyse theoretically the foundations of the textbook *Strategies for motivating and managing the Chilean classroom*, is important to state that materials are a decisive component in an L2 or EFL context of learning.

Cunningsworth (1995) stated that there are roles of materials in language teaching situation, like: a resource for presentation materials, a source of activities for learner practice and communicative interaction, a reference source for learners on structures and lexical items, a source of stimulation and ideas for classroom activities, a syllabus and a support for less experienced teachers. In this case, Epperson's textbook should provide with strategies for motivation and for classroom management.

Teaching materials are believed to be an important component of every language program. Teaching materials meaning textbooks, materials that are specially

designed for a program, which fulfil a basis for student's input and practice in the language. They can take different formats: printed, non-printed material or both which also considers online material. There are materials which are not designed for instructional purposes, but they play also a role within the language classrooms. They can be magazines, manuals, newspapers, advertisements and so on (Richards, 2001).

The role of materials in the classroom can be varied. Cunningsworth (1995) indicates that for unexperienced teachers materials can serve as teacher training, helping him or her to plan and teach the lessons, they can also be a reference source, a resource for presenting contents, a source of activities for learner practice and communicative interaction, a source of stimulation and ideas for classroom activities and as a syllabus.

This study is a qualitative one, this means, "data which usually involves recorded spoken data that is transcribed to textual form as well as written notes and documents of various sorts" (Dörnyei 2016, p. 19). It is enclosed in the area of Psycholinguistics, specifically on Individual Differences (ID) which study language learner characteristics such as aptitude, motivation or learning styles. Acording to Dörnyei (2010), these may be defined as anything that marks a person as a distinct and unique human being. "…ID constructs refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree" (Dörnyei 2010, p. 4). That means that motivation, learning styles and aptitude are characteristics which differentiate people in their learning processes and they are part of which is defined as individual differences.

This thesis reports on this study conducted to analyse the theoretical basis of the textbook *Strategies for motivating and managing the Chilean classroom*, sponsored by the PIAP in collaboration with three English Language Fellows participants in a program administered by Georgetown University in 2011. These authors worked for ten months collaborating with Chilean teachers to improve their practices in their language classrooms, and then they captured in this textbook all the strategies and activities suggested and proved in Chilean language classrooms.

The goal of the preliminary project to the written piece of this textbook was to strengthen a group of Chilean 5th to 12th grade English Language Teaching teachers who would train other teachers and communities and, to develop and raise the level of English language capacity in students. The experts working on this team were: Martha Epperson, Harvest Ficker and Michelle Rossman. They started working on identifying teachers' needs on May 2011 with the coordinators of the English teaching networks. The coordinators identified many needs teachers had in that moment, for instance classroom management, strategies for large classes, student motivation and assessment. In August 2011, training started, and coordinators applied strategies suggested in classes, the experts observed training and then coordinators and the experts met for feedback. The teachers gave excellent feedback about the experience to their Headmasters and the coordinators started training more teachers in the Winter retreats and Summer towns from the PIAP.

The textbook has 5 written section plus a last section of links. The last section contains the links of 6 YouTube videos with the explanations of each strategy applied in the sections of the book. Every section contains suggestions and activities to apply in an English language classroom in Chile. The authors explicitly claim that all the activities and strategies in the textbook were proved and were successfully applied in the Chilean language classrooms context up to forty to forty-five students (Epperson, p.5). It goes through different sceneries in which a teacher of English should modify his or her practices in the classroom in order to have a successful lesson. The suggestions include many aspects like: how to give clear instructions; how to establish successful systems; the link between the student motivation, participation and classroom management; classroom English and how to begin and end a class. These suggestions are supported by some short videos which are included as online videos in the last section.

Martha Epperson's textbook aims to provide Chilean teachers with new and proved strategies and activities to apply in the language classroom to motivate and manage students in different scenarios; giving instructions, establishing systems, class participation, classroom management and classroom English. Nevertheless,

the textbook does not reveal the theoretical basis in terms of motivational approaches taken into account to develop their work. This was the motivation for the study, recovering all information on the textbook trying to capture how present is motivation in the curriculum materials and what ideas about motivation are reflected in the material provided by the Ministry of Education. This material was delivered and applied in Chilean classrooms' contexts, having in mind the different contexts our country can have in terms of social, cultural and economic variables. This is important considering the theories of motivation that now consider the immediate context of the individual as an important influence in motivational aspects (Ushioda, 2009).

The book proposes varied strategies which will be analysed theoretically in order to find the association with existing motivational theories, classify them according to the taxonomy based on Dörnyei's (2001) proposal of main motivational approaches and the periods of evolution of motivational studies. In his summary of the main contemporaneous theories about motivation he collects the most influential ones in the area of study. At the same time, the strategies and activities suggested for each section of the book are assessed in terms of coherence in relation to the motivational theories they reflect. At the end of the study, the data allowed to identify the supportive theories behind all the strategies and activities proposed in each section of Epperson's text.

Dörnyei's four historical periods on motivation research are: S*ocial psychological period, Cognitive situated period, Process-oriented period* and *Socio-dynamic period.* This classification helps to understand the different approaches used to study motivation and to appreciate the evolution of this area of research, which has had a complex development due to different studies and formulated theories.

Also, from my experience as a teacher of English as a Foreign Language I have had issues identifying factors involved in real motivation contexts because not in all cases teachers have access to it as a subject teacher. I completely agree with authors who pose that motivation reflects on very complex processes which do not

have the same patterns for all people. Students learn differently, they have different interests and different socio-cultural contexts which greatly influence their motivation, their sense of self-worth sometimes is so low when they come from families which do not know anything about English or the culture, they think they cannot learnt it because their parents did not.

The next section will provide with the theoretical framework related to the topic of motivation. It will reveal the main definitions some authors have given to it and a summary of the periods and theories proposed as the most well-known by Dörnyei (2001, 2011) is provided.

CHAPTER 2

THEORETICAL FRAMEWORK

The study reported in this thesis had the objective of analysing the theoretical basis regarding the topic of L2 learning motivation present in the textbook *Strategies for motivating and managing the Chilean classroom.* To that purpose it is necessary to define what motivation is and to review the theories and approaches that have been established in relation to the topic of motivation. This chapter is organized as follows: first, a definition of motivation is provided, followed by a review of the most important theories in the field of motivation. The chapter also offers a classification of periods within the history of research on motivation and finally an insight into the importance of involving motivation theories as part of the design of teaching materials in curriculum development is presented.

2.1 What is motivation?

Researchers through the years still have not reached an agreement specifically on what motivation is, since it is a complex and hypothetical construct which describes human behaviour in certain contexts. Conventionally, motivation (and demotivation) basically mean that a person is willing (or not) to do something. Thus, motivation explains why humans think and do things the way they do it (Dörnyei and Ushioda, 2011).

Motivation, as a basic process of the human mind, can be easily identified in a person: most of us would recognize a *motivated* student vs an *unmotivated* student. A motivated student will stand out for being a keen, committed and

enthusiastic learner who shows perseverance, while an unmotivated student will demonstrate exactly the opposite characteristics. Additionally, most teachers and researchers would agree that motivation has a very important role when determining success or failure in students' learning situations (Dörnyei, 2001). In these sceneries motivation acts as the willingness to learn or not to do it.

"The word motivation comes from the Latin '*movere*'" (Dörnyei and Ushioda, 2011) that is, what moves a person to perform a certain action. Psychological theories in the area of motivation intend to explain why humans behave and think as they do. From this point of view, the concept of motivation refers to the direction and magnitude of human behaviour, that is: the choice, the persistence and the effort put into an action. More specifically, motivation research tries to answer the questions of why people perform an action, for how long they are going to perform it and how hard they are going to pursue it. Motivation is also considered as one of the Individual Differences (ID) that is a constant consistent predictor in respect of which individuals differ from each other in their L2 learning success (Dörnyei 2001, p. 4). This means, that students because of their different contexts and unique personalities are encouraged with different emphasis on motivation and theories play the role of explaining how these unique and diverse people motivate themselves in the context of learning a language as an EFL.

The term motivation covers a variety of meanings because it also subsumes different motives that influence people behaviour. These motives may involve basic physical needs as hungry, well-being needs as having financial security, or higher-level values and beliefs as believing in God. Snow, Corno and Jackson (1996) categorize motivation as a conative motive, referring to it as *wants* or *desires*, in contrast with the cognitive or affective motives which describe respectively our thoughts and feelings.

The variety of meanings that can be given to motivation is reflected in a variety of approaches to the study of motivation in 2 learning and teaching settings. A review of such approaches is offered in section 2.2 below.

2.2 Approaches to motivation in the second language field

Motivation research in the field of Second Language Acquisition has always shown different priorities from those characterized in psychological approaches. One of those is how learners can be successful when learning an L2 or English as an EFL. This is mainly because the specific goal of this field is actually language. Language is a subject matter which cannot be taught in the same way as other subjects due to its interrelation with culture and the particular context of the people who speak the language as native users. This means that the environment of the language covers a wide range of characteristics of it which it needs to be acquired or learnt by the new speakers. This is why Gardner and Lambert (1972) consider language as a representative of the cultural heritage of its speakers. As described by Williams (1994), learning a language implies more than simply learning skills, or a system of rules or a grammar. He strongly believes that this process involves an alteration in the learner's self-image, the adoption of some new social and cultural behaviours and ways of being which will consequently have an important impact on the social nature of the learner. The learner starts to see new perspectives of the world, to meet different customs and ways of approaching to cultures, he or she is no longer a citizen of his or her nation but a citizen of the world because now a new language opened his or her way of connecting to the people.

Learning a foreign or second language, as expressed by authors such as Brown (1989) and Wentzel (2000) is an act which involves its culture, its customes, its people characteristics and everything that surrounds the language acquired. As stated by Brown (1989), "Learning a foreign language always entails learning a second culture to some degree, even if you never actually set foot in the foreign country where the language is spoken. Language and culture are bound up with each other and interrelated… So, if you're planning to carry on some sort of communication with people who speak or write in a given language, you need to understand the culture out of which the language emerges" (p.65). This means therefore that learning a language always involves pieces of culture from the

language that is been learnt, it is embedded in the language. It is said that language creates reality, only things that humans have thought of have an illustration in language.

Research in the area of motivation between the 1960's and 1990's focused on how the student's perceptions of the L2, the L2 speakers and the L2 culture affect their desire to learn the language (Dörnyei and Ushioda, 2011). These studies were conducted by a group of psychologists in Canada: Robert Gardner, Wallace Lambert and Richard Clément. Canada is a bilingual country where the population is officially divided up into speakers of English and French. At that time, these psychologists assumed that attitudes related to the L2 community exert a strong influence of one's L2 learning. In other words, they posed that the knowledge of the other community's language served as a mediating factor between the two communities strongly influenced by the languages used in it.

From a socio educational point of view, called like this because it describes the influence of people surrounding the learning context, Gardner (1985) poses that there are four factors influencing L2 language learning:

- *Sociocultural milieu*, referring to the individual's cultural beliefs or environment.
- *Individual differences*, attributing to a person cognitive and affective factors to learn the language.
- *Settings*, assigning a value to the context in which the learning takes place that may be formal or informal.
- *The outcome or goal* that the learner is expecting to fulfil when learning a particular target language.

Gardner and his colleagues also proposed that language learners' goals fall into two categories depending on their target: *Integrative orientation* and *instrumental orientation*, integrative motivation corresponds to a positive disposition toward the L2 group, wanting to even become part of the community. For example, I may want

to learn the language because I want to live in that country. Instrumental orientation, on the other hand, is associated with the gains of learning a language that is mainly achieving a certain and specific goal through language proficiency. For instance, learning a language will help me to get a job in this new country.

The most elaborated and best-studied aspect of Gardner's motivation theory has been the concept of *integrative motive*, which is defined as a "motivation to learn a second language because of positive feelings towards the community that speaks the language" (Gardner, 1985:82-3). This complex construct is made up of three components which are:

- *Integrativeness*, which includes integrative orientation, interest in foreign languages and attitudes towards L2 community.
- *Attitudes toward the learning situation*, subsuming evaluation of the L2 teacher and evaluation of the L2 course.
- *Motivation*, which comprises desire to learn the L2, motivational intensity and attitudes toward learning the L2.

During the same time, Clément (1980) introduced the concept of *linguistic self-confidence* theorized as an important mediating process in multi-ethnic settings that affects a person's motivation to learn and use the language of a different community. Clément and his associates explain that in contexts where communities live together, an important influencing motivational factor is the quality and quantity of interaction they have (Clément, 1980). For example, if in our country there were mapuche (Chilean indigenous) students in a classroom according to this theory the students who do not speak their language would learn the language as a motivator aspect to communicate with friends.

The literature thus reflects an agreement on the importance that culture has over motivation in relation to the representations of people's culture in the language. At the same time, the definition of motivation seems to involve other less-studied

aspects such as what happens inside the minds of the learners and in academical contexts where motivation is expected to flourish. This is the first revolution in the history of motivation research where some authors tried to put together motivation aspects with its relation to educational settings.

In the next section, this process of evolution in the field of motivation is presented exhibiting its main contributors and the process itself.

2.3 The educational shift in 1990's

During the 1990's some studies attempted to close the gap between motivational theories and education, claiming that only focusing on the social dimension has meant that other aspects of motivation had been overlooked, this includes the internal processes of motivation. They started to consider the role of cognition in motivation aspects. Within this framework, Crookes and Schmidt (1991: 469) adopted the model of Keller (1983) as an initial example of a successful educational construct. Its success derives on being considered to be very close to reality on what is posed about motivation. This model comprises four main components:

- *Interest*, related to the intrinsic motivation. This component means a person is personally interested and internally motivated by him or herself.
- Relevance, referring to the extent to which the student feel that the instruction is connected to its personal needs. It emphasises on the meaningful that a set of activities can be if they are related to his or her interests.
- *Expectancy*, as the perceived likelihood of success and related to the learner's self-confidence and self-efficacy. In according to the student this is how successful the learner thinks he or she can be on the learning situation.
- *Satisfaction*, concerning the outcome of an activity relating it to extrinsic and intrinsic rewards. This means that a person feels attracted to what accomplishing the situation will bring.

Another example of an educational model involving motivation is Dörnyei's (1994) conceptualization L2 motivation into three levels:

- *The language level*, covering components as culture and community, intellectual and pragmatic values associated with it. (integrativeness and instrumentality).

- *The learner level*, involving learners' characteristics attached to learning such as self-confidence.

- *The learning situation level*, which divides itself into aspects of course-specific motivational components such as syllabus, teaching materials, etc., teacher-specific motivational components such as the motivational impact of the teacher's personality, behaviour, etc., and group specific motivational components that are related to the characteristics of the learner group.

During these years, motivation started to be a very controversial aspect in the educational area regarding to the influence it has on learning. Researchers linked motivation and education analysing the different aspects surrounding it, such as success, and development of abilities and learning, goals fulfilled, and so on. They were trying to figure out the influences motivation could have when referring to learning another language.

In 1995, Trembay and Gardner, as a way of responding the call for the "adoption of a wider vision of motivation" (Trembay 1995) incorporated three concepts from expectancy-value and goal theories both as mediating variables between attitudes and behaviour. They presented a model of L2 motivation constituted by the following components:

- *Goal salience*: as the specificity of the learner's goals and the frequency of goal-setting strategies used. This means that motivation is constituted by a perception of the goals of learners, some of which can be salient, i.e. very noticeable. Such goals must in turn be achieved by a series of coordinated actions which are called strategies.

- *Valence*: comprising the desire to learn an L2 and the attitudes towards learning. Meaning that the learner interest to learn influences his or her reactions to learning being these potentially positive.
- Self-efficacy: subsuming anxiety and performance expectancy. Saelf-efficacious students work harder, persist longer, persevere in the face of adversity, have greater optimism and lower anxiety, and achieve more.

Finally, within this trend Williams and Burden collaborated with their *framework of L2 motivation* (1997) which is rooted in a social constructivist tradition. This framework puts an emphasis on contextual influences which that make motivation a complex construct made from internal and external motivation. Their premise was that each individual having different ways of been motivated, subject to social and contextual influences. This complex construct starts to create a wider vision of it. Motivation seems to involve more than social influences to learn a language, now the external context and the internal motives of the person involved determine how this person is motivated.

Some years later, Dörnyei (2000, 2001) proposed a new model based on a process-oriented approach, a historical period created by him to characterize a stage which considers a more dynamic view of motivation because it takes into account the changes of motivation over time, its ups and downs. This model contemplates motivation as having several phases. First, motivation needs to be generated, second it needs to be maintained and protected and finally it requires a certain retrospective evaluation on how things went. For instance, a student enrols in a language course because he or she likes a certain band from the country that this language is spoken, it can be maintained and protected by the teacher in charge through rewards (extrinsically) or by supporting the student's effort, for this to be finally self-evaluated for further experiences.

Motivation models then are characterised by a constant evolution of research trying to identify factors influencing motivation. This research has led to different

conceptualizations over time going from social aspects, which considers that people surrounding the learner affect positively or negatively on the person's motivation, these correspond to the external motives. Internal or personal motives from the person also affect motivation. Being the dynamic view that Dörnyei (2001) proposes as a way of covering all the components a person may be surrounded and influenced by when learning a new language. Due to this reason, curriculum materials can be considered as external motives which can cause an internal motivation if it applied by a supportive teacher who understands motivation ups and downs being backed up by good motivational strategies.

After this stage, research on the area of motivation derives into considering the social context of the learner as a strong influence, meaning that external forces may also be powerful when performing a certain activity. The following sections deals with these perspectives in detail.

2.4 Social context influencing motivation

Researchers in the field of motivation also focused on the different stages of the process of motivation without reaching an agreement on which are the prominent influences for it. Some researchers like Wigfield and Eccles (2000) with their *expectancy-value* framework, studied the initial motivational phase of choosing and engaging in actions as a very powerful and decisive stage for future attitudes, others like Peterson et al. (1993) studied the subsequent effects of actions on motivation as part of their research on *learned helplessness.* Learned helplessness happens when a person does not react to a situation or reacts passively to it. Discerning if motivation is the cause or the effect of learning has also been at the centre of discussion among researchers in the educational field. The only consensus about all these phases is that motivation functions in a cyclical relationship with learning, there are actions which have a direct relation between motivation and achievement.

This is theorized in terms of positive cycles (high motivation- high achievement- high motivation) and negative cycles (low motivation- low achievement- low motivation), where some researches have attempted to break these cycles modifying cognitive processes (Dweck,1999; McCombs, 1994). For instance, a student wants to learn a language because he is moving abroad, his motivation should be high because he wants this as instrumental motivation, these types of actions lead to success and this generated confidence for further similar actions, or the other way around.

Motivation to perform activities does not remain the same in time. In fact, as stated by Dörnyei (2001), "...motivation to do something usually evolves gradually through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome of evaluation". Even in long-term activities such as learning an L2, motivation does not remain constant, it ebbs and flows in complex ways in response to internal and external influences. For instance, if a student receives laughing from his or her classmates during an oral presentation, he or she will not be positively motivated. On the other hand, if the same student receives good comments on his or her performance in class from his or her teachers or parents he or she will feel supported and self-worth will increase, thus motivation directly will increase too.

At this point, researchers have stated that motivation constitutes a very complex construct. It is part of how people perform actions, it is affected by different factors (internal, external), as socio-cultural context or economical context, and is influenced by others like surrounding people and it also changes over time. It is the time when authors considerate the complexity of individual learners and the way motivation develops in different contexts surrounding the learner internally and externally.

According to behaviourist theories of motivation, external influences such as rewards and punishment played a prominent role in people's motivation. These influences were said to mould motivation according to the reception of a positive or negative input about a certain performance. In 1970, the cognitive revolution

focusing on the inner workings of the human mind that process information and shape behaviour. Within this framework, socio-contextual factors are important as they are filtered through the individual's perceptions. Many theories like *attribution theory* (Weiner, 1992) are incomplete in a way because they do not include humans as social beings which are involved in contexts which considerably affect a person's cognition, behaviour and achievement. (Ushioda, 2007). For example, a student who loves technology and who does not have a computer to do research for school could be highly demotivated because of this drawback. From this perspective, psychologists have adopted two points of view when studying about the individual and their surrounding: the individualistic and the societal perspective. The former is concerned with how individuals process and store information about others; the latter is concerned with the individual as a reactive being which behaviour is determined by social processes and macro-contextual factors.

2.5 Moving beyond linear models of motivation.

Different representations of the construct of motivation have been developed in relation to the relative roles of conscious, that means deciding to do something as the instrumental motivation of learning a language and unconscious processes as enjoying something and doing it for pleasure like studying what someone enjoys, also cognition and affect in terms, temporal and contextual factors. However, all these representations lack comprehensiveness because they are all anchored around a few selected motivational aspects, ignoring research that follow different lines, only new theories start to incorporate into motivation a wide range of factors influencing it.

The number of potential determinants of human action is very extensive and that is the reason for so much effort that has been put into developing reductionist models (Dörnyei and Ushioda, 2011). The former acknowledges that motivation theories must try to consider as many motives influencing motivation in order to

cover it comprehensively. Accordingly, "A theory of student motivation… will have to include many concepts and their interrelationships. Any theory based on a single concept, whether that concept is reinforcement, self-worth, optimal motivation, or something else, will be insufficient to deal with the complexity of classroom activities" (Weiner, 1984:18). This means that motivation should be attended from the different aspects that might affect or influence it, social, psychological, and so on. Every person in unique and this defines how this person is motivated and which are the aspects that increment his or her motivation and which are the ones that diminishes it (Ushioda, 2009).

During classroom activities, learners face many challenges, demands, goals and pressures that may affect or influence their motivation, such as peers pressure for a team work, or challenges as solving a complex math task, etc. While researchers on the challenge of capturing and integrating all multiple complexities of the antecedents of human behaviour within a comprehensive theory of motivation remains elusive. This is since all motivation theories are still trying to integrate the complex motives shaping motivation. Theories of motivation will remain constrained to the extent to which they draw linear models to explain relationships between particular cognitive, affective and contextual variables (Dörnyei, 2000). According to this, models should incorporate all variables surrounding motivation in order to better explain this construct from an integrative point of view.

The following sections will reveal how theories are enclosed into the different periods of research and which are the characteristics which are shared and supported in time. These are proposed as a categorization of motivation research by Dörnyei and Ushioda (2011).

2.6 Periods in the study of motivation

There exists a historical perspective of motivation research designed by Dörnyei (2001) which is afterwards complemented by Ushioda (2011). This historical

perspective was inspired to comprise all the meaningful data about motivation since the 1960's. It considers the main theories and approaches of motivation and they are categorised into a period. The relevance of having a historical perspective of the topic, means that the field has been researched and there are theories which support the importance of motivation in different contexts, and one of them is education.

According to Dörnyei and Ushioda (2011) there exist four marked periods in the history of motivation research which caused these publications. These periods can be divided and classified according to specific topics dealt with since the 1960's within the theories which were enclosed in each period, they share important characteristics. They propose these historical phases in order to explain how motivation research has become into a rich and independent field. In addition, to have a historical overview serves as a way of discerning which motives have been kept as affecting or influencing motivation. This field has evolved in time generating space to evaluate processes that involve cultural, psychological, social and behavioural aspects addressing it. The phases they propose to divide motivation are the following: *The social psychological period, the cognitive period, the process-oriented period* and *the socio-dynamic period* and in the following sections they will be fully described in order to considerate their inner characteristics.

2.6.1 The social psychological period

This first period in the history of motivation research begins in 1959 and extends until 1990. This period is characterized by the work of the Canadians Robert Gardner, Wallace Lambert and their colleagues' influence, which consider the learning of an L2 as a mediating factor between different ethnolinguistic communities. This period highlights non-cognitive factors, that is, what Dörnyei and Ushioda (2011) calls *affective* factors as a cause of variability of learning success, such as wanting to learn a language in order to become part of a foreign community. Language learning motivation was thus considered different from other types of

motivation since for this kind of motivation learners are not just expected to learn the language and acquire the knowledge of that language. Indeed, they are also expected to be willing to identify with members of a different ethnolinguistic group and to take on aspects of their culture, behaviour and even their style of speech. Williams (1994) agreed with this position asserting that learning a language is a social venture that belongs to a person's social being conveying the identity of the individual and its surroundings. This means that it has an important impact on the social nature of the learner because it modifies what socially the person is, incorporating aspects of the new culture to her or his own.

During these years, Gardner developed the AMTB (attitude/motivation test battery), which operationalizes the main constituents of his motivation theory. The AMTB is a questionnaire which has shown to have good psychometric properties allowing for scientific measurement of a wide range of motivational factors, such as affective, cognitive, social, and so on. Furthermore, he developed his conceptualization of *integrative motivation* within its Socio-Educational Model of Second Language Acquisition, which is broken down into these three subcomponents:

- *Integrativeness*: that subsumes integrative motivation, interest in foreign languages and attitudes toward the L2 community
- *Attitudes toward the learning situation*: which comprises the attitude of the learner toward the teacher and the course itself
- *Motivation:* which includes effort, desire and attitude toward learning

Another important contribution made during the same time was Clément's theory of *linguistic self-confidence* (Clément, 1980), which refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently. He proposes that L2 motivation plays a key role in contexts where there exists much contact between ethnolinguistic communities. Quality and quantity of contact was shown by him and his colleagues to be a major motivational factor when learning an L2 which determines the learner's future desire for intercultural communication. A

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good example for this was Canada's context where speakers of both ethnolinguistic communities learnt French or English in order to diminish language gaps.

This theory also has a cognitive component, the *perceived L2 proficiency.* Thus, Dörnyei, Clément and Noels (1994) extended the applicability of this construct to foreign language learning contexts were the important contact is not between people who speaks the L2 but between the individual learner and the L2 culture through media. He considers that even when in these cases there is little contact between individuals, there exists considerable contact between individuals and media, thus L2 perceived proficiency can also apply in these cases. For instance, Spanish-speaking students these times are watching Youtube videos from foreign Youtubers which incidentally incorporate language influence in their followers.

The next section covers the Cognitive period which is characterised by a more educational view of motivation considering it as a way of increase achievement in learning-teaching performances.

2.6.2 Cognitive situated period

The second historical period in motivation research extends over the 1990's and it is characterised by two trends: the need for cognition in motivation theories and the need for establishing situated analysis of motivation in specific learning contexts. This period has a clear focus on educational settings and it has a *cognitive* approach to motivation. This approach does not reject the importance of what has been done until that time in terms of the social psychological dimension but proposes a shift in focus giving emphasis to a more practical relevance on classroom contexts serving to direct the attention to the concerns and needs of teachers. This perspective started because some scholars (Brown, 1990; Julkunen, 1989; Skehan, 1989) independently critiqued the social psychological line, stating that research perspectives needed to revitalise and refocus the L2 motivation field because they do not cover all the aspects surrounding the process.

Crooks and Schmidt's (1991) work was an important influence during this period. They posed a critical view of the social psychological period in their publications alluding a change in the view of motivation from that time shaping it to be more research-based in educational contexts which would cover more aspects on the area apart from affective ones, now cognitive factors start to be researched.

Dörnyei (1994), some years later, Williams and Burden (1997) accepted that Gardner's social psychological perspective was useful to characterize and compare patterns of whole learning communities and draw inferences about intercultural communication, affiliation, language contact, multiculturalism and language globalization. Besides, they posed that such broad views cannot immediately contribute to actual language classroom settings because they did not consider cognition as a key aspect.

A very influential theory in motivational psychology developed during this period was the *Self-determination theory* designed by Deci and Ryan (1985) and which had a focus on various types of intrinsic and extrinsic motives. Intrinsic motives correspond to internal motivational aspects which encourage a behaviour in order to fulfil personal goals while extrinsic motives are influences caused by other people in order to accomplish a goal. Brown supports self-determination theory and he makes emphasis on the importance of intrinsic motivation in L2 classrooms. He argues that extrinsic motivation is cultivated in traditional schools and he explores the motivation phenomenon as a more internal process for the learner. Brown claimed that extrinsic motivation "focuses students too exclusively on the material or monetary rewards of an education rather than instilling and appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration" (Brown, 1994, p.40). Brown's idea details how the aspects such as personal growth or internal motives that should be valued about learning are detached from the experience considering external motives as priority.

Motivational psychologists during this period strongly believed that how one thinks about one's abilities, possibilities, potentials, limitations, and past performance is a crucial influence on motivation. This later became a very well-

known theory called *Attribution theory*, in which Weiner proposes a link between people's past experiences with their future achievement efforts, giving causal attributions to our motivational disposition to learn. For instance, if the person fails to learn a language, the next time he tries he or she will be predisposed not to achieve these goals due to his or her past experience on this area.

Aspects from this period are still considered in new theories about motivation. In the next section new aspects will be added and will enrich the development about research on the field.

2.6.3 Process-oriented period

The process-oriented period covers the last years of the 1990's and it was characterised by a consideration of motivation, its dynamic character and its temporal dimensions. The theories proposed in this period study motivation in its relationship to specific learner behaviours and classroom processes, focusing on motivational ups and downs, that is, the ongoing changes of motivation over time.

According to this approach, it is stated that motivation does not remain constant over time but rather develops as a process which is constantly changing depending on different factors. This changeability is considered as a basic assumption in contemporary motivational psychology. Williams and Burden (1997, p.121) support this theory, dividing motivation into a three-phase process: *reasons for doing something*, *deciding to do something* and *sustaining the effort or persisting*. They explicitly explained that the first two stages involved initiating motivation while the third one involved sustaining it. Motivation conveys changes over time, ebbs and flows which are considered to be a natural way of responding to a learning process that is full of factors which increase or encourage it. Complementing and agreeing with this vision of the field, Ushioda (1996, 2001) explained that she sees motivation as a flux rather than stability, emphasizing on the notion of a temporal frame of reference shaping motivational thinking.

Finally, Ottó and Dörnyei (1998: 48) proposed a model of L2 motivation which has also three stages called *Process Model of L2 Motivation*. The three stages are:

- *Preactional Stage (choice motivation), this stage corresponds to the selection of the goal, the intention formation and the initiation of intention enactment.*

- *Actional Stage (executive motivation), this stage is where the individual develops tasks in order to fulfil the goal.*

- *Postactional Stage (motivational retrospection), this stage corresponds to a critical retrospection after the action has been completed or interrupted.*

These three stages concord with was it has been structured before about motivation, process is part of it as also dynamicity proposes a temporal framework affecting motivation in time while performing a certain action.

Within this model they also pose motivation as an evolutionary process which considers the stages previously mentioned seen as, choice motivation, executive motivation and motivational retrospection. The model is presented with the function and main motivational influence for each stage. Basically, the first stage considers making the decision of doing something, the second stage considers staying on task and actually involves self-regulation as a main function. The last stage covers attributional causes, strategies and making considering future decisions about this experience. This model offers a round and temporal view about motivation which includes a pre, while and post observation of the process of motivation. Apart from this temporal dimension, the next section covers the merge of this period into a period which considers external influences and time as potential influences.

2.6.4. Socio-dynamic period

The last period is seen as the evolution or merge from the Process-oriented period since it takes aspects of it such as time. It is motivated by the inefficacy of the model of L2 motivation proposed by Dörnyei and Ottó (1998), which does not do

justice to the dynamic and situated complexity of the learning process or the multiple goals shaping learner behaviour because it does not involve social factors as primary concern.

By *social turn*, it is meant that language learning should be seen as a *sociocultural and socio-historically* situated process, rather than as primarily a cognitive psycholinguistic process. Considering the context of the learner is important because all of these motives can affect the way students' learn and their willingness to learn. The study of language learning has moved into a new phase characterized by a concern with the situated complexity of the L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors. This view approaches theories of L2 motivation in ways that take account of the broader complexities of language learning and use in the modern globalized world, such as interactions between different cultures, ebbs and flows of motivation, context of the learner, intrinsic and extrinsic motives, and so on.

The period focuses its attention on the dynamic system of relations among relevant features, phenomena and processes, relations which are complex, unpredictable, non-linear and always unique since every person and context are unique. Important contributions to the theory of motivation in this period are Ushioda's (2009) *person-in-context* relational view of motivation and Dörnyei's (2005, 2009a, 2009b) L2 motivational self-system and the motivation from a complex dynamic systems perspective.

First, Ushioda's *person in context relational view of motivation* emerges from the theoretical need for a relational view instead of a linear view of motivation. Linear views are described by Ushioda as generalizable and reductionist, while relational views take into account complex, multiple internal, situational and temporal factors, incorporating the learner as an individual self-reflexive agent with a unique and particular process of language learning and context.

Second, t*he L2 motivational self-system* from Dörnyei is inspired in and is a compilation of past research on language learning motivation field. It synthesises two main theoretical developments, one in the area of psychology and the other in

the area of L2. Within the L2 field, it considers the concepts of *integrativeness/integrative motivation* and the psychological concept of *self* which converges from many past theories on the area of mainstream psychology.

Finally*, motivation from a complex dynamic systems perspective* (Dörnyei 2009b), refers to complexity theory and especially one key strand within this theory, dynamics systems theory. Dörnyei and Ushioda (2011) describe the development of motivation field as complex, dynamic system that consist of multiple interconnected parts which among their non-linear trajectories and interferences change the system behaviour.

Finally, among these periods different theories were developed which marked the stages characterising the period with their influences perceived for motivation. The next section will elaborate on the most well-known theories of motivation according to Dörnyei's classification (2010).

2.7 Dörnyei's (2001) classification of theories of L2

The field of motivation has gone through phases in which it reflects different degrees of integration with the mainstream perspectives of motivation. Dörnyei (2010) has selected the most transcendental among theories of motivation in order to consider the main influences that these brought to period and that continued to be considered in contemporaneous theories. These are over twenty internationally recognised theories of motivation with many opposing points of view, differing experimental approaches and continuing disagreement over proper terminology and problems of definition because they were proposed in different decades and with distinguishing characteristics depending on the times' need.

As explained above in the *Section 2.6.1* defined by Dörnyei and Ushioda (2011), early theories of motivation focused on unconscious drives such as emotions and instincts shaping human behaviour (Freud, 1966). By the 20th century, theories characterised by a focus on conscious cognitive processes like goals and

expectations. Weiner's (1986) *attribution theory* proposes integrating the roles of cognition and affect in motivation. While Ryan (2007) shows a significant resurgence of interest in the emotional dimension of human motivation.

A brief explanation of the most well-known contemporary motivation theories in psychology according to Dörnyei (2001) is offered.

2.7.1. Expectancy-value theories *(Brophy, 1999), (Eccles and Wigfield, 1995)*

This theory argues that motivation to perform tasks is the product of the individual expectancy of success and the value the individual attaches to success when performing an activity considering also the rewards that a good performance for the same will bring. According to this view, it is unlikely that an individual will engage and invest effort in a task that he or she is convinced he or she cannot succeed or if this task does not lead to valued outcomes. That means, the greater the perceived likelihood of success and the greater the incentive value of the goal the higher degree of positive motivation. For instance, if a learner believes that he or she can achieve success plus he or she was offered a reward and some recognition among her or his environment, the learner would feel motivation to perform the task.

2.7.2 Achievement motivation theory *(Atkinson and Raynor, 1974)*

This theory is first based on an expectancy value framework because achievement behaviours were seen as expectancies of success and incentive values. Later, two other components are added to this theory. Namely, need for achievement and fear of failure. The factors influencing motivation are divided into positives or negatives. The positive one's are the expectancy of success, the incentive value of successful task fulfilment and need for achievement. The negative one's are fear of failure, the incentive to avoid failure and the probability of it. For example, the learner is expected to feel

motivated when he believes he can achieve the task, this corresponds to a positive influence. A negative one would considerate someone feeling fear of failing to complete the task and fear to avoid failure because of abilities.

2.7.3 *Self-efficacy theory* *(Bandura, 1997)*

This theory focuses on the people's judgement of their own capabilities to carry out certain specific tasks. Unless people believe that they can produce the desired results, they have little incentive to act or persevere in their actions. Their sense of efficacy will determine their choice of task, level of aspiration, amount of effort invested and the persistence which will be demonstrated when performing certain task. A person who has a low sense of self-efficacy sees difficult tasks as threats, while a person who has a strong sense of self-efficacy is enhanced to approach threatening situations with confidence. If a person believes he or she can prepare an excellent dinner in few hours he or she will feel motivated to prepare it because this does not represent a threat, he or she can perfectly handle the situation and she or he is aware of it.

2.7.4 *Attribution theory* *(Weiner, 1992)*

The idea of attribution refers to the individual's explanations of why past successes and failures have occurred. These attributions have direct consequences on the person's motivation of future actions. Attribution theory is one of the few cognitive models of motivation to include emotions, as emotional consequences of causal attributions. For instance, attributing failure to an uncontrollable and stable factor such as low ability affects future achievement more than failure ascribed to unstable and controllable factors such as low effort. The current concern focuses its attention on the attributional processes of other individuals like teachers in relation to a person's performance and the emotional consequences they may have on them (Weiner, 2007).

2.7.5 Self-worth theory *(Covington, 1998)*

According to this theory people are highly motivated to behave in ways that enhance their sense of personal value and worth, particularly when competing, failing or receiving negative feedback. This attitude generates patterns of motivational beliefs and face-saving behaviours. For example, in school setting, when a poor performance imposes a threat to student's self-esteem, the student may not try to perform the activity so that the failure would be attributed to lack of effort and not to low ability from the student. Such behaviour thus reflects the critical importance of their sense of ability and competence.

2.7.6 Goal setting theory *(Locke and Latham, 1990)*

This theory assumes that goals have to be set and pursued by choice and if they are difficult and specific they lead to the highest performance provided the individual's commitment. There are three important areas where goals may differ: specificity, difficulty and goal commitment. They are important variables which describe the goal to be pursued. This theory is compatible with expectancy-value theory in that commitment is intensified when for the person thinks the goal to achieve is possible and it is also important. Although it was first applied to workplace settings, it has been applied in educational settings on the role of proximal goal-setting, promoting self-efficacy, intrinsic motivation and self-regulation of learning. For instance, when there is a deadline and some work should be done within this due time, challenge and goal are conceived as motivational factors.

2.7.7 Goal orientation theory *(Ames, 1992)*

This theory, unlike goal-setting theory was specially developed to explain children's learning and performance in school settings. It focuses on two types of goals that can be adopted by the student toward the academic work:

'mastery goals' which focus on learning the content and 'performance goals' which focus on demonstrating ability or outdoing other students. Both represent different reasons for engaging and achieving activity. Mastery goals are motivated by personal improvement and growth while performance goals are motivated by public recognition. For example, if a learner wants to learn physics because he or she wants to demonstrate his or her friends he or she can do well on something, it emphasizes on the performance type of goals which are not individual but as exhibition of performance and feeling people's recognition. On the other hand, if a person needs to learn something and is interested in learning it, it derives mastery goals as priority because there is an individual and internal interest for learning.

2.7.8 *Self-determination theory* (Deci and Ryan, 1985) (Vallerand, 1997)

It refers to intrinsic motivation and extrinsic model of motivation. Intrinsic motivation concerns with behaviour performed by its own sake to experience pleasure or satisfaction for doing a particular activity or to satisfy one's curiosity while extrinsic motivation involves performing a behaviour as a means to an end, such as receiving a reward or avoiding punishment. There is a third type of motivation called "amotivation" which refers to the lack of any kind of motivation including the previously mentioned. Vallerand (1997; Vallerand and Ratelle, 2002) proposed a model of intrinsic and extrinsic motivation which puts these three types of motivation in a hierarchical order. This model poses that these are present at the three levels of generality:

- *The global level*, which represents a general orientation to interact with the environment intrinsically, extrinsically or in an amotivated way.

- *The contextual level*, representing an engagement in a particular area such as education or leisure.

- *The situational level*, which represents engagement in a specific activity at a particular time.

The theory also considers three subtypes of intrinsic motivation: to learn, towards achievement and to experience stimulation. Learning towards achievement, emphasizes on accomplishing a goal without focusing on the final results more than in completing the task. On the other hand, learning to experience stimulation is a personal motive which drives motivation to a high level in order to fulfil the task. At the same time, extrinsic motivation is considered to undermine intrinsic motivation. This idea is supported by studies which have shown that students will lose their natural intrinsic interest if they have to perform an activity to fulfil some extrinsic requirement. For instance, if in a language class the students are motivated to speak the L2 but then they are rewarded with points for participating they will no longer be intrinsically motivated, it breaks the natural approach to motivation and it becomes an external influence which makes the student to perform to complete the task. Lepper and Greene (1978) indeed show the detrimental effects of extrinsic reinforcement. Extrinsic motivation can be understood as regulation which considers an internalization of our ought selves. This is explained by Higgins (1987,1998), who proposes the idea of two selves guiding academic achievement: an ideal and an ought self. The ideal represents the attributes one ideally would like to possess, while the ought self is described as the vision of other people about a person. There exist four types of extrinsic motivation:

- *External regulation*, which comes from external sources as rewards of praises.
- *Introjected regulation*, which involves adopting externally imposed rules not to feel guilty.
- *Identified regulation*, which occurs when a person engages in an activity because he or she values and feels identified by it.
- *Integrated motivation* which involves the individual doing something because if part of who he or she is.

2.7.9 *Social motivation theory* (Weiner, 1994) (Wentzel, 1999)

This theory considers the socio-cultural context rather than the individual's motives in shaping motivation. All the environmental dimensions of learning have an influence on cognition and all the independent variables before considered are now part of a new paradigm in motivation research. Among these influences, there are two areas that are central:

- *Features of the instructional context* such as task and materials design, evaluation practices and grouping structures
- *Social and cultural influences* like teachers, peers, school setting, family culture and society in general.

2.7.10 *Theory of planned behaviour* (Ajzen, 1988) (Eagly and Chaiken, 1993)

This theory focuses on the person's attitudes towards a target, specifically on behaviours people have the ability to exert self-control, that is, individuals make logical decisions to engage in some behaviours by evaluating the information available to them. The impact on motivation is modified by the individual's subjective norms or perceived social pressures and perceived behavioural control meaning ease or difficulty of performing the behaviour. According to this view, learner's performance is influenced by the intention to engage in certain activity and the perception that that behaviour is within one's control.

Theories propose different explanations and different interpretations comprising factors depending on the approach they take, these one may be internal, external, social, educational, etc. The next section will provide information about how present is motivation in the national curriculum applied in Chilean schools and will also exhibit which are the main observable trends on motivation in the national system of education.

2.8   Motivation theory in the Chilean English language curriculum

The teaching process is related to many factors, being motivation one of them. Richards (2001) considers the curriculum to be "a network of interacting systems involving teachers, learners, materials, schools, administrators and curriculum planners, and choices at one level affect other elements in the system" (Richards 2001, p.215). There are two types of teaching models implicit in language programs according to Roberts, the *operative model* and the *problem-solving model*. In the former, the teachers need to meet the requirements of a centralised system, in the later teachers have a decentralised curriculum which give them more autonomy to make decisions in the classroom. These teaching models are often based on methods like the communicative approach, the cooperative learning model, the process approach or the whole-language approach.

To the purpose of this study is important to specify what is curriculum design and to highlight its importance in L2 or EFL contexts of learning. Taba (1962) expressed that "Curriculum design is a statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principles of organization for the administrative conditions under which it is to operate. A design, of course, needs to be supported with and to make explicit a curriculum theory which establishes the sources to consider and the principles to apply" (Taba 1962 p. 421). This means that curriculum design involves what and how the process of learning-teaching is going to be carried out by the teachers and how personalised it is to students.

Richards (2001), stated that a sound curriculum is reflected in some features of an institution like: the number of courses that meet the learners' needs, a coherent curriculum with the school's mission, courses developed based on educational principles taking into account recognized curriculum development processes, the description of courses include aims, goals, syllabuses and course organization, teaching materials and the tests they apply are high quality and have been carefully

selected or developed and regularly reviewed and revised, there are special mechanisms monitoring the quality of teaching and learning and finally, there is an ongoing interest in identifying strengths and weaknesses in order to bring about improvements in their curriculum.

In the context of our country, there are not any textbooks or books related to motivation or management supported by our Ministry of Education with the exception of Martha Epperson's textbook. The study's objective is to analyse theoretically the foundations of the textbook *Strategies for motivating and managing the Chilean classroom*, is important to state that materials are a decisive component in an L2 or EFL context of learning since they are part of the lesson and the planning of the curricular course.

Cunningsworth (1995) stated that there are roles of materials in language teaching situation, like: a resource for presentation materials, a source of activities for learner practice and communicative interaction, a reference source for learners on structures and lexical items, a source of stimulation and ideas for classroom activities, a syllabus and a support for less experienced teachers. In this case, Epperson's textbook is expected provide with strategies for motivation and for classroom management and to fulfil teachers' expectations to motivate and manage Chilean classroom contexts of up to forty-five students.

The field of L2 motivation research has evolved and has undergone different perspectives in how to perceive and influence behaviours in order to get closer to the processing of a learner and his or her experience with language. Considering the importance of motivation research and the development of it through the years, basing curriculum materials on motivation theory would imply that materials are actually applying knowledge that has been proved and enriched in time. Theory evolved from researching on cognitive or social psychological perspectives, to be researching deeper into some other areas taking into account the socio-cultural, historical and particular contexts from the individuals.

In order to understand the reality of Chilean English language curriculum and the importance of incorporating motivation into the main aspects present in the

objectives and practices of the Chilean teachers, we need to know how motivation is present these days in the curriculum designed by the Ministry of Education. From the official documents of the Chilean Ministry of Education, these seem to be changing the set of motivation into a contextual motivation approach. This change should be reflected by teachers' and schools' practices through the use of the material provided by the Ministry of Education containing at least hints of motivation theories in them.

The Chilean Ministry of Education implemented the English Opens Doors Programme (*Programa Inglés Abre Puertas, PIAP)* in 2004. This programme has encouraged new teachers' practices and also has shown a great deal of concern for students from year five to year thirteen of school to learn English and to practice it as much as possible regardless the context of their school.

English in Chile is taught as a foreign language, therefore the input for the language is just at school and shared with all classmates by the language teacher. In general, Chilean students can only get access to the language during their lessons or interactions with their teacher of English.

A cursory review of the policies applied by the Ministry of Education (through the PIAP), in relation to the level of English and the process of learning of the students, indicate that the implemented strategies and activities that deal with motivating students towards the language work. These policies are bringing students closer to the subject and to the culture of English speaking countries. Students who have been part of such initiatives have related their experience in the PIAP's website and they considered them great opportunities to immerse in the language and practice it while having fun. Their comments about these policies also demonstrates that the PIAP has tried to implement these initiatives in order to motivate students to know the language and use it without fears or emotional barriers. *Self- efficacy* theory is behind this type of approach because these policies diminish threatening situations in order to complete the tasks with confidence.

Among all of the initiatives that the PIAP has implemented, some of them are the "English Camps". These camps take place for two weeks during summers and

winters where students are in a full immersion environment in the language. Here students interact orally with English speaking volunteers and practice their language skills. Another example is the "English online course", which is a course based on the curricular contents students are studying at school where students from year eight to year thirteen can put into practice and deepen their learning. Competitions are also present within these policies. These include: "Spelling bee" and the "Public speaking" contests which are given for students to practise their oral skills while competing with other students from their age from other schools of the country. All of these are thought for the students to feel involved in the language and only work as a voluntary basis. This means students who participate in them are learners which are *intrinsically* motivated to learn the language and have fun at the same time practising it. This coincides with Deci and Ryan's theory of *self-determination* which describes intrinsic motivation in depth. The fact that the Ministry of Education implements different activities is marking the importance they give to motivation on educational settings. They are providing students with tools to diminish affective barriers and to face the language without fear as in *self-efficacy theory.*

A critical component of a curriculum of L2 English is the set of teaching materials. According to the curriculum for the English subject in our country, in primary school the curriculum used to plan the textbooks points to some important aspects of motivation. These aspects reflect concern for the students to develop *social motivation* coming from the interaction with their peers and teachers in the language. The curriculum also explains that *curiosity*, *metacognition* and *autonomy* are very crucial aspects to develop interest and motivation in the learners. Visual aids, games, TPR (total physical response-type activities) are also mentioned as ways of encouraging the students to learn by having fun. At the same time the teacher plays another important role boosting students' language skills through these activities. On the other hand, in secondary school the main aspects considered are *culture*, critical thinking, audio-visual aids and autoregulation. Secondary school curriculum also seems to have a *social motivation approach* considering *learning styles* and *intrinsic*

motivation and the *communicative approach* as crucial components of the students' learning process.

Teaching materials, as stated by Richards (2001), are believed to be an important component of every language program. They can be textbooks, materials that are specially designed for a program, which fulfil a basis for student's input and practice in the language. This material can be found in different formats: printed, non-printed material or both which also considers online material. Materials which are not designed for instructional purposes play also a role within the language classrooms. These can be magazines, manuals, newspapers, etc.

The role of materials in the classroom can be multivariate. Cunningsworth (1995) indicates that: if we think of an inexperienced teacher, materials can serve as teacher training, helping him or her to plan and teach the lessons, they are also a reference source, a resource for presenting contents, a source of activities for learner practice and communicative interaction, a source of stimulation and ideas for classroom activities and as a syllabus.

The Chilean Ministry of Education considers motivation as an important aspect in the students learning. This can be noticed in the many references to the topic of motivation exhibited within their curriculum designs made for the teachers to plan and teach in its website www.curriculumenlinea.cl.

However, these references are just present in the programs made for the teachers to plan the school year which are available online and sent to schools at the beginning of every school year. In terms of bibliographical references for the teachers to have in mind this important aspect of learning, the Ministry of Education has only published the textbook *Strategies for motivating and managing the Chilean classroom* made from a previous study within Chilean classrooms which is said to have been proven to work in different Chilean contexts along the country. Even though motivation is an aspect that seems to be present in the planification of policies and activities designed by the Ministry of Education, it also needs to be assessed regarding the materials they produce for the teachers to incorporate in their classroom's practices by considering the most important theories of motivation

developed in the history of research of this field. This is important because learners would achieve success in the language and that is what the Ministry of Education stipulates it wants for our country's students.

This review has shown that there exist a wide range of motivational research in order to complement materials and curricular activities to incorporate reflection on how our students learn and how they feel motivated to accomplish their goals. For teachers, parents and even for the learners this information is valuable to convey with the necessary data to feel motivated and accomplished academic and personal goals. In curriculum design, the incorporation of motivation theories imply that materials will be adapted to be competent to encourage students to learn motivated and to have success as the final objective. However, there are questions, and little is known about the theoretical foundations of the textbook *Strategies for motivating and managing the Chilean classroom*. The study reported in this thesis aims at providing evidence on this phenomenon and it will expose in detail how present and what approaches and theories of motivation are behind Martha Epperson's textbook.

This chapter has presented, and analysed definitions provided for the concept of motivation, it has also exhibited a review of the most important theories in the history of motivation and also a well-structured division by historical periods for the research of motivation proposed by Dörnyei and Ushioda (2011). Finally, motivation was presented from the perspective of designing teaching materials in curriculum development for an L2 or EFL learning program.

2.9 Objectives

The study aims to characterize the motivational basis beyond the design of the textbook *Strategies for motivating and managing the Chilean classroom* written by Martha Epperson for the PIAP. The main objective of the study was analysing the motivational approaches present in the text from Martha Epperson, for this purpose a taxonomy was designed in order to classify the activities in the textbook according

to the approaches and the periods proposed by Dörnyei (2011). The classification of the activities and suggestions in the text was made according to the motivational theories present in the taxonomy and checking the coherence of the strategies and activities suggested for each section of the text in relation to the motivational theory they reflect.

2.9.1 General objective:

Analyse the motivational approaches present in the text *Strategies for motivating and managing the Chilean classroom from Martha Epperson.*

2.9.2 Specific objectives:

1. Design a taxonomy of key motivational approaches and the periods proposed by Dörnyei (2011), for the analysis of the text.
2. Classify the activities and suggestions in the text according to the motivational theories present in the taxonomy.
3. Check the coherence of the strategies and activities suggested for each section of the text in relation to the motivational theory they reflect.

2.9.3 Research questions:

Research questions were formulated using a qualitative research criterion which does not consider a hypothesis because the exploratory research aims to look for the data proposed, without previous information, in the following questions:
1. Is the text associated with existing motivational theories?
2. What are the predominant motivational theories underlying the activities and suggestions proposed in the text?

The objectives are present through all the report of this study and the research questions proposed are going to be fully answered in section 4.1, analysing all the details found within the activities and the relation to contemporaneous approaches and theories of motivation.

The next chapter will present the methodological process, that is the way this study was accomplished. It takes into consideration the reasons for selecting the material of the study, the data collection process and the data analysis through the use of the taxonomy designed for this analysis and purpose.

CHAPTER 3

METHODOLOGY

The objective of this study was to analyse the theoretical basis of the textbook *Strategies for motivating and managing the Chilean classroom* by disclosing the main motivational theories and approaches present in it. The study reported in this thesis can be characterised as an exploratory and descriptive one which takes a qualitative approach based and it is supported by some quantitative findings.

The selection of this textbook was a very crucial part of the study. The book mainly involves the areas in which most Chilean teachers of English need some kind of advice, moreover it is an official document provided by the Ministry of Education which tries to contextualize and help colleagues with the same classroom concerns. It seemed a good tool to analyse and evaluate its theoretical foundations because there are no others contextualised books about this field in Chile.

First, in this chapter the process of collection of the material to analyse will be detailed, in this case the textbook written by Martha Epperson. Finally, it will be explained in general terms how this textbook was characterised in order to obtain the information about its theoretical motivation foundations.

The data was analysed using the information and classifying it into a taxonomy which was developed for these purposes. Then the information was further analysed considering the period and the theory of motivation behind it. The following sections will expose the treatment this data had in order to find the information requested in the research questions proposed in section 2.9.3.

3.1 Data collection material

Strategies for motivating and managing the Chilean classroom was written in 2011 by Martha Epperson and Michelle Rossman, two English language experts

from Georgetown University. The objective of the book is to propose strategies and activities to put into practice in Chilean language classrooms in order to manage and motivate the students. It contains 131 pages which are divided into 5 written section plus a last section of links. The last section contains the links of 6 YouTube videos with the explanations of each strategy applied in the sections of the book. Every section contains suggestions and activities to apply in an English language classroom in Chile. The authors explicitly claim that all the activities and strategies in the textbook were proved and were successfully applied in the Chilean language classrooms context up to forty to forty-five students (Epperson, p.5)

The textbook goes through different sceneries in which a teacher of English should modify his or her practices in the classroom in order to have a successful lesson. The suggestions include many aspects like: how to give clear instructions; how to establish successful systems; the link between the student motivation, participation and classroom management; classroom English and how to begin and end a class. These suggestions are supported by some short videos which are included as online videos in the last section.

The book sections are divided according to the aspects which are considered to be relevant in order to have a more motivated and well-managed classroom. These are the sections and parts which comprise this textbook:

- *Section 1: Clear instructions,* it make emphasis on differentiating between whole-class activities and pair work and team/group work activities.
  - *Part 1: Teacher proximity*
  - *Part 2: Arranging the desks*
  - *Part 3: Turning groups into teams*
  - *Part 4: Creating rules*
  - *Part 5: Determining consequences*
  - *Part 6: taking attendance*

- *Section 2: Establishing successful systems,* it considers aspects of the classroom mainly, like teacher proximity, arranging of desks, turning groups into teams, creating rules, determining consequences and taking attendance.
  - *Part 1: Teacher proximity*
  - *Part 2: Arranging the desks*
  - *Part 3: Turning groups into teams*
  - *Part 4: Creating rules*
  - *Part 5: Determining consequences*
  - *Part 6: taking attendance*

- *Section 3: The link between student motivation, participation and classroom management*, it covers topics as connecting students' interests to the classroom, providing opportunities for participation, responding to students with compassion and assessments that motivate.
  - *Part 1: Student Motivation: Connecting students interests to the classroom*
  - *Part 2: Providing opportunities for student participation*
  - *Part 3: Responding to student errors with compassion*
  - *Part 4: Assessment that motivate*

- *Section 4: Classroom English,* it is concerned with promoting the use of English in the language classroom between students and between student-teacher communication.

- *Section 5: Beginning and ending the class*, it considers the moments of the lesson, it suggests strategies for the beginning and ending of the class giving special importance to the way a teacher presents the contents and how he or she closes the topic at the end of the practice lesson.
  - *Part 1: Beginning the class*
  - *Part 2: Ending the class*

- Video clips, the last section contains the YouTube video's links that exemplify the practices that were proven to work in each one of the sections above mentioned.

There are few materials that support the development of motivation in Chile. Some recent thesis works have researched on aspects of it. Luengo and Martínez (2011) describe teacher's motivation in the Chilean EFL classroom, Jorquera and Poblete (2015) focus on the factors affecting motivation in public schools, Ubillo (2017) describes the situation of public and private schools motivation to learn English, and Glas (2015) explores teachers' perspectives on learner motivation for learning English in Chilean secondary schools. They all address motivation from different perspectives, considering contexts, teachers and learners. Even though from the Ministry of Education the textbook which is dealt in this study is the only one who addresses motivation itself as a primary concern within the EFL classroom.

Strategies for motivating and managing the Chilean classroom was obtained from the Library at Facultad de Filosofìa y Humanidades at Universidad de Chile.

3.2 Data analysis

The textbook as it presents in its title covers two main topics: motivation and classroom management.

The unit of analysis selected was the activity because sections did not show a clear vision about the theoretical basis on motivation since in each activity it was observed a lack of explicitness, and this methodological decision was made in order to make the analysis more precise. That is, as the activities represent the smallest components in the textbook, they would be the more accurate unit of analysis.

First of all, all the activities were counted, listed and grouped, and they were divided between two sections: *management-related activities* or *motivation-related*

activities. After this, *motivation-related activities* were categorised in the taxonomy in order to distinguish among their referential theoretical basis. The taxonomy made possible the classification of the activities in the textbook which was first made grouping them into a period of motivation and then into the theory of motivation which best suited them.

Second, as this study was focused on motivation aspects, all the related activities were extracted to be further analysed. All of the activities were labelled by a description which explicitly expressed what the activity meant to achieve in the classroom.

The data obtained was categorised according to a taxonomy of theoretical perspectives designed as part of the study. This taxonomy includes the four periods in which Dörnyei (2001) divides the development that motivation has gone through the time. The taxonomy considered Gardner's ethnolinguistic studies and many others which are enclosed into a period called *The Social psychological period*. The second period groups theories with a focus on the cognitive aspects of cognition under the label of *Cognitive situated period*. The third period groups theories that focus on the dynamic and temporal specific learner behaviour and it is called *Process- oriented period*. The fourth period is motivated by a more complex vision of motivation situated into particular sceneries, changeable learners and dynamic systems surrounding the non-linear process characterizing learners as unique individuals, this is called *Socio-dynamic period*.

After characterizing them into this part of the taxonomy, theories of motivation were also part of it. Within the activities some theoretical proposals regarding motivation were identified and used to categorise them into these the theories. These were taken from Dörnyei's (2001) selection of the most well-known contemporary theories. The following proposals were thus used in this study:

- *Expectancy-value theory* (Brophy, 1999) (Eccles and Wigfield, 1995)
- *Achievement motivation theory* (Atkinson and Raynor, 1974)
- *Self-efficacy theory* (Bandura, 1997)
- *Attribution theory* (Weiner, 1992)

- *Self-worth theory* (Covington, 1998)

- *Goal setting theory* (Locke and Latham, 1990)

- *Goal orientation theory* (Ames, 1992)

- *Self-determination theory* (Deci and Ryan, 1985) (Vallerand, 1997)

- *Social motivation theory* (Weiner, 1994) (Wentzel, 1999)

- *Theory of planned behaviour* (Ajzen, 1988) (Eagly and Chaiken, 1993)

The activities analysed were classified according the taxonomy by deducing a logical connection between the activities observed in the textbook and both the period of motivation and the theoretical proposal the activities corresponded respectively. The procedure is illustrated as follows in Table 3a, representing a cognitive period, enclosed in the self-efficacy theory, table 3b, shows socio-dynamic period and social motivation theory, and Table 3c, representing process-oriented period and self-efficacy theory, all of them with their respective characterization:

Table 3a: Characterization activity nº2

Activity nº	2
Name	SEQUENCED INSTRUCTIONS MODEL STUDENTS' MOTIVATION TO THE ACTIVITIES.
Period	Cognitive
Theory	Self- efficacy; it affects student's sense of efficacy (it increases) perceiving the situation as a non-threatening one.

Table 3b: Characterization activity nº3

Activity nº	3
Name	RAPPORT INCREASE MOTIVATION TO TAKE RISKS LEARNING AS A TEAM
Period	Socio-dynamic
Theory	Social motivation; people influence student's motivation

Table 3c: Characterization activity nº9

Activity nº	9
Name	MOTIVATION IS ENCOURAGEDBY ACTIVITIES DONE IN THE STUDENT'S WAY
Period	Process-oriented
Theory	Self- efficacy; the activities increase the student's sense of efficacy so much effort will be displayed.

The number corresponding to each activity corresponds to the number of occurrences in the finding of motivation-related activities. The name is a description of what the activity expresses, and the periods and theories were classified according to the wording of each activity and the motivational approach beneath it.

After characterizing, classificating and describing each of the activities into these categories, they were collected and organised into MS Excel spreadsheets. This organization meant that the data allocation was clearer and easy to locate in order to organize them by predominant theories and periods.

From the previous mentioned step, some percentages about the occurrence and predominance of theories and periods were obtained after counting their occurrences. Then these were analysed by considering the characteristics of the theories exposed along these thesis work and the period proposed by Dörnyei and Ushioda (2011) and then they were compared in order to group the ones characterised under the same theories and periods. Later on, the highest percentages were considered as evidence of the influence of a particular period and a theoretical proposal. For example, the periods and theories which had more activities related were classified as the predominant motivational tendencies in Martha Epperson's textbook.

The methodology applied wills show a detailed analysis but as it is expected in any interpretation having a qualitative approach it should have a small margin of error due to interpretation. This can happen because of the activities that were first classified in more than one category, it can be that another person looking at the

information does not agree with my personal interpretations. However, this analysis was made in different processes assessed and discussed by my mentor teacher.

In the next chapter, results of the study are presented and a discussion of them is offered.

CHAPTER 4
RESULTS AND DISCUSSION

The study reported in this thesis aimed at characterising and analysing the theoretical basis of the textbook *Strategies for motivating and managing the Chilean classroom*. To that purpose, the principal theories and approaches present in the field of motivation were disclosed and analysed in this thesis work as a way of reviewing them and revealing the framework of the research on this field so far. After that the design of a taxonomy properly aligned with the main approaches and theories of motivation was designed.

The taxonomy allowed the classification and characterization of the most predominant theories of motivation and also allowed the assessment of the coherence between the information about motivation theories and the strategies exposed along the book. This taxonomy used in this analysis was created in order to characterize them into some theoretical foundations contributed by the main researchers on the field of motivation, taking in consideration the well-structured division of periods made by Dörnyei (2011) and its selection of the most transcendental theories present in the history of motivation research made in 2001.

The textbook examined in the study was written by researchers in the area of motivation from the Department of State administered by Georgetown University. They aligned with the Chilean Ministry of Education's Programa Inglés Abre Puertas (PIAP) and did some research about teachers' requests for motivating and improving classroom management in Chilean language classrooms. This piece of research on Chilean classrooms was summarised into the five sections which compose the book *Strategies for motivating and managing the Chilean classroom*.

A specific definition for motivation has not been reached yet since it represents a very abstract concept. What is known about it is that motivation is related to the behaviour of people in particular settings doing specific actions. Some

authors and studies have tried to characterize it through the years. One of them is Dörnyei (2011), who classified motivation research into four phases or periods of time basing his argument on the main theories and their lines of research developed by the most important contributors for each one of the periods. This classification is at the basis of the taxonomy developed in order to characterise the strategies and activities proposed in Epperson's textbook.

Dörnyei's four historical periods are: S*ocial psychological period which* begins on 1959 and it extends until 1990*, Cognitive situated period that* extends over the 1990's*, Process-oriented period which* covers the last years of the a. 51990's and *Socio-dynamic period that* is seen as the evolution or merge from *Process-oriented period.* Within these periods, some important opposing views about motivation were developed which were also discussed and considered for this taxonomy. These are the most well-known contemporary theories according to Dörnyei (2001) which are also mentioned and categorised into one of the historical periods already mentioned:

- *Expectancy-value theory (Brophy, 1999), (Eccles and Wigfield, 1995)*
- *Achievement motivation theory (Atkinson and Raynor, 1974)*
- Self-efficacy theory (Bandura, 1997)
- Attribution theory *(Weiner, 1992)*
- *Self-worth theory (Covington, 1998)*
- *Goal setting theory (Locke and Latham, 1990)*
- Goal *orientation theory (Ames, 1992)*
- *Self-determination theory (Deci and Ryan, 1985) (Vallerand, 1997)*
- *Social motivation theory (Weiner, 1994) (Wentzel, 1999)*
- *Theory of planned behaviour (Ajzen, 1988) (Eagly and Chaiken, 1993)*

The textbook *Strategies for motivating and managing the Chilean classroom* written by Martha Epperson is composed by 5 Sections, each of them comprising up

to 4 Parts that contains a variety of activities or strategies related to motivation or classroom management as the title suggests.

The first task in order to fulfil the objective of characterising its theoretical basis was to select a unit of analysis. At first, sections were thought as an option. They all had a description that might give an idea of all the activities and strategies suggested and were expected to provide guidance as to the theories underlying the textbook.

However, sections did not show a clear vision about the theoretical basis on motivation since in each activity it was observed a lack of explicitness, and in order to make the analysis more precise, the unit selected for analysis in order to identify in it its theoretical basis on motivation is the activity. They are present through all the sections. That is, as the activities represent the smallest components in the textbook, they would be the more accurate unit of analysis. This accuracy is meant in terms of precision of analysis because each activity was analysed having in mind its wording in order to identify the motivational approach that was beneath that activity. The purpose was to scrutinize the activity and find the details that led it to a certain approach or theory, for this reason it was more practical to have small units to analyse.

These sections are distributed first exposing the main results of the study including figures, quantitative information and qualitative descriptions of the results. After that there are some additional findings which also important findings and they will be addressed at the end of the chapter.

4.1 Results

The analysis applied to these data showed that there was no clear-cut division between activities, some other were very vague, or even some of them seemed incomplete or did not have the structure of an activity since they could not be applied practically. These were in some cases open questions, checklists and contextual situations to analyse. These activities were not part of the further scrutiny and were

classified as tips or examples but not analysed as activities itself because their topics also coincided with other activities. This procedure diminished the amount of activities to analyse, consequently the units of analysis or samples for this research narrowed down. As a result, from 86 activities or suggestions to teach, only 36 of them could be classified within the main topics already mentioned, *motivation-related* or *management-related*. Figure 4a below shows the total of activities and the ones that could be divided into topic-related activities to further analyse.
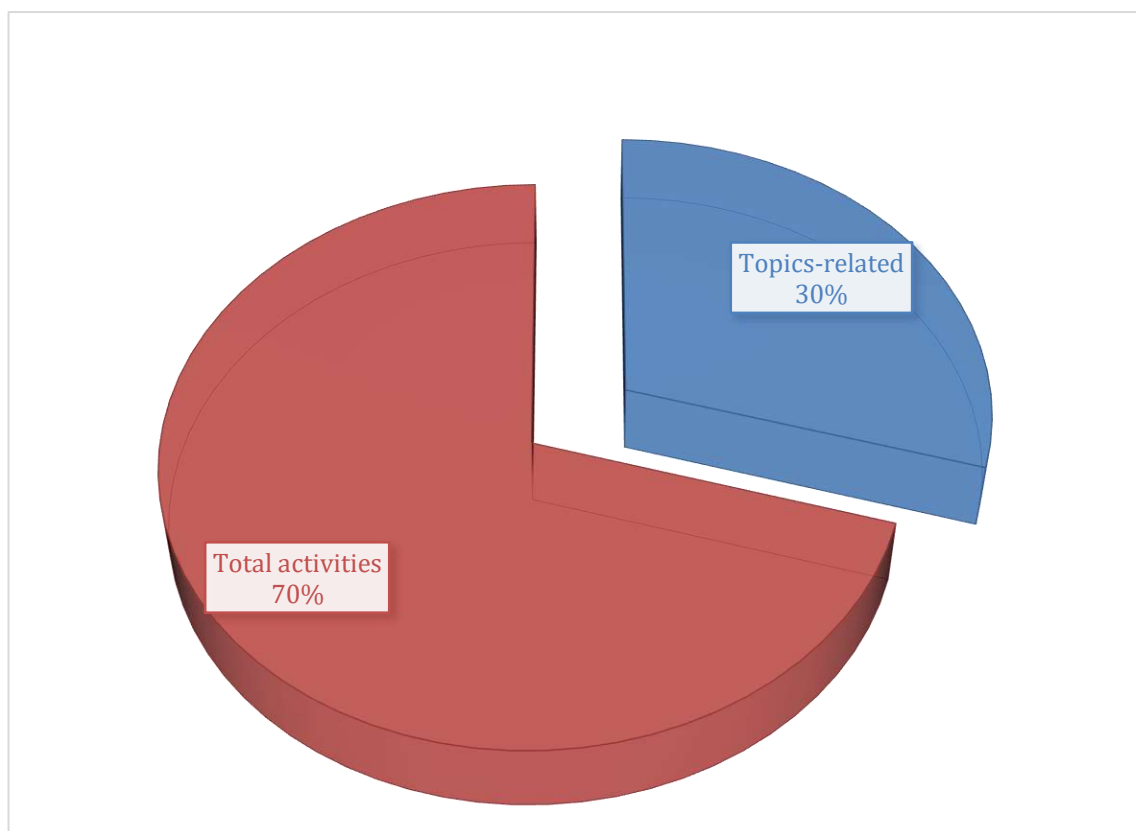
Figure 4a: Total activities and topic-related

The result of the analysis showed that from 86 activities or suggestions to teach, only 36 of them could be classified within the main topics already mentioned.

A majority of activities were categorized into *management*. Out of 36 activities, 20 were categorized as related to *management* and 16 as related to *motivation*.

The rest of the activities were classified as pure practice of the tips already given in the activities and also as non-topic for classification since its intention was vague some of them were definitions, examples and open questions. Figure 4b below shows the percentage of the distribution of activities in relation to the total of activities found in the textbook. Figure 4c below specifies the activities that could be further analysed (*motivation-related*) with a 44% of the activities compromised and the ones that were categorised into *management* and did not require an extensive analysis for this study's purposes, with a 56 % of the activities involved.
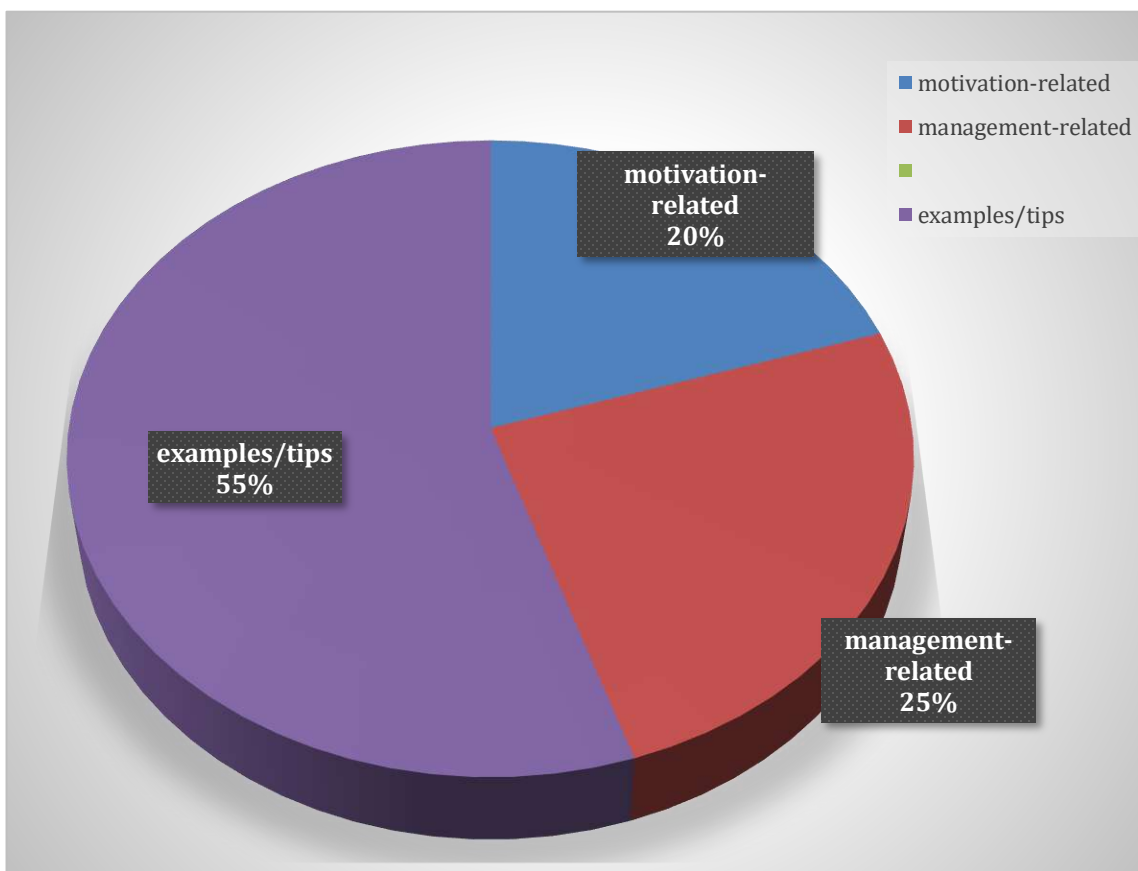
Figure 4b: Distribution of activities

The following Figure 4c, shows the occurrence of management-related activities and motivation-related activities from a total of 36 activities selected to analyse. From all of them, 20 were categorised as management-related activities while the other 16 were categorised as motivation-related activities. This clearly shows a tendency on activities dedicated to improving performance of teacher-student classroom management rather than students' motivation for the classroom activities
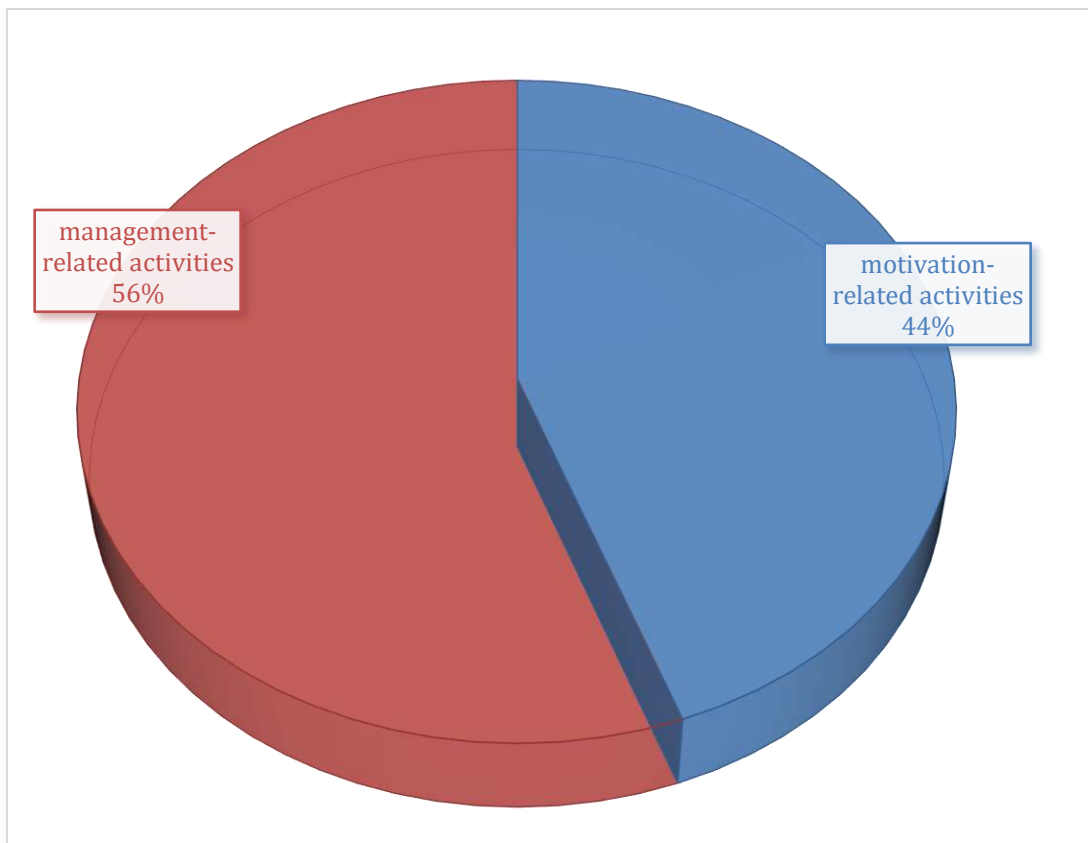
Figure 4c: Distribution of activities by topic

The classification of most of the activities was very difficult as they were not explicit about their motivational influence and sometimes they shared characteristics

of more than one theory or period. This is something that could be expected to happen because the theories within the periods do not disprove previous research, but they contribute and improve them, that means periods enrich motivation theory in time. However, some more emphasis on a theoretical basis could be expected from a book launched by the Ministry of Education in order to notice a real reflection on their research about the importance of motivation and the introduction of it in official material produced by the Chilean Ministry of Education.

4.1.1 Answering research questions:

The first research question of the study was established as follows "Is the text associated with any existing motivation theories?". The second research question was established as "What are the predominant motivational theories underlying the activities and suggestions proposed in the text?".

The textbook contains many suggestions and activities, with a minority of them referred to *motivation*. Results in general show that the activities that were classified as related to motivation are mainly related to *social motivation theory*, *planned behaviour theory*, *self-efficacy* and *self-determination theory*. The predominant results of the analysis show a tendency of the activities in the text to reflect ideas related to the *socio-dynamic stage* of motivation (Dörnyei, 2011) and the *social motivation theory (Weiner, 1994) (Wentzel, 1999)*.

4.1.2 Socio-dynamic period and social motivation predominance

In this section, the results are presented and illustrated in the figures below, but they will be explained and interpreted thoroughly afterwards in the following section.

Among the four periods Dörnyei (2011) divided motivation research into, the most predominant according to the analysis was the *Socio-dynamic period*, which was identified as the basis for 8 activities. The second more predominant period was

the *Cognitive-Situated period* which was related to 5 activities and then the *Process-oriented period* found related to 3 activities and finally the *Social-psychological period* with no activities related. Figure 5d below, exhibits the amount of prevalence of each period relating to the activities in the textbook.
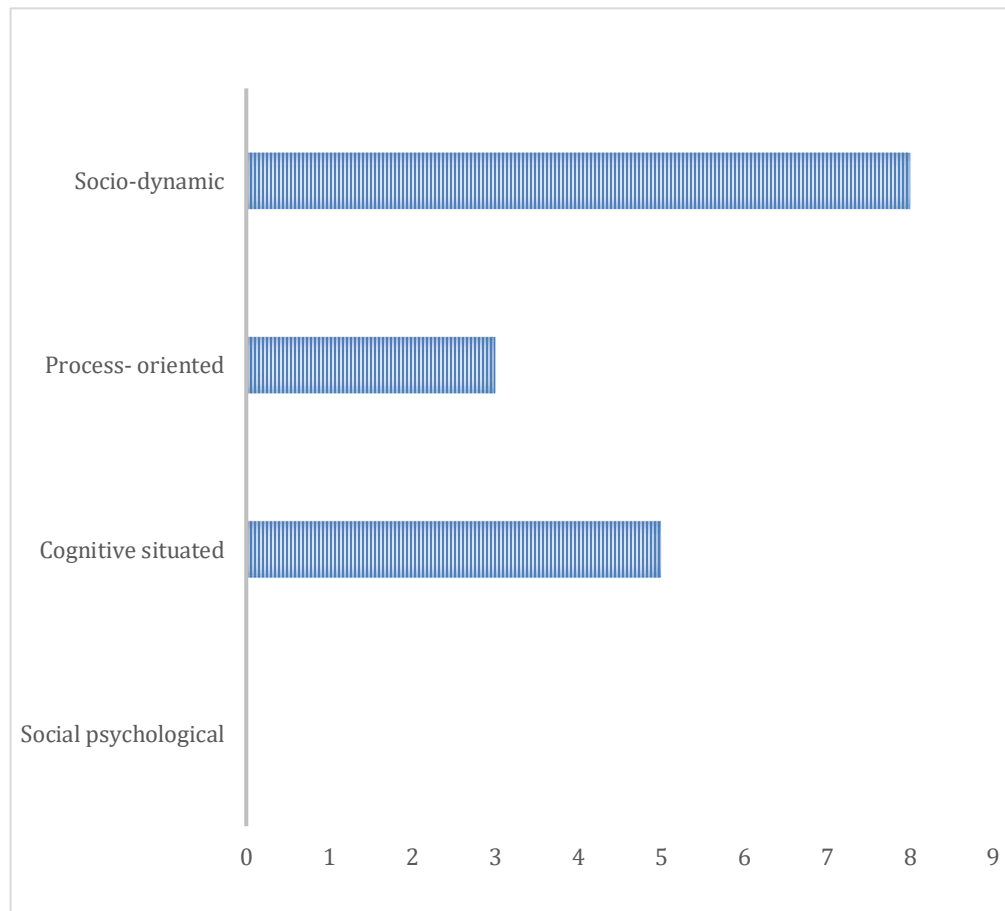
Figure 4d: *Period's categorization: Predominance*

Among all the most important theories about motivation mentioned by Dörnyei (2001), only six of them had a relation with the activities proposed in the textbook. The majority of motivation-related activities reflected the following motivation theories: *Social motivation* (8 activities), *planned behaviour theory* (1 activity), *self-determination theory* (2 activities), *self-efficacy theory* (3 activities) and finally *expectancy value* theory and *attribution theory* (1 activity each). All the other theories did not seem to have representation among the activities analysed. Figure 5e below shows the predominance of motivational theories found related to the activities analysed in the textbook.
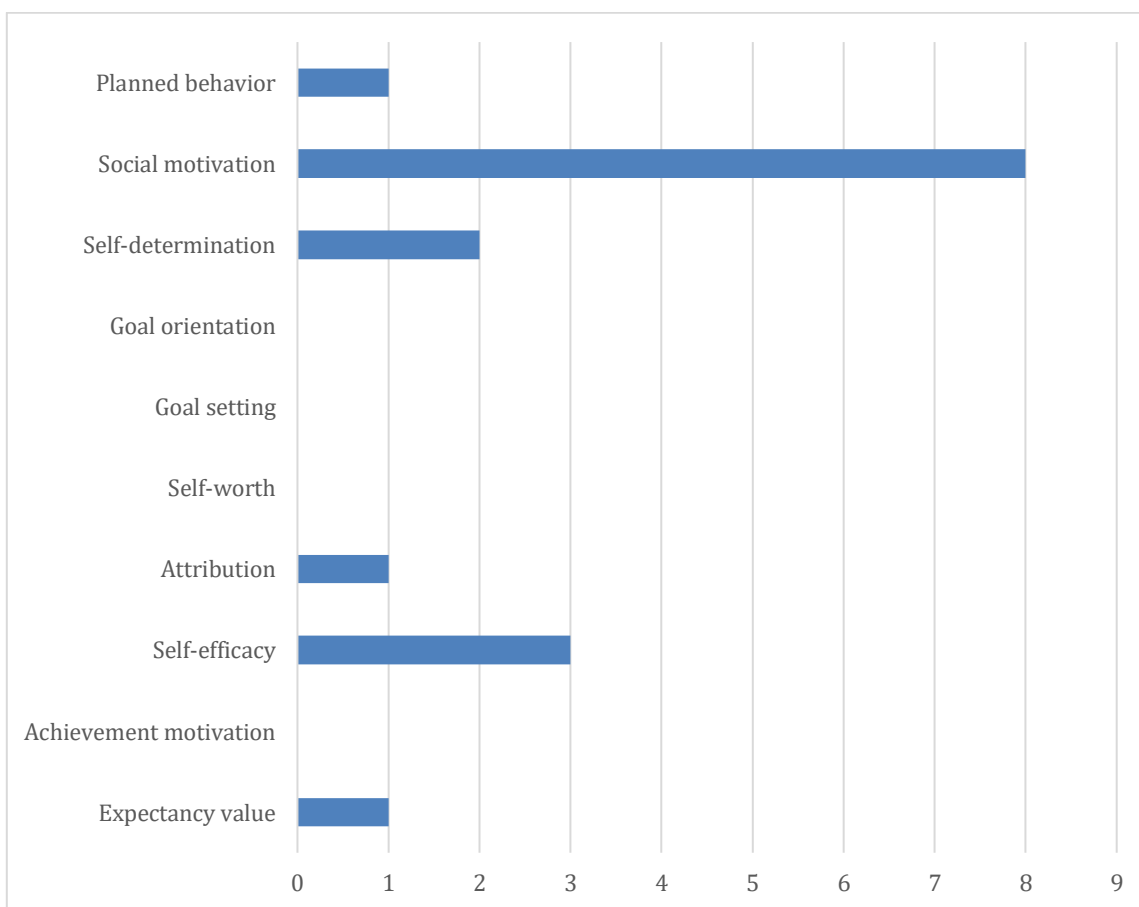
Figure 4e: Theories associated to activities

4. 1.3 Additional findings:

Apart from what it was expected to be found in an analysis of this kind, there were some findings that made the study take different steps from what it was planned. Even though these were not considered as drawbacks, since they are important characteristics of the material analysed. These findings were the following and they will be explained in detail later in the interpretation of results' section:

- Management predominance instead of motivation within activities analysed.
- No clear division between management and motivation strategies.
- Not straightforward or explicit relation between theories and textbook.

4.2 Interpretation of results

Among the results of this study, there were two main categories of findings apart from the additional that were found. The first one, presenting how motivation theories were present along the textbook and its activities but in an implicit way. The second finding consisted on the predominance of Social motivation theory and therefore also predominance of the Socio-dynamic period of motivation. These findings are discussed below in the same order.

These results suggest that there may be theoretical foundations in the activities analysed, however they indicate that these findings might be due to interpretation and not purposefully because they are not explicitly present. A discussion of these issues is presented in the following sections.

4.2.1. Motivation theories present implicitly

From the 36 activities, just a few of them were classified as motivation-related activities, only 16 activities. Within these 16 motivation-related activities the task was to recognize first their matching with the theories of motivation and the period of research they belonged to. This proved to be a difficult task since the activities did not have explicit references of the theories, they recalled in their instructions to some aspects of some theories, but a clear-cut identification of underlying theories was difficult to make. This analysis was qualitative, considering the objective of each of the activities. In the process of analysis, due to interpretation at moments they had several categorizations, but after several attempts they were categorized in only one of the theories outstanding the main purpose of each of them. For example, activity 2, from section 2 was at first categorised as a process-oriented activity but later its wording made clearer the interpretation as a socio-dynamic period influencing it.

The activities did not show a specific purposeful framework based on motivation theories. A clear example of this is shown in activity classified as number 2. This activity in the textbook gives specific suggestions on how to have a sequence of instructions in order to fulfil the expectations of the activity in the classroom. This activity was classified as motivation-related because giving instructions correctly models students' motivation to be part and understand the activity. (See section 3.2, Table 3a)

This activity could have been classified into a management-related activity since it represents mainly how an instruction models behaviour. However, in terms of motivation, this shows that if the teacher gives the instruction clearly the student may perceive the situation with more confidence and without fear of threats being attracted to participate and engage in the activity presented to the class. This shows how slightly perceptions and details can change the interpretation of the activity and its analysis.

Another activity showing overlapping of theories was activity 5. This activity shows how having a label for each team gives the students a sense of belonging and this has an effect over students' behaviour. This activity was classified as motivation-related because giving a name to teams encourages a sense of belonging from the students and motivation flourishes because of this. This shows how a label created by the team make the students have an initial bond to develop. The analysis for this activity is summarised as follows:

Table 4a: Characterization activity nº5

Activity nº	5
Name	Identified students have more sense of belonging to the teams thus more participation is expected.
Period	Socio dynamic
Theory	Social motivation; Sense of belonging is a motivational influence from peers.

This activity presents characteristics of the *social-motivation theory* and also of the *planned behaviour theory*. At first it was categorized as a planned behaviour theory related activity because the individual subjective norms were part of the analysis as influencing aspects. However, the main influence in this activity were the peers and the sense of belonging to a team, the feeling that they have things in common with the team more than if the team want or not the student to do a certain activity. (See 2.8 above)

It can be argued that the activities should have clear inclinations to certain recognized theories of motivation because the book addresses motivation as a primary source. For that reason, theoretical basis on the field should support the research of these authors which are representing the Ministry of Education with a book which would be delivered for teachers in order to be applied in the classrooms along the country.

The application of a material which seems not rigorously revised by the people in charge of launching and collaborating with projects in the Mineduc may have has serious implication when applying strategies suggested without a proved theoretical basis about motivation. This book is not a book which was written by any author but by specialists on the area and they are supported by a branch depending on the Government of Chile in order to be implemented in our classrooms with our students. There should be some minimal criteria that supports any book launched by the Ministry of Education, this criterion should mark what the Ministry expects our students to be all in all with their teachers. From the perspective of the authors, the book is aimed to have students more motivated in the classroom collaborating with the teachers practices in order to create an environment for learning, but it shows that the students may be conditioned and used to do certain things more than being motivated with new strategies to teach. This is explained by the way students perform the actions, they know the timing, they do not do it naturally, they are following instructions and they have memorised what to do and when to do it.

The methodology applied shows a detailed analysis which considers the variables expressed earlier, as it is expected in any interpretation having a qualitative approach it should have a small margin of error due to interpretation. This can happen because of the activities that were first classified in more than one category, it can be that another person looking at the information does not agree with my personal interpretations. However, this analysis was made in different processes assessed and discussed by my mentor teacher.

4.2.2 Predominance of socio-dynamic period of motivation

The study also allowed to observe the more consistent theoretical approach reflected by the 16 motivation-related activities identified in the textbook. The results of this analysis showed a tendency to the association of activities to the *Socio-dynamic period* and the *Social motivation theory*. The most predominant period in

the textbook was the *Socio-dynamic period*, reflected in 8 out of 16 activities. The most predominant theory was the *Social motivation theory* covering 8 activities. The examples below illustrate activities that reflect how the Social motivation theory was applied in each of them, activity 5 (See section 4.2.1, Table 4a) activity 3 (See section 3.2, Table 3b) and finally activity 6 is characterized in the following table. All of these coincide with the Social view of motivation in period and theory

Table 4b: Characterization activity n°6

Activity n°	6
Name	When students choose their captains, they feel identified and feel they belong to their teams
Period	Socio-dynamic
Theory	Social motivation; Sense of belonging is a motivational influence from peers

This activity (n°6) provides with the information that there is a team work. The team should choose their captain and this process makes the students feel identified with the team thus social approaches are present all over the activity because they are socialising for a purpose which increases motivation.

In terms of period of motivation, these three activities show the influence of social environment in the students' behaviour. This period emphasizes the situated context of the individual and the multiple goals shaping learner behaviour. In the cases exposed above, the influencing agents are peers which interact with the individual's internal factors creating a system of relations within the learner context of motivation. The influential information in this activity was that they were interacting with peers, as well as the importance the students should give to this interaction.

The activities characterised above have different attributes such as peer interaction but all of these lead to the same target that is to have peers as a positive influence in the learner's learning process. Firstly, activity 5 expresses how students create bonding when as a team they choose a name that represents them all, creating in the students a relationship that supports their learning as a team which

has things in common and back up each other. Secondly, activity 3 shows how their rapport generated a feeling of trust and confidence that encourage them to take risks as a team and this will lead them to learn the language and socialize. Finally, activity 6 expresses how the act of choosing a representative for the team make the students feel cohesive and supported, thus motivated.

This section exposed how socio-dynamic period was predominantly present within the activities in the textbook. I think this is due to the importance that interaction is given by the Ministry of Education which considers communication as a priority in their policies. Thus, communication implies socialisation.

4.2.3 Predominance of Social motivation theory

In terms of theories of motivation present in the activities analysed, the predominant is the Social motivation theory. This theory concerns with the influence of the environment and context of the learner, that is the closer and broader society involving the learner and its culture. This theory explains how people surrounding the student's learning, influence his or her motivation. This can be observed in the role that the peers play in the activities, first the authors suggest making teams and then they also suggest labelling them in order to feel identified as a team.

The fact that the more predominant theoretical approaches are the Socio-dynamic period and the Social motivation theory shows that the textbook is in line with current theoretical approaches. Basing activities in the textbook on these theories also show that the authors are aware of the real impact of the context of learners while the learning process is developed, and this can be considered a good indicator for a further improvement of this material.

However, as the research conducted by the authors previous to the elaboration of the textbook does not consider any theoretical basis about motivation the predominance of Social approaches of motivation may be considered as purely accidental. They treated the topics together but in terms of approach to learning they

are not well prepared to be treated simultaneously. It is possible that this is because management covers aspects which are externally demanded by another person as the teacher, while motivation is an individual process of getting engaged in an activity voluntarily because of an interest relation. These are not the topics to be used for their distinct nature and approach to the student.

4.3 Additional findings

When analysing what it was expected to be found according to the research questions and the objectives of this study there are some interesting observations to discuss. These facts made the results a bit different from what it was expected but also a deeper reflection and interpretation could be made because of this result. First of all, no clear distinction between management and motivation strategies could be observed. Second, there was not a straightforward, explicit relation between theories and textbook. Finally, a predominance of *management-related* activities over *motivation-related* activities could also be observed. These include the lack of explicitness on the topics, also the activities did not express directly any theory of motivation and finally there is a predominance of management and this should be due to basing the textbook strategies mainly on the book related to management from Marzano. Below, each of the findings are presented and interpreted according to the framework the study covers.

4.3.1 The distinction between *management* and *motivation* activities

The division of activities into *motivation-related* or *management-related* was the starting point due to the importance to obtain the amount of attention each topic got from the authors. Motivation was the target of this study thus it was further analysed. After dividing the activities into *motivation-related* or *management-related*

activities, a lack of explicitness between both types of activities could be observed. Due to this finding, the analysis was made even more detailed considering the wording of the instruction for each activity. The activities analysed in their instructions and the intention of it was the categorization they got.

On the one hand, classroom motivation implicated the choice, persistence and effort expended on an activity, that is, the direction and magnitude of human behaviour, according to Dörnyei and Ushioda (2011). On the other hand, classroom management bases its roots on the way a teacher controls the situations going on in the classroom. As stated by Marzano (2003) in the book which supports and based Epperson's text, "Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm." This means that always the teacher and students should be in charge of creating an environment for learning, in order for everyone to feel comfortable to learn or teach. This is reflected in the data by watching the videos in which students are also an important character who plays the role of participant in the learning process.

Both management and motivation represent different aspects inside the classroom, and they incorporate different elements to the it. In particular, it can be argued that motivation involves internal and external factors from the people involved. The internal ones can be fears, confidence and perceived likelihood of success, while the external can be the subjective norm from others and the support received by the peers. On the other hand, management is a process which is learned and imposed in order to obtain a particular desired environmental context for the learning process in which the prior concept will flourish. They sometimes are totally opposed issues in focus with theoretically different foundations. From my point of view, motivation is an internal process also influenced by others, but management is a learnt behaviour for a certain purpose without the internalisation part.

As the textbook activities were not explicit they division was difficult to make but the distinction was made, and the motivation-related activities were further

scrutinized. The next section will explain the relation that the activities in the textbook had with contemporaneous motivation theories and if there was a direct or indirect relation between them.

4.3.2   Not straightforward, explicit relation between theories and textbook

The activities analysed as *motivation-related* did not show an explicit or direct relation to theories either. This was an interpretation made after revising all the material several times and detecting on each activity the wording used to explain the instructions for the application of it. Theories of motivation were related to activities according to their background basis or relation. For instance, activities that were applied to increase motivation in students through the interactions with his or her environment were classified into *social theory of motivation* or the activities that were used to motivate the students modelling their motivation process through the use of a specific activity to encourage something in them were classified into *self-efficacy theory*, and the same analysis was applied to each one of the activities.

For example, activity 6 (See table 4b) in which students had to choose their captain for the team involved interaction and socialisation, thus the classification was made into social theory of motivation because the main influence in this activity were peers. On the other hand, activity 2 (See table 3a) exposes how sequenced instructions model the students self-efficacy, increases it and makes the student consider the situation as a non-threatening one. These activities in concrete were not fully described as they are now, this was the process which converted them into analysable units and was part of the interpretation made after dividing the activities into topics. This was a problem but methodological decisions like the characterization made was a solution for this problem. It may affect the results if they are not contextualised on the procedure that all the activities were submitted to but in the context of this study this seems proper. This analysis was monitored and

assessed by my mentor teacher who accepted the way it was characterized and understood the classification as it was done.

4.3.3 *Management* predominance over motivation

After the division of topics, which was the first step, it was found that the majority of activities were focused on classroom management. As indicated in section 4.3.1, the authors reportedly base their theoretical positions on a book called *Management that works* written by Robert Marzano (2003). A revision of this work may provide an insight of the perception on what aspects the writers highlighted in the design of the textbook *Strategies for motivating and managing the Chilean classroom* and of the real importance its authors give to management. The importance to management can thus be explained by considering the Chilean context of language classrooms and the objective of the textbook itself. The context is varied and the Chilean students from my perspective are not well-behaved in the lessons, generally they are very distracted in comparison to other cultures which seem to respect more the educational context as the Assian culture.

According to the Epperson's book, language teachers in the Chilean context struggle with classroom management and motivation strategies. Firstly, due to the number of children in each classroom, the big sizes of classes limit the access to a direct feedback from the teacher. Secondly, resources the Chilean government provides teachers to teach are not as good as what teachers in private schools use for their classes in terms of quality of content and appealing-designs to children. In my experience, when I worked on the private educational system the students received a textbook which was colourful, with stickers and audio data to use at home. In public contexts the students receive the Ministry of Education's publications which are not fully coloured and does not have audio date included and the information is very restricted in the contents. This is why I make the difference in curricular

materials. Even though, there exist another variable that is the socio-cultural context surrounding the learners. In many public schools there are students who live in dangerous places in precarious houses and these may not have books or access to buy them. These variables influence what the student have as a cultural knowledge and also makes a gap between education and the student because of the distance economical features makes on them.

Due to these reasons, motivation is seen diminished in both sides, that means students and teachers, and the learning process becomes damaged because students are not really into the activities nor the class or the teacher, thus they show bad behaviour because of lack of interest.

According to Weiner's (1994) theory of social motivation a learner will engage in a specific task because the environmental dimensions of learning have an influence on cognition. Among these influences can be found the *features of the instructional context* such as task and materials design, evaluation practices and grouping structures and *social and cultural influences* like teachers, peers, school setting, family culture and society in general. As well, it can be argued that theory of planned behaviour supports this statement by considering the learner's subjective norms and perceived social pressures in the context of a well-managed classroom with a high-motivation level. The case of the students which do not have a good economic situation is an example for this. For example, as they are not able to purchase a computer or to have access to books they lose much information, and this increases the gap for these students with education.

In Chile, Ascorra, Arias and Graff (2003) through some research on the area of management and classroom environment have suggested that management has a direct incidence on the students' results and their emotional containment. Haycock (1998) also supports the idea that a well-managed classroom provides the environment in which teaching, and learning can flourish.

It thus may be that the authors decided to establish a relation between management and motivation since they think that when having a well-managed classroom, motivation should be an aspect that would accompany that teaching-learning

process. However, even with that assumption in mind, it may be argued that an emphasis on motivation-related aspects could have been beneficial for the purposes of the textbook.

Every single student in Chile has a different social, educational, cultural context and it is essential that researchers pay attention to the individual Chilean students not as any student. Chile presents educational contexts which do not apply to the ones described in the textbook. In our country, we have schools with very high social vulnerability, in which teachers many times cannot teach their lessons properly because their students are aggressive or show constant bad behaviour. For instance, there was a case which was shown on TV of students setting fire to desks and chairs because they did not want to have a teacher's class in Valparaíso. This is certainly a situation which greatly affects the context.

A case in point is the Youtube link in the last part of the textbook. In this video, the teacher applies a strategy for calling students' attention, she raises her hand and the students respond with silence. There is another video in that section in which the teacher gives students one minute and they arrange the classroom for the class, they change tables and chairs to join their teammates. In relation to the context of Chile, these are certainly unreal situations and the way they represented management in the videos' section show representations of behaviourism and training. The general case of a Chilean student does not represent these videos, Assian videos of lessons show students and cases of very well-behaved and respectful students. This is cultural and part of general knowledge. These contexts can certainly be possible in some situations, but not all the contexts of Chilean classrooms because of what characterises Chilean culture. The students in that section do not seem acting naturally, in a way they are contributing with the people who are recording the class, they do not seem to be behaving naturally, nor motivated.

Motivation is certainly secluded within the textbook and it may be argued that motivation and management could be treated together but in a deeper perspective. They should be treated together making emphasis on aspects that can be shared by

both of them which are certainly not all, like the internal ones which are merely from motivation. It can also be argued that they should be dealt with separately because they are influencing concepts within the educational area and they deserve to have a space and should not be mixed or confused. For instance, when teachers think about motivation in the classroom, we immediately think of a happy student in a learning situation or a happy teacher teaching their students. On the other hand, when teachers think about management we might think of a teacher with a well-structured class and students who behave according to the agreed rules, but happiness may or may not be present. Management is something effective for instruction, while motivation goes deeper than that in education.

This clearly shows that the material is not adequate to be delivered and applied to all Chilean context because it does not explicit some theoretical basis on motivation even though they mention it as a primary concern for teachers. The evidence shown in the results of this study suggests that it could be improved theoretically and in application. The quality of the material could be better if they based their arguments on theory of both topics, standing out the tradition of research for motivation and management.

This represents a lack of awareness from the part of the Ministry of Education of the importance of motivation theoretical foundations, which is very rich, because they approved material which does not have support on contemporaneous research on motivation. The authors used the concept and applied some hints about theories assuming they had covered the topic. As a support for this unawareness, Ushioda (1996a:240-1) expresses "…a more introspective type of research approach is needed to explore qualitative developments in motivational experience over time, as well as to identify the contextual factors perceived to be in dynamic interplay with motivation". The textbook expresses to be contextually develop for Chilean students, but the contexts are more varied that what they expressed.

However, the argument continues, on the adequateness of the material, if we notice the amount of activities dedicated to motivation and to management. From a total of 36 activities selected to analyse, 20 were categorised as management-

related activities while the other 16 were categorised as motivation-related activities. This clearly shows a tendency on activities dedicated to improving performance of teacher-student classroom management rather than students' motivation for the classroom activities. Again, here it is exhibited the lack of importance that authors gave to motivation, considered as a primary concept in the title and the introductory pages of the textbook.

In order to ensure the reliability of the analysis, revisions of the activities were made, several times before arriving to a final resolution of categorization. The connections between the activities and theories of motivation were very weak but in some of them there was always a hint that make them fit into a certain theory. Certainly, the lack of explicitness and connection affected the interpretation of results because the relationship between an activity and the theory needs to be explicit and clear in order to have a formal and theoretical basis for the creation of such activities. If those activities do have a motivation notion, it would be expected that they rely on some theoretical background on the contemporary trends about the field. This was the major obstacle to visualise solved at first but then revision and detailed theories gave the answers. The procedure for reaching the result of analysis was repeated several times and the interpretation varied but at the end there was agreement and consensuses on the final result due to repetitive results and the revision of the supervisor of this thesis work. Reliability in qualitative studies is set by the arguments exposed to support the results and all the results exposed in this study are supported by theory.

The discussion section exposed the results and their interpretations regarding all the theory exposed on the field of motivation. The main findings were expected to be found due to the research questions posed but the additional findings enriched the study in terms of possible interpretations to the findings that we were looking forward to finding.

The results led to some reflections upon the topic and possible future research on this area. In the conclusion, there will be some ideas for future research and how this kind of studies can be improved in order to have some more interesting facts

about the Chilean concern on motivation mainly from the people in charge of our children education.

CHAPTER 5

CONCLUSIONS

The following section include the study's main findings. Also, the results reporting the main and specific objectives of the thesis, limitations of the study and some suggestions for further analyses.

5.1 General Conclusions

The study reported in this thesis work was centred on analysing the theoretical basis of the textbook called *Strategies for motivating and managing the Chilean classroom*. It can be characterized as an exploratory, descriptive study which takes a qualitative form supported by some quantitative findings. It is enclosed in the area of Psycholinguistics, specifically on Individual Differences (ID) which study language learner characteristics such as aptitude, motivation or learning styles.

The textbook that was analysed was written by Martha Epperson, a language expert from Georgetown University in contribution with the PIAP, the English department from the Ministry of Education of Chile, as an aid for teachers who have troubles when teaching their language lessons at school level. The book says it contains strategies and suggestions for teachers to apply in order to motivate and manage a classroom up to forty-five students in the context of a classroom in Chile and that all these strategies have been proved to work in our country.

This study was realized in the following steps: First, making the decision to research on the topic of motivation seemed a good way to continue learning about

my profession and take new paths in this respect. As an English language teacher, I strongly believe this is a topic many teachers in our country struggle with, but they do not have the necessary time to pond over their practices or to research about it, therefore they continue trying to motivate their students using the same strategies they have always used. Teachers are supposed to reflect upon their methods and the ways they approach to students within the contents, but it is really a shame that the reality is that they are so full of work that they do not have enough time to evolve as a professional in this regard.

Second, the choice of this textbook resulted after looking for some reading suggestions I was surprised to find out that the Ministry of Education was addressing the topics I was so into in that moment.

Third, I proposed this idea to my mentor teacher and we agreed to do it by analysing the motivation theoretical basis in order to relate it to the contemporaneous theories of motivation and approaches. For this purpose, Dörnyei's (2001) classification of contemporaneous theories was considered and also Dörnyei and Ushioda's (2011) division of motivation research periods were examined.

Fourth, the analysis considered looking to all the activities and dividing the ones related to the topic of motivation and the ones related to the topic of classroom management. After that, the ones who were classified as motivation-related activities were further analysed into a taxonomy designed for this purpose and then they were characterized by acknowledging the categories they were classified in the taxonomy and further described. This was an arduous task since the activities proposed in the textbook were not all designed to be applied in classroom contexts, some of them were checklists, open questions and contextual situations to analyse. The rest of the activities were classified into a theory and a period of motivation, but they did not have a direct basis on any theory of motivation, the link was completely implicit. For this reason, the analysis was made by analysing the wording of each activity and connecting the background intention of them to the most well-known theories and periods of motivation by Dörnyei (2001) and Dörnyei and Ushioda (2011) described in detail in sections 2.6 and 2.7 of this thesis work.

5.2 Summary of results

After classifying, analysing and characterizing the activities in Epperson's textbook, two main findings were disclosed: First, the predominance of the *Socio-dynamic* period of motivation. This finding can be understood as comprehending half of the activities, that is 8 out of 16, involved within this period of research. Second, the predominance of the *Social motivation theory*, which is also reflected in half of the activities, that is 8 out of 16. Answering the research questions, the results expose that there are motivational aspects underlying the activities and suggestions proposed by the textbook and the most predominant are the ones which reflect the Social approach of motivation.

Apart from the two main findings, there were some additional findings that are related to the analysis and characterization of the activities. Firstly, in the textbook there was a predominance of classroom management activities instead of motivation-related activities. From the activities in the textbook, 25% were categorized as management-related and 20% as motivation-related activities. This exhibits that the main focus of the textbook was centred on activities directed to manage the language classrooms instead of on activities related to increase students' motivation.

This is unfortunate, because when we as teachers think of our students we certainly need to be aware of their processes of motivation in the subjects, they are the subjects of our practices and the main focus should be their interests, their evolution in their motivation process of learning. Secondly, classificating activities into motivation-related or management-related was an arduous process in which there was found a lack of explicitness. Some of the activities were examples, checklists or open questions. For this reason, the analysis considered every hint of motivation theory present on these activities by analysing the wording on the instruction or description of each of them. Thirdly, as a consequence it could also be observed that there was not an explicit relation between theories of motivation and

the activities analysed. This means that the activities were not directly related to the contemporaneous motivation theories. If we consider that the launching organization of this textbook was the Ministry of Education, there should be more participation on revising, contributing and launching a textbook with a proper theoretical basis for both topics.

Analysing what the additional findings showed, the question is still open. Why did the authors of this textbook address motivation as a primary concern if they are not considering as it? I certainly believe they focused most of their strategies and suggestions on the book *Classroom management that works* from Marzano (2003), which was a guide book for them, instead of observing the reality of Chilean language classrooms which evidently need that our students apart from behave for the class, feel motivated and learn from and another language and culture in this process. Apart from this, as I already explained in section 4.3 working on the field of motivation is a long process, Dörnyei (2001) stated that this process normally has ups and downs and can change in time, motivation does not stay the same, it evolves. On the other hand, management is a process which can be learnt by conditioning. In the textbook, this topic is dealt in activities such as distributing the class, seating arrangements, silent moments and processes which involve repetition and instruction. By analysing these kind of strategies, operant conditioning (Skinner, 1938) behaviours can be observed. It may be that the students participating in the Youtube videos about the textbook learnt to arrange their seats quickly to obtain a recognition from the teacher. The following section analyses the limitations that could be found in this study.

5.3 Limitations of the study

The main limitation in this study is what does not make possible the generalisation of these results into any textbook related to motivation activities for language classrooms. The first one is related to the textbook, this study was realized

analysing just this textbook in particular, but what would it happen if we analyse all similar textbooks on the field of motivation? The results may change and that is the consequence of having a limited amount of data to analyse, which for the purpose of this study was enough and fulfilled its objectives. Even if the objective would have been analysing more textbooks on these areas in Chile, there is not any other books in the similar path up to date.

Another limitation for studies like the present, is the process of validation of the methodological aspects applied. Taking a qualitative approach involves making interpretations and analyse using own judgements. This study included the author's interpretation and the validation of my mentor teacher. Undoubtedly, this would be very different if considering having a team working on analyses into the theoretical basis of this textbook, or as it was posed in the previous paragraph, involving other books containing activities or suggestions for motivating students in language classrooms. The taxonomy can also be applied in different contents of motivation because it includes the main theories of motivation and the periods these theories are enclosed in time. From these limitations, there is always a good suggestion a research can make considering the study previously stated. The following section will give some suggestions for further research on the area of this study or to improve the study that was realized and reported in this thesis work.

5.4 Suggestions for further research

First of all, in another research more books can and should be considered in order to amplify the results and generalize them into other textbooks with a similar disposition. Another way of accomplishing a study would be introducing more people into the analysis process, this would lead to varied feedback thus validation would be a matter of tendencies. Also, this would lead to several appreciations of the same event and will enrich interpretation with a multidisciplinary approach to motivation theories.

In addition to the previous ideas, further research on this area could analyse deeply both fields: motivation and management. This means it would have a different approach and interpretation, the results may explain the clear relation of these topics to be dealt together into a textbook.

Another suggestion for research made out of this or as a follow-up for this one would be to apply the textbook in a real classroom context. From this study, the information obtained would acknowledge on the quality and the effectiveness of the activities proposed to motivate and manage language classrooms in Chile. These data would validate or not the strategies proposed in Epperson's textbook and will provide researchers with real information about the Chilean context and motivation.

It would be also an interesting research to considerate more books related to motivation and check the taxonomy's usefulness when analyzing motivational textbooks. This may become a good instrument to characterize books on the field and to have a greater data on the theories considered to produce books about it.

In the case of continuing in the path of motivation, I would certainly prefer to apply new strategies for motivating students and analyse how students behave in different ways to the same input and which strategies are more successful when motivation is the centre of debate.

APPENDIX: Division of activities: motivation-related and management-related

SECTION - PART - ACTIVITY	Motivation statement	Evidence (quotation)
Section 1 Clear instructions		
Part 1: Giving clear instructions for whole-class activities		*clear instructions to prevent challenges when managing a classroom*
A1: Identifying benefits	clear instructions affect students affective factors (self-confidence)	Students feel self-suficient and confident/ proud that they understood something in English
A2: Comparing 3 teacher scenarios	structured and precise instructions makes students' stay on task	Which teacher is most likely to have more students' on task?
A3: Sequencing instructions	sequenced instructions model the students' motivation to the activities	students can complete the task
A4: Giving instructions for a worksheet	PRACTICE	
Part 2: Giving instructions for pairwork and team/groupwork	*additional steps for pairwork and teamwork*	
A1: Predicting instructions for pairwork and groupwork	MANAGEMENT	*additional instructions, gain attention*
A2: Gaining students' attention	MANAGEMENT	*video (raise her hand)*
A3: Analyzing Maria's instructions for pairwork	MANAGEMENT	*analyze each step of instructions*
A4: Giving instructions for groupwork	PRACTICE	
Section 2 Establishing successful systems		
Part 1: Teacher proximity	*large classrooom broken down into groups, effective classroom management increase*	
A1: Eliminating the wrong answer	MANAGEMENT	*what does the student do when the teacher is not near?*
A2: Comparing classrooms setups	MANAGEMENT	*directions to move, reach all the students*
A3: Choosing a classroom	PRACTICE	
Part 2: Arranging the desks	*seating arrangement allows for greater teacher proximity SO improves classroom behavior*	
Step 1: Choose the best arrangement	MANAGEMENT	*appropriate arrangement for your classroom*
Step 2: Assign students to a group	MANAGEMENT	*consider personality, special needs, discipline issues, level of students*
Step 3: Create a seating chart	MANAGEMENT	*map of the class*
Step 4 Determine when students form groups	MANAGEMENT	*when the students should form the groups?*
Step 5 Establish the routine	MANAGEMENT	*video (arranging the desks quickly)*
Final activity: Setting up your classroom	PRACTICE	
Part 3: Turning groups into teams	*collaboration, sense of belonging, rapport, motivation, trust, camaraderie*	
Step 1: Build rapport		
A1: Defining rapport	*a friendly relationship*	
A2: Completing a cloze exercise	Rapport increase motivation to take risks learning as a team (sense of belonging, trust)	Create rapport between teams leads to trust, take risks and thus learning a language
A3: Comparing groups	If they feel motivated they collaborate to the objective of the activity and focus as teams	Do they appear to trust each other/have a sense of camaraderie/collaborate.... ?
A4: Sequence instructions for a rapport-build act	*sequence of instructions for a rapport building activity*	
Step 2 Create team name	Identified students have more sense of belonging to the teams thus more participation	Students have begun to build rapport and identified things they have in common...
A1: Choosing a team name	*recognizing better team names and team spirit*	
A2: Discussing the benefits of having team names	team names help teachers to address teams and individuals	
Step 3: Choose a captain and vice-captain	When students choose their captains they feel identified and feel they belong to the team	One benefit os having students choose their captains.. they feel a greater sense of ownership
A1: Becoming a team	PRACTICE	
Part 4: Creating rules	having rules contribute for having a safer learning environment physically and emotionally	
A1: Comparing Jorge's and Roberto's rules	MANAGEMENT	compare two sets of rules
A2: Matching the rules	MANAGEMENT	matching them
A3: Tailoring the rules to fit your class	MANAGEMENT	fit them to context of class
A4: Eliciting student input via teams	MANAGEMENT	students create rules and comment them
A5: Choosing a follow-up activity	MANAGEMENT	activity post rules
A6: Assessing comprehension of the rules	MANAGEMENT	check comprehension
A7: Creating rules and assessing comprehension	PRACTICE	
Part 5: Determining consequences		
A1: Contemplating consequences	Some consequences impact negatively on students' motivation	Could some consequences negatively impact student motivation?
A2: Determining appropiate consequences	Some consequences can embarrass or humiliate students	Consequences should not embarras or humiliate students
A3: Practicing giving warnings	PRACTICE	
A4: Practicing interventions	PRACTICE	
A5: Considering contracts	class contract types	
A6: Creating consequences	PRACTICE	
Part 6: Taking attendance		
A1: Taking attendance in Carmen's class	MANAGEMENT	analysis of Carmen's practice
A2: Doing the math	MANAGEMENT	minutes wasted by attendance
A3: Discussing alternative methods for taking attendance	MANAGEMENT	ways of taking the attendance
A4: Choosing a method for taking attendance	PRACTICE	
Section 3: The link bt the student motivation, participation and classroom management		
Part 1: Student motivation: connecting ss interests to classroom		
A1: Identifying students' interests	Motivation is encouraged by activities done in the student's way	recognizing the way students prefer to interact is another tool for promoting student motivation
A2: Connecting students' interests to VAK	VAK increases children motivation	VAK addresses not only student motivation but also most common learning styles
A3: Identifying activities that motivate	types of activities make the student feel motivated	Which activity would be more motivating?
A4: Expressing the effectiveness of VAK	completion of sentence about vak	
A5: Giving a thumbs up/thumbs down	aseverations about vak	
A6: Using VAK to teach	use vak in 1 teaching activity	
Part 2: Providing opportunities for student participation	**Motivated students have more chances of participate in class**	**Motivated students are more likely to participate**
A1: Examining the opportunities to participate in miss Ana	Peer or whole class interaction is more motivating than one student participating	How motivated do you think the other students were to listen to Martha...? (picture)
A2: Identifying activities that increase participation	different activities to increase participation	
A3: Adressing teacher concerns about pair team/group wor	MANAGEMENT	concerns and responses to them about time and students behavior and work
A4: Roleplaying	roleplaying teacher's concerns and responses	
A5: Practicing think-pair-share	PRACTICE	
A6: Identifying the benefits of think-pair- share	students sharing their answers with their peers feel motivated to speak in front of class	Students are more likely to feel confident sharing their answers with the class after comparing...
A7: Stating the benefits of think- pair-share	check and compare answers to an assignment before teacher calls them	
A8: Giving instructions for think-pair-share	PRACTICE	
A9: Roleplaying Amanda's and David's vocabulary lessons	roleplaying vocabulary words for a reading/writing exercise	
A10: Comparing Amanda's and David's vocabulary lessons	comparing opportunities for participation, understanding of topic...	
A11: Expressing the effectiveness of CCQs	sentence about ccqs	
A12: Selecting additional interaction techniques	types of activities to interact	
A13: Applying interaction techniques	PRACTICE	
Part 3: Responding to student errors with compassion	Language encourage or discourage students motivation to participate	the way a teacher responds to student errors impacts a student's motivation to participate as...
A1: Evaluating teachers' responses	teacher responses to errors affect the student's motivation to participate and behavior	it's important to pay attention to how you're responding to students because it will impact...
A2: Sorting teachers' responses	examples of encouraging and discouraging responses	
A3: Matching encouraging responses to research	giving responses a reference	
A4: Practicing encouraging responses	PRACTICE	
Part 4: Assessments that motivate	**Formative assessments motivate students to participate**	**formative assessments can be used to motivate students to participate and help you better manage**
A1: Listing assessments in Chile	introducing ongoing or formative assessments and importance in the learning process	
A2: Identifying assessments that motivate	types of assessments. Should provide immediate feedback to teacher and motivate ss	
A3: Putting CCQ's in order	Order of CCQ	
A4: Identifying CCQ's	Types of CCQ	
A5: Creating CCQs for assessment	PRACTICE	
A6: Making the connection	Ongoing assessments validate student's accomplishments so motivation increases	Ongoing assessments show students that they have learned something and that is an accomplish..
A7: Showing students what they've accomplished	ideas for students to show what they have learned	
A8: Choosing ongoing assessments	PRACTICE	
Section 4: Classroom English		
A1: Answering true or false	the importance of immersion	
A2: Making lists of classroom English	expressions used by teachers, students and giving instructions	
A3: Teaching classroom English	classroom English on posters, expressions, agreements	
A4: Writing a student-friendly objective	simple, use cognates, few words, uses classroom English vocab.	
A5: Pushing students to interact with the objective	students need to understand and know the objective at the beginning of the class	
A6: Creating CCQs for the objective	PRACTICE	
A7: Agreeing or disagreeing	students who understand the objective, can focus, be motivated and have a sense of..	students who understand the objective are more likely to be motivated
A8: Creating student-friendly objectives	PRACTICE	
Section 5: Beginning and ending the class		
Part 1: Beginning the class		
A1: Comparing Lorenzo's and Lili's beginning routines	Lili does not give time for misunderstanding, she leads every moment	(warm up while arranging things)
Part 2: Ending the class		
A1: Comparing Lorenzo's and Lili's ending routines	Lili's has more closure and are prepared to start next lesson	
A2: Selecting routines for beginning and ending the class	PRACTICE	

Taxonomy designed for the study: Periods and theories of motivation

ACTIVITY	MOTIVATION PERIOD			
	Social psychological	*Cognitive situated*	*Process-oriented*	*Socio-dynamic*
section 1				
part 1				
A1		X		
A3		X		
section 2				
part 3				
A2				X
A3			X	
STEP 2				X
STEP 3				X
part 5				
A1				X
A2				X
section 3				
part 1				
A1			X	
A2		X		
A3		X		
part 2				
A1				X
A6				X
part 3				
A1				X
part 4				
A6			X	
section 4				
A7		X		
	0	**5**	**3**	**8**
	Social psychological	*Cognitive situated*	*Process-oriented*	*Socio-dynamic*

ACTIVITY	THEORY									
	Expectancy value	Achievement motivation	Self-efficacy	Attribution	Self-worth	Goal setting	Goal orientation	Self-determination	Social motivation	Planned behavior
section 1										
part 1										
A1			x							
A3			x							
section 2										
part 3										
A2									x	
A3										x
STEP 2									x	
STEP 3									x	
part 5										
A1									x	
A2									x	
section 3										
part 1										
A1			x							
A2								x		
A3								x		
part 2										
A1									x	
A6									x	
part 3										
A1									x	
part 4										
A6				x						
section 4										
A7	x									
	1	0	3	1	0	0	0	2	8	1

Activity nº	1
Name	**Clear instructions affect students affective factors**
Period	COGNITIVE
Theory	SELF-EFFICACY: clear instructions potentiate te student sense of efficacy seeing the situation as a non-threatening one

Activity nº	2
Name	**Sequenced instructions model students' motivation**
Period	COGNITIVE
Theory	SELF-EFFICACY: clear instructions potentiate te student sense of efficacy seeing the situation as a non-threatening one

Activity nº	3
Name	**Rapport increase motivation to take risks learning as a team**
Period	SOCIO-DYNAMIC
Theory	SOCIAL; people interaction influence students' motivation

Activity nº	4
Name	**If they feel motivated, they collaborate to the objective of the activity and focus on it**
Period	PROCESS ORIENTED
Theory	THEORY OF PLANNED BEHAVIOR: subjective norm (peers) allude a positive attitude

Activity nº	5
Name	**Identified students have more sense of belonging to the teams thus more participation from them is expected**
Period	SOCIO-DYNAMIC
Theory	SOCIAL; people interaction influence motivation (sense of belonging to the team)

Activity nº	6
Name	**When students choose their captains they feel identified and feel they belong to the team**
Period	SOCIO-DYNAMIC
Theory	SOCIAL; people interaction influence motivation (sense of belonging to the team)

Activity nº	7
Name	**Some consequences affect negatively on students' motivation**
Period	SOCIO-DYNAMIC
Theory	SOCIAL: people interaction influence motivation (consequences applied by the teacher)

Activity nº	8
Name	**Motivation is encouraged by activities done in the students' way**
Period	SOCIO DYNAMIC
Theory	SOCIAL: people interaction influence motivation (consequences applied by the teacher)

Activity nº	9
Name	**VAK(visual-auditory-kinesthetic) increase children motivation**
Period	PROCESS ORIENTED
Theory	SELF DETERMINATION; intrinsic motivation to experience pleasure or satisfaction

Activity nº	10
Name	**Variety of activities make the students feel motivated**
Period	COGNITIVE
Theory	SELF DETERMINATION; intrinsic motivation to experience pleasure or satisfaction

Activity nº	11
Name	**Peer or whole class interaction is more motivating than only one student participating**
Period	COGNITIVE
Theory	SELF DETERMINATION; intrinsic motivation to experience pleasure or satisfaction

Activity nº	12
Name	**When students share their answers with their peers, they feel motivated to speak in front of the class**
Period	SOCIO-DYNAMIC
Theory	SOCIAL; sociocultural context influence motivation

Activity nº	13
Name	**Teacher responses to errors affect students' motivation to participate and in its behavior**
Period	SOCIO-DYNAMIC
Theory	SOCIAL; sociocultural context influence motivation (teacher)

Activity nº	14
Name	**Language encourage or discourage students' motivation**
Period	SOCIO-DYNAMIC
Theory	SOCIAL: sociocultural context influence motivation (teacher)

Activity nº	15
Name	**Ongoing assessments validate students' accomplishments so motivation increase**
Period	PROCESS ORIENTED
Theory	ATTRIBUTION; causal attributions of past events motivate future ones

Activity nº	16
Name	**Students who understand the objective, can focus, be motivated and have a sense of..**
Period	COGNITIVE
Theory	EXPECTANCY VALUE: The student feels competent understanding and feel that its achievement is valued

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