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Fostering students' motivation and engagement to improve the different English skills at Centro Boliviano Americano La Paz

MEMORIA PROFESIONAL

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Dedication

To my beloved mother who was not only my mom but also my father. I dedicate it to her who always helps and encourages me to grow as professional.

Acknowledgement

I would like to show gratitude to my beloved mother who always supported me, thanks to her for never letting me down.

I have to thank my project adviser, M.Sc. Eugenia Quispe. Without her assistance this paper would have never been accomplished.

ABSTRACT

In this professional memory the author talks about how important is students' motivation in their own learning process and how teachers sometimes struggle with the different factors that affect to have unmotivated students so they cannot improve in the different language skills. The project discusses different strategies and approaches to foster students' motivation and engagement. The lack of motivation is seen through decreased participation, disinterest in discussions, activities, and collaborative learning. This project aims to understand these factors that contribute to student demotivation, and propose activities to sustain student motivation in academic settings.

Keyword: motivation, intrinsic, extrinsic and skill.

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AREA III

AREA I.

1.1 Work context and job description

Professionals in the linguistic and languages field can find employment as language teachers in various settings, such as schools, higher education institutions, language centers and more, working as a language teacher. They may be involved in designing language curriculum and educational materials to facilitate language learning. Linguistic professionals can also elaborate language proficiency tests and assessments. Linguists may work as translators in government offices or organizations where language is required.

Along these years after finishing the career, the author has been working in different areas. Working as coordinator and translator in Governmental offices and ONG places. The other place where the author has been working is at the CBA La Paz being a teacher, study room assistant and responsible of the material distribution center (MDC) . As a teacher the author has had the opportunity to work with different programs of children, teenagers and adults. As MDC responsible the author was in charge of developing teaching material such as picture files, quizzes, worksheets, etc.

At the study room she worked guiding the students with the material they should have worked to improve on the different skills.

1.2 Analysis of work experience

Working as Linguist the author had different responsibilities in the areas where she was in charge of work. The author applied all the acquired knowledge during the linguistic career, the different approaches, theories and concepts. Although the author had a good theory support from the career, it was so difficult being in the real world facing and overcoming big challenges.

Being a teacher has been her major work. Teaching all the programs at the CBA and working with children, teenagers and adults gave her the chance to grow up as educator and professional. As an English teacher, the author has had the opportunity to engage with diverse groups of students, fostering dynamic activities in the learning environment. As part of her responsibilities include the development of lesson plans for each course. Assessment is an important aspect in the teacher's role and learning about it during the teaching experience gave her a big challenge to put the theory into practice.

Beyond the classroom the author has participated in professional development activities such as workshops and seminars to grow up in teaching skills. This continuous learning allowed her to bring better and new ideas to the classroom and her teaching.

Being part of the MDC "Material Distribution Center" during the previous year to her teaching also helped to the author a lot in the development of material and tests. The responsibilities include the creation of diverse materials such as worksheets, tests, quizzes and more. The author has incorporated educational technology into material development, even though it was too early to talk about technology at that time.

1.3 Period of work activity

The author started working while she was studying the Linguistic career, taking advantage of the English language she could develop different activities in the following places:

- ✓ 2007 - 2008

  At the *Centro Boliviano AmericanoLa Paz* the author had the opportunity to start working in this prestigious language institutions as study room assistant, guiding to the students with the material that could help them for the different practice in grammar, listening or reading. It took place from October 2007 to December 2008.

- ✓ 2008

  DEGEDECI, a non-governmental organization in charge of different projects to support countryside citizens, this gave the author the chance to help in the translation of material developed by the institution. The author also helped organizing workshops and meetings with the sponsors of the projects. It take place from March to November in 2008.

- ✓ 2009

  The author had been working at the *CBA*, Centro Boliviano Americano, as responsible at the MDC "Material Distribution center" She was in charge of many different things and she also developed supplementary material, quizzes and test for

teaching English. She had the chance to interact directly with the teachers and learn from them. It took place from January to December in 2009.

- ✓ 2010 - 2024

  The author started working as an English teacher at the CBA La Paz, Centro Boliviano americano. Being a teacher is one of the most important and outstanding work for the author of this project. She has been working with the different programs for children, teenagers and adults. She´s been a teacher since 2010 until now.

- ✓ 2011

  FUNDEPCO, a nongovernmental office, is another place where the author worked from March to September 2011. At that place she was translator assistant and logistical issues.

- ✓ 2013

  MDRT "Ministerio de Desarrollo Rural y Tierras" The author of this Project worked there supporting an important event at this minister. The world quinoa year declared in 2013. She was part of a team developing manuals and flyers in English.
   The author's work took place from June to October in 2013.

- ✓ 2024

  Currently the author is working as an EFL teacher at the CBA, Centro Boliviano Americano, She´s been working there since 2010.

1.4 Institutions where the work activity was developed

1.4.1 DEGEDECI *"centro de estudios para el desarrollo sostenible, gestión y derechos ciudadanos".*

 It was the first place where the author started working. *DEGEDECI* was a nonprofit organization but supported economically in some way by American cooperation.

DEGEDECI developed projects in small towns supporting the agriculture. The farmer could have the chance to get some money selling food products. They learned how to produce better and more efficient. The cooperators with the project used to come to our country to

observe how the projects were being developed. For that purpose, Degedeci used to prepare an exposition with all the projects they had, visual presentations with some captions in English, news bulletin in English and more.

There were two people who were in charge of the communication and developed the news material and the author of this project was the assistant and helped to coordinate and translate de material in English.

1.4.2   FUNDEPCO *"Fundación Para el Desarrollo de las comunidades"*

It is an organization that aims to develop different projects to support rural and urban areas. This institution specifically supports people who are involved in food production, with the technicians in soil degradation they identify areas to have a better production. *Fundepco* was supported by **OXFAN** *"Oxford committee for famine relief", I*t was the financial sponsor. The institution had a monthly magazine related with their projects, the work they developed, interview with the project sponsors, and more. This magazine and other flyers were in English and Spanish. The institution also had received some material like books, magazines also in English. The technicians got the information from this material to enforce their projects.

1.4.3 MDRT *"Viceministerio de desarrollo rural y tierras"* dependiente del ministerio de tierras.

As one of the most important projects that the vice minister had at that time was the increase of quinoa production. The World Quinoa Year in Bolivia was declared in 2013 by the United Nations to recognize and promote the nutritional and cultural value of quinoa. The initiative aimed to raise awareness about quinoa's benefits, promote its sustainable cultivation, and support the farmers who produce it. The United Nations also wanted to promote this product in many other countries because of all the benefits it has.

The author of this project had been part of a team who were in charge of the promotion. Working as a responsible Technician for the development of international promotional materials and translator of project manuals. It was a challenging work because of the use of

English in technical translations. Part of the job was to facilitate international collaboration and partnerships to support quinoa producers and promote fair trade practices.

1.5.2 *CBA* *"Centro Boliviano Americano "La Paz.*

This is one of the most important language Institution in our city. The work that had been carried out at the Study Room with a lot of interaction and speaking practice. The author of this project had to support the students giving the material needed for the different language skills. At the same place with different responsibilities the author was in charge of the MDC "Material Distribution Center". At that time the author had to support the teachers at the MDC with the distribution of material. Part of the responsibilities were the development of supplementary material and elaboration of quizzes and tests. Being at that place gave her the opportunity to learn from the teachers because of the directly interaction. Learning how to organize a class, observing how a lesson plan was developed and supplementary material was included, when and how to take quizzes and tests. Definitely was good place to learn how to teach.

1.6   Position held in the institutions

The author held different positions during her work experience for more than fifteen years.

- ✓ Study room assistant at the CBA   from 2007 to 2008.
- ✓ Translator assistant at DEGEDECI from March to November 2008.
- ✓ Responsible at MDC "Material Distribution Center" at the CBA from January to December 2009.
- ✓ Translator of project manuals and coordinator of the projects at MDRT from June to October 2013.
- ✓ Currently an EFL teacher at the CBA La Paz

Fostering Students motivation and engagement to improve in the different English skills

2.1 Introduction

English teachers may understand how difficult is to deal with unmotivated students and make them work and improve in the different skills such as listening, reading, writing and vocabulary. The author, who´s working at the CBA, many times struggles with the students´ negative attitudes and with unmotivated students, they do not participate in class or they do not do homework. These students do not really care for their own learning.

Creating Positive Attitudes towards English as a Foreign Language helps students to improve in those skills. Most members of the language teaching profession realize that their students learning potential increases when attitudes are positive and motivation runs high. English as a Foreign Language (EFL) teachers should recognize that all students possess positive and negative attitudes and they should realize when a student is motivated and engaged.

According to Gardner (1985, 10) attitudes are a component of motivation, which "refers to the combination of effort and desire to achieve the goal of learning plus favorable attitudes towards learning the language." Deci and Ryan (1985) identify motivation as intrinsic or extrinsic.

Extrinsic motivation to learn comes from outside of the learner. The motivating factor is some kind of reward or punishment. For example, if students participate in an activity to win a prize, or if they study because they want a good grade or fear a bad grade, they are extrinsically motivated. On the other hand, intrinsic motivation to learn comes from within the learner, from the joy of learning. There is no need for any reward besides the learning itself.

Some studies find that motivated students have greater self-confidence in their second language, that results in a greater willingness to communicate. Whatever motivates students, it seems that a positive attitude towards the target language increase language learning success. Early motivation theories reflected the traditional behaviorism approach, an approach that considered the basis of motivation to be rewards and punishments.

Some researchers have studied motivation primarily from a social cognitive approach. This approach focuses on individuals' beliefs and contextual factors that influence motivation. There are social-cognitive theories of motivation such as the Self-efficacy Theory, Self-determination Theory, Keller's Arcs Model.

2.2 Identification of the problem

Motivating students can be a big challenge influenced by various factors, some common issues that may affect students are lack of interest in the subject matter, or the material is too easy or too difficult and the students get bored. Students may be dealing with personal problems that affect in their concentration. Another factor can be a negative classroom atmosphere so they feel unmotivated to go to classes, negative atmosphere because of the teacher or the classmates. There may be a lot more issues to have unmotivated students so they would not invest any energy or time in their learning. In consequence the learners can not work successfully in the different English skills.

2.3 problem statement

 Understanding and Addressing Student Motivation Deficiency at the CBA is one of the challenges that the author has working with young learners in an intermediate level.

Unmotivated students have negative attitude toward learning so they may have low performance in the language skills. Lack of motivation decreased interest and enthusiasm towards learning activities, resulting in disengagement from classroom discussions, assignments, and they will get bored.

Addressing the problem of unmotivated students requires lots of things to foster their motivation.

2.3.1 Problem formulation

How may fostering students' motivation and engagement help to an unmotivated students to succeed in English learning?

2.4 Justification

 To have a class full of intrinsically motivated students would be wonderful to teach but it usually does not happen. If students participate in an activity to win a prize or if they study just because they want a good grade or fear a bad grade, they are extrinsically motivated. If students are participating only to win an immediate prize or avoid an immediate punishment, they will gradually get used to the prizes or punishments, and care less about them over time. Teachers can help extrinsically motivated students to improve and succeed in the language learning and help them take responsibility for their own learning. Motivation helps students learn better and retain more of what they learn.

Teachers can help students become more motivated by building their confidence, making lessons relevant to them, and creating a positive and supportive classroom community. We can make a lesson relevant by connecting them to topics we know that students like or are interested in, such as their hobbies or music. For example,
to improve in listening have them work with a worksheet for a song they choose.
We can encourage a classroom culture of kindness, appreciation, cooperation, enthusiasm, and humor. So, students will be more motivated to learn when they feel related.

2.5 Objectives

2.5.1 General objective
To promote student´s motivation and engagement through different activities
that help them to improve in the different language skills in a class at the CBA.
To identify the different types of motivation in the classroom.

2.5.2 Specific objective

- To classify the different motivation theories.
- To determine the different factors help students' motivation in the language learning.
- To identify activities that can help students feel competent and motivated
- To suggest strategies and activities that can help other teachers to motivate students and improve the different skills.

2.6 INSTITUTIONAL SETTING

2.6.1 INSTITUTIONAL BACKGROUND

The CBA, Centro Boliviano Americano was founded in 1946 on May 2nd. This is a non-profit, autonomous and cultural institution. Currently the CBA La Paz is recognized as one of the best and important language institutions in Bolivia and one of the first binational centers in Latin America.

The CBA was created under a binational agreement between the United States and Bolivia. Its statutes were approved by supreme resolution N° 112269 on January 31st in 1962 issued by the Ministry of Education in Bolivia and the initial financial provided by the United States government. There were three main programs that supported the origin of the CBA.

The first was to create a bilingual library then to have a cultural department to share Bolivian and American culture and the last to have a specific program to teach English for Bolivian people and teach Spanish for American ones.

The CBA was pleased to teach not only the language but also the culture of the foreign country. To teach a language with the correct grammar and with an extensive vocabulary was a big challenge. At the beginning people who were professional in the language from different universities in the United States came here to teach Bolivian educators.

The CBA started working in a building located on Mariscal Santa Cruz Avenue just with two classrooms, some offices for the administrative staff and the cultural events.

There were not a lot of students almost a hundred.

All the senior staff were made up of American officials. The teachers' salary was supported by the American Embassy because the incomes for the tuition were used only to cover minor expenses.

The CBA was growing fast at the end of the 1950s, the CBA already had more than one thousand students who were learning a new language and enjoying the new culture. In the 1960s, the prestige of the CBA promoted the creation of similar centers in Cochabamba, Santa Cruz, Sucre and Tarija.

Nowadays the CBA is one of the most important English institutions in Bolivia. The CBA has 75 years in La Paz. Every bimester the CBA has around 6000 students 60 administrative staff and more people who support the CBA´s work. The CBA has four different brunches located in important places in La Paz and in El Alto. The central house is located on Arce Avenue in front of Zenon Iturralde Park.

2.6.2 Mission

The CBA, Centro Boliviano Americano, one of the most important language institution.In Bolivia has the mission to promote the culture and develop educational programs to help students with less opportunities to study a foreign language in the institute.

2.6.3 vision

The vision of the Centro Boliviano Americano is to become a specialized language teaching institution in Bolivia to offer our country high quality professionals in languages.

2.7 Theoretical framework

2.7.1. Introduction

Motivation has been defined as *a desire or disposition* to engage and persist in a task (Schunk, Pintrich, & Meece,2014). It is as desire, willingness, and enthusiasm that energizes goal-directed behavior. We can think of motivation like a motor, a source of power that gives us energy to do whatever we choose to do. What does it look like when students are motivated to learn? It looks like engagement. Students who have their motivation motors switched on and turned towards learning will pay attention, work hard, and believe that can succeed. On the other hand, unmotivated students may seem passive and unengaged. Their motor for learning is switched off, so they don't have any energy to invest in the learning process.

Researchers define two main categories of motivation, extrinsic motivation and intrinsic motivation. Extrinsic motivation to learn comes from outside of the learner. On the other hand, intrinsic motivation to learn comes from within the learner, from the joy of learning. There is no need for any reward besides the learning itself. (Williams & Burden,1997).

Educational researchers have long recognized the role of motivation in learning and have studied motivation from various perspectives. Early motivation theories reflected the traditional behaviorism approach, an approach that considered the basis of motivation to be rewards and punishments. Other theories have studied motivation primarily from a social cognitive approach. This approach focuses on individuals' beliefs and contextual factors that influence motivation.

2.7.2. Theories of motivation

2.7.3 Behaviorism approach

Behaviorism approach theory focuses on how students learn. It focuses on the idea that all behaviors are learned through interaction with the environment. He argued that all behaviors are learned. (Watson 1920)

The behavioral learning theory is key in understanding how to motivate and help students. Information is transferred from teachers to learners from a response to the right stimulus. Students are a passive participant in behavioral learning. Teachers are giving them the information as an element of stimulus-response. Teachers use behaviorism to show students how they should react and respond to certain stimuli. This needs to be done in a repetitive way, to regularly remind students what behavior a teacher is looking for. Positive reinforcement is key in the behavioral learning theory. Without positive reinforcement, students will quickly abandon their responses because they don't appear to be working. For example, if students are supposed to get a sticker every time they get an A on a test, and then teachers stop giving that positive reinforcement, less students may get A's on their tests, because the behavior isn't connected to a reward for them. (Watson and Skinner 1920)

Motivation plays an important role in behavioral learning. Positive and negative reinforcement can be motivators for students. For example, a student who receives praise for a good test score is much more likely to learn the answers effectively than a student who receives no praise for a good test score. The student who receives no praise is experiencing negative reinforcement their brain tells them that though they got a good grade, it didn't really matter, so the material of the test becomes unimportant to them. Conversely students who receive positive reinforcement see a direct correlation to continuing excellence, completely based on that response to a positive stimulus. (Watson and Skinner 1920)

2.7.4 Social cognitive approach

Motivation refers to a state of being *moved* to do something, a movement that drives a person's behavior. Students without motivation feel no impetus or inspiration to learn a new behavior and will not engage in any learning activities. Early motivation theories reflected the traditional behaviorism approach, an approach that considered the basis of motivation to be rewards and punishments. (Schunk, Pintrich, & Meece, 2014).

Over the last 30 years, however, researchers have studied motivation primarily from a social cognitive approach. This approach focuses on individuals' beliefs and contextual factors that influence motivation. Social cognitive theory views people as active agents who can both influence and are influenced by their environment. (Bandura 1980)

There is a brief overview of the major social-cognitive theories of motivation .

2.7.5. Expectancy -value theory

Expectancy-value theory suggests that the two most immediate predictors of achievement behaviors are expectancies for success and task value beliefs (Wigfield & Eccles, 2000). Expectancies for success refer to students' beliefs of whether they will do well on an upcoming task (Wigfield,1992).

The more students expect to succeed at a task, the more motivated they are to engage with it. Ability beliefs are defined as students' evaluations of their current competence at a given task. Task value answers the question, "Why should I do this task?" There are four possible answers to the question: intrinsic value, attainment value, utility value, and cost (Wigfield & Eccles, 1992).

Intrinsic value is pure enjoyment a student feels from performing a task. When they are intrinsically interested in it, students are willing to become involved in a given task. Attainment value refers to the importance of doing well on a task. Tasks are perceived important when they reflect the important aspects of one's self. Utility value is the perception that a task will be useful for meeting future goals, for instance, taking a Chinese class to get a job in China. The last component of task value, cost, refers to what an individual has to give up to engage in a task or the effort needed to accomplish the task.

2.7.6 Self -efficacy theory

Self-efficacy is defined as people's beliefs in their ability to perform a course of action required to achieve a specific task (Bandura, 1977). Self-efficacy is one of the strongest factors that drive one's motivation. When students believe that they are competent to successfully accomplish a task, they are more motivated to engage in and complete the task. Numerous studies have shown that, compared to low-efficacy learners, high-efficacy students choose to engage in more challenging tasks, work harder, persist longer in the face of difficulties, and perform better (Bandura, 1997)

According to Bandura (1977), self-efficacy can be understood through four sources: past performance, modeling, verbal persuasion, and psychological states.

Past performance: "Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed." (Bandura, 1997).

Modeling: When one has positive role models in their life (especially those who display a healthy level of self-efficacy) – one is more likely to absorb at least a few of those positive beliefs about the self.

Verbal persuasion: Receiving positive verbal feedback while undertaking a complex task persuades a person to believe that they have the skills and capabilities to succeed.

Psychological states: The emotional, physical, and psychological well-being of a person can influence how they feel about their personal abilities in a particular situation. Individuals can improve their sense of self-efficacy by learning how to manage anxiety and enhance their mood when experiencing challenging situations.

These four sources of self-efficacy information do not directly influence individuals' beliefs of competence. Individuals make their own interpretations of the events, and these interpretations form the basis for self-efficacy beliefs. Bandura (1997) also noted that self-efficacy is different from self-confidence. Self-confidence is a belief about a person's general capability that is not related to a specific subject. In spite of demonstrations of high self-confidence, a person can fail to accomplish a specific task.

2.7.7 Self-determination theory

Self-determination theory focuses on different orientations of motivation that influence the quality of engagement (Deci & Ryan, 1985). According to the theory, motivation can differ not only in strength but also in orientation. The orientations of motivation refer to the reasons that an individual has to do something. Students can be motivated to learn a new skill because they gain their parents' approval or because learning the skills are necessary for their dream job. Based on the orientations of motivation, the theory categorizes motivation into several types.

The two types of motivation are intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation refers to a disposition to engage in a task for one's inner pleasure. An example of intrinsic motivation is a student reading a history textbook for fun. It is human nature for people to engage in activities that they are intrinsically interested in. Intrinsic motivation often leads to high levels of engagement and performance (Deci & Ryan, 2000).

According to the theory, intrinsic motivation emerges spontaneously from satisfying the basic psychological needs of autonomy, competence, and relatedness (Deci & Ryan, 1985).

Autonomy is closely related to a feeling of freedom to determine one's own behaviors. Students will be more motivated to learn when they feel autonomous – when they believe that they can make their own choices. We can support students' feelings of autonomy in many ways for example we can give students more choices in classroom activities and tasks, for example selecting one of two texts to read, or choosing between listening and Reading , we can make assignments relevant by connecting them to topics we know that students like or are interested in, such as their hobbies ,etc.

Competence Students will be more motivated to learn when they feel competent – when they believe that they can succeed. We can support students' feelings of competence in many ways, including: We can design activities at the right level of difficulty, and when a task is difficult, we can provide support to help students succeed.

We can prepare students for activities by activating their prior knowledge and being sure to pre-teach needed words or structures.

Relatedness refers to the inherent desire to experience a feeling of being connected to others. The need for relatedness is satisfied by feeling respected and cared for. Students will be more motivated to learn when they feel related when they believe that they matter in their community. We can support students' feelings of relatedness in many ways; we can build a strong rapport with students by connecting honestly and being trustworthy. We can encourage a classroom culture of kindness, appreciation, and cooperation and We can incorporate group work in which students collaborate to meet goals

The theory proposes four types of extrinsic motivation—external, introjected, identified, and integrated. These differ according to the degree to which the motivation is self-determined or autonomous (Ryan & Deci, 2000). The more autonomous a motivation is, the higher quality of engagement students demonstrate. External motivation is characterized by getting a reward or avoid a punishment. Introjected motivation refers to behaviors performed to maintain a feeling of self-worth or to avoid a feeling of guilt. This type of motivation is still less autonomous because the behaviors are associated with external factors.

Identified motivation represents an autonomous type of extrinsic motivation. This type of motivation is meaningful when an individual perceives the value of an activity and considers it to be personally relevant. Integrated motivation, which occurs when the identified value of an activity is fully integrated with a part of the self. Integrated regulation is similar to intrinsic motivation. The most well-known motivational design model is John M. Keller's (1987) ARCS model.

2.7.8 KELLER´S ARCS MODEL

The ARCS model refers to attention, relevance, confidence, and satisfaction, these are representing Keller's four categories of learner motivation (Keller, 2010).

The first category, **Attention,** is related to stimulating and maintaining learners' interests. Learner's attention is required before any learning can take place. This attention should also be kept in order to keep learners focused and engaged. Keller (2010) describes three categories of attention-getting strategies: perceptual arousal, inquiry arousal, and variability. *Perceptual arousal* refers to capturing interest by arousing learners' senses and emotions. This construct is conceptually similar to triggered situational interest in Hidi and Renninger's (2006) development of interest. Likewise, perceptual arousal is usually

transitory. One of the most common ways to provoke perceptual arousal is making an unexpected change in the environment.

The second category**, relevance***,* refers to making the learning experience personally relevant or meaningful. According to the goal theory, students engage in learning activities that help to attain their goals (Locke & Latham, 1984). One way to establish the perceived relevance of the learning materials is to use authentic or real-world examples and assignments.

The **confidence** category is pertinent to self-efficacy and expectancies for success of the expectancy-value theory. According to self-determination theory, the feeling of competence is one of the basic human needs (Ryan & Deci, 2000). If the learners' need for competence is not satisfied during learning, they would develop low expectancies for success and demonstrate low self-efficacy, which results in poor motivation to learn (Bandura, 1997; Wigfield & Eccles, 2000). Strategies to enhance self-efficacy, such as experience of success, can be applied in order to build confidence in instruction. Another way to enhance confidence is to foster learners' belief that they have control over their performance.

The more autonomous a motivation is the higher quality of engagement students demonstrate.

The category of **satisfaction,** concerns learner's continued motivation to learn. If they experience satisfying outcomes, students are likely to develop a persistent desire to learn (Skinner, 1963). Satisfaction may be the consequences of both extrinsic and intrinsic matters (Ryan & Deci, 2000). High grades, certificates, and other tangible rewards are the most common extrinsic outcomes. However, these extrinsic rewards may not always result in feelings of satisfaction. For example, a student is not pleased at the high score that he or she received on a final exam because the test was extremely easy and most students did well. If the extrinsic rewards fail to fulfill learners' inner needs, students won't be satisfied.

2.8 Methodology framework

In this section the design, population and sample, location, and data collection instruments (observation, field notes, and interview) are described.

2.8.1   Research design

There are different research designs such as exploratory, correlational, explicative and descriptive**.** Then, the design of this study is descriptive. The goal is to describe and observe how students improve in their language learning when they feel motivated. According to Sampieri (2014) in a descriptive research, the goal of an investigator consists on describing the phenomena, situations, contexts and events. Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why.

It is important to note that in the descriptive research method, the researcher does not control or manipulate any variables, unlike in experimental research. Instead, the variables are only identified, observed, and measured. Surveys and observation are the most used method to conduct this research design.

2.8.2 POPULATION AND SAMPLE

The study took place at the CBA, Centro Boliviano Americano, La Paz. It will get students from a TN 3-3 high intermediate level.

2.8.3 POPULATION

The research population refers to the entire group or set of individuals that possess specific characteristics and are of interest to the researcher. It represents the larger population from which a sample is drawn.

In this project English students from an intermediate level were taken at Centro Boliviano Americano La Paz (CBA).

2.8.4 SAMPLE

A sample is a subject of the research population that is carefully selected to represent its characteristics. Researchers study this smaller, manageable group to draw inferences that they can generalize to the larger population.

During this project a course of students was selected at the CBA La Paz. This specific course with 16 students is Tn 3-3 high intermediate level.

2.8.5 Instruments of research

2.8.6 Questionnaire

It is a set of questions with a choice of answers. The questionnaire were used to obtain students' ideas, opinions, or personal experiences in the language learning and how their language skills improve when they feel motivated.

2.8.7 Observation

It is possible to collect samples and show how students are motivated. Students were asked to answer the questions in the survey. Sixteen students worked answering the questions. Beside this the researcher will observe how the students develop and improve the different language skills when they feel confident because of the motivation they have.

2.8.8 Data analysis

2.8.9 Quantitative data

A survey was prepared and administered to the students in the third week. The survey includes open-ended items to elicit attitudes and motivations and also there are closed ended questions. The purpose of the questionnaire is to know how motivated the students are to learn the English language.

These survey items were developed to elaborate on the students' reasons for learning English, and how motivated they feel. Next, we have the closed ended questions.

ANSWER THE FOLLOWING QUESTIONS ON THE OTHER SIDE OF THE PAPER

1.What types of activities motivated you?

2. How did Your learning environment affect your motivation?

3.How did Your learning classmates affect your motivation?

4. How did you learn to deal with challenges while learning?

5.What made learning enjoyable or exciting?
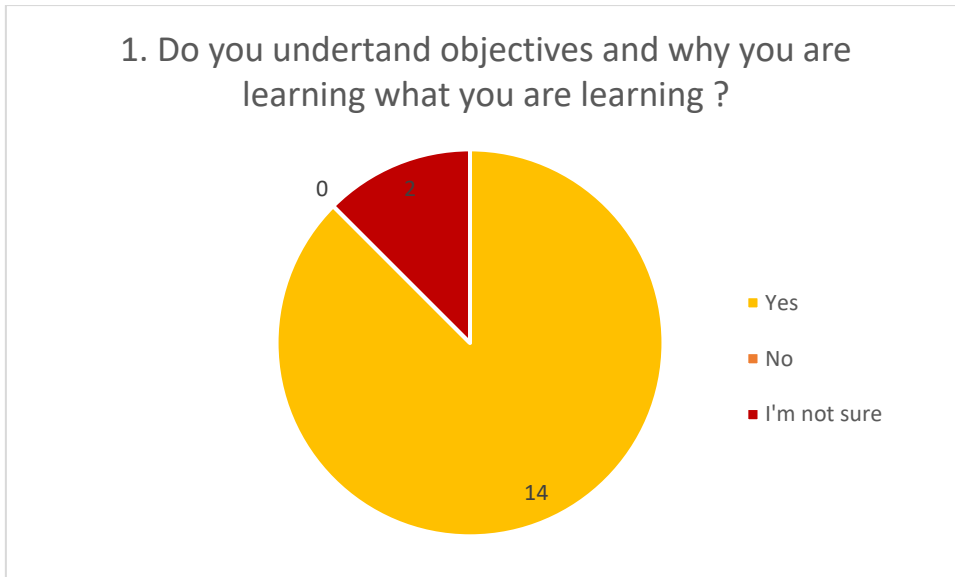
6.What type of teachers helped you learn most effectively?

READ THE QUESTIONS CARFULLY THEN CIRCLE YES, NO or I'M NOT SURE

1 Do you understand objectives and *why* you are learning what you are learning?

   a) Yes   b) No   c) I'm not sure

2 Do activities incorporate your interests, current topics, and a variety of media that are relevant to students' lives?

   a) Yes   b) No   c) I'm not sure

3 Do you receive frequent informal and formal feedback on their work?

   a) Yes   b) No   c) I'm not sure

4 Does feedback highlight both strengths and areas for improvement?

   a) Yes   b) No   c) I'm not sure

5 Are you encouraged to think about how they like to learn/how they learn most effectively?

   a) Yes   b) No   c) I'm not sure

6. Are students encouraged to solve problems and complete activities using critical and creative thinking?

   a) Yes   b) No   c) I'm not sure

7. Do activities include a variety of grouping styles (individual work, pair work, and group work) to appeal to different learning styles?

   a) Yes   b) No   c) I'm not sure

8. Are there clear expectations about appropriate classroom behavior?

   a) Yes   b) No   c) I'm not sure

9. Do some activities incorporate healthy competition and some kind of rewards to motivate students to complete them?

   a) Yes   b) No   c) I'm not sure

10. Does the teacher share lessons from her/his own language learning experiences, incorporate humor in lessons when appropriate, and make an effort to include current,
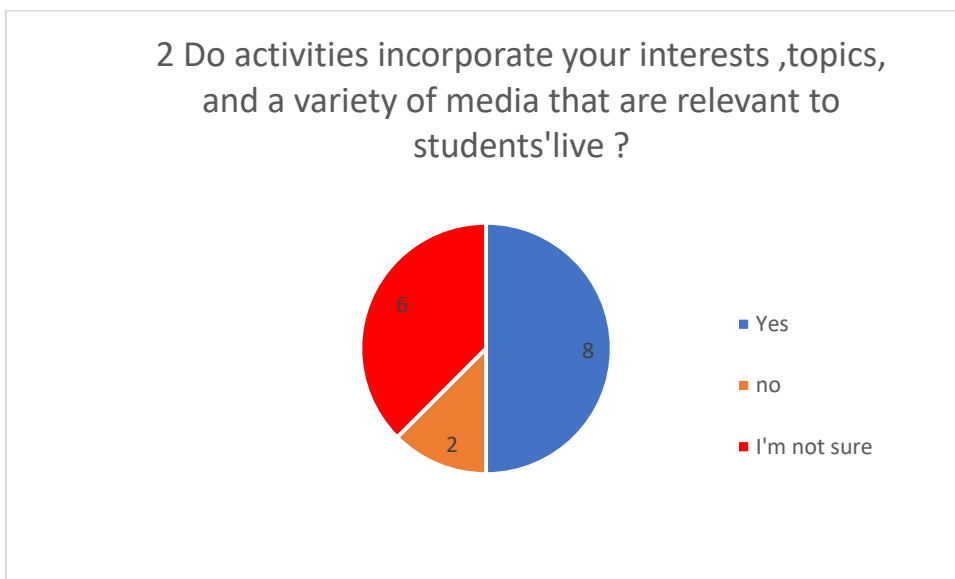
relevant content in lessons?

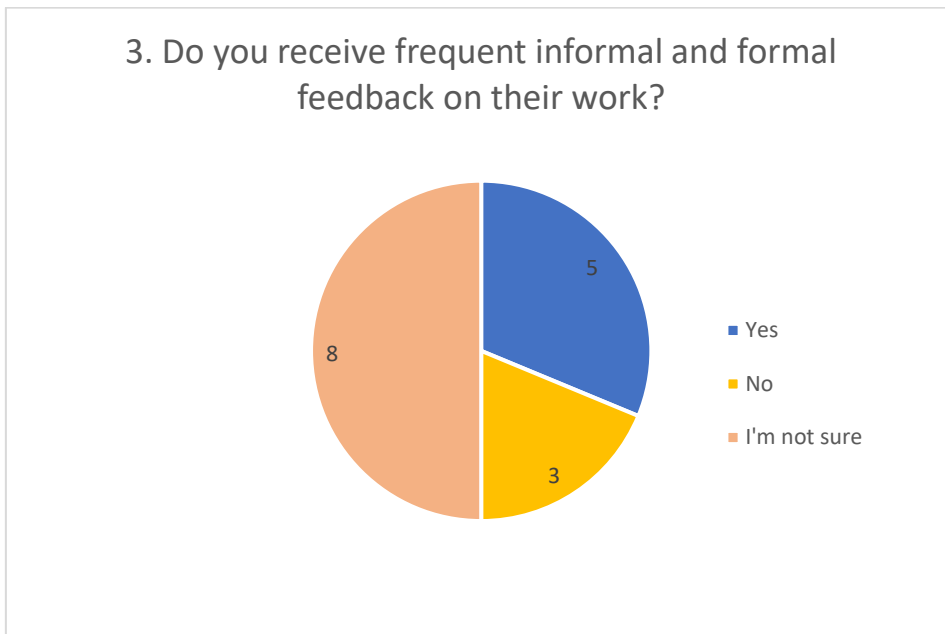Yes   b) No   c) I'm not sure

Chart 1

1. Do you undertand objectives and why you are learning what you are learning ?

- Yes
- No
- I'm not sure

0   2

14

Most of the students understand why they are learning English.

Chart 2

2 Do activities incorporate your interests ,topics, and a variety of media that are relevant to students'live ?
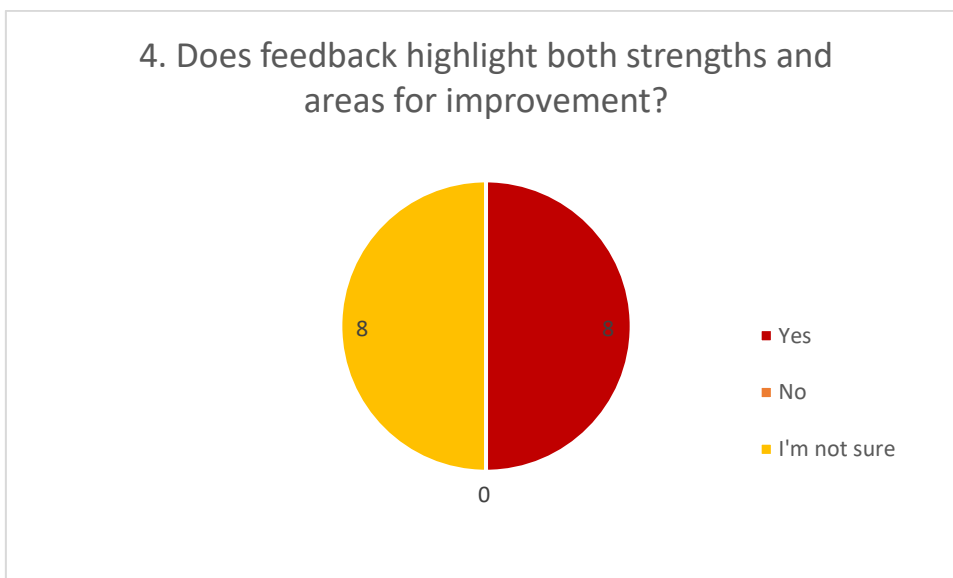
- Yes
- no
- I'm not sure

6

8

2

Most of the students accept that the activities are part of their interests and are relevant to their lives.

Chat 3

3. Do you receive frequent informal and formal feedback on their work?

Yes: 5
No: 3
I'm not sure: 8

Most of the students receive feedback on their work .

Chart 4

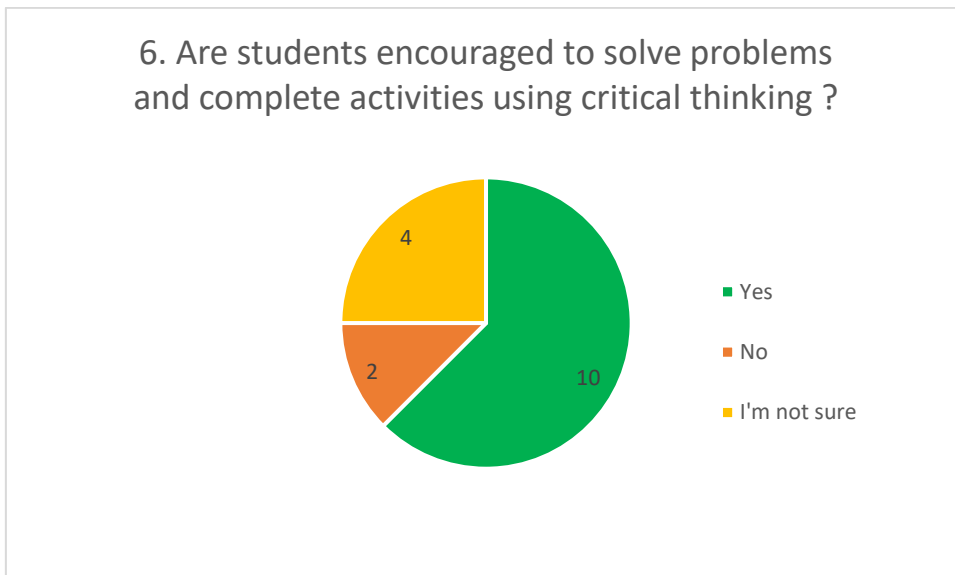## 4. Does feedback highlight both strengths and areas for improvement?

Yes: 8
No: 0
I'm not sure: 8

Some students understand that the feedback helps them to improve and some others are not sure about it.

Chart 5

5.Are you encouraged to think about how they like to learn /how they learn most effectively?

- Yes
- No
- I'm not sure

8
5
3
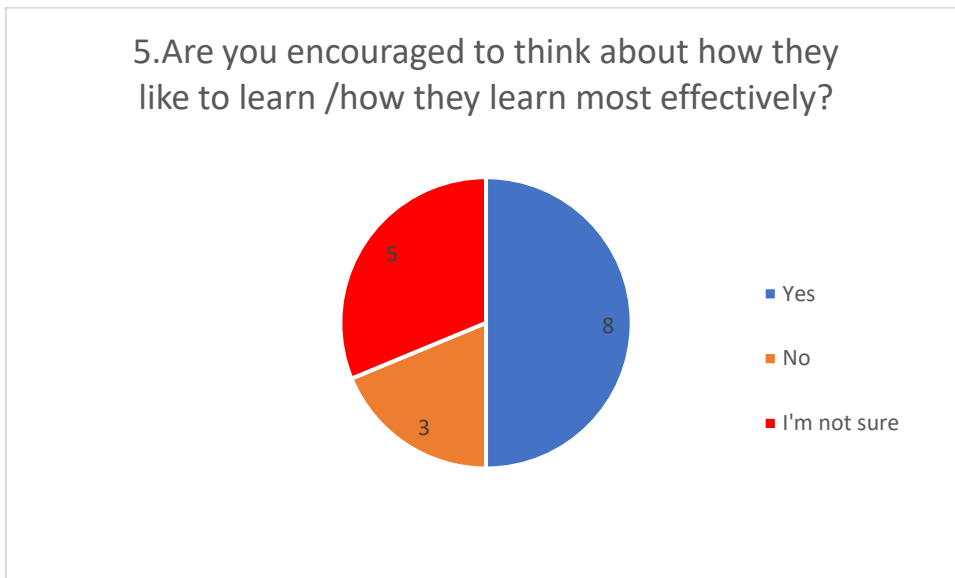
Most of the students recognize they are encouraged to think about their learning.

Chart 6

6. Are students encouraged to solve problems and complete activities using critical thinking ?

- Yes
- No
- I'm not sure

10
2
4

Most of the students solve problems thinking critically.

Chart 7

7.Do activities include avariety of grouping styles
(individual work, pair work, and group work) to appeal
to different learning styles?

- Yes
- No
- I'm not sure

1
2
13
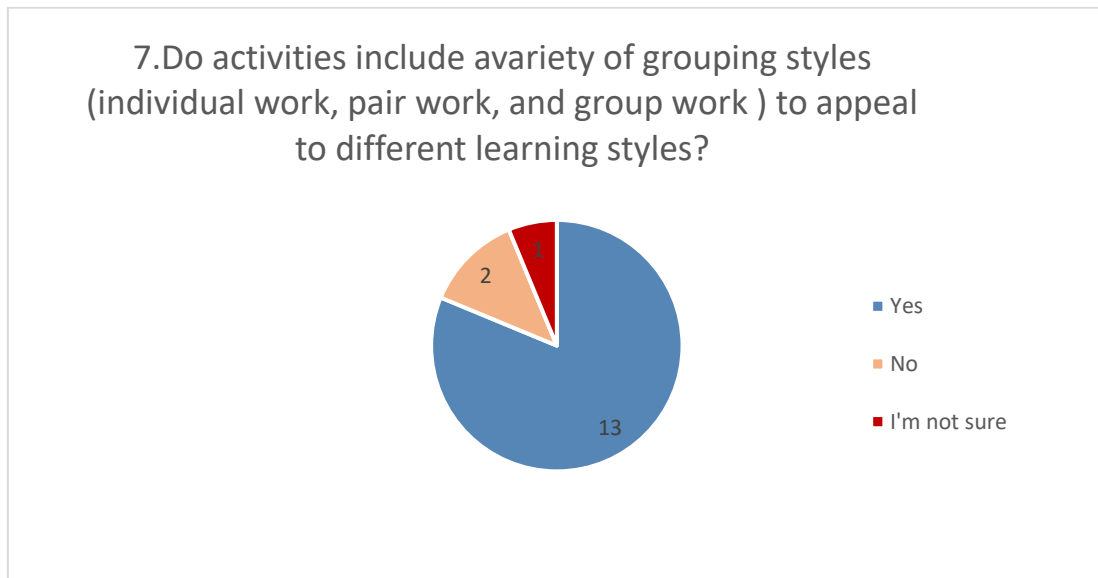
The majority of the students recognize the different grouping styles.

Chart 8

8. Are there clear expectations about appropiate
classroom behavior ?

- Yes
- No
- I'm not sure

4
2
10
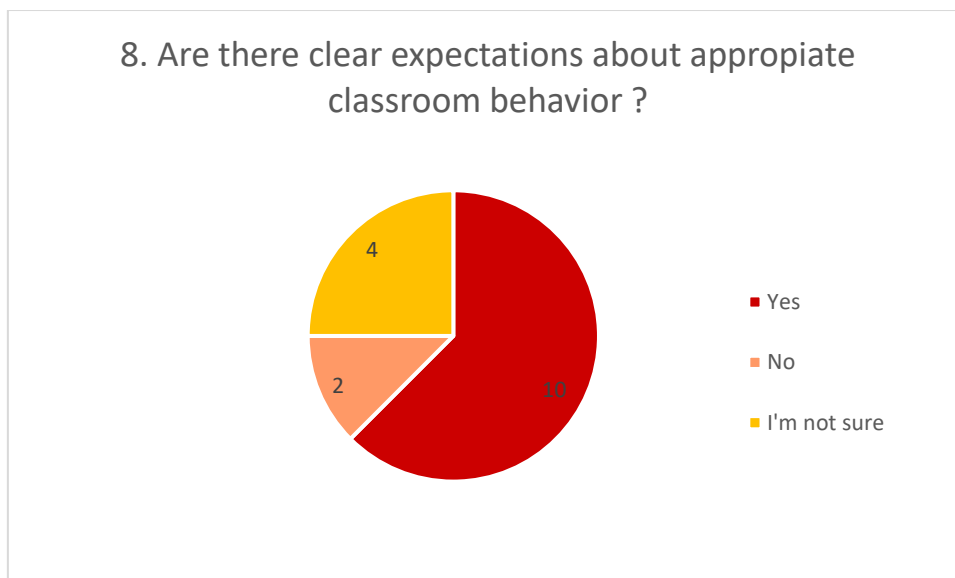
Most of the students are conscious about the classroom behavior.

Chart 9

9. Do some activities incorporate healthy competition and some kind of reward to motivate students to complete them?

- Yes
- No
- I'm not sure

3
4
9
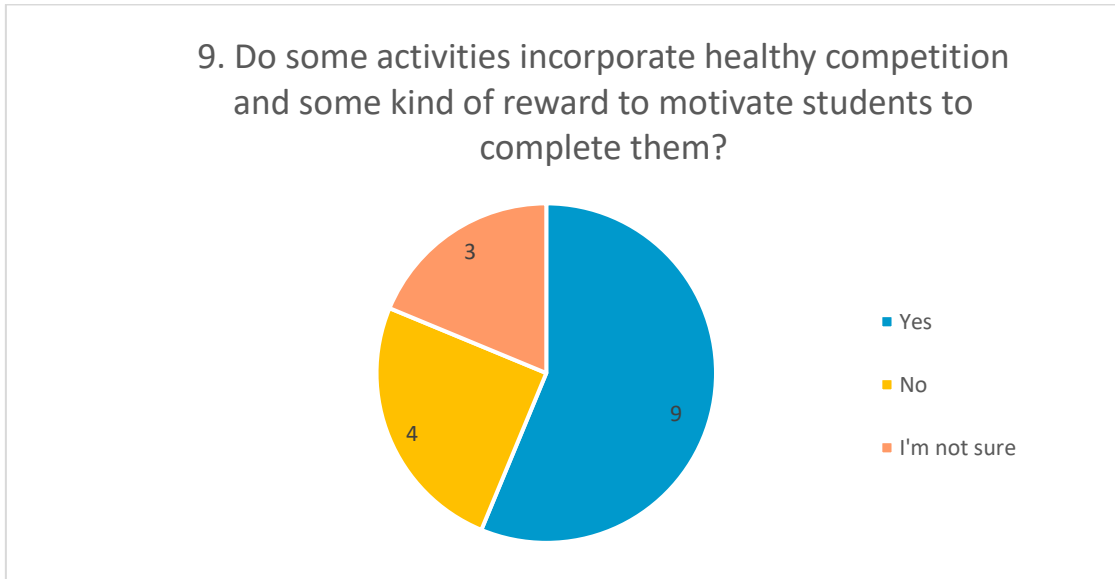
The majority of the students accept they are motivated with the activities.

Chart 10

10. Does the teacher share lessons from her/his own language learning experiences,incorporate humor in lessons when appropiate,and make an effort to include current, relevant content in lessons?

- Yes
- No
- I'm not sure

15
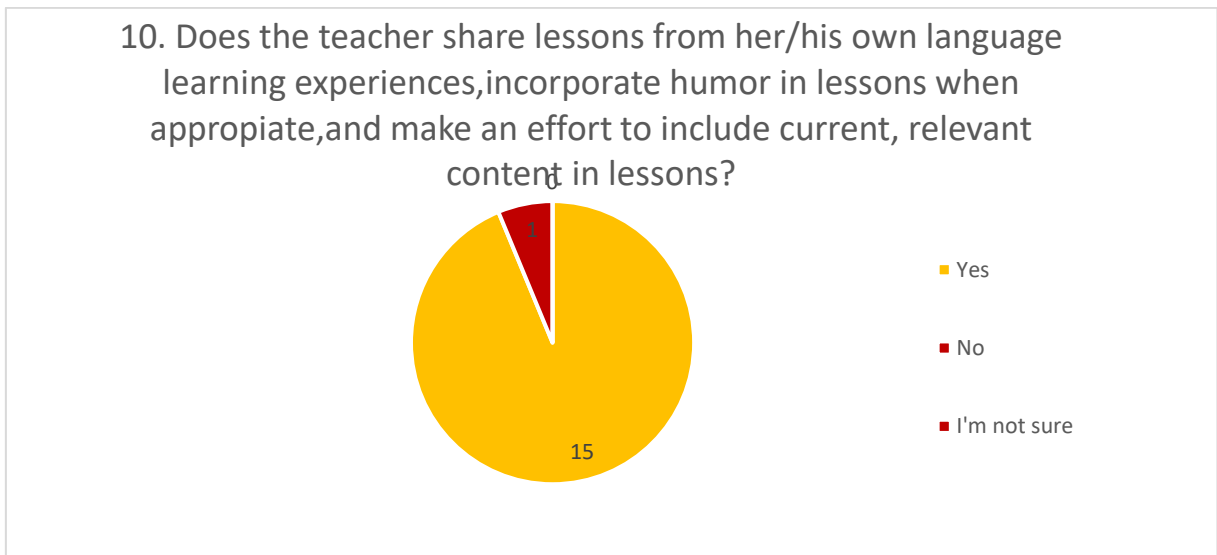
The majority of the students accept the teacher share lessons from his/her own learning experience.

We also include some open-ended questions. The researcher wants to find out how motivated the students are when they are learning a second language. Beside those Open-ended questions allow participants to share their experiences and opinions in their own words.

This type of questions gives the participant flexibility to respond to the questions in a way that makes sense to them, often revealing important information that the researcher may have overlooked.

The following questions were asked to 16 students.

1.What types of activities motivated you?

2. How did Your learning environment affect your motivation?

3.How did Your learning classmates affect your motivation?

4. How did you learn to deal with challenges while learning?

5.What made learning enjoyable or exciting?

6.What type of teachers helped you learn most effectively?

1. Most of the students said activities such as music, games, and videos motivate them to do activities related with their learning. Just few of them do not feel motivated with anything.

2. Most of the students think the learning environment affect too much their motivation because if they feel comfortable with the teacher and their classmates they can participate more and ask questions.

3. Half of the students are not affected by their classmates and the other half consider to have friendly, helpful and respectful classmates help them to improve in their learning.

4. Most of the students do an effort to deal with challenges studying their books again, having a review, doing extra activities to overcome their weaknesses and also requesting some help to the teacher.

5. Students think to have a good and friendly teacher is exciting. Someone who teaches with new ideas, given them creative activities and jokes make their learning enjoyable.

6.The majority of the students think a teacher who is friendly help them to feel more confident and ask questions if they don't understand something and they are not afraid to make mistakes. Some students think a strict teacher also helps to learn better, just two of them don't care for the teacher.

2.8.10 Qualitative data

The qualitative data of this research are gained through observation. The date is used to find out the improvement of students` skills in the language learning due to the motivation they have. The notes taken by the researcher when a class is observed will be categorized in groups.

There are some suggested activities and strategies that can help other teachers to motivate students and improve the different skills.

RAPPORT-BUILDING ACTIVITY
BY NICHOLAS HUZIEFF

1. Divide the class into groups of 4 or 5. Students should   push their desks together.

2. Have the students take out a piece of paper.

3. Ask students to fold their paper in half

4. Have a student from each group get a piece of clay and take the clay back to his or her group.

5. Tell students that they are going to form something that represents them in some way (a favorite food, a favorite sport, an object they really like, etc.).

6. Tell them to place their object on the top half of their paper (see the photo)

7. While students are making their creations, write on the board:

My name is (first name) (last name).This (adjective) (noun) represents me because ………

8. When their creations are done direct students' attention to the board. Explain that each student at the table will write the sentences, filling in information that is true for themselves and their creations, on the bottom half of their paper.

9. Model the writing you want them to do by providing students with your own example. You might say, *"My name is Elizabeth. This yellow trumpet represents me because I enjoy playing music and making other people happy."*

With upper intermediate and advanced students, encourage them to elaborate complex sentences. An example would be*, "A trumpet represents me because yellow is a symbol of happiness in my country, and a trumpet is at the front of the band to play the melody loudly and clearly so that everyone may hear it"*.

10. They will introduce themselves, using the sentences they have just finished writing to describe their object or they will let other group members make guesses. The students can ask why that object represents him/her.

VARIATIONS AND EXTENSIONS

For a change in group dynamics, you can either let students form new groups or the teacher assign the new ones. you may say, "Everyone with yellow objects please sit at this table; everyone with green objects please sit at that table … ."

Then, with learners in new groups, they should work together to create a true or fictional story based on their individual creations. You should encourage students to create a positive story that combines everyone's creation in some way. For example, a group of animals and musical instruments could be brought together to form a circus to symbolize happiness and adventure.

While listening to other groups' stories, listeners could rate the story for creativity, dramatic presentation, and aesthetics.

MOTIVATING AND CREATING GOOD RAPPORT

To build better rapport with students.

For students to improve their ability to think critically.
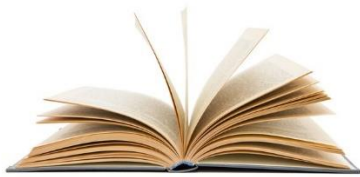
The purposes of this activity are for the teacher to build better rapport with students and for students to improve their ability to think critically.

Before class, you will need to carefully select personal items from your life that you are comfortable sharing with students.

When deciding on what items to bring, you might consider selecting items with a variety of levels of difficulty. for some of the items it is somewhat easy to learn something about the teacher, while other items are more abstract and unusual, thus requiring students to use critical thinking and creativity. Choose items that students may not know the name of in English and may not know the use or meaning of.

My personal Items are:

1 A small rope used for a camping tent, representing my interest in outdoors activities and childhood.

2 A bag of red peppers, representing my love of spicy food.

3 Some souvenirs representing my experience visiting some countries.

4 A collector's coin, which my aunt gave me the day I was born (the year inscribed on the coin is the same year I was born)

5 A book that represents my first love.

PROCEDURE

The time required to complete the activity is around 20 minutes.

1 Students work in groups of four or five

2. Give each group of students one of your personal items

3 Write the following questions on the board and ask students to discuss possible answers.

     a. What is the item?

     b. What does it do, or what can you do with it?

     c. What might it tell you about your teacher?

4 Give each group five minutes to look over the item and discuss the

questions. Have students write down their answers.

5. After rotate the items so that each group now has a different item. Then students repeat step3 and 4.

6 with the whole class, discuss them one by one. Give students an opportunity to share their answers.

BENEFITS

One benefit of this activity that I have observed is that it strengthens rapport between students and teacher. Another benefit is that the activity develops critical-thinking skills. Often, if students have never seen the item before, they don't know what it is called and don't know what the item is used for. Students will look carefully at the item for clues and then develop their critical thinking .

There are more strategies to have students feel motivated and engaged.

Motivational design according to Keller ARCS model.

Attention: Getting Students Engaged

- One strategy is to use multimedia, such as videos or interactive activities, to bring the material to life.

- Another strategy is to use real-world examples to make the material more relatable.

Relevance: Making LearningMeaningful

- Help students see the relevance of what they're learning.
- Make learning meaningful is to show students how the concepts they're learning relate to their own experiences.

_____ _____

| A | B | C | D | E | F | G | H | I | J | K | L | M |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
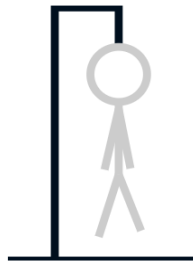
Satisfaction: Encouraging Students to Persist

- One effective strategy for encouraging satisfaction is providing opportunities for success.
- Breaking down a complex task into smaller, achievable goals.
- Another way to encourage satisfaction is by recognizing progress.

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Dolch Basic Word List, Aesop's Fables, The Monkey's Paw, and MORE!

STUDY SKILLS

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BASIC SKILLS

Time and Money, The Calendar, Reading Skills, and MORE!

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FUN STUFF

Activities, Games, Win a Million Banana Easy-to-Understand Jokes, Funny Pictur Send a Postcard!

Confidence: Building Student Self-Efficacy

- students believe in themselves and their abilities they ask questions, and persevere through challenges.
- provide positive feedback and set achievable goals.

2.9 Proposal

Addressing the problem of unmotivated students requires different approaches that consider individual differences, contextual factors, social environment and attitudes toward the target language. The researcher should focus on these to contribute and have a more engaged and motivated learning environment.

The researcher suggests to work on fostering students´ motivation and engagement to improve the different language skills through different activities. The students will be more motivated to learn when they feel competent when they believe that they can succeed. We can support students' feelings of competence in many ways. We can design activities at the right level of difficulty, and when a task is difficult, we can provide support to help students succeed. We can prepare students for activities by activating their prior knowledge. We can help students to believe in themselves through encouraging words.

Students will be more motivated to learn when they feel autonomous, when they believe that they can make their own choices. We can support students' feelings of autonomy in many ways.

We can give students more choices in classroom activities and tasks, for example selecting one of two texts to read, or choosing between listening and reading. We can make assignments relevant by connecting them to topics we know that students like or are interested in. Students will be more motivated to learn when they feel related. We can build a strong rapport with students, We can incorporate group work in which students collaborate to meet goals, We can encourage a classroom culture of kindness, appreciation, and cooperation.

It is really important to be aware of the importance of motivation for academic success. If all teachers work on creating activities, conditions to have more motivated students, they

will be more competent in the different language skills .They would want to learn, be willing to study hard, and they would participate enthusiastically in classroom activities.

2.10 Conclusion

Attitudes and motivation are complex social, cultural, and psychological factors that influence how a student approaches many situations in life, including second language learning. As experienced teachers know, students with positive attitudes usually can do it better and fast in second language learning. When students have a positive attitude, they are motivated to achieve the goal of learning the language. When the students feel competent, autonomous and related they are more motivated to learn and perform better.

To foster our students´ motivation and engagement we can use technology as well. There are various technologies that have been developed to enhance learners' motivation. All the material should be the correct one because If the material is too easy or too difficult, students may lose interest.

If students are not given opportunities to express creativity they may become unmotivated. Students who do not feel confident in their ability to succeed they may not be motivated to participate or invest time in their learning.

Motivating students can be a big challenge influenced by various factors like the ones we mentioned before and for teachers to find solutions and the most important to understand the basic human needs for autonomy, competence, and relevance described in self-determination theory may help us to have more motivated students who are eager to participate and aware of their own learning. The activities and strategies suggested may help other teachers to motivate students.

AREA III

Analysis of professional experience

3.1 Relevance of the curriculum with professional experience

The curriculum of linguistics is designed to provide students with a comprehensive understanding of the study of language and its various aspects. The researcher of this project considers that it perfectly fits with the expectation of the linguistic student.

The Linguistic program covers foundational theories, such as syntax, semantics, and sociolinguistics. This theoretical knowledge can be applied in various work settings, such as translation services, or language teaching.

Applied linguistics courses may focus on practical applications of linguistic theories in real-world contexts and this knowledge was applied by the researcher in the language teaching.

Sociolinguistics often explores the cultural aspects of language use and variation. In the author´s work experience It is crucial in roles that are related with business, translation and teaching a foreign language because It is really important to understand and respect diverse linguistic and cultural contexts.

The Linguistic department program requires the linguistic student may be proficient in the language so having English I, English II, English III and English IV during the different semesters help to achieve this goal.

Language proficiency is valuable in fields such as translation, interpretation, language services, and more. In the author´s professional experience being a proficiency in English was really important to be a teacher and translator.

The author´s work experience complements the theoretical knowledge gained in the curriculum of the linguistic career.

3.2 Learning in the process of professional activity

Learning in the process of professional experience as a linguist is a dynamic activity. Collaborating with professionals from other fields, such as translators, educators and psychologists help the researcher to improve in language teaching method, translation techniques and understand people´s behavior.

Staying updated on technological advancements may give you the chance to perform better in your community of teaching. What´s more attending conferences, workshops, and engaging teaching activities reinforce the knowledge you already acquired and help you to be updated.

3.3 Suggestions to improve professional training in Linguistics and Languages

Some Suggestions for Improving Professional Training in Linguistics can be integration of technology, data analysis skills in the curriculum to equip students with the tools needed for contemporary linguistic research. In the curriculum is important to have workshops to provide students with hands-on experience applying linguistic theories in real-world contexts. Include courses or seminar on effective language teaching methodologies and communication skills, preparing students for roles that involve teaching.

 Students should be proficient in the language that is specialized and encourage them to take international exams. The linguistic curriculum should include extra courses after the level English IV to have higher level in the language.

At the department of Linguistic and languages we need more courses focus on applied linguistics, emphasizing the practical applications of linguistic knowledge in areas like translation, and language teaching.

Have the students have some kind of training in public or private institutions before they finish the last semester. To have the theory in real practice may help them to be more prepared when they go out the career.

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