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**“SOME FACTORS THAT AFFECT STUDENTS´ MOTIVATION TO
LEARN ENGLISH: A STUDY CONDUCTED WITH IV YEAR
STUDENTS IN THE SCIENCE TRACT OF THE INSTITUTO
URRACA IN SANTIAGO”**

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DEDICATION

This work is sincerely dedicated to my son, Juan Carlos Arnulfo; to my wife, Celmira; to my mother, sisters, and brothers. To friends and colleagues who encouraged me to continue in this program.

Obs del autor

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CHAPTER I
INTRODUCTION

STATEMENT OF THE PROBLEM

Teaching a foreign language requires a great deal of skill. A person, who is expected to teach a language other than his native language, should be well-prepared and have a solid educational foundation in both, the language itself, and in the way it should be taught. Both, knowledge of the subject itself, and knowledge of pedagogy are essential.

Student motivation affects their learning in important ways. Students bring their own individual characteristics, personalities, attributions, and perceptions of themselves to the learning situation. It is important to state the importance of teaching based on the needs of the students. When students are not interested in learning, it becomes necessary to present strategies in the process of teaching to motivate them to participate actively in class.

It is assumed that we teach based on the students' needs; but if students do not feel that they need to learn math, science, English and so forth, then we have to motivate them to learn. Certainly, we should do this because very few students have a clear image in their minds of how they are going to apply in real situations what they learn in the classroom.

Even though this task is easier when the environment presents the students with the opportunities to practice what they have already learned, this is not the same situation when learning English in a country like ours, which has just broken the close relationship that existed with the United States, and where English is not the native language. Once this happened, interest in learning English was not the same at all.

It has been necessary to explain to students that, in spite of the fact that Panamanians have taken over the control of the Panama Canal, it is very important to acquire the basic skills of the English language in order to be able to communicate with the users of the waterway.

English is considered an international language. In addition to all native English speakers, many people around the world use English to communicate with each other. The fact that it is used internationally gives a certain kind of prestige to this language, therefore, people's attitudes toward the language, in most cases, is positive.

If this is so, why do English teachers face so many problems to teach English to their students and get their students interested in the subject? Maybe they fail in their teaching tasks because they do not consider the students' attitudes towards teachers. A teacher that is not motivated can not expect students to learn a language just

because it is international. Motivation is one of the most important factors in language learning, and teachers play an important role to keep students motivated to speak a foreign/second language.

There are many factors that contribute to the lack of interest of students in learning; so when introducing a subject, we should be aware of students' interests if we want to capture their attention in some way. Things as simple as the teacher's physical appearance might be enough for students to accept his guidance or not.

Our interest is to increase our students' skills in the English language, which is considered an important international language. This research will be dealing with the presentation of strategies to increase students' motivation. It does not matter if they are in contact with the language or not. Teachers are like actors, and some actors become stars because of their good performances. So let's use our best strategies to become star teachers and introduce in our students' minds at least the curiosity about the second language, English.

The main purpose of this research is also to share some ideas to help teachers find out what brings about in the students positive attitudes toward the process of learning English and, better yet, apply the necessary techniques to encourage students to learn more.

Students should know and understand the role of English around the world. They should be clear enough about the importance of mastering a language which is used in areas like science, business, literature, entertainment, communication, politics, technology, and so forth, in many countries.

Motivation is a key factor in successful language learning, but even the most motivated students can lose interest during their English language studies if they notice in their teachers some lack of motivation.

Teachers should be careful when teaching a foreign language since not all of the students share the same attitudes toward the new language, and when students discover in their teachers some kind of language behavior they dislike, then it would be very difficult for a teacher to sustain the interest of students to learn or improve the new language.

JUSTIFICATION

Learning English has become a necessity for many people in recent years. This is due to the fact that English is seen as an international language. It extends beyond the boundaries of those English speaking countries, Great Britain, the United States and others.

Certainly English is considered a second language in many countries, more so than any other language. It is the language of business, technology, communications, and politics, which is sufficient reason to create interest in people worldwide to learn this language.

Panama could be considered a cosmopolitan country. People from many different countries and cultures pass through and even come to live here. In order to deal with this situation, Panamanians should be prepared to communicate with people who speak other languages. That is why in Panama City, most of the employment advertisements require job applicants to speak English fluently (written and spoken); among these are hotels, restaurants, stores, banks, and so forth.

Moreover, many opportunities to study abroad not only in English speaking countries but also in other countries like Israel and

Japan include in their requisites communicative ability in the English language. This is something that makes people realize how important it is to learn a second language, which can open doors to new ^{Jobs} opportunities.

(But more to the point,) are students in our schools really conscious of this situation? The Panamanian educational system has included English language instruction in all levels of secondary school, and it has even been incorporated into the elementary levels. This has been done in order to match the students' needs to the reality they are going to deal with when they finish secondary school.

Upon finishing secondary studies, a student should have mastered at least the basic knowledge of the English language that will let him, for example, read and understand any appliance instruction or communicate with a native speaker of English.

In order to contribute with government interest in preparing students, [teachers should, themselves,] do their best to help students to be up to date with what is going on in the world and be prepared for future studies. While teaching English, for instance, we as teachers, from the first grade in elementary school, should help students to have a positive attitude toward the English language.

Many teachers fail in teaching English because students,

instead of enjoying it, refuse learning something that is relevant for them. At this point, we need to reinforce in our students' minds the desire to learn English and convince them of how important they will feel when they are able to speak two different languages.

This research deals with presenting strategies to increase students' motivation to learn English. We have to be creative and we should try to make our students feel comfortable, happy and motivated to accept the knowledge we want them to acquire.

RESEARCH QUESTION

Much has been said about students' difficulties in learning English. Students in the English department of the Universidad de Panama have written about this topic, and there is an abundance of published materials from other authors worldwide. This is due to the fact that people ask themselves why students and, especially for the purposes of this research, Panamanian students do not perform well in the English language if they have been receiving instruction in English for more than six years.

It is understandable that we can not expect to have fluent English speakers at the end of secondary studies because of the limited input they receive in most schools; but, at least, they should have some very well developed language skills. They should "know about the language", and the amount of knowledge they have should be enough to pass an admission test given in English and even to begin studies in an English speaking country.

After almost five years of experience in teaching English at almost all levels of both elementary and secondary schools, the investigator has arrived at the conclusion that students do like English and they do have a good attitude toward it; but this attitude sometimes changes because of factors such as the teacher's

methodology and the strategies used in class, the school environment, and so forth.

We must maintain our interest in how English is being taught and the student's attitude toward it. Therefore, this research addresses the following question: What are the factors that affect students motivation to learn English?

DEFINITIONS OF KEY TERMS

Basically this research deals with motivation, as it is related to instructional methods, techniques, and strategies. So it is necessary to have a clear definition of all these terms to facilitate the understanding of the reader as to how they have been used within the context of this research. These definitions have been adapted from the Webster's New World Dictionary (1983):

- † **Methodology:** A body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedure. The analysis of the principles or procedures of inquiry in particular field; for example: Inductive and Deductive methods.

- † **Motivation:** The act or process of motivating. The condition of being motivated. Something (as a need or desire) that causes a person to act. For the purposes of this research, motivation will be operationally defined as scores on an instrument designed to assess level of motivation for learning.

- † **Strategies:** A careful plan or method. The art of devising or employing plans or stratagems toward a goal; for example we have communication strategies, affective strategies, social strategies and cognitive strategies.

† **Techniques:** The manner in which technical details are treated. A body of technical methods. A method of accomplishing a desired aim, for example, we can mention repetition, dramatizing, role playing and others.

SIGNIFICANCE

Learning a second language in a country in which this language is not widely spoken is a difficult task. It depends mainly on personal interest in the new language. Maybe adults do not face so many difficulties because of their level of maturity. They are really conscious that it is necessary for them to learn.

However, in the primary and secondary classroom environment, this is not the case. On the contrary, students do not feel any interest in learning more than is necessary to pass from one level to another. English is one of those subjects which is not seen as having much relevance and, consequently, importance for their future as students or professionals.

Through this study, factors related to the lack of interest in the English language will be carefully examined with the goal of discovering possible solutions for this problem. This research is undertaken with the purpose of examining a problem that is not new in our classrooms, in our schools, or in our country; and it will be directed to the students, teacher, and to the educational authorities concerned with the problem.

This work is done with the hope that the recommendations put forth at the end will be given serious considerations by those persons

responsible for English language instruction. Certainly, it can provide the theme for a seminar or workshop to let more people have, at least, some ideas of the problems related to English language instruction in our classroom.

CHAPTER II
REVIEW OF THE LITERATURE

Language is one of the most useful tools we have as humans. Without it we could not think thoughts expressible to others, nor could we engage in the activities that commonly take place in the societies we build for ourselves. Thanks to language we are granted access to the knowledge that is accumulated in books and other publications. If we are lucky enough to acquire skills in a language beyond the one we already know, we vastly increase our capacity to do things with our lives. Students of English throughout the world are aware of this fact and of the special benefits that come with knowledge of a world-class language. The thousands of English teachers who often work under circumstances that are less than ideal find inspiration to continue their efforts in the same awareness of the importance of English (Di Pietro, 1990; p. 131).

In teaching a second language, a teacher would like to know how to succeed in his or her endeavor. The bad news is that the task ahead is difficult and even grueling; and nothing can guarantee success even for the world's best language teacher.

A great amount of work has been done on the good language learner recently than on the good language teacher. This reflects the current learner-centered orthodoxy many teachers subscribe to: autonomy of the learner, self-access work, guessing strategies, a more systematic approach to grammar, and the importance of using the language for communication, attitudes to the target culture, and

so on. The profile of the good learner is beginning to emerge (Prodromou, 1991; p.18).

This is all well and good, but the demands on the teacher in a learner-centered methodology are greater, paradoxically, not less, than in conventional teacher-centered approaches. We need to know more about what skills are required of a teacher who wishes to encourage good language learning.

Prodromou (1991) applied a survey to 40 students which took the form of interviews and written assignments in which the students were asked to recall their favorite and least favorite teachers and to say why they thought some teachers were more successful than others. Below is the summary of what they said about the good and bad language teacher:

THE GOOD LANGUAGE TEACHER

- 👍 Friendly
- 👍 Explained things
- 👍 Gave good grades
- 👍 Knew how to treat someone who sits at a desk for six hours
- 👍 Let the students do it by themselves—
- 👍 Group work

- 👍 We did the lesson together
- 👍 Took out (elicited?) thinks we know
- 👍 Talked about her life
- 👍 Talked about his / her problems of the school
- 👍 Talked about other subjects
- 👍 Played games
- 👍 Told jokes
- 👍 She was one of us
- 👍 Didn't push weak learners
- 👍 Asked students' opinions, there was a dialogue
- 👍 Se was like an actress; pretended a lot
- 👍 She was forceful, but not strict
- 👍 She was educated
- 👍 She knew psychology
- 👍 Used movement to make meaning clear
- 👍 She made sure everyone understood
- 👍 She was funny
- 👍 Read in a tone that made meaning clear
- 👍 She got close to students
- 👍 She believed in me, made me believe in myself

- 👍 I wanted him to be proud of me
- 👍 He had a personality of his own
- 👍 Was very experienced
- 👍 She made grammar clear
- 👍 They tried to communicate
- 👍 She gave advice
- 👍 He talked about personal problems
- 👍 She gave me a lot of books to read
- 👍 She used questions a lot
- 👍 She asked all students questions
- 👍 Social work –it was their job
- 👍 We cut up animals (=did experiments, practical work)
- 👍 Talked about the lesson
- 👍 She knew mathematics (I.E., her subject matter)
- 👍 She was more like a comedian

This list of qualities is long, and the individual items are in no particular order of priority. This has its advantages: it highlights the fact that there are many different and contradictory qualities that contribute to effective teaching, and it is encouraging that students do not come up with a single, consistent picture of the ideal teacher (Prodromou, 1991; p. 20).

THE BAD LANGUAGE TEACHER

- 💡 Very strict
- 💡 Didn't let us speak
- 💡 Gave us a text to learn and checked it
- 💡 Gave us marks all the time
- 💡 She was fixed in a chair
- 💡 Always above our heads (dominates?)
- 💡 Shouted (for no reason)
- 💡 Gave a lot of tests
- 💡 Forced us to do things
- 💡 Didn't discuss other problems
- 💡 Started the lesson immediately
- 💡 Didn't smile
- 💡 She stared at you and you couldn't say a word
- 💡 His tests were too difficult
- 💡 We were not prepared for the test
- 💡 He just showed us a grammar rule and we forgot
- 💡 Shouted when we made mistakes
- 💡 Very nervous (bad tempered)
- 💡 Talked and talked
- 💡 She spoke flat

- 🗨️ She just said the lesson and nothing else
- 🗨️ There was a distance from us
- 🗨️ Believed students all knew the same things
- 🗨️ Like a machine
- 🗨️ Not prepared
- 🗨️ Treated kids like objects
- 🗨️ She was rigid
- 🗨️ Sarcastic and ironic
- 🗨️ Only lessons –didn't discuss anything else
- 🗨️ Avoided answering questions
- 🗨️ You couldn't laugh, you couldn't speak
- 🗨️ He was the teacher, I was the student
- 🗨️ He had a blacklist and said "you, you, you"
- 🗨️ She had a little book with the marks in
- 🗨️ No communication, nothing
- 🗨️ She made me feel anxious
- 🗨️ He said we weren't well prepared

Now that we know what makes language teachers good, in the opinion of their students; we come to the point of asking what makes a good language learner? What makes a language learner an

effective acquirer of a foreign language? What methods and approaches do they use that enables them to become fluent more quickly than the average language learner? What can we learn from their techniques that we can pass on to other language learners?

According to Rubin and Thompson (1994), the good language learner takes and creates opportunities to use the language. Many language learners avoid using the language in the early stages for fear of a breakdown in communication. The good language learner, on the other hand, uses the language at every available opportunity. They are forever seeking out opportunities both to use and to hear the language, e.g. chatting with storekeepers (rather than just purchasing the goods they have gone there to buy); asking people at the bus stop how to get to where they want to go (even though they are clear on this already!) instead of just getting on the bus; asking someone in the street to explain some unusual object or event (rather than just passing it by); asking someone on the bus or train to explain something in their Chinese textbook, etc.. All the while, therefore, they are taking and creating opportunities to use the language.

Good language learners practice what they have just acquired. Many language learners practice in class, but few practice enough outside the classroom. The good language learner practices what they have just learnt as soon as possible. For example, while on bus or bicycle, they are going through in their mind what they have

recently learnt in class by holding an imaginary conversation with someone. And straight after class, or in the evening, they visit their sympathetic listeners (whether they be neighbors, street vendors, store assistants, etc.) telling them what they have just learnt that day.

They are also willing to try anything in order to get their message across. Many language students, if they don't know the correct word or phrase for what they wish to communicate, simply avoid the subject completely or use English. The good language learner, possessing such a strong desire to communicate, is willing to try out different ways in order to get their message across. For instance, if they don't know the word for 'language school', they might say (in Chinese), "the place where I learn Chinese". They even resort to acting if necessary! They are willing to try almost anything, even to appear foolish if necessary, in order to communicate.

Good language learners are willing to live with uncertainty. The average language learner, when hearing something which they don't understand, often feels embarrassed and may try to change to another topic of conversation. The good language learner doesn't give up so easily! They are able to overcome their initial feelings of uneasiness, and in fact, may even enjoy it -- seeing it as a game to be played! They hazard a guess as to what the meaning might be, trying out their hunches by asking suitable questions which they hope will shed light on the matter. The good language learner uses all the clues which the context of the conversation offers them. And they are

content to rest with a general conclusion as to what the meaning might be, knowing that everything will clarify itself later (hopefully!).

They monitor their own speech as well as the speech of others. Many language students are so bound up with getting their message across or trying to understand what the other person is trying to say that they learn little from the communication *process*. The good language learner, however, is firstly monitoring their own speech -- listening to themselves speak and noting how their speech is being received by their listeners (e.g. facial expressions, etc.). To them, such feedback is very important. Then, secondly, they are monitoring the other person's speech -- noting how they use words and phrases, as well as grammar structures.

They are constantly looking for patterns in the language. Many language learners absorb only what they are taught in class about the language; if the teacher or their textbook hasn't yet covered that point, they shut their minds to it. The good language learner is constantly analyzing, categorizing and synthesizing their new language. They know that learning a new language is a very complex matter -- like putting together the pieces of a huge jigsaw puzzle. They absorb what they are taught in class, but they are also actively involved in discovering where new pieces fit in to the overall picture. And so they are constantly trying to find schemes for classifying the information they have gathered.

They are a systematic organizer. The poor language learner often lacks a planned and systematic approach to acquiring the language, and hence fails to reach a reasonable standard of performance. The good language learner, however, recognizing the magnitude of the task, sets down a plan of campaign, dividing their study program into attainable goals, and organizing regular times for study. Then they systematically record what they learn about the language -- whether pronunciation, grammar or vocabulary -- so that it is readily available for reference.

They are willing to experiment with different learning methods. The poor language learner, upon discovering that the way they were taught to learn the language has proven ineffective, complains and gives up! The good language learner tries out different approaches to acquiring the language, chooses those that work for them and discards the rest. They also note how other people learnt the language, trying out their methods to see if they are suitable for them.

They make errors work. The poor language learner is so afraid of making mistakes that they say nothing until they are sure that they can say it absolutely correctly -- and that day never arrives! The good language learner knows differently. They recognize that errors are a part of the learning process itself and looks upon them as a potential source of information, as well as a way of improving their language

skills. They not only note their errors, but also try to understand why they made them and how to avoid making them again in the future.

They are a friendly initiators of conversation. For many language students, it must be the other person who initiates a conversation before communication takes place. The good language learner knows that it is best if they start the ball rolling by initiating the conversation with a question or comment. And by doing it in a warm and friendly tone of voice, they find that the other person is usually very happy to chat with them.

According to Rubin, (1979), other characteristics of good language learners are that:

- ✓ A good language learner is a willing and good guesser. He can quickly retrieve information and respond to a minimum of cues to make sense of a phrase, sentence, reading or conversation. A wrong guess won't bother him, he will pick up the correct one from the next context. One has to be open-minded and willing to take risks to be a good guesser.

- ✓ A good language learner has a strong drive to communicate or to learn from conversations. If he does not know the exact way to express himself, he will borrow rules, make up new words, or invent ways to get his meaning across.

- ✓ A good language learner is prepared to attend form. He pays attention to patterns in the language, and finds ways to dissect the language structures and to absorb it more deeply.
- ✓ A good language learner practices. He practices what he needs to learn alone, and seeks opportunities to practice with other people as well.
- ✓ A good language learner monitors his own and others' speeches. Which means, he examines the effects of his own speech and the standard he achieves.
- ✓ A good language learner attends to meaning. Meaning transmits not just through words and sentences, but also through the interaction of speakers, and the relationships among those conversing, the situation and the context. To grasp the different levels of meanings involved reveals more values in a conversation.
- ✓ A good language learner is willing to appear foolish. Appearing foolish in order to learn well, to learn from mistakes, and to tolerate humiliation actually is a wise man's pills.
- ✓ A good language learner seeks opportunities to practice his language skill. He actively does more of what his teacher asks of him. Language is a practical skill and knowledge; it involves

interaction with people. Opportunity is an invisible teacher or an invisible learning situation. To recognize opportunity and take advantage of it is a good habit to acquire for improving language learning.

Language-learning objectives are the first thing that have to be mapped out before you walk into your classroom, and begin the language instruction process. One of the main theoretical concerns within language education has been the clarification of foreign language teaching/learning contents and aims (Viera, 1993; p.10).

Despite the generally negative and simplistic attitude towards the definition of what it is that learners are supposed to learn, objectives do make a difference. The way you choose to define them affects all that you do as a teacher, because objectives stand for what you believe is the goal of your and your students' actions; they reflect your personal perception of the teaching-learning process; they reflect your teaching and testing priorities; they determine your choice of activities and materials; they influence your teaching procedures, your attitude towards learner errors, even your teaching pace; ultimately, they determine the kind of learning that occurs in your classroom (Viera, 1993; p.10).

Foreign language learning objectives are relevant to both teacher and learner only if they are described in terms of the specific

areas of knowledge and ability involved in the development of communicative competence. Learners must also “learn how to learn the language”, that is, acquire “learning competence”. Our reason for focusing only on communicative competence is simply a matter of priority: until we determine what we want our students to learn, it is impossible to establish how they should learn it or what learning skills and strategies they should develop.

According to Brown (1989), the good news is that a student can, by taking control of his/her own learning, be a successful language learner. This author says that virtually everyone has the ability resources, and experiences to tap into for successful learning. A student can develop pathways to success by understanding his/her own strengths and abilities.

It is a necessity for a teacher to discover the abilities the students have and their needs, and to help them gain the abilities and to create needs when they do not exist.

According to Clark and Starr (1961), the first responsibility of a teacher is to help the student achieve the instructional goals; and to do this requires efficient teaching. The first step in good teaching is to diagnose the teaching-learning situation. A teacher must explore the levels of motivation of the pupils and help them with the most appropriate teaching strategies. He / she should try to transmit to his

/ her pupils knowledge, which will be helpful in their future lives.

Before the teaching-learning process begins, a teacher should try to get to know each of his students. If the pupil is in good academic "health", the teacher should try to keep him so. When he is not, the teacher's job is to bring him back to health as soon as possible. Some teachers want their pupils to begin to run when they do not even know how to walk. So it is necessary to determine what the pupils are ready for, before planning any project.

Sometimes the pupil's failure to learn is due to poor teaching. Teaching is often ineffective because it is inadequately planned. Some courses are poorly organized and poorly motivated. Teachers should be conscious that poor teaching probably causes most failures to learn; however, poor health, fatigue, physical or mental limitations, emotional difficulties, environmental factors, or family attitudes are also common causes for not learning. A teacher, who can handle these blocks to learning, will surely succeed in his job.

According to Clark and Starr, pupils must be motivated if they are to learn. Unfortunately, motivating a group of students is not an easy task. Sometimes techniques, that work well in one situation, may be useless in another. Interest is absolutely necessary if learning is to occur efficiently. To ascertain the pupil's interests, the teachers may use devices designed specifically for the gathering of

this information. Frequently, students are not interested in learning at all, so the teacher has to convince them that learning is vital. The teacher should try to make his classes seem worthwhile to all of his pupils. Both the students as well as the teacher must feel that the instructional outcomes of the course are valuable. Frequently, the teacher will have to convince them that learning is vital. The teacher should try to make his classes seem important to all of his pupils. Both the students and the teacher must feel that the instructional outcomes of the courses are necessary. Often, the teacher will have to convince the pupils of the value of his “wares” and create an inclination in them to buy. Certainly, if the teacher cultivates among his pupils attitudes and ideals favorable to learning, his efforts will be well rewarded.

It is often assumed that motivational aspects of the second-language learning process are immutable phenomena, either conferred benefits or irksome constraints for the teacher. The general belief seems to be that students either enter the learning process motivated to learn or they do not, and that the consequences of this lottery have to be accepted and accommodated (Green, 1993; p.83).

Furthermore, Green (1993) suggests that a learner’s motivation is actually in a constant state of flux brought about by a concatenation of developmental, personality, and attitudinal factors. This point

alone means that this area is one of limitless richness and complexity. However, although motivation is a deeply personal impulse, it is possible to identify levels of motivation under which individualistic factors are largely subsumed. This is fortunate in that it enables us to discuss an essentially subjective topic in more general terms, and so identify ways in which pedagogic planning can take aspects of learner motivation into account.

Three main levels of motivation are readily identifiable. These are displayed below with their various definitions and drives. Needless to say, the levels are in constant parallel interaction (Green, 1993; p.83-84).

LEVELS OF MOTIVATION

HOLISTIC

Definition: the individual as organism seeking to realize its fullest potentialities; physical, emotional, mental, and spiritual.

Drive: Egocentric.

CULTURAL-LINGUISTIC

Definition: the individual as user of non-native language in relation to others within and across cultures .

Drives: Instrumental and Integrative.

COGNITIVE-LINGUISTIC

Definition: the individual in formal language-learning situations.

Drives: Security and progress. Involvement in the learning program. Cognitive engagement. Incentive to sustain impetus. Perception of language of unity.

According to Norris-Holt (2001), motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation" (Finegan 1999:568).

In an EFL setting such as Panama it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

While both integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al 1991). In some of the early research conducted by Gardner and Lambert

integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning. Braj Kachru (1977, cited in Brown 2000) also points out that in India, where English has become an international language, it is not uncommon for second language learners to be

successful with instrumental purposes being the underlying reason for study.

Brown (2000) makes the point that both, integrative and instrumental motivation, are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

According to Smithworks.org (1999), for the language learner, motivation is an important topic for the vital reason that the motivated learner will always surpass the unmotivated learner in performance and outcome. People have an innate need to be competent and effective in their work and motivation is a key factor in helping them reach their goals. Furthermore, learners who leave full-time language

study motivated about their English communicative ability are more likely to continue acquiring the language, hence becoming lifelong learners.

There are two sources of motivation -- internal and external. Internal motivation -- "I want to get good English" -- is the motivation that the newcomers bring with them, and strongly affects how they go about learning English. External motivators include your organization which encourages you to 'aim high', language teachers who teach English in a way that you find interesting, textbooks that give you what you need for communicating, and friends who encourage you.

It is important to realize that motivation doesn't guarantee success. Other factors, such as opportunity, ability, and quality of instruction are also important. But motivation will enhance high ability and good instruction, for people work longer, harder, and with more vigor and intensity when they are motivated. Concentration increases comprehension -- for greater alertness produces better learning.

Some Motivating Questions:

Do I come with a positive attitude to learning English? It is worth asking yourself questions such as, "What are some of my fears and apprehensions about learning English?" Write them down and then check them out with other learners to see whether or not

they are justified. While learning English, spend time interacting with positive language learners -- those who are enthusiastic about learning English! Hopefully it's catching! Also spend time with English friends who by nature are encouragers -- those who continually make you feel good about your English. Think through what are your personal strengths and abilities as related to language learning -- both personal character traits as well as natural learning strategies.

Do I believe that the content of the course will meet my needs for life and work in my country or English speaking countries? Few learners ask themselves this extremely basic question. And if the answer is negative, then it is imperative for you to get hold of a copy of 'English Step-by Step' (or something similar) in order to supply you with the everyday words that you will be needing for handling daily living needs in English. Be clear on your goals and objectives. Some issues worth thinking through are: "I want the course to help me" (complete the sentence). "An important goal for me is ...". "When I've completed my English studies, I want to be able to: a) ..., b) ..., c) ..."

As I live in this country, am I stimulated to learn English? Are my teachers stimulating to be with -- or is a particular teacher's teaching method frustrating me? Then think about having a private tutor instead for that class hour. Am I finding it stimulating being with my English classmates each day -- or am I spending too much time

with my Spanish-speaking friends and colleagues? Then re-schedule your time. Am I finding the course stimulating -- or does it seem to drag on interminably? Then get hold of some helpful textbooks and study them instead. Am I stimulated to press on because I sense regular progress -- or does my goal seem far off and unreachable? Then break down your goal into smaller bites. Am I stimulated to go out each day into the local neighborhood and talk with friends and storekeepers -- or am I finding that my shyness or nervousness hinders me from going out and talking with people? Then ask friends or colleagues to introduce you to a friendly 'talker', and set up a safe and secure place for practicing English where you won't feel threatened or embarrassed.

Am I enjoying learning English? It's important to continue to enjoy learning English and not to let it drag or become boring and tiresome. So keep a diary in which you jot down occasions when you sensed real progress, whether in handling daily living needs or making new friends and deepening relationships with those whom you've already got to know. Then read through it when feeling in need of a boost! Don't keep on with the same old boring routine -- ring the changes by getting fresh ideas for how to learn from other language learners, e.g. new places to go for practicing English. If you're dragging yourself through each language learning day, maybe it's time for a vacation! Emotions that need immediate attention: apathy, boredom and anxiety. Emotions to be encouraged are: alertness,

excitement, optimism, curiosity, and confidence. Can you think of any others?

Do I sense real progress? Am I feeling more confident and competent in English? People have an innate need to be competent and effective in what they do. We can't take being ineffective for too long. So ask your teacher for a pronunciation 'check up' once a month. Also ask the director of the English language center for an assessment as to how you are progressing compared with the average student. Also use the Self-rating Checklist of Speaking Proficiency in the article 'Where is it? Do you have it? Put down a reference. Finding out exactly where you are along the road to your goal isn't easy, but if you can know objectively that you are progressing well, that will be motivating. If you are experiencing obstacles to progress, try to find practical ways to remove them, e.g. if your living situation affords little regular contact with English speaking people, consider ways of improving this.

Educators tell us that adults tend to be more motivated when effectively learning something they value. Successful mastery of English is a very satisfying feeling! And when we sense progress and real accomplishment, we are usually motivated to continue on in our efforts. Competence builds confidence, confidence in turn brings competence, which gives us the motivation to press on. And our goal should be to become lifelong learners. The key to all this is what is

called 'intrinsic motivation'. Intrinsic motivation is the pleasure or value that is associated with the activity itself. The 'doing' of the activity for its own sake is the main reason for that activity, e.g. reading a book purely for pleasure. Contrast this with 'extrinsic motivation' which emphasizes the value a person places on the end result of the action -- the goal rather than simply the doing of the task, e.g. reading a particular book in order to pass an exam. As people who are trying to become competent at living and working in English speaking countries or countries where English is an official foreign language, what we want to encourage is intrinsic motivation. Factors which enhance intrinsic motivation are: choice, positive feedback, and optimum challenge.

As Freeman (2000) states, motivation is one of the keys to successful language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each individual is motivated in different ways, we have to find the right balance of incentives to succeed (or "carrots"), and disincentives not to fail (or "sticks"), encouragement, and the right environment in which to learn.

Here are some tips to help you:

- ✓ find a teacher or tutor who is enthusiastic and who can help to motivate you

- ✓ tell your friends and family that your language learning is important to you - if you're lucky they'll give you valuable encouragement
- ✓ set yourself short, medium and long-term goals to focus your activities e.g. register for an exam, test yourself regularly
- ✓ remind yourself frequently that you are going to succeed
- ✓ tell your boss/ parents that you are learning a language and request some type of reward for increasing your skills (some companies give financial incentives for successful language learning)
- ✓ take responsibility for your own learning
- ✓ study your own language learning and try to understand what tends to motivate and de-motivate you
- ✓ select learning materials that are attractive and interesting
- ✓ don't choose materials that are too difficult for you, you need just the right level of challenge
- ✓ make sure that your learning process is enjoyable and stimulating
- ✓ praise yourself for mastering a piece of work
- ✓ reward yourself for reaching goals and deadlines
- ✓ find a group of students that takes language learning seriously
- ✓ aspire to mastery of the language and culture, to speak the language like a native
- ✓ keep your expectations high
- ✓ develop positive attitudes to learning, the target language and target community

- ✓ build up your confidence levels by reminding yourself about your successes
- ✓ use the target language at every opportunity

In addition to these positive actions, you'll need to manage the learning process so that you minimize the effects of de-motivating factors and other obstacles. Some of these (e.g. noisy building work, strikes, power cuts, illness, redundancy, accommodation problems etc.) will be largely outside your control, but it might help to have some contingency plans.

In-company language courses sometimes fail due to a combination of factors: decline in initial enthusiasm after the first few months, illness, excessive pressure of work, travel overseas, clashes of lessons with other appointments, lack of support from senior management, irregular attendance from colleagues and/or tutor ... With careful management these problems can be minimized, and high levels of motivation maintained.

Teachers should use strategies to contribute to student motivation. It is a fact that it is very difficult to motivate a student who comes into the language classroom completely unmotivated, and there is only so much that a teacher can do, however, it is the obligation of the teacher to make an effort in accomplishing this task.

According to Thanasoulas (2002), motivational strategies cannot work in a vacuum. There are certain preconditions to be met before any attempts to generate motivation can be effective. Some of these conditions are the following:

- appropriate teacher behavior and good teacher-student rapport;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group characterized by appropriate group norms

Appropriate Teacher Behaviour and Good Teacher-student Rapport

Whatever is done by a teacher has a motivational, formative, influence on students. In other words, teacher behavior is a powerful 'motivational tool' (Dornyei, 2001: 120). Teacher influences are manifold, ranging from the rapport with the students to teacher behaviors which "prevail upon" and / or "attract" students to engage in tasks. For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to enthusiasm. At any rate, enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally—cues that students take from them about how to behave.

A Pleasant and Supportive Classroom Atmosphere

It stands to reason that a tense classroom climate can undermine learning and de-motivate learners. On the other hand, learner motivation will reach its peak in a safe classroom climate in which students can express their opinions and feel that they do not run the risk of being ridiculed.

To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere (Good and Brophy, 1994: 215).

A Cohesive Learner Group Characterised by Appropriate Group Norms

As was hinted above, fragmented groups, characterized by lack of cooperativeness, can easily become ineffective, thus reducing the individual members' commitment to learn. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, inter-group competition, common threat, active presence of the leader

[...] (Ehrman and Dornyei, 1998: 142).

As for group norms, they should be discussed and adopted by members, in order to be constructive and long-lasting. If a norm mandated by a teacher fails to be accepted as proper by the majority of the class members, it will not become a group norm.

Ideally, all learners exhibit an inborn curiosity to explore the world, so they are likely to find the learning experience *per se* intrinsically pleasant. In reality, however, this “curiosity” is weakened by such inexorable factors as compulsory school attendance, curriculum content, and grades—most importantly, the premium placed on them.

Apparently, unless teachers increase their learners' ‘goal-orientedness’, make curriculum relevant for them, and create realistic learner beliefs; they will come up against a classroom environment fraught with lack of cohesiveness and rebellion.

In some classes, many, if not most, students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (i.e., the teacher or the curriculum) is far from being accepted by the group members. Thus, it would seem beneficial to increase the group's goal-orientedness, that is, the extent to which the group tunes in to the pursuit of its official goal. This could be

achieved by allowing students to define their own personal criteria for what should be a group goal.

Many students do their homework and engage in many types of learning activities, even when a subject is not very interesting. Obviously, these students share the belief of the curriculum makers that what they are being taught will come in handy. In order to inspire learners to concern themselves with most learning activities, we should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum. According to Chambers (1999: 37), '[i]f the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities'.

It is widely acknowledged that learner beliefs about how much progress to expect, and at what pace, can, and do, lead to disappointment. Therefore, it is important to help learners get rid of their preconceived notions that are likely to hinder their attainment. To this end, learners need to develop an understanding of the nature of second language learning, and should be cognizant of the fact that the mastery of L2 can be achieved in different ways, using a diversity of strategies, and a key factor is for learners to discover for themselves the optimal methods and techniques.

Unless motivation is sustained and protected when action has commenced, the natural tendency to get tired or bored of the task

and succumb to any attractive distractions will result in de-motivation. Therefore, there should be a motivational repertoire including several motivation maintenance strategies. Let us have a look at two of them: a) increasing the learners' self-confidence; and b) creating learner autonomy.

In an inherently face-threatening context, as the language classroom is likely to be, it is important to find out how to maintain and increase the learners' self-confidence. There are five approaches that purport to help to this end (Dornyei, 2001: 130):

- Teachers can foster the belief that competence is a changeable aspect of development
- Favorable self-conceptions of L2 competence can be promoted by providing regular experiences of success
- Everyone is more interested in a task if they feel that they make a contribution
- A small personal word of encouragement is sufficient
- Teachers can reduce classroom anxiety by making the learning context less stressful
- Many educators and researchers (Benson, 2000; Little, 1991; Wenden, 1991; also see the article, "What is Learner Autonomy and How can it be Fostered?" argue that taking charge of one's learning, that is, becoming an autonomous learner, can prove beneficial to learning. This assumption is premised on humanistic

psychology, namely that 'the only kind of learning which significantly affects behavior is self-discovered, self-appropriated learning' (Rogers, 1961: 276). Benson (2000, found in Dornyei, 2001: 131) distinguishes between five types of practice fostering the development of autonomy:

- *resource-based approaches*, which emphasize independent interaction with learning materials
- *technology-based approaches*, which emphasize independent interaction with educational technologies
- *learner-based approaches*, which emphasize the direct production of behavioral and psychological changes in the learner
- *classroom-based approaches*, which emphasize changes in the relationship between learners and teachers in the classroom
- *curriculum-based approaches*, which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole

Good and Brophy (1994: 228) note that 'the simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy'—a sentiment shared by Ushioda (1997: 41), who remarks that 'self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimize and sustain one's involvement in learning'.

Research has shown that the way learners feel about their accomplishments and the amount of satisfaction they experience after task completion will determine how teachers approach and tackle subsequent learning tasks. By employing appropriate strategies, the latter can help learners to evaluate themselves in a positive light, encouraging them to take credit for their advances. Dornyei (2001: 134) presents three areas of such strategies:

- Promoting attributions to effort rather than to ability
- Providing motivational feedback
- Increasing learner satisfaction and the question of rewards and grades.

The feeling of satisfaction is a significant factor in reinforcing achievement behavior, which renders satisfaction, a major component of motivation. Motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards. The latter, though, do not work properly within a system where grades are 'the ultimate embodiment of school rewards, providing a single index for judging overall success and failure in school' (ibid.). In other words, grades focus on performance outcomes, rather than on the process of learning itself. Consequently, 'many students are grade driven, not to say, "grade

grubbing,” and this preoccupation begins surprisingly early in life’ (Covington, 1999: 127).

Students need to have their efforts at school work recognized and rewarded by regular positive responses from others who are important to them. The immediate rewards that are most frequently offered to students to motivate them to do good school work are high marks on tests and report cards, praise from teachers and family members for success at learning tasks, and respect from peers for meeting the challenge of classroom assignments. But undeserved students often face special circumstances of poor prior preparations, weak continuing support at home for academic tasks, and negative peer pressures that deprive them of decent opportunities to achieve immediate rewards for school work under the usual ways that schools structure the criteria and competition for academic success and track students into classes by achievement levels (McPartland and Braddock II; 1993)

Students must also believe that school work makes sense for their current and long-term welfare. The classroom tasks should be intrinsically motivating to students by being inherently interesting or by directly relating to students’ current interests and identity. Courses should be instrumentally motivating by being obviously related to preparation for future goals and aspirations.

For several reasons, undeserved or disadvantaged students are more likely to find their school work to be dull and boring and to have difficulty in seeing connections between school work and their own future. Because disadvantaged students are often behind their age mates in basic skills, they are frequently assigned to lower-tracked classes that concentrate on repetitive drills and practice activities that are far less intrinsically interesting than the higher order learning tasks found in the upper tracks attended by students from more advantaged backgrounds.

In the past few years and as a consequence of the multiple changes and innovations taking place in English language teaching, a great emphasis has been placed on the learner as the main focus of attention. There is much that can be learned from the language student, and this can easily and effectively contribute to the design of foreign language programs/syllabuses/lessons.

There has been a tendency to focus on learners' need. It is assumed that a particular syllabus for a particular group of learners should not be designed in a vacuum; rather, it should match students' needs as closely as possible (Palacio-Martínez, 1993; p.44).

What can English teacher learn from their learners? Teachers are constantly being enriched by daily contact with their learners, which put them in touch with different perspectives and ways of

looking at things. Things that teachers may usefully learn from their pupils include the following (Palacios-Martínez, 1993; p.44):

Students' Attitudes toward English and the English Class. Are these positive or negative? Do the students consider English important? How do they rate it in comparison with other subjects or disciplines? What are their attitude towards the target culture?

Students' Motivations. Are they learning English because it is required? Because they like it? Because they are interested in British/American culture and/or literature? Because they think they may get a better job? Because they would like to communicate with people in other countries? Because they like traveling?

Learners' Preferences for Teaching Materials. Do they consider textbooks necessary? What sort do they like best? What language do they prefer for explanation in their teaching materials? Do they like having a glossary of vocabulary at the end of the textbook? What sort of characters do they prefer in their textbooks? What sort of topics do they like best?

Learners' Preferences for Teaching Activities. What activities do they find most interesting/useful? How do they rate in interest/usefulness the various teaching -activities (role-plays,

dictations, writing practice, listening to tapes/songs, pronunciation exercises, oral tasks, watching videos, and so forth.)?

Learners' Preferences for Different Forms of Classroom Interaction. Do they like working in pairs, in small/large groups, individually, etc.?

Learners' Views on Language Skills. How do they rate in importance the four skills (listening, speaking, reading, and writing)?

Learners' Preferences regarding the Assessment Method/System. When and how would students like to be assessed? By means of tests, through individual/group projects, self-assessments, etc.?

Learners' Views on the Roles of the Teacher and the Learners. Are students happy with the teacher's management of the class? What aspects can be improved? Does the student prefer a passive or an active role?

Learners' Use of Learning Strategies and Study Skills. Are learners aware of their own use of learning strategies? What sort of learning strategies do they prefer to use? When do they make use of learning strategies?

The issues listed should be taken into account, as they will lead to a better understanding of what our students want and need, which should result in general improvement of teaching and learning. Furthermore, through this process teachers may become researchers of their own classes, and this may bring about a form of teacher self-development without the teacher having to leave the classroom.

How can we learn from our learners? Once those areas of the teaching and learning process that can be learned from our learners have been explored, we must next consider how all this can be learned, that is to say, the instruments that can be used to gather that information (Palacios-Martínez, 1993; p.45)

This, again, depends on our aims, together with our own teaching and learning situation. The most common methods of information gathering are:

- **Observation:** A careful observation of what is going on in the classroom may give us a clear indication of areas for analysis. Observation can be structured or unstructured, and may involve the use of audio or video recording equipment. In general, observation is selective in focus and can easily be adapted to the individual classroom situation. However, it can interfere with teaching and classroom management. Observation can be used to discover things about pupil interaction, the pupil's and teacher's

language, students' participation, teacher and pupil movement in the classroom, and so forth.

- **Questionnaires.** Questions may be open-ended, requiring respondents to answer in their own words, or multiple choice, requiring them to choose one or more answers from among those given. The students may also be provided with checklists or rating scales. When designing the questionnaire, the teacher should bear in mind the method to be used for analyzing the data obtained. Certain types of data may be analyzed manually, while other types, because of the large amount, the complexity, or attention to particular variables, will have to be processed by computer. Teachers should also determine to what extent the questionnaires are reliable and valid.

- **Individual/Group Interviews.** Answers obtained from interviews tend to be more valid than those from questionnaires, but interviews are usually more time-consuming to administer. Interviewers have to be careful not to influence the respondents' answers by the way the questions are formulated (bias). Interviews can be structured, semi-structured, or unstructured, and they can be individual or in groups. Structured interviews are just a series of questions and answers. Semi-structured interviews often have an initial question followed by probes. This is the type most widely favored by researchers on education, as it gives

students the opportunity to express themselves freely under the interviewer's control. Individual respondents determine the shape of unstructured interviews. Group interviews can be carried out with varying degrees of structure; the interaction of respondents is the most important element.

- **Individual/Group Discussions.** The points to be considered are written on the board or on a piece of paper and discussed in groups or by the class as a whole.
- **Self-Reports.** Students are asked to write a report on a general or specific question. The teacher may discuss with the whole class some of the points raised by the students.
- **Diaries.** Students are asked to keep a record of their daily experience in the English class. Although diaries should be personal, some of the students may be willing to share parts of their diaries with the teacher and the rest of the class.
- **Protocols.** These are used as self-report verbal data and can be done retrospectively, or simultaneously with a particular task.
- **Sociometric Measures.** These are usually based on a question sheet filled out by the students. Sociometric measures give information about pupils' interpersonal relationships, and they are

useful for deciding on the seating plan in a classroom, grouping students for group or pair work, etc.

- **Unobtrusive Measures.** McCormick and James refer to this as “data being collected without the participant being aware of it” (1983:213). This includes physical traces, archives, notice boards, graffiti, letters to parents, etc.

As Palacios-Martínez (1993) continues to say, it is important to consider when the information should be collected. Certain items of information, such as students’ interests or attitudes, should be gathered at the beginning of the course so that the data can be integrated into course planning. An evaluation of the course should be conducted towards the end, when students and teacher have a more global view of class work. However, teachers should be learning from their students all the time, as an ongoing process.

Clark and Starr further state that the key to successful teaching is good planning. There is no substitute for this. It helps to create good discipline, pleasant class atmosphere, and a feeling of purposeful activity. No one can teach well for long without planning. There are three important factors in good teaching. They are: (1) determining what the students are to learn, (2) why they are to learn it, and (3) how they can learn it best. When curriculum guides are not provided, the most common method for selecting the content of a

course is to follow a basic text book. These authors state that every course should be organized psychologically; that is to say, the course should be organized around the pupils, rather than around the subject matter. In other words, it should be adapted to the level of the pupils. It should allow for a variation from pupil to pupil and, for the same pupil, from time to time. It should be selective, without making important omissions in subject matter. The competent teacher selects topics suitable for the pupil's activities and interests. The responsibility for planning is the teacher's. In every lesson plan, there are the objectives, the subject matter, the activities, the list of materials needed for the assignments, and any special notes. Planning is essential if the teacher is to make full use of his knowledge and skills. Poor planning may ruin any class. In fact, it has been described as the most common cause of not learning.

These authors further suggest some specific teaching techniques. They say that a skillful teacher has many methods and techniques at his command, and he also knows that some techniques, which are good for one subject or for one group of pupils, may be quite unsatisfactory for another. The teacher should select techniques and methods suitable for his own personality, for the pupils in his class, and for the subject he is teaching. Among the most important techniques are the lecture, drill, questioning, and the project. Lectures are most successful when they are short and lively. They are often used to supplement other techniques. Drill is often

called practice and emphasizes well motivated, purposeful, varied repetition. Questions are used as a means of stimulating learning through thought and problem-solving. All of these techniques have a purpose so they should be applied appropriately.

There are many things to know and there are many things to master before becoming a “professional” teacher. Starr and Clark state that a professional teacher differs from the others in that he is truly competent in what he does. He is well prepared in the three areas essential for teaching what he knows to his pupils, his subject, and how to teach. Above all, the professional teacher is proud of his profession. It is an arduous and exacting profession. Through the schools of his community, the teacher shapes the destiny of the nation.

It is necessary to know a language, in its written and spoken aspects before teaching it to others. According to McKay (1987), one particular area of language teaching in which interesting questions are being asked about the relationship between language and thought is in the teaching of reading. Goodman et. al. (1977) have posted a psycholinguistic view of reading in which reading is viewed as an interactive process between language and thought. According to Coady (1979), this interactive process involves three factors: conceptual abilities, background knowledge, and process strategies. In other words, to be a successful reader, an individual must possess

basic intellectual ability, knowledge of the world, and reading strategies, such as familiarity with the phonology, graphemes, and lexicon of a language. For a long time, reading classes have tended to focus on the last factor, the process strategies. As Coady points out, a typical reading class involves the reading of a passage followed by comprehension questions, vocabulary exercises and, at times, grammatical exercises. In such a class, the student may read a passage in five to ten minutes and then spend fifty to one hundred minutes doing language exercises and correcting them.

McKay says that it is time to re-evaluate the traditional activities of a reading class. It is necessary to examine an often neglected element of the reading process, namely, the role of cultural background knowledge, and to suggest some ways in which the reading teacher can give attention to this important factor.

Carrell and Eisterhold (1983) in their discussion of schema theory, which is a learning theory that asserts that language comprehension involves an interactive process between the learner's background knowledge and the text, argue that efficient comprehension requires the ability to relate the textual material to one's own knowledge. There is a growing amount of evidence that one very important factor affecting the reading comprehension of second language learners is a lack of necessary cultural background knowledge. It is necessary to examine the role of the teacher in a

reading class. As Eskey (1983) points out, basically students learn to read by reading. Thus, the point of the reading class must be reading –not reinforcement of oral skills, not grammatical or discourse analysis, and not the acquisition of new vocabulary. Essentially, the reading teacher needs to provide students with the opportunity to read. As Nuttall (1982) maintains, the reading teacher has two main tasks: first, to provide suitable texts, and, second to develop activities that will focus the student's attention on the text.

One way for the teacher to hold the attention of the students is through the use of questions. However, these questions should be student initiated and not teacher imposed. Henry (1984) outlines several techniques that can be used to encourage reader-initiated questions. They are as follows.

1. The First-Sentence Stimulus. The first sentence of a text is put on the board and students are asked to write ten questions about the sentence.
2. The Thematic Stimulus. Students are asked to generate questions that have to do with the general theme of the reading.
3. The Picture Stimulus. Pictures are used to motivate students to ask questions related to the general theme of the reading.

4. The Reading Stimulus. Students are asked to formulate questions at various points in the text or at the end of the passage.

The advantage of using these reader-generated questions is that, as Henry points out, this approach encourages students to see reading as an interactive process that takes place between the reader and the text.

By working to help students understand the cultural assumptions, reading teachers will help them not only increase their reading comprehension but also to gain a better understanding of another culture.

Pierce (1988) states that most teachers agree that listening comprehension and speaking are two of the most important and perhaps the most difficult skills to teach students of English in a country where English is a foreign language. Opportunities for practicing listening and speaking in English in an authentic, communicative setting do not abound in an EFL situation, particularly since students do not generally hear English spoken outside the classroom.

Pierce (1988) says that in order to remedy this situation, teachers should first recognize that listening is an interactive, not a passive process, requiring much effort and practice on the part of students. One need only remember how difficult it is to learn to

distinguish sounds and extract meaning from any foreign language in the early stages of language learning in order to appreciate the difficulty of this task. For this reason, the role of the teacher both as a listener and as a presenter of highly relevant listening and speaking activities, is of supreme importance in the EFL situation.

Second, teachers need to know how to select and design appropriate and authentic language-learning materials and activities in agreement with the age group, interest levels, and the language ability of the students. Since one of the greatest obstacles to learning English in a foreign language situation is motivation, teachers must be held accountable for encouraging language learning through the use of materials and activities that bring the students' world into the classroom.

According to Pierce (1988), listening is not a passive but active process of perceiving and constructing a message from a stream of sound. This process depends on what one knows about the phonological, grammatical, lexical, and cultural system of a language. As knowledge of these systems increases, so does the ability to comprehend streams of spoken discourse. In addition, a shared knowledge of the real world between the speaker and the listener become crucial to total comprehension of the message.

According to Wilkings (1992), students have to learn how to speak; and, therefore they should be exposed frequently, from the earliest stages of language learning, to listening-comprehension activities based on natural authentic speech. Moreover, teachers need to prepare students psychologically for the listening activity telling them that they will not be able to understand everything they hear and that they should not panic because of this. Instead, students should be invited to guess at the meaning of words and phrases that they do not comprehend.

Wilkings says that in selecting materials and equipment for listening activities, teachers should consider the size and acoustics of the classroom and the number and location of electrical outlets. A language laboratory is ideal; but, if it is not available, student desks and chairs should be arranged so that all students can hear the material clearly. A tape recorder should be set in the center of the room, with the volume high enough to be comprehensible.

Wilkings further states that audiovisual aids can be powerful stimulators in developing oral language ability without recourse to the written language. It is necessary to focus less on literary uses of the language and more on actual uses of the spoken language. Audiovisual aids available for oral language development include commercial textbooks and accompanying cassettes, radio and

television newscasts, documentaries, pop music, video tapes and films and filmstrips.

According to Pierce (1988), in presenting oral language activities, teachers should focus on interest level, systematic presentation, frequent practice, and extended listening on the same topic. Topics that bring the student's world into the classroom will make learning more meaningful.

Pierce states that the teacher's role in the presentation of oral language materials is to be an understanding listener, not to demand either perfect recall or perfectly formed responses from students. The teacher's responsibility is to create situations that provide opportunities for speaking and stimulate students into trying to communicate orally with the little English that they may have at their disposal, thus giving them confidence in their ability to learn. Along with listening activities, opportunities for speaking practice should be provided.

Pierce thinks that because opportunities for developing oral language skills are severely limited in an EFL situation, teachers carry the sole responsibility for selecting and designing listening and speaking activities that engage students in authentic language use. The tendency of some teachers to place excessive emphasis on

grammar rules and exercise in the classroom often detracts from the building of oral language skills.

Listening and speaking are active processes and should be taught in a manner that will induce students to take an active role in learning. With the teachers serving as the model for spoken English, students will unconsciously pick up phrases repeated by the teacher either in class or in casual conversation. However, the reality is that not enough teachers of English speak English as a medium of instruction in their classrooms. This may be because some teachers feel unprepared to do so.

Cordeiro et al. (1984) try to share a technique for improving the oral skills of young children learning English as a second language. They say that, in this situation, vocabulary and grammar should be taught simultaneously. These authors think that it is especially important, in teaching young children, to teach listening and speaking skills prior to reading and writing skills.

Picture Box Drills constitute an alternative drilling strategy which provides immediate and continuous success for the student through repetition and reinforcement. Picture Box Drills help to establish a basic framework for further language growth.

El-Helaly (1987) says that unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with jobs or university degrees that require a knowledge of English. Their world is their daily games, events of interest to them, new knowledge that they may come across and questions that their inquisitive minds may ask. Children communicate all their needs and experiences and receive new knowledge in their mother tongue. Therefore, the teacher of English has the challenging task of finding ways to motivate them.

Rivers (1983) advises the foreign language teacher to capitalize on the students' "autonomous impulses such as curiosity, the desire to know and understand, the desire to play and explore, and the impulse to manipulate features of the environment". The material used for teaching students should be drawn from their world and be compatible with their maturational level. The topics used must be closely linked to the interests and experiences of the children, be easily grasped by them, and be presented within the framework of familiar situations using appropriate language functions.

Using familiar topics minimizes the difficulties associated with the task of presenting language use in the classroom and facilitates the connection of the child's school experiences to the outside world. Questions asked by the students may be used as topics for discussion either at the time they are asked or at a later date.

Lessons based on students' questions are not only interesting and motivating but also serve as an excellent source of topics for future lessons. Situations used in the classroom need to be authentic, interesting to students, and should depict the culture of the target language. Because children are not self-motivated to learn a foreign language, it must be presented to them through activities and games.

According to Wilkins (1972), teaching must be planned in such a way that "learning becomes an interesting, even at times, entertaining process". Songs, storytelling, the drawing of maps and pictures, gardening, cooking, show and tell, Simon says, and puzzles may be used to make the English lesson interesting. As the interest of students in an activity in the target language increases, so will their interest in communicating in the language. Developing such interests will, therefore, put the children on the road to spontaneous use of the language forms.

Participation by the teacher in games and activities helps the students overcome any inhibitions they may have. Teachers should, nevertheless, take every precaution not to dominate activities in order to give the students the opportunity for self-expression.

As Rivers (1964) observes, motivation techniques succeed better if the atmosphere of the English class is relaxed and if the

teacher provides continuous support and encouragement. To create such an atmosphere, the teacher needs to make every student feels secure and appreciated. Each child is individually evaluated according to his/her ability. Every child should receive recognition and praise for the progress he/she makes, irrespective of its extent.

The teacher should make every effort to create an atmosphere of cooperation among the students. The ideal atmosphere that the teacher should aspire to create is one where the better pupils are willing to help the weaker ones, who in turn are ready to accept this help. In this type of class, better pupils do not feel superior nor do the weaker ones feel inferior.

El-Helaly states that students will make mistakes in pronunciation or grammar either because of inherent difficulties in the English language or because of interference from their mother tongue. Children may also pick up incorrect or inappropriate language expressions from nonnative speakers in their community. Gentle correction of mistakes is recommended.

This author points out that students lose interest in what they are doing very quickly and, unless a different activity is introduced, they will get bored and behavioral problems may arise. The teacher can use different activities to integrate the language skills and to

provide students with the opportunity to work individually, in small groups, or with the class as a whole.

This author recommends that the period of English be divided into three parts. The first part may be devoted to oral activities. The students should be encouraged to talk about themselves, their interests, and experiences, or any recent event. Starting the English lesson in this manner relaxes the students and prepares them for the next activity.

The second part of the period, may be used for reading and writing activities. Following a quick review of the previous lesson, the teacher presents the new lesson.

EI-Helaly further suggests that the teacher should let the students work in groups. Group work may include reading and answering questions, or writing. The teacher moves around from one group to another assisting them as necessary and checking to see that they are on the right track.

In the third part of the lesson, the child may choose from a selection of activities to reinforce his knowledge of English. Such activities may include solving puzzles, labeling maps, following instructions for growing a plant, working on a word game, reading a story, and so forth.

To conclude, El Helaly suggests that in the third part of the lesson, the learner should be allowed to carry out the activity he desires. In this way, the activity will serve as an incentive for the child to complete the work required of him in the second part of the period and will enable the teacher to discover his interests.

The professional development of teachers should be a continuing process so that the teacher can be up-to-date with the latest innovations in his area of specialization and the evolution of education.

Finocchiaro (1988) presents some concepts related to the proposition that teachers should grow throughout their lifetime in (1) the awareness of their own strengths and, perhaps, weaknesses (which can be overcome); and (2) more positive attitudes toward themselves, their students, their colleagues and supervisors, their communities, the needs of their countries and of other countries.

Finocchiaro also adds a list of habits which, as she says, are conducive to a feeling of success not only in teachers but also in their learners. The habits that Finocchiaro considers most important are:

1. Planning lessons several days in advance or over the weekend, if possible.

2. Writing the homework assignment for the next lesson in a box in the upper left-hand corner of your chalkboard at the beginning of the hour, so the teacher will not have to give the homework assignment when the closing bell has started to ring.
3. Never give homework over a holiday or when the teacher knows his students will have an important test (in another subject) the next day.
4. Always greet the class cheerfully when coming into the classroom and when the students are all seated.
5. Spending a few minutes, after the greeting, indicating your awareness of individual students, noting different ones each day – a new haircut, blouse, shirt or whatever.
6. Returning test papers to the students, let them enter their grades in their notebooks so that they can average their grades before report cards are prepared.

Finocchiaro further states that some kinds of knowledge the teacher should acquire through reading, attendance at conferences, and discussions with others. For example, the teacher should: develop a background of the important relevant theoretical concepts from the fields of anthropology, psychology, sociology, and education

(pedagogy or methodology) during the first years of teaching. The teacher should also understand and practice group dynamic techniques and techniques of grouping and paired practice, to ensure communication and interaction among students. He should learn how to utilize and develop simple instructional materials in order to clarify meaning and to lend interest, impact, and variety to the lesson. He should know how to evaluate student achievement and proficiency in order to make learners aware of their progress. These are some of the necessary skills a teacher should have.

On the other hand, Finocchiaro presents some characteristics of a superior teacher. Among these distinguishing features that superior teachers have are:

1. They are committed to the notion that all normal people can learn. They recognize that some students learn at different rates and in different ways.
2. They know that learners must feel loved, respected and secure. Learners must be made to feel that they are important members of the group.
3. They keep the motivation of students at a high level by using their interests in their lives or in their communities as the starting point for the introduction of all new material.

4. They recognize that the correction of student errors is a matter of requiring sensitivity and, above all, common sense. These sensitive teachers never ask another student to correct the error. This may make for hostile relationships and feelings of humiliation in the class.
5. They organize each learning experience carefully. They proceed from the known to the unknown, from the simple to the more complex.
6. They create an opportunity for learning from individual experiences the students may have had or from happenings in the class, the school, or the community.
7. They prepare and give tests that will help to judge the achievement and proficiency of students, to diagnose individual learning problems, and most importantly, to judge the effectiveness of their own teaching procedures.

In summary, the teacher is an educator, counselor, guide, and friend, a model whom students respect and want to emulate. Finally, Finocchiaro states that, as she had a marvelous teacher who inspired her to continue her education, she hopes all teachers will be able to inspire love and respect in their students.

This is a crucial element in motivation to help students to develop internal feelings of control and to move towards autonomy. Students need to be allowed to learn in ways that are personal and significant to them. It is important to help learners see value in carrying out activities for their own sake rather than only doing things for external reasons. The analysis of these and other books, articles and texts can contribute to increase existing strategies for teaching English, taking into account how they will fit our students' needs.

CHAPTER III
METHODOLOGY

DESIGN

This research aims to obtain information about the levels of motivation for learning English in our schools in Panama and the strategies teachers use to increase students' motivation to learn English in order to. This study is based on the data resulting from the application of a series of questionnaires administered to both students and teachers who are actually in the process of learning and teaching respectively. The instrument consisted of questions which were answered according to the students' perceptions of their preparation and level of motivation and was directed to students of the fourth level of the Instituto Urracá.

A similar instrument was directed to teachers of the Instituto Urraca. It will serve to measure teachers' interest in improving the preparation of students in the English subject by means of motivation to learn English. Based on the resulting data, conclusions emerged as to the adequacy of the English program of different levels, and the degree to which graduated students are prepared in the English area. The data and the review of the literature led to recommendations for the improvement of English language teaching in general.

SAMPLE

This research was conducted with the help of those really involved in English language instruction; students and teachers. Data

was obtained from the Instituto Urracá.

The Instituto Urracá was selected because of the student population, which is at present the largest high school in Santiago, with almost eight hundred and seventy (870) new students every year. This school is located in the Barriada San Martín in Santiago, Veraguas Province.

This school receives students from eleven (11) different districts of the province and even from other provinces. A great number of them, are from rural areas. Students of this school receive a diploma in one of the following areas: science, letters or business.

Students from the Instituto Urracá were visited in their classrooms while English professors were interviewed during their free time. Their assistance was of great value in the data gathering process.

CHAPTER IV
FINDINGS AND CONCLUSIONS

OBSERVATIONS

It was observed during the research process, that a real interest and concern exists among students, professors and other professionals for improving some techniques and strategies for teaching English in order to keep students permanent motivation. All teachers agreed that it is important to help students to learn in ways that are personal and significant to them. Many of them even made recommendations to contribute to the resolution of a problem which affects the future of the English language instruction.

Responses of students indicated that they were fully aware of their lack of motivation and preparation in the area of English. They agreed that they should be provided with previous arguments of how important the English language is for their future in order to develop the basic language skills and become interested in language not only in the classroom but also in non formal instruction.

It was observed after analyzing responses of the questionnaire that it is necessary to build up a supportive learning environment in our classrooms. It will help to increase the students' will to learn and under these powerful motivating conditions students are encouraged to express themselves and develop their full potential and individuality. Finally, it was realized that the students need to know why they did or did not do well, and what they can do to improve.

Teachers need to be aware of the dangers of an over reliance on praise, and of the negative effects of reprimands.

FINDINGS

The following tables present the data which resulted from this research. Brief explanations are included for each table to assist the reader in his analysis of the data. These are the findings of this investigation from which the conclusions were drawn and recommendations were formulated.

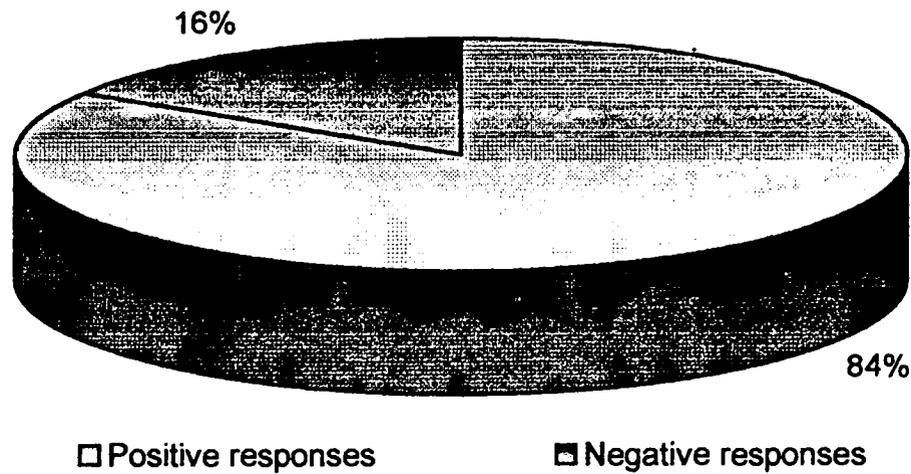
Options one and two represent the positive responses while option three represents the negative responses.

TABLE 1
STUDENTS RESPONSES BY ITEM. LEVEL IV
QUESTIONNAIRE 1

ITEM	OPTION			POSITIVE RESPONSES	NEGATIVE RESPONSES
	1	2	3	%	%
1	30	12	8	84	16
2	20	19	11	78	22
3	10	30	10	80	20
4	8	15	27	46	54
5	12	25	13	74	26
6	5	8	37	26	74
7	9	10	31	38	62
8	10	25	15	70	30
9	5	15	30	40	60
10	12	19	19	60	38
TOTAL	121	178	201	60%	40%

This table present the responses given by students of the fourth level of the Instituto Urraca. Fifty students answered the questionnaire.

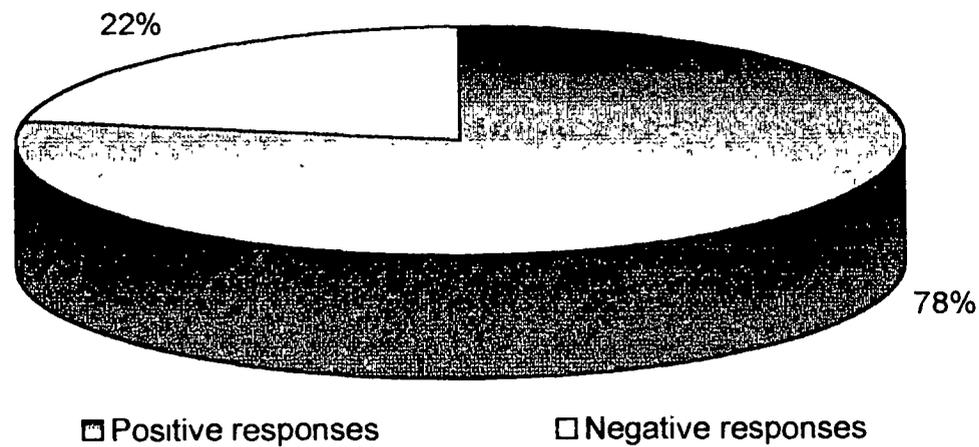
Some graphs will be presented to give brief explanations for each item.

GRAPH 1

Graph 1: Presents the responses given by students to question number one.

1. Do you think that English is related to the career you are planning to study in the future?

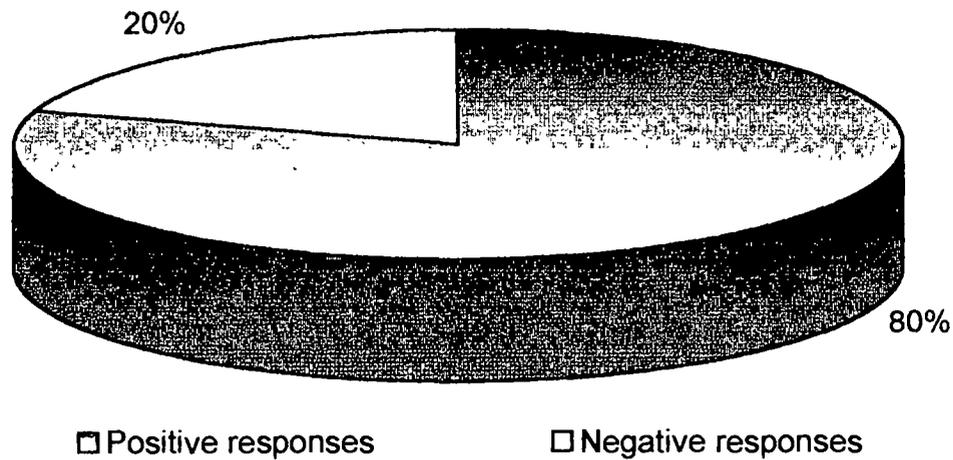
Most of the students agreed, according to the options they selected, that English is related to almost any field of study they plan to study in the future.

GRAPH 2

Graph 2: Presents the responses given by students to question number 2

2. Do you think English could be necessary for you to get a good job?

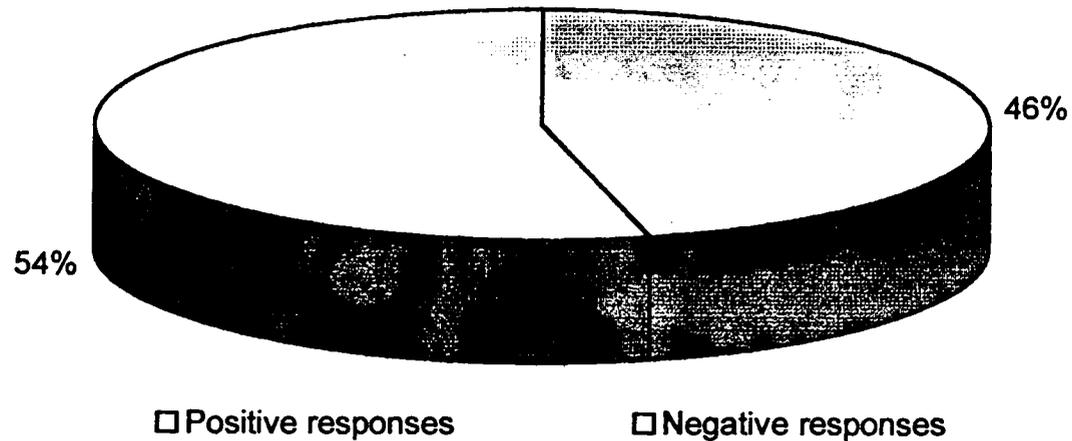
According to the students' answers they seem to agree that English is a necessary requirement to find better jobs.

GRAPH 3

Graph 3: Presents the responses given by students to question number 3

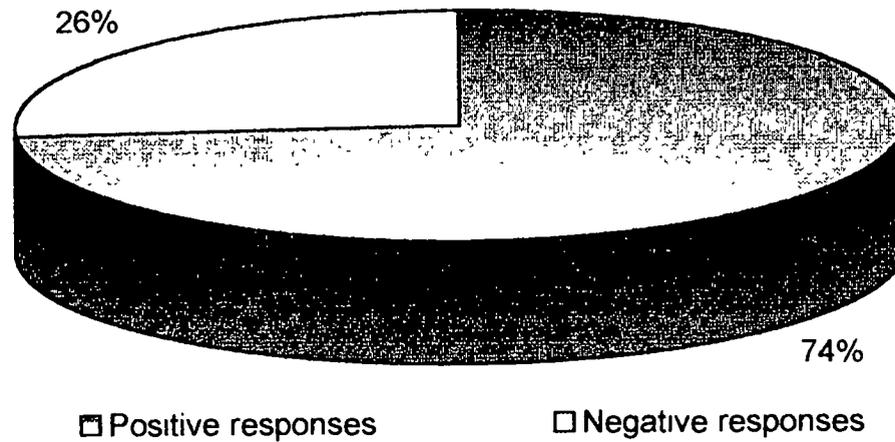
3. Do you know reasons why people around the world use English as a second language more than any other language?

The high percentage of positive responses indicates that students are fully aware that English is used as a second language more than any other language. Students' comments reflect that it is due to the fact that English is like the official language for business, technology, science and many other fields.

GRAPH 4

4. Do you try to improve your English learning by yourself?

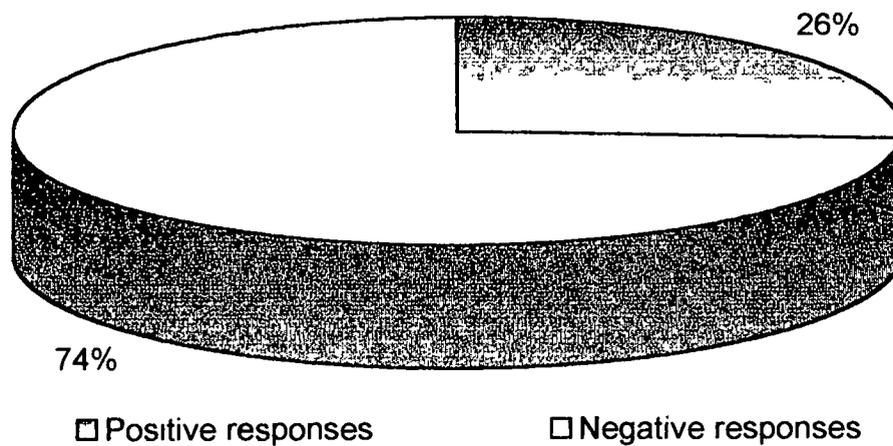
Notice that a very high percentage gave a negative response to this question. Students commented that some English – courses are expensive as well as some books. In addition to that they don't know English speakers to talk or practice with.

GRAPH 5

5. Do you ask your teacher when you want to know how to say some thing in English?

Because of the positive responses students of this level showed more confidence to ask questions to their teachers to clarify a topic. They commented that when they are motivated they like to make questions in the classroom.

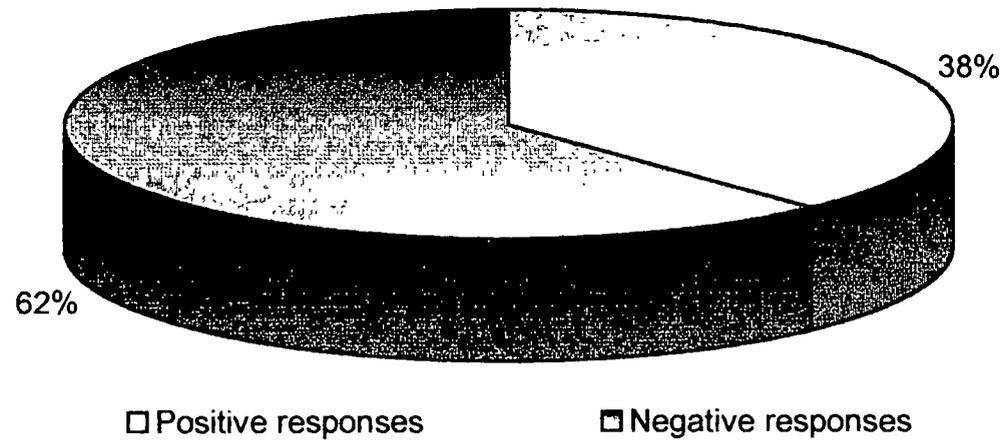
GRAPH 6



6. Do you try to communicate with your teachers in English?

The high percentage of negative responses indicates that most students do not use English to communicate with their teachers. It is necessary to force them to use the language when given basic commands or when asking for a permission or a favor.

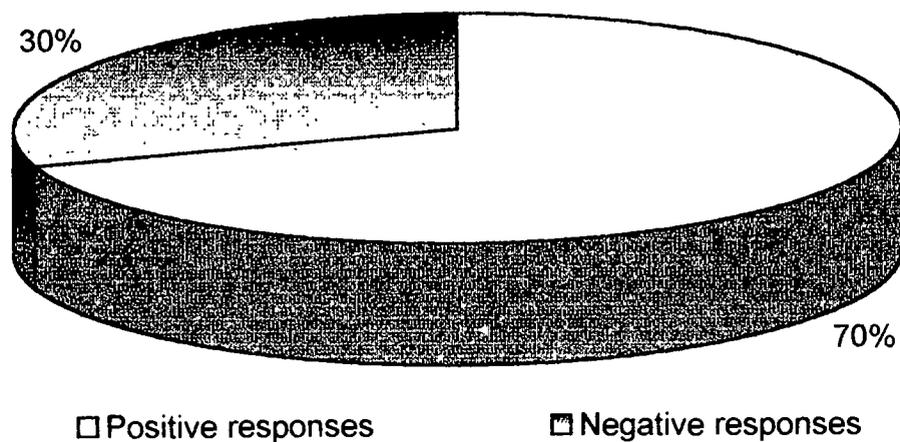
GRAPH 7



7. Would you like to have more English classes per week?

The negative responses indicate that despite students consider English very necessary, they do not seem to be interested in receiving more English classes per week.

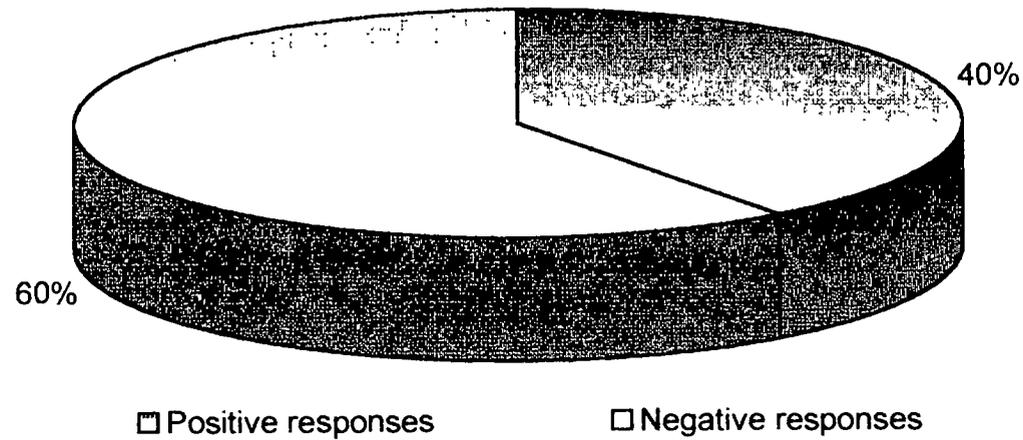
GRAPH 8



8. Do you try to read and understand food labels and songs in English?

Students seem to be very interested in reading and understanding what they see written in English. They like English songs and they try to understand their meanings in Spanish by themselves.

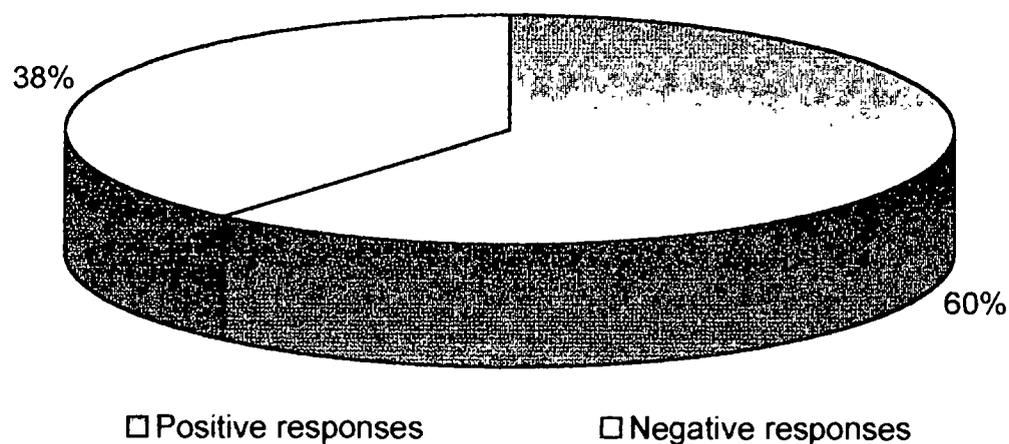
GRAPH 9



9. Do you try to communicate orally in English without being concerned about mistakes?

Notice that a very high percentage of students gave a negative response. Most of the students commented that they feel embarrassed when they are forced to speak in English.

GRAPH 10



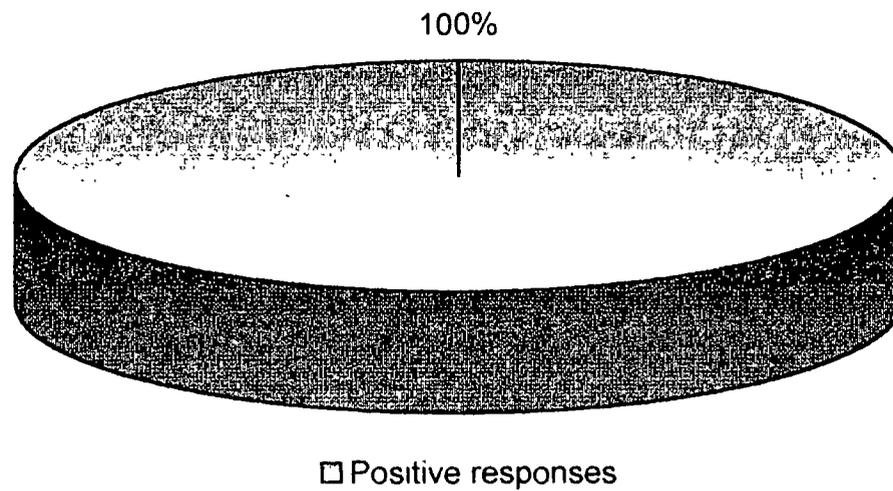
10. How good is your teacher presenting new strategies or activities for learning English?

Students seem to agree that English teachers really try to vary the teaching activities. But some other students commented that it is necessary to introduce some teaching strategies in order to match students' needs.

TABLE 2
TEACHERS RESPONSES BY ITEM.
QUESTIONNAIRE 2

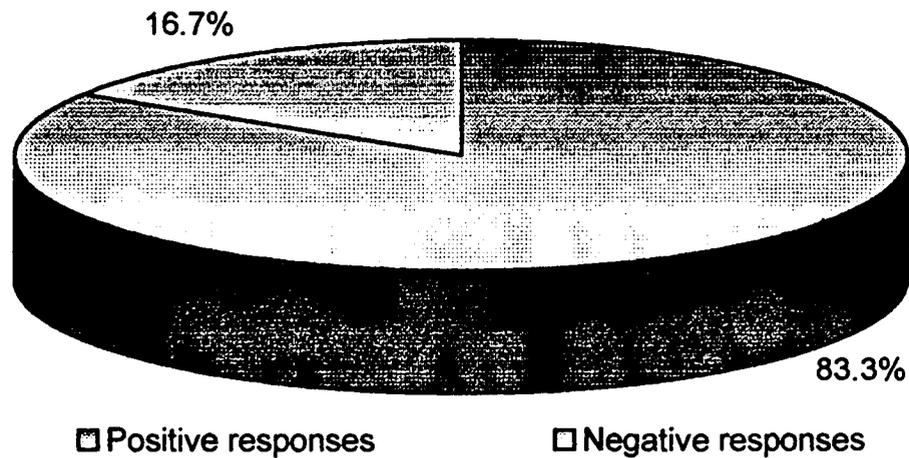
ITEM	OPTION			POSITIVE RESPONSES	NEGATIVE RESPONSES
	1	2	3	%	%
1	12	--	--	100	--
2	3	7	2	83.3	16.7
3	6	5	1	91.7	8.3
4	11	1	--	100	--
5	10	2	--	100	--
6	9	2	1	91.7	8.3
7	9	3	--	100	--
8	9	3	--	100	--
9	5	5	2	83.3	16.7
10	5	6	1	91.7	8.3

Table 2 presents the teachers' responses. This instrument was answered by twelve teachers working in the Instituto Urraca.

GRAPH 1

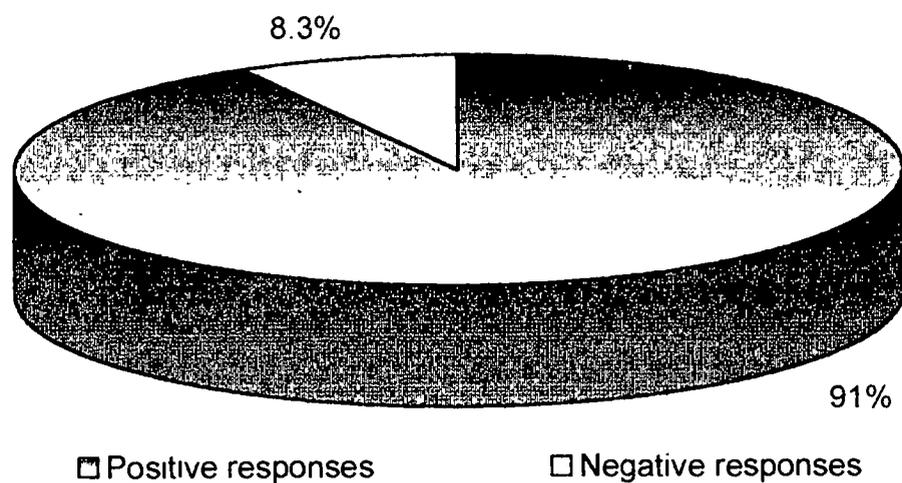
1. Do you plan all your lessons in advance?

The twelve teachers gave a positive response for this question. These teachers agreed that planning is very necessary to select the best activities in advance before presenting a class.

GRAPH 2

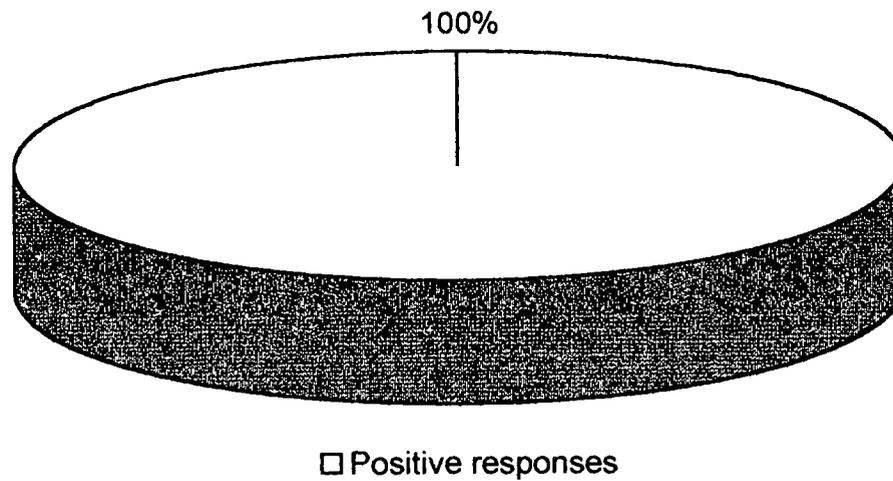
2. Do you include warming up activities in your plan?

Notice the high percentage of positive responses. It indicates that the teachers who answered the questionnaire develop warming up activities before presenting or introducing the new lesson.

GRAPH 3

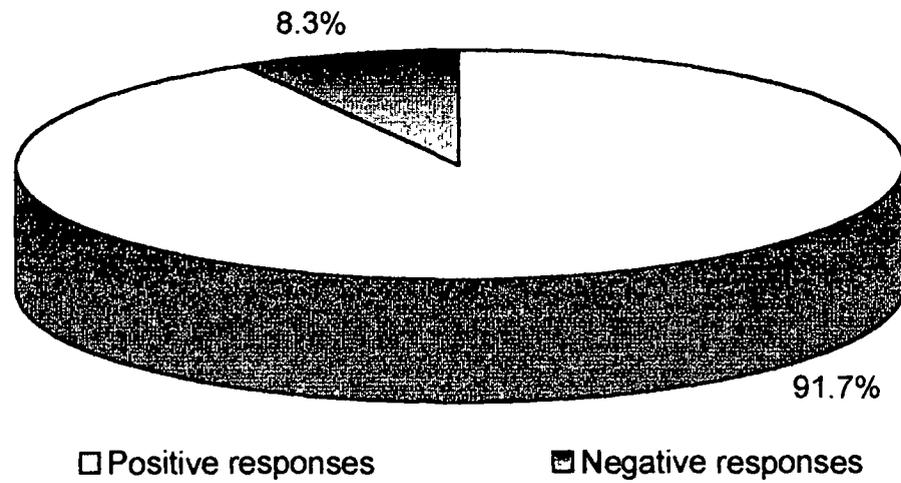
3. Do you use English for explanations or instructions you give to your students in class?

Teachers commented that they try to use the English language as much as they can. They agreed that they should be like the models to motivate students to talk in English.

GRAPH 4 – 5

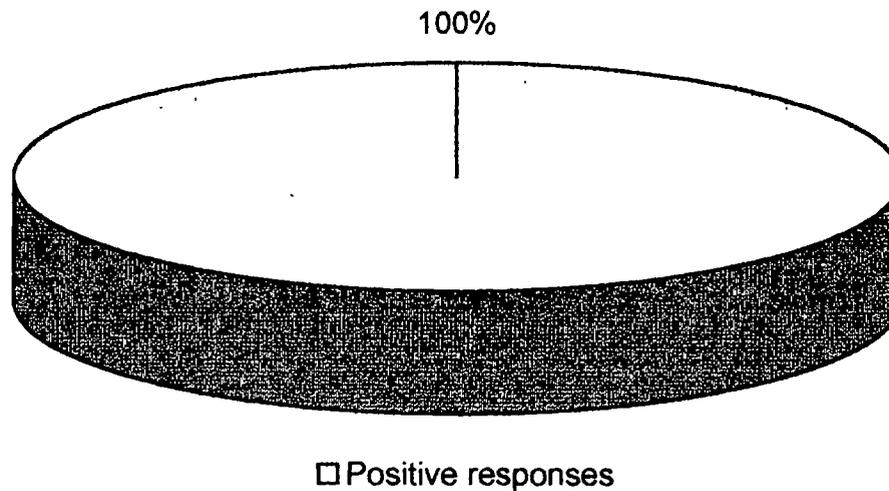
4. Do you give your students opportunities to ask questions when they are confused?
5. Do you test your students after presenting a new topic?

Both questions received positive responses. Teachers agreed that in general, students ask a lot of questions. They say that tests are given when most of the students show they have understood the new topic.

GRAPH 6

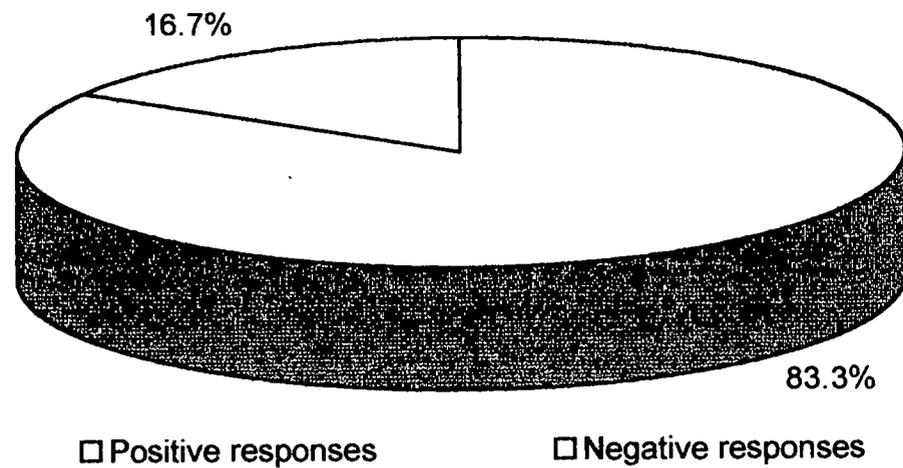
6. Do you help your students to create needs for learning English?

Teachers gave positive responses to this questions. They stated that before presenting any new lesson they should take into account student's needs.

GRAPH 7 – 8

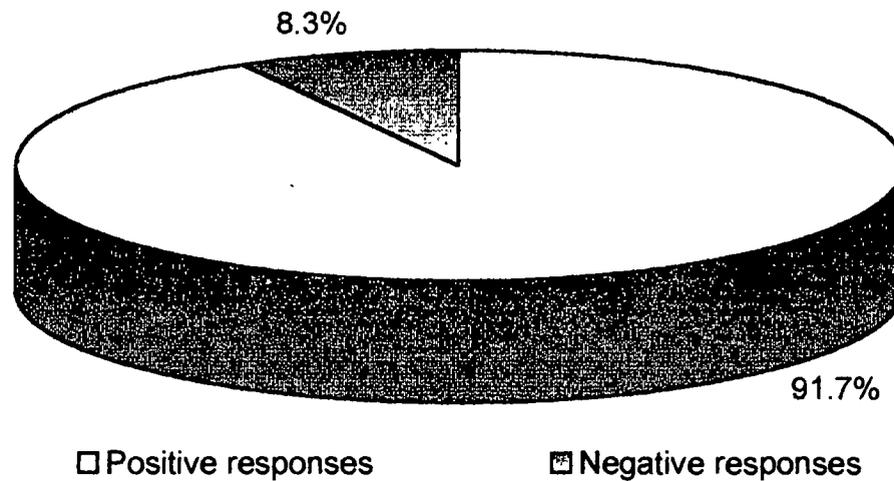
7. Do you try to discover what activities students prefer for practicing English?
8. Do you share with other colleagues in your or other schools your experiences in the classroom?

One hundred percent of the teachers gave positive responses for these questions. They commented that the experience has shown them which activities the students like and which of them they dislike. They usually get together with colleagues in the school and they share their experiences with each other.

GRAPH 9

9. Do you accept and practice recommendations given to you?

Positive responses indicate that teachers are open – minded. They accept recommendations and they put them into practice when necessary.

GRAPH 10

10. Do you attend seminars or workshops to be up to date with new bibliography or changes in the educational system?

It seems that teachers are attending seminars which in most of the cases follow the objective to present new bibliography.

But at the same time they receive some kind of training for using the new books as well as some strategies for teaching the language in general.

CONCLUSIONS

One of the main objectives of the Panamanian educational system is to introduce the students to the learning of a second language. English is recommended over other languages because it is considered vital for international communication.

Even though many students are motivated to the learning of the language, there are many others that lack motivation since they think they do not need English at all. Many students are not interested in learning, but part of the responsibility in helping students to change their attitude depends on the teachers. Poor teaching is sometimes the reasons for the lack of interest of students. Teachers must be motivated to teach if they expect to have students motivated to learn.

It is necessary to develop a cooperative teaching learning process. It is necessary to develop a classroom integrated model which would stress the importance of teaching learning strategies according to a systematically prepared plan which focus upon specific curriculum topics and the development of student's knowledge.

Most of the English teachers are always trying new strategies for teaching the students. Some of them, for example, let their students work in groups. Group work may include reading and answering questions, or writing. There are also other activities like

solving puzzles, labeling maps, word games, reading a story, which help to reinforce the student's knowledge of English. Teachers should build up a supportive learning environment. Students learn better when they are given the right tools and when they are ready to learn.

According to the opinions of the students selected in the questionnaire, we can conclude that they are really concerned about the importance of learning English. They know that English is related to almost any field of study they plan to study in the future, and that it is a necessary requirement to find better jobs. On the other hand, teachers demonstrated interest when responding to the questionnaire. They think that students really like English classes and most of them show interest toward the English language more than ever before.

RECOMMENDATIONS

Having analyzed the data and arrived at the conclusion of this research regarding the use of some strategies to increase students' motivation to learn English, based mostly on students' perceptions as expressed through their responses to the student questionnaire, the following recommendations were formulated.

- Teachers should help the students to prepare their own language learning setting in order to develop internal feelings of control and to move towards autonomy.
- Teachers should recognize their students as individuals. Students are much alike in many ways but each is different. Through evaluation it is shown that not all student reach the same point.
- Teacher should build up a supportive learning environment. Students learn better when they are ready to learn so teachers need to help in the selection of the activities that are most appropriate for the students' goal and needs.
- Teachers should try to discover the skills and strategies that students need for learning and the process that they go through in order to make sense of their learning. It means that some

students have various resources at their disposal and make use of them in different ways.

- Teachers should know that the best activities or strategies are those that engage students in meaningful interaction. A strategy to develop oral skills is to focus more on what the students say than on how they say it.
- Teachers should try to find the relation between English and the students' future careers. It will allow learners to behave as if they are using the language to communicate their own experiences about their lives and careers.

Based on teachers responses to the questionnaire administered, the following recommendations have been formulated.

- Parents should help to create in their children the desire and need to learn English since some students do not realize the importance of English. They are not concerned with jobs that require a knowledge of English. It would be easier for the teacher to transmit the amount of English he knows to a group of motivated students.

- The English program should be adapted to the students' needs to facilitate the teachers' work. According to many English professors they are never asked to participate in the preparation of English programs so they can not give opinions and suggestions to improve the presentations of such programs.
- Textbooks should be written in a way so that they support the program of different areas of study. Students should master the use of the books by themselves.
- Schools should be provided with the basic didactic materials (books, recorders, visual aids) in order to facilitate English language instruction. It is not necessary to have a complete laboratory to teach English more effectively.
- English seminars should be given as frequently as possible as a complement to classroom work. These seminars provide the opportunity to learn or acquire additional skill for teaching English.
- A supervisor for English teachers should be appointed in Veraguas Province to help the English teachers to orient their classes according to the official program and the needs of their students.

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APPENDIX

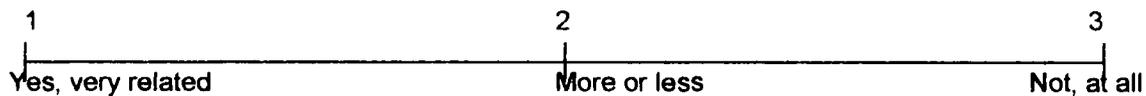
QUESTIONNAIRE 1

To: Students

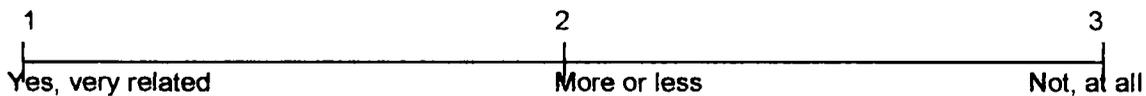
Objective: To measure the students' level of motivation toward the English language.

Instructions: For each of the questions listed below, circle the appropriate number

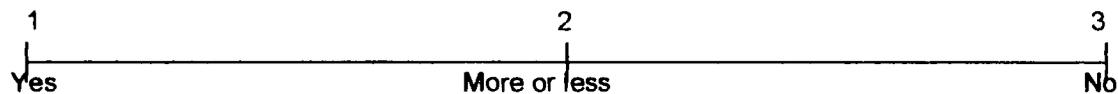
1. Do you think that English is related to the career you are planning to study in the future?



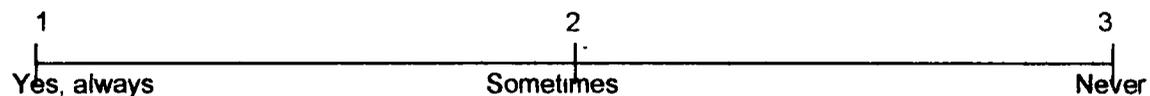
2. Do you think English could be necessary for you to get a good job?



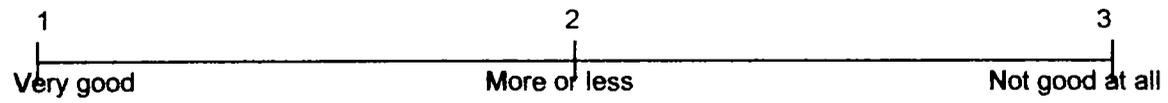
3. Do you know the reasons why people around the world use English as a second language more than any other language?



4. Do you try to improve your English learning by yourself?



10. How good is your teacher presenting new strategies or activities for learning English?



Comments:

CUESTIONARIO No. 1

Para estudiantes.

Objetivos: Medir el nivel de motivación de los estudiantes hacia el idioma inglés.

Indicaciones: Para cada una de las preguntas encierra la respuesta apropiada.

1. ¿Cree usted que el inglés esta relacionado a la carrera que planea estudiar en el futuro?

Sí

Más o Menos

No

2. ¿Cree usted que el inglés es necesario para encontrar un buen trabajo?

Sí

Más o Menos

No

3. ¿Sabe usted por qué el idioma inglés se usa más como segunda idioma que ningún otro idioma en el mundo?

Sí

Más o Menos

No

4. ¿Procura usted mejorar su conocimiento de inglés por usted mismo?

Sí, Siempre

Algunas Veces

Nunca

5. ¿Pregunta usted al profesor cuando quiere saber cómo se dice algo en inglés?

Sí, Siempre

Algunas Veces

Nunca

Explique: _____

6. ¿Trata de comunicarse con su profesor en inglés?
Sí Siempre Algunas Veces Nunca
7. ¿Le gustaría tener más horas de inglés semanal?
Sí Un poco No
8. ¿Trata de leer y entender etiquetas y canciones en inglés?
Sí, Siempre Algunas Veces Nunca
9. Trata de comunicarse en inglés sin preocuparse por los errores?
Sí, siempre Algunas Veces Nunca
10. ¿Qué tan bueno es su profesor para presentar nuevas estrategias o actividades para aprender inglés?
Muy bueno Más o Menos Malo

Comentarios:

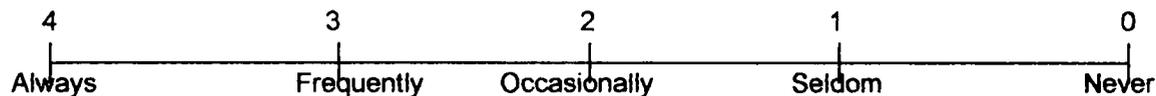
QUESTIONNAIRE 2

For teachers

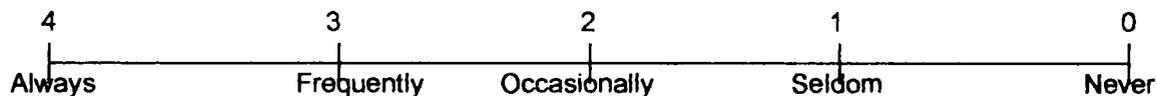
The purpose of this questionnaire is to obtain information about the techniques and strategies teachers are using in their classrooms to teach English.

Instructions: Indicate the levels of frequency different motivational resources are used in your classroom while teaching English.

1. Do you plan all your lessons in advance?

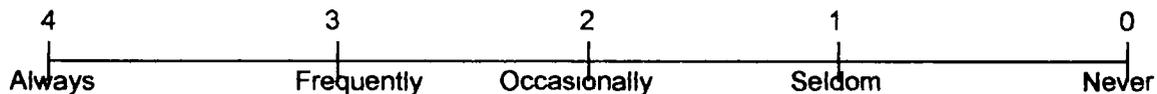


2. Do you include warming up activities in your plan?



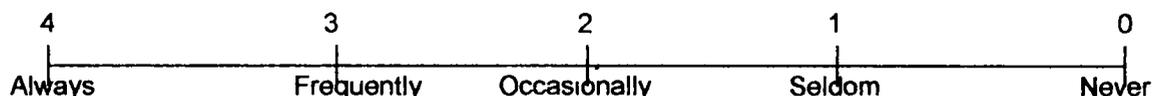
Comments: _____

3. Do you use English for explanations or instructions you give to your students in class?



Comments: _____

4. Do you give your students opportunities to ask questions when they are confused?



Comments: _____

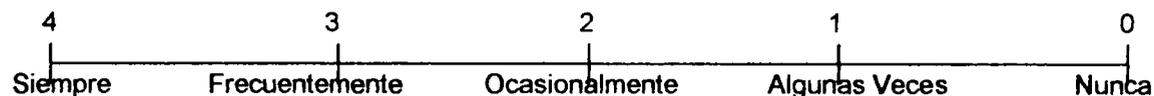
QUESTIONNAIRE 2

Para: Profesores

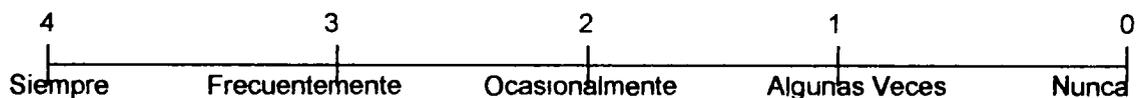
El propósito de este cuestionario es obtener información sobre las técnicas y estrategias que los profesores usan en los salones para enseñar inglés.

Instrucciones: Indique con qué frecuencia utiliza recursos motivacionales en su salón, cuándo enseña inglés.

1. ¿Planea usted sus lecciones con anticipación?

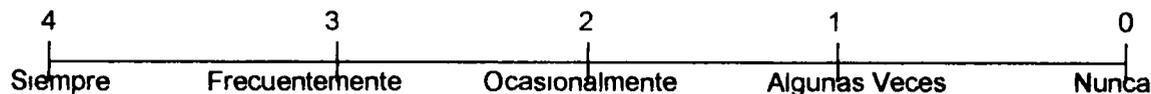


2. ¿Incluye actividades de iniciación?



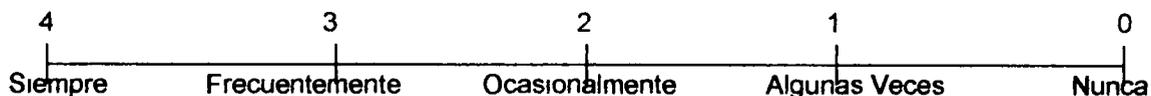
Comentarios: _____

3. ¿Una el inglés para explicar y dar indicaciones?



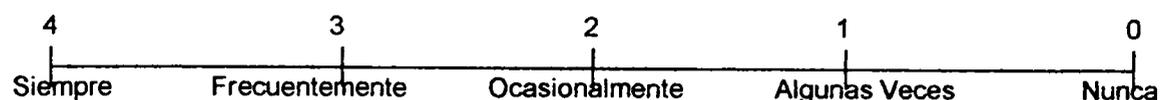
Comentarios: _____

4. ¿Permite a los estudiantes hacer preguntas cuando están confundidos?



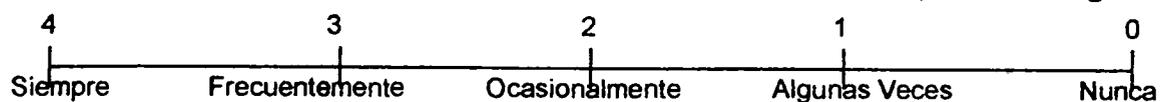
Comentarios: _____

5. ¿Evalúa a los estudiantes después de presentar un Nuevo tópico?



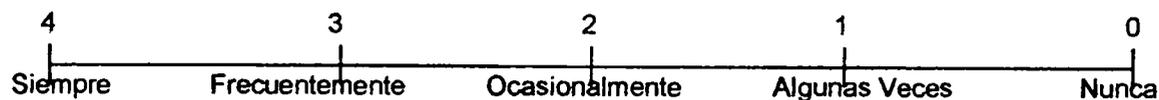
¿Cómo? _____

6. ¿Ayuda a sus estudiantes a crear la necesidad de aprender inglés?



¿Cómo? _____

7. ¿Trata de descubrir cuáles son las actividades que prefieren sus estudiantes para practicar inglés?



¿Cómo? _____

8. ¿Comparte con otros colegas en su escuela y otras escuelas sus experiencias en el salón?



¿Cómo?: _____

9. ¿Acepta y practica las recomendaciones que se le hacen?



¿Comentarios? _____

10. ¿Asiste a seminarios para estar actualizado con la nueva bibliografía o cambios en el Sistema Educativo?



Comentarios: _____