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Intrinsic motivation in multilevel english classes at Alianza Social Educativa foundation: pre service teachers

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**INTRINSIC MOTIVATION IN MULTILEVEL ENGLISH CLASSES AT
ALIANZA SOCIAL EDUCATIVA FOUNDATION: PRE-SERVICE
TEACHERS**

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**LICENCIATURA EN LENGUA CASTELLANA,
INGLÉS Y FRANCÉS**

BOGOTÁ D.C., 2013

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**Trabajo de grado presentado como requisito para optar al título
de
Licenciado en lengua castellana, inglés y francés**

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**UNIVERSIDAD DE LA SALLE
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Paula A. Posada

Abstract

Motivation plays an important role in the teaching and learning of foreign languages. Unfortunately, studies tend to focus on students and external factors, which appear to disregard the importance of intrinsic motivation in the multilevel language classroom and in the formation of future English teachers. Therefore, the researchers decided to carry out a project on how to improve intrinsic motivation of pre-service teachers in multilevel classrooms. Concretely, this study was developed with 8th and 9th semester pre-service teachers from the Lasallian BA in Spanish, English, and French, who did their practicum at “Fundación Social Alianza Educativa” (ASE). Due to the main objective of the study, the researchers opted to carry out an action research study. The results emerged from the triangulation and later interpretation of three instruments: surveys, diaries and interviews. The main findings of the study evidenced that intrinsically motivated pre-service teachers seemed to achieve an enhanced professional, academic, and personal development, which appeared to impact the quality of relationships and interactions with colleagues and students. Additionally, intrinsic motivation appeared to improve the implementation of new teaching strategies in multilevel classrooms.

Key words: Intrinsic motivation, pre-service teachers, pedagogical practice, multilevel classes, action research.

Resumen

La motivación juega un rol importante en la enseñanza y aprendizaje de la lengua extranjera. Desafortunadamente, los estudios tienden a centrarse en los estudiantes y factores externos, que parecen no tener en cuenta la importancia de la motivación intrínseca en salones multinivel y en la formación de futuros profesores de inglés. Por lo tanto, los investigadores decidieron llevar a cabo un proyecto sobre la manera de mejorar la motivación intrínseca de profesores en formación en aulas multinivel. Concretamente, este estudio fue desarrollado con profesores en formación de octavo y noveno semestre de la licenciatura en español, inglés y francés, quienes hicieron su práctica en la “Fundación Social Alianza Educativa” (ASE). Debido al objetivo principal del estudio, los investigadores optaron por llevar a cabo un estudio de investigación-acción. Los resultados surgieron de la triangulación y la posterior interpretación de los tres instrumentos: encuestas, diarios y entrevistas. Las principales conclusiones del estudio evidencian que los profesores en formación intrínsecamente motivados parecían alcanzar mejoras en el desarrollo profesional, académico y personal, que pareció afectar la calidad de las relaciones e interacciones con colegas y estudiantes. Adicionalmente, la motivación intrínseca pareció mejorar la implementación de nuevas estrategias de enseñanza en el salón multinivel.

Palabras claves: motivación intrínseca, profesores en formación, practica pedagógica, clases multinivel, investigación acción.

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Chapter one: Introduction

Statement of the problem

One of the most common problems in teacher education is the lack of motivation of pre-service teachers. This de-motivation usually emerges during their practicum as a result of the great demands and efforts required when teaching for the first time. Not only do pre-service teachers face challenges in terms of instruction and methodology, but also they deal with internal states such as frustration, unawareness, lack of recognition and unfamiliarity . Such challenges and internal states seem to be stronger and more difficult with multilevel classes characterized by high levels of diversity and complexity. Teaching multilevel classes, then, becomes a challenging and endeavor for pre-service teachers since these classes demand greater preparation and responsibility. Consequently, the researchers decided to look into the stimulation and/or improvement of the intrinsic motivation of pre-service teachers in charge of multilevel classes.

Justification

This research project took into account the lack of studies about intrinsic motivation in pre-service teachers in second/foreign language teaching. The majority of studies about motivation developed the motivation in an extrinsic way and the learner, is a passive subject involved. Additionally, this research study considered the importance that the intrinsic motivation of pre-service teachers has in the development of their pedagogical practice. To the knowledge of the researchers, there are not studies in the context of multilevel classes and social foundations.

On the other hand, this study emerged as a result of reflection on the lack of studies about the internal interest and drives that encourage pre-service teachers. Not only do they face challenges in terms of how to teach, but also on how to be a teacher. These topics deserve analysis and discussion.

Background of the study

This research project was part of a macro-project, where a group of researchers decided to inquire about intrinsic motivation in multilevel English classes. On the one hand, the intrinsic motivation of students in multilevel classrooms was one aspect that needed attention. In other words, it was important to approach the factors that facilitated students' internal engagement with their classes. On the other hand, the intrinsic motivation of teachers responsible for multilevel classes needed to be treated. That is to say, it was necessary to work on the situations that favor teachers' inner involvement with their own teaching development. Due to its complexity, the researchers opted to develop two independent, but complementary studies in order to achieve a global view of what intrinsic motivation involves in a multilevel classroom. Concretely, this project worked on the encouragement of intrinsic motivation of pre-service teachers. Readers interested in viewing the information on how to promote intrinsic motivation in students are advised to consult the thesis entitled: *Intrinsic motivation in multilevel English Classes at Alianza Social Educativa Foundation: Beginner Learners*.

In regards to intrinsic motivation, this study used Deci and Ryan's (1985) definition. According to them, intrinsic motivation is the performance of an enjoyable or challenging activity that is meaningful to the individual, but it does not involve external rewards.

Additionally, Cameron and Pierce (2002) defined intrinsic motivation as behavior towards an activity for which there is no external reward, only the enjoyment and interest for this activity. In a similar vein, Walker (2010) described intrinsic motivation as the pleasure of doing activities to respond, experience or discovering something.

On the other hand, different research projects have taken into account intrinsic motivation as a factor that affects human development. According to Lai, Chan and Wong (2006), intrinsic motivation can be understood as people's search to overcome challenges and learn new skills to master or simply by having the pleasure of doing so. Also, in a Colombian study, Nuñez, Fajardo and Quimbayo (2010) considered that intrinsic motivation refers to the level of satisfaction and enjoyment that emerges from the development of a task without the mediation of external factors. Furthermore, Lucas, Miraflores, Ignacio, Tacay and Lao (2010) referred to intrinsic motivation as an engagement in an activity because it is enjoyable and satisfying to do so.

Due to the lack of studies on intrinsic motivation and taking into account its relevance in the learning and teaching of foreign language, this study investigated how intrinsic motivational factors could be encouraged or stimulated in pre-service teachers. This research focused on the development of intrinsic motivation in relation to teaching practicum and multilevel classes. Based on the existing literature, the researchers approached this topic through the implementation and analysis of challenging, cooperative, self-efficacy and curiosity tasks. (See definition and explanation in chapter two).

Research questions

How can intrinsic motivation be encouraged in pre-service teachers with multilevel English classes at “Fundacion Alianza Social Educativa” (ASE)?

The group responsible of this macro research project consisted of five researchers. It was entitled: “How can intrinsic motivation be encouraged in beginner learners and pre-service teachers in multilevel English classes at Alianza Social Educativa (A.S.E.) Foundation?”. However, it had to be divided in two studies because it was necessary to analyze two different kind of population. On the one hand, a group of 3 researchers focused on the beginner learners’ population. On the other hand, a group of 2 researchers focused on the pre-service teacher’s population. This way, all the researchers shared theory, data collection instruments and data analysis procedures. Nevertheless, all findings, discussions, suggestions and conclusions were approached according to their specificities. In regards to pre-service teachers’ population, all details were analyzed in this document, whereas beginner learners’ population study had to be carry out in the thesis written by Vanegas, Caicedo and Medina (2012). If the reader wanted to have a whole picture of this macro-project, it is advisable to read the final research report entitle “Intrinsic motivation in multilevel English classes at Alianza Social Educativa Foundation: Begginer Learners.

Sub-question.

What impact does intrinsic motivation seem to have on the professional development of pre-service teachers?

Objectives

Main objective.

Establish the role of intrinsic motivation in a group of pre-service teachers doing their practicum with multilevel classes.

Secondary objective.

Identify the perceptions of pre-service teachers about the factors that influence their intrinsic motivation.

Scope and limitations

When the researchers conducted this study, they found some limitations with the participants and the context. One of these limitations was that ASE did not guarantee the continuity of the pedagogical practicum of the pre-service teacher who participated. Another limitation consisted of the fact that some pre-service teachers that the researchers had chosen could not continue in the development of the study. Finally, time was another limitation as the participants did not have enough time to have an active role in the study.

Despite these limitations, this study managed to approach intrinsic motivation, multilevel classes and pre-service teachers. It did so by following relevant literature; concretely, Deci and Ryan (1985) and Malone and Lepper (1987). It also incorporated appropriate intrinsically motivational tasks together with action research strategies.

Chapter two: Literature Review

The purpose of this section is to illustrate the most relevant motivational theories and review previous research. Initially, the researchers show the definition of multilevel English classes and then move to talk about the pre-service teachers. In other step, the researchers discuss the definition of motivation as a general term and show some types of motivation.

Also, they present different theoretical proposal about intrinsic motivation and identify some factors affecting the development of intrinsic motivation. Additionally, the researchers describe some techniques to promote intrinsic motivation proposed by Malone and Lepper (1987). Finally, the researchers refer to various previous studies carried out abroad and within the country.

Multilevel English classes

Initially, multilevel English classes are described by Hess (2001) as large classes of thirty or more students in elementary, secondary and adults. This author considered multilevel English classes as:

“The kinds of classes that have been roughly arranged according to ability, or simply classes that have been arranged according to age-group with no thought to language ability. These are classes in which students vary considerably in their language and literacy skills.” (p.15).

Likewise, she pointed out that multilevel classes can be understood on the basis of where learners are from or on the basis of what levels are placed together in a single group. Additionally, explains Hess, multilevel classes present challenges to teachers who must engage the interest of all the learners in the classes while helping them to achieve their diverse educational goals.

For her part, Bell (as cited in Mathews and Van Horne, 2006) described different characteristics involved in multilevel classes (see Table 1).

Table 1.
Characteristics of Multilevel Classes (Bell, 2004).

Multilevel English Classes	
Characteristics	Description
Literacy level in the native language	Students with native language proficiency are able to improve a foreign language faster than those without a strong foundation in their first language.
Language level in Foreign Language (English)	Students who have a higher language level may help those who do not have good language levels.
Age	Students' learning progress can differ socially and cognitively, which demands different levels of guidance and support to be motivated.
Culture	Students show differences in thoughts, beliefs, behavior, assumptions and social status.

Moreover, Bell (2004) suggested the following strategies to teach in multilevel English classes.

In figure number one, the researchers show concepts that are important for the development of the work in relation to the characteristics that define multilevel English classes.

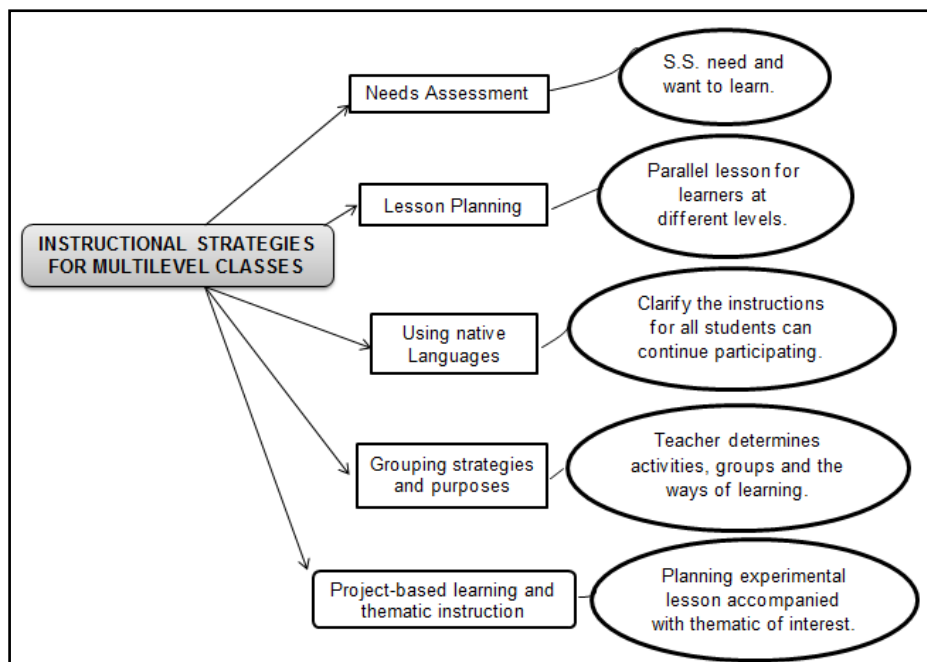


Figure 1. Instructional strategies for multilevel English classes by Bell (as cited in Mathews and Van Horne, 2006)

Once exposed the characteristics that define the multilevel English classes the researchers are going to present features or traits that are taken into account when working with pre-service teachers.

Pre-service teachers

On the one hand, pre-service teachers are considered as practitioners in formation with well developed, ideas and deeply held attitudes about what provides a good learning and teaching (Botempo & Digman, 1985; Clark, 1988). In this regard, pre-service teachers are in a formative stage when they are expected to put into practice their knowledge with

teaching purposes. According to Butt, Raymond and Yamagishi (1988), this knowledge helps them define their own standards for good teaching and practice and allows them to explore their ideas about the kind of teachers they want to be.

In regards to good teaching, pre-service teachers' standards for the recognition of effective practices seem to depend on the features they consider necessary in order to be a good teacher. In other words, pre-service teachers tend to strive to represent the personal and professional characteristics they have associated good teachers with some of these features: attention, enthusiasm and dynamism (Kennedy, 1997).

On the other hand, Kennedy (1997) stated that pre-service teachers attempt to explore images of what they will be like as teachers through their practicum. These images are often formed in response to their childhood memories and experiences with teachers. They can even be traced back to former teachers. Not only do pre-service teachers activate language knowledge, from those image but also they put into practice professional representations images in their pedagogical actions. However, such activation and practice demand processes of inquiry and reflection, in which the pre-service teachers need to develop different types of abilities (see section related with the pedagogical practice).

Pedagogical practice

According to Elliot (1990), in their pedagogical practice, pre-service teachers assume positions beyond the technicalities of their jobs. That is to say, teaching stops being a mechanical act where students reproduce learned strategies. Instead, it becomes a meaningful action in which positions and decisions are taken.

Lopez and Zuluaga (2005) stated that taking decisions and positions help pre-service teachers develop pedagogical and professional capacities. Some of these capacities have to do with the possibility of achieving a better level of preparation to face the challenges in new situations through enhanced understanding and awareness. Another capacity is related to the ability of reflecting upon practices, which ultimately empowers pre-service teachers to think critically and act accordingly in order to improving theirs and others' conditions.

To Wallace (as cited by Hubbard & Power 1999), the reflective nature of teachers' practices needs to be stressed. In the same line, Cárdenas and Faustino (2003) suggested that pre-service students can gain analytical skills about their learning process and their context. Such analytical skills help them become more reflective and be better equipped to undertake their everyday work.

In conclusion, the pedagogical practice is not just a space for rehearsal and training, but it is a space for inquiry and reflection. The development of this research project sought to explore different kinds of abilities and strategies that pre-service teachers need to have. In particular, it aimed at understanding and improving motivational factors that emerge in pre-service teachers' daily work. The next section focuses on motivation.

Motivation

Within the field of language teaching, Gardner (1985) defined motivation as the desire or drive of an individual to learn the language. Such drive prompts the development of appropriate learners' goals or orientations. Additionally, motivation is evidenced in the

positive development of an activity, which can in turn become a satisfactory and rewarding experience. In terms of language motivation, Gardner (1985) established three main characteristics: attitudes toward learning the language, a desire to learn language and motivational intensity. Pre-service teachers need to be informed about such characteristics not just to approach them with their students, but to be aware of their impact on their own teaching processes.

In this regard, Deci and Ryan (1985) proposed a theory called self-determination, which is about motivation and personality in people. This theory is related to those decisions that people make at in specific times without any external influence. Complementing Gardner's proposal, these authors focused on human experiences. To them, motivation implies understanding how human beings can undertake experiences based on their own autonomy and through their own competences. Consequently, they emphasized working how individuals can achieve their goals for self-satisfaction.

Besides, Deci and Ryan (1985) divided motivation in two types: extrinsic motivation and intrinsic motivation. Intrinsic motivation involves performing a behavior as a means to an end. For example, receiving a reward or avoiding punishment. On the other hand, intrinsic motivation is the human need to be competent and self-determining in relation to one's environment. This type of motivation comes from an internal motive; in particular when experiences that emerge from an activity generate interest and enjoyment, which ultimately pushed the individual to achieve a goal.

Finally, Dörnyei (2001) took into account Deci and Ryan's suggestions about human condition and the need to be competent in order to define motivation as a basic

aspect of the human mind which plays a fundamental role in the success or failure in any learning situation. Concretely, according to Dörnyei, motivation is:

“the dynamically changing cumulative arousal in a person that inhibits, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized and acted out” (p. 26).

Based on the previous theoretical framework, the researchers decided to focus on intrinsic motivation since they realized it helped determine the level of success and the degree of satisfaction that pre-service teachers could feel and experience. For a further analysis of this issue, see section related with intrinsic motivation.

Conceptual framework

Intrinsic Motivation.

In 1985, Deci and Ryan defined intrinsic motivation as doing of an activity for its inherent satisfactions rather than for some separable consequence. When a person is intrinsically motivated, he/she is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. A key point of intrinsic motivation is that it exists inside individuals and it is represented by the relationship between individuals and activities. When activities become a significant factor for each individual, they are interpreted and identified as meaningful and self-satisfying tasks. In this regard, Cameron and Pierce (2002) argued that intrinsic motivation in people is defined as non-rewarding activities characterized by having selfless interests in them.

Another definition of intrinsic motivation was given by Tileston (2004). To him, intrinsic motivation is understood as an initiative coming from within that encourages one to do something for self-satisfaction or for self-discovery. Also, this motivation pushes one to obtain answers or experience one's very own accomplishment. In a similar vein, Lahey (2007) proposed that intrinsic motivation is an internal issue concerning wishes and willingness to achieve an assignment, regardless of any kind of rewards.

Intrinsic motivational factors: challenge, curiosity, cooperation and self-efficacy.

Malonne and Lepper (1987) described intrinsic motivation as the development of a task that an individual performs due to a personal interest rather than an external reward. As a result, when people become intrinsically motivated, they tend to take advantage of time more effectively and make efforts to achieve goals more successfully. To Malone and Lepper, intrinsic motivation depends on the existence of some factors: challenge, curiosity, cooperation, competition, fantasy and control. In other words, something turns out to be intrinsically motivating when it facilitates a challenging, cooperative, competitive and creative environment, where the individual can satisfy his/her curiosity and exercise a certain degree of control. In this study, based on the population at hand and taking into account the research objectives, four main factors were chosen by the researchers. These factors are clarified in table 2.

Table 2.
Intrinsic motivational factors (Malonne & Lepper, 1987).

Intrinsic motivational factors	Description
Challenge	Participants can feel motivated when they are working towards personally meaningful goals. Achievement of those goals must involve an activity that is increasingly difficult, but attainable. This can be accomplished by: Creating objectives that are personally meaningful.

	Making those objectives possible.
	Providing feedback on performance.
Curiosity	A task promotes a physical atmosphere that attracts individuals' attention or that facilitates an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity.
Cooperation	Working with others or helping others is very motivating. Most learners feel quite satisfied when helping others achieve their goals.
Self-efficacy	Individuals can feel motivated by competition when they gain a certain amount of satisfaction by comparing their performance to that of others.

In order to further define the four chosen intrinsic motivational factors, the researchers resorted to what other authors have stated about them. This conceptual framework is as follows:

Challenge. According to Vockell (2001), challenge is based on the assumption that individuals tend to be intrinsically motivated by demanding tasks or activities when:

- 1) They have set and pursued clearly defined objectives.
- 2) These goals are not perceived as extremely difficult or extremely easy.
- 3) Students have set constructive and encouraging comments about their own progress.
- 4) Students feel confident and competent after completing these tasks.

Curiosity. This factor is an internal effort that motivates people to learn and investigate. It drives individuals to seek information about an idea or a task. Beetlestone (1998) stated that when people strive to find their own intrinsic drive, this effort leads them to satisfy their curiosity, which in turn turns out to be an effective way of self-realization.

Furthermore, Kashdan (2002) stated that curiosity is a self-regulatory mechanism that provides intrinsic goal effort, perseverance and personal development.

Cooperation. Clement (1997) pointed out that cooperation is a way through which individuals work in groups in order to develop a task or an activity, or even help others and support one other as well. Additionally, cooperation is a natural ability that emerges in people in order to reach individual or mutual objectives. To achieve these objectives, it is necessary to develop certain interpersonal skills that facilitate the successful realization of collaborative endeavors.

Self-efficacy. Bandura (1986) suggested that individuals tend to participate in activities that promote the activation of one's strengths in order to compete and/or attain a particular goal. In this regard, Bandura maintained that there are certain aspects that can lessen people's self-efficacy in the educational world. Some of these aspects are:

- Lock-step sequences of instruction that may cause some children to get lost along the way,
- Ability-based groupings that further diminish the self-efficacy of those in lower ranks, and
- Competitive practices in which most students are doomed to failure from the start.

Once the researchers have presented some characteristics of intrinsic motivational factors. Next, the researchers showed tasks that activated intrinsic motivation.

Intrinsically motivating tasks.

Intrinsic motivation can be understood simply as what people will do without external inducement (Malone and Lepper, 1987). Therefore, intrinsically motivating

activities are those in which people will engage for no reward other than the interest and enjoyment that accompany them. In order to enhance or strengthen intrinsic motivation, Malone and Lepper proposed some motivational guides or procedures. These strategies are described in table 3.

Table 3.
Guidelines that promote intrinsic motivation (Malone & Lepper, 1987)

Factor	Description	Related Guidelines
Challenge	People are motivated when they are working toward personally meaningful goals that can have different levels of difficulty.	Set personally meaningful goals. Make attainment of goals probable but uncertain.
Curiosity	Something in the physical environment attracts the individual's attention and these could be that the individual engaged in some activity.	Stimulate sensory curiosity (perceived by the senses). Stimulate cognitive curiosity (making a person wonder about something)
Competition	Learners feel satisfaction by comparing their performance favorably to that of others.	Competition occurs naturally as well as artificially. Competition is more important for some people than for others. People who lose at competition often suffer more than winners profit.
Cooperation	Learners feel satisfaction by helping others achieve their goals.	Cooperation occurs naturally as well as artificially. Cooperation is more important for some people than for others. Cooperation is a useful real-life skill. Cooperation requires and develops interpersonal skills.
Recognition	Learners feel satisfaction when others recognize and appreciate their accomplishments.	Recognition requires that the process or product or some other result of the learning activity are visible and acknowledge.

On the other hand, intrinsically motivating tasks need to help individual set and achieve goals. Because of this necessity, the researchers included goal setting theory as a complement of this conceptual framework.

Goal setting theory. Locke and Lathan (1990) ascertained that humans undertake different tasks with the idea of achieving a purpose. In consequence, it is important that individuals

pursue tasks that allow them to set up clear and specific goals, which can stimulate and strengthen their personal and professional skills. In teacher education, the attainment of goals seems to favor three specific areas as follows: *professional, personal and social teachers' development*.

In this regard, Bell (1991) affirmed that teacher development can be viewed as one in which the personal, professional and social dimensions are related. Concretely, *personal development* seems to take part of teachers' feelings about their desire for change and success. For its part, *social development* appears to involve collaborative relationships with others and valuing others' acknowledgement of the quality of one's work. Finally, *professional development* tends to take into account the use of new teaching activities, influenced by teachers' beliefs and ideas about what it means to be a teacher and the elements that promote teaching effectiveness.

Related studies

In terms of intrinsic motivation, "A study of intrinsic motivation, achievement goals and study strategies of Hong Kong Chinese secondary students". In this study Lai, Chan and Wong (2006) analyzed intrinsic motivation related to the achievement of goals in 786 male and 595 female students from three secondary schools in Hong Kong. In this research, the most important source of intrinsic motivation was challenge and curiosity. Also, the results showed that when intrinsically motivated students tend to be more willing to seek challenges and to learn new things to satisfy their curiosity.

In other study, the researchers found a study on intrinsic motivational factors in second language learning among freshman students from La Salle University in Manila, Philippines. According to Rochelle (2010), this study suggested that students tended to learn linguistic skills which they found interesting and relevant to them. Also, Rochelle (2010) argued that a student is intrinsically motivated when the environment helps meet his needs and provides him with enough resources to face his challenges.

The last research project is, "El docente como motivador. Percepciones de los estudiantes de la facultad de ciencias de la salud de la Universidad del Tolima (Colombia)", Nuñez, Fajardo and Quimbayo (2010) identified the influences of teacher's motivational factors from students' perspectives. This study pointed out the impact of teachers' motivating attitudes in the academic performance of students. In this regard, Nuñez et al. suggested that teachers' attitudes need to be reflected about in order to improve methodological strategies and behaviors that teachers should adopt when interacting with their students.

Chapter Three: Research Methodology

In this section, the researchers identify the paradigm and method that guided this study. Next, information about the research population and the sample setting is provided. Then, the researchers present the instructional design that supported the work with the intrinsic motivation of pre-service teachers in multilevel English classes at "Fundacion Social Alianza Educativa" (ASE). Afterwards, the instruments and steps to develop data collection are explained. Finally, the researchers discuss trustworthiness and ethical considerations taken into account in this study.

Research Design

Socio-critical paradigm.

This project belongs to the socio-critical paradigm because this paradigm requires a self-reflective process that participants embark on in order to make informed decisions and act accordingly (Popkewitz, 1988). In fact, through self-reflection, the socio-critical perspective allows for the generation of studies and theories that counteract oppression and manipulation. To Popkewitz (1988), not only does this paradigm help individuals challenge and transform social powers, but it also allows them to know and understand reality as praxis: informed practices. Some of the main principles of this paradigm are: link theory and practice, integrating knowledge, action and values; proposing the involvement of all participants, and reaching consensus decision making (Popkewitz as cited in Mckenna, 2003).

On the other hand, Alvarado and García (2008) stated that the socio-critical paradigm goes beyond interpretation since it fundamentally seeks to promote social transformations. It does so by giving answers to specific problems present inside communities, but with the active participation of their members. To this paradigm, maintained Alvarado and Garcia, knowledge is constructed by the interests that emerge from the necessities of groups and they, in turn, facilitate concrete solutions to the problems of a community.

Since the socio-critical paradigm seeks to help individual make informed decisions, transform their own contexts, and generate relevant knowledge, the researchers decided to adopt it in this study. They did so in order to find solutions to real problems present in their

pedagogical practicum at “Fundacion social AlianzaEducativa” (ASE). More concretely, the researchers opted to follow action research as a method in this project since they wanted to analyze critically their own teaching contexts (See information about action research).

Action research.

This study takes into account action research defined by Wallace (1998) as a method of professional self-development, which involves the systematic collection and analysis of data from practice. This author considered as a relevant aspect in action that:

“It is done by systematically collecting data on your everyday practice and analysing it in order to come to some decisions about what your future practice should be. This process is essentially what I mean by the term action research.”
(p.4).

To him, action research is characterized by demanding structured reflection and being problem-focused. Such characteristics demand teachers to use systematic approaches and techniques to make sense of their own experiences and to come to solutions.

In this regard, Burns (1999) considered that action research focuses on solving or improving an issue of immediate concern to particular social groups or communities. To her, action research allows improving the quality of action and it involves activating the cooperation of the members of a community. Action research, then, seeks to solve practical problems in social situations through the active participation of those being affected.

Likewise, Norton (2009) argued that action research is a process undertaken by teachers in their own contexts. Its main purpose is to set up a critical connection between research and teachers' practices. As a result, action research allows teachers to define a problem, gather data to explore the issue and take action to transform the situation. To Norton, action research consists of a cyclical process that involves identification, thinking, doing, evaluating and modifying: ITDEM. The cycle is showed in figure 2.

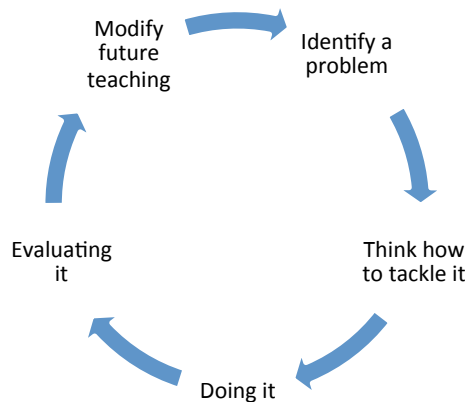


Figure 2. The process of action research

Note: Adapted from Norton (2009)

Research setting, population and sampling

This action research study was carried out at “Fundación Alianza Social Educativa” (ASE); a social foundation located in Engativá to the east of Bogotá. The population who participated in the study consisted of six pre-service teachers in charge of basic, intermediate and advance levels of English. They taught classes on Saturday mornings from 9 to 1 p.m. See in-depth information about research setting.

Research setting.

The Alianza Social Educativa foundation is an institution located in the district of Quirigua in Bogotá. This Foundation is characterized by providing to the community non-formal education through courses such as English, French, accountability, systems, etc. English classes are carried out in a public school called “Jose Asunción Silva”. This school has two branches, one of them is for children and the other one is for teenagers and adults. The branch for children has 8 classrooms; there are about 35 seats in each classroom. The other brand has 16 classrooms; there are about 40 seats in each classroom. There is usually one pre-service teacher per classroom. Based on the context, in table 4, shows some advantages and disadvantages about the school in terms of access or lacks of necessary resources and conditions.

Table 4.
Advantages and disadvantages in A.S.E. Foundation.

Advantages	Disadvantages
Rooms have adequate lighting	There are not available audio-visual resources
Rooms have adequate ventilation	There are not first aids kits
Classroom size is appropriate	There are not enough trash cans
School branches have open areas	There are some damaged chairs in some classrooms

Research population.

Pre-service teachers at ASE are adults (from 20-29 years old). There are about 23 pre-service teachers, one or two in each classroom. In general terms, pre-service teachers are students from the last semesters form the BA in foreign languages at La Salle

University. They are usually from a middle-class socio-economic position and apart from study, most of them work in schools, banks, or offices.

Sampling.

According to Marshall (1996), sampling occurs when researchers select a specific population according to special characteristics. This selection focuses on finding key informants who are able to provide rich information and give firsthand insights into what goes on around them. Concretely, Berg (2001) defined sampling as a method used in a research in order to choose a number of participants who are going to represent the whole group. This author proposed the following kind of samples that are presented and summarized in table 5.

Table 5
Kind of samples in research (Berg, 2001)

Sample types	Procedures
Quota sample	<ul style="list-style-type: none"> * It is a method for selecting survey participants. * It defines subsets for choosing people. * The selection is not random sample. * It allows researchers to decide how many participants of each category are selected.
Snowball sample	<ul style="list-style-type: none"> * The best way for locating subjects with certain attributes or characteristics. * It studies different types of deviance, sensitive topics or difficulty to reach population. * It identifies several people with relevant characteristics.
Convenience sample	<ul style="list-style-type: none"> * It refers to an accidental or availability sample. * It relies on whoever is available (accessible). * It must be evaluated by appropriateness or fit for a given

study.

* It is used based on having some special knowledge or expertise about a group, which helps to select subject representatives of the population.

Purposive sample

* It is selected after field investigations on some group in order to ensure the participation of certain types of people with special attributes

Because of the circumstances of the teaching practicum and taking into account pre-service teachers' background, the researchers opted to guide this study under purposive sampling. As Berg (2001) suggests, this kind of sampling allows researchers to resort to previous knowledge to help select the best possible participants from the population. As result, this research project selected a group of 6 pre-service who represented the whole population in the study. Based on their skills, preparation, and experiences, they acted as key informants and participants of this research study. They also played an important role in the development of activities and strategies that the researchers set up in order to facilitate awareness-raising and sensitization about intrinsic motivation. These activities and strategies were part of the instructional design the researchers created and implemented throughout the study. See the section related to the instructional design.

Instructional Design

In order to live and reflect about experiences and processes based on their pedagogical practices, the pre-service teachers who participated in the study took part of an intrinsic-based instructional design. This instructional design served as a research strategy aimed at facilitating the provision of relevant information and the creation of appropriate

contexts. Thus, the researchers opted to set up an approach, some objectives and instructional activities.

Approach.

The activities and strategies proposed in this instructional design were developed taking into account the communicative approach. This approach views language as a tool in a socially mediated process and regards it as a central factor for the development of thought processes. It also emphasizes tasks or activities about real-life situations which involve communication. Ultimately, this approach seeks to promote the co-construction of meaning via mediation, self-regulation and participation (Mohd, 2012).

Instructional objectives.

Main objective

- To implement intrinsic motivating activities and strategies to help pre-service teachers solve real problems in their multilevel classrooms.

Secondary objectives

- To stimulate teachers' mindset about the factors that can affect a person's intrinsic motivation.
- To promote curiosity as a form of reflection and internal inquiry.
- To learn about relevant theories and factors that define intrinsic motivation.
- To identify the main reasons to develop collaborative relations with the colleagues.

Tasks

According to Malone and Lepper (1987), intrinsically motivating activities need to be designed in such a way that people will engage in doing them for no reward other than the interest and enjoyment that accompany them. Based on this premise, the researchers

designed a set of asks in order to help adjust and improve pre-service teachers’ attitudes and feelings in order for their intrinsic motivation to thrive. The tasks had pre-service teachers participate in discussion, quizzes, and case analysis; activities that aimed at helping them reflect about their performance and actions in their instructional practices and professional growth. According to Malone and Lepper (1987), intrinsically motivating activities need to be designed in such a way that people will engage into doing them for no reward other than the interest and enjoyment that accompany them. See tables 6 and 7 of the time and activities and strategies that were applied. (See appendix A instructional design).

Table 6

Activities and strategies applied in pre-service teachers.

Strategies	Approach /Method	Instructional Objectives	Activities and Resources
Teacher’s Curiosity (March 10)	Communicative approach	To stimulate teacher’s perceptions about curiosity like an important factor in the English classroom (i.e., stimulate the teacher's interest).	In a communicative blog designed for teachers They can access a video and watch some classroom’s proposals, about the role of curiosity as an influential, learning factor. Follow the blog’s link: http://learnaim.wordpress.com/wp-admin/post.php?post=121&action=edit&message=10 This date researchers are going to apply Surveys to teachers. This instrument will identify if the teacher’s perceptions about curiosity after watching the video.

The previous activities and resources were implemented in the date that is shown in table 7, taking into account the places and participants involved steps in the analysis process.

Table 7

Time table of the activities and strategies that were applied

Data collection chronogram Intrinsic Motivation				
MARCH 10	MARCH 17	MARCH 24	MARCH 31	APRIL 7
-Teachers surveys	-Teacher journals.	FIRST DATA ANALYSIS (T Surveys)	ASE-FIRST MID-TERM EXAM -Teacher surveys	FIRST DATA ANALYSIS (T Journals)
APRIL 14	APRIL 21	APRIL 28	MAY 5	MAY 12
-Teacher journals. SECOND DATA ANALYSIS (T-S Surveys)	-Teacher journals.	SECOND DATA ANALYSIS (T Journals)	-Teacher interview.	INTERVIEWS DATA ANALYSIS
MAY 19	NOTES			
<ul style="list-style-type: none"> • Teacher surveys, interviews and journals will be applied outside the classroom. 				
ASE-FINAL EXAM				

Data Collection

First of all, it is necessary to note that data collection instruments were designed and applied taking into account four main concepts that emerged from the conceptual

framework adopted in the previous chapter. According to Malone and Lepper (1987), intrinsic motivation takes place when an individual commits to an activity for its own sake rather than to receive external rewards or avoid punishments. Such motivation produces higher levels of sustained interest and better learning. In order to collect information about such commitment, interest, and learning, the researchers decided to design and applied the instruments taking into account four main concepts that were already explained in conceptual framework of the study showed in table 8.

Table 8
Factors that enhance intrinsic motivation (Malone and Lepper, 1987).

Factor	Description
Challenge	Individuals their activities toward personally meaningful goals in such a way that achievement of the goals is uncertain.
Curiosity	Individuals are stimulated and go beyond topic.
Cooperation	Individuals are going to feel satisfaction when they can work and help others.
Self-efficacy	Individuals take part in choices people do, in those activities and tasks where everyone feels more competent.

Data Collection instruments

Once the researchers took into account the above concepts as the basic terms of the study, they opted to find data collection instruments aligned to action research. To do so, they reviewed relevant literature about data collection in general and action research in particular. This review helped the researchers set up three data instruments aimed at collecting information about intrinsic motivation. See discussion about data collection.

Firstly, Freeman (1998) defined data collection as a process of gathering information in a disciplined and systematic way about a puzzle or a researchable question.

To him, when collecting data:

“...you can draw from a range of possible techniques. Like teaching a lesson, when the techniques need to respond to the aim or objective, in gathering data you want the techniques to match the purposes for which the data are collected. Those purposes, in turn, respond to the question you are investigating and the inquiry driving the work.”
(p.93).

To him, data collection provides information that one believes can help respond one's research question. In other words, data collection is used to seek possible answers to the inquiry of the study at hand. Due to that answer-finding nature, data collection demands to draw from a range of possible techniques the most useful or relevant. Freeman recommended using journals/diaries, teaching logs, document collection, observations, field notes, recordings, surveys/questionnaires, interviews/discussions and stimulated recall.

For her part, Burns (1999) maintained that data collection allows teachers to explore the realities of their practical circumstances without the requirement of controlling the variables of their classroom context or to setting up and distribute subjects randomly to experimental or control groups. To her, there are two types of collection techniques: observational (note fields, teacher diaries, recordings, photographs, diagrams, etc.) and non-observational (interviews, classroom discussions, surveys and questionnaires, documents, student diaries, etc.). The former helps teachers take regular and conscious notice of classroom actions and occurrences, which are particularly relevant to the issues or topics

being investigated. The latter provides teachers with an introspective perspective; that is, they encourage respondents to “self-report” their perspectives on the phenomena under investigation. Burns stated that no matter the techniques teachers use, they have to make sure they used techniques that ensure that the information collected provides a sound basis for answering their research questions and supporting the interpretations that are reached.

Based on Freeman and Burns’ principles, the researchers opted to use surveys, interviews and journals (see appendices B, C, and D). They believed the systematic and critical use of these instruments could provide them with the necessary opinions and reflections of pre-service teachers about intrinsic motivation. In particular, these instruments appeared to be able to allow participants to offer rich descriptions and interpretations within their natural social context. See discussion about the three instruments below.

Surveys.

As a non-observational technique, a survey is a set of written questions on a particular topic or area. It seeks responses to closed or ranked questions, options and/ or open- ended questions personal opinions, judgments or even beliefs. This kind of research technique can be used in non-face-to-face situations or in situations where the researcher wants to downplay participants’ anxiety and stress (Freeman, 1998).

According to O’Leary (2004), gathering information using surveys is undertaken by asking a range of people the same questions related to their characteristics, attributes or their opinions. According to the quality of survey takers’ responses, attitudinal information can emerge and be generalized to a larger population. In order to develop a good survey,

O’Leary proposes four steps: planning, constructing, piloting and redeveloping. These steps are described in table 9.

Table 9
Steps for constructing surveys.

Steps	Explanation
Plan	Study issues, undertake a plan taking into account which aspects could be answered, and list and categorize the aspects or issues and look for possible surveys.
Construct	Adopt and modify relevant questions, construct new questions if is necessary. Decide about the response for each question, rewrite questions, and organize the question in a logical order. Write clear instructions and write a cover letter.
Pilot	Pilot the survey with few people, get feedback and attempt to create variables.
Redevelop	According to the feedback, make modifications and get ethical clearance for the final version of the questions.

Note: Adapted from O’ Leary (2004).

Interviews.

This is a data collection instrument that allows personal interaction between interviewer and interviewee. Burns (1999) defined the interviews as: “Face to face personal interactions, which generate data about the research issue and allow specific issues to be discussed from other people’s perspectives”. (p. 119).

To Burns, interviews can be undertaken with individuals or with groups of interviewees. The former is more time-consuming whereas the latter enables the interviewer to collect more data from a greater number of people on a single occasion.

For his part, O’Leary maintained that they are different types of interviews, which can help researchers to classify interviews according to people, contexts and other factors.

He suggested the following types of interviews:

- **Structured:** It is a fully fixed interview that uses pre-established questions, follows predetermined order, and uses a standard mode of delivery. In this kind of interview, researchers attempt to be objective and neutral and strive to minimize personal interactions. The goal is standardization without improvisation.
- **Semi-structured:** As the name suggest, these interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviewers generally start with some defined questioning plan.
- **Unstructured:** this interview attempts to draw out information, attitudes, opinions, and beliefs around particular themes, ideas, and issues without the aid of predetermined questions. It seems to be an open dialogue, in which the interviewer and the interviewee seem to go with the flow of the conversation.

This research project implemented semi-structured interviews (see appendix D) because the researchers wanted to find in-depth information, but in a rather conversational style. Interviewees found themselves to be in a natural environment for expressing their opinions. The researchers present in the next table took into account the steps that O’Leary proposed for applying interviews.

Table 10
Steps for applying interviews

Steps	Explanation
-------	-------------

Plan	Consider issues; develop a contingency plan in case key interviews fall through; familiarize with the potential language; consider what the researcher role and have in mind the time and make appointments early.
Prepare an interview	Draft relevant questions; read the questions taking into account if questions are confusing, leading or problematic; rewrite the questions according to the considerations; be careful with the instructions and decide recording methods.
Pilot	Pilot the survey with a couple of responses; note any difficulties encountered; get feedback and attempt to make sense of the notes and transcribe the data.
Modify	Make modification according to the reflections and get ethical clearance for the final interview schedule, question and themes.
Interview	Be on time, set up and check any equipment; establish rapport, introduce the study; ease into main questions; explore interesting tangents, manage the process.

Journals.

Journals (see appendix C) can be an alternative to field notes since they can provide continuing reports about perceptions and thought processes. In Burns' (1999) opinion, this kind of document contains more subjective and personal reflections and interpretations that researchers can take advantage of when analyzing their own contexts and realities. To her, journals can provide valuable insights into classroom interactions and participants' reactions to the teaching-learning experience.

In 2010, Burns stated that a journal is a classic instrument which lets researchers collect thoughts and analysis in an ongoing way. It also allows one to record the events and happenings in one's location, one's reflections, beliefs and teaching or learning philosophies, one's ideas and insights about practices and processes, and one's personal histories as a teacher or learner. Due to its characteristics, the researchers opted to ask

participants to fill in a descriptive journal (see appendix C). By having participants keep a journal, the researchers could have access to better understanding what was happening in their practices and what perceptions, reflections and ideas were emerging. In this study, six (6) pre-service teachers -who were teaching different English levels, filled out journals twice a month during the whole course.

Because the information that researchers gathered through data collection was vital to answering the research question(s) and to getting the best image of the context at hand, it was necessary to take into consideration certain issues that helped improve trustworthiness and ethical considerations. See discussion in the section trustworthiness.

Trustworthiness

According to Johnson (1997), in action research there are three possibilities for improving or strengthening data collection: descriptive validity, interpretive validity and theoretical validity. Descriptive validity refers to the factual accuracy of the account as reported by the researcher. The second one is obtained to the degree that the participants' viewpoints, thoughts, intentions, and experiences are accurately understood and reported by the researcher. Finally, theoretical validity is achieved to the extent that the theoretical explanation developed from a research study fits the data and is, therefore, credible and defensible.

In this study, the researchers focused on achieving high levels of trustworthiness and credibility by working systematically and consistently with the three alternatives proposed by Johnson (1997). Also, the researchers implemented eight specific strategies

proposed by Johnson. These strategies were implemented with the help of the thesis advisors, critical friends (classmates also doing their theses) and the participants themselves. Table 11 presents the strategies used by the researches.

Table 11

Strategies used to improve research trustworthiness (Adapted from Johnson, 1997).

Strategy	Description
Triangulation	"Cross-checking" information and conclusions through the use of multiple procedures of sources. When the different procedures or sources are in agreement, you have "corroboration."
Data triangulation	The use of multiple data sources to help understand a phenomenon.
Methods triangulation	The use of multiple research methods to study a phenomenon.
Investigator triangulation	The use of multiple investigators (i.e., multiple researchers) in collecting and interpreting the data.
Theory triangulation	The use of multiple theories and perspectives to help interpret and explain the data.
Participant feedback	The feedback and discussion of the researcher's interpretations and conclusions with the actual participants and other members of the participant community for verification and insight.
Peer review	Discussion of the researcher's interpretations and conclusions with other people. This includes discussion with a "disinterested peer" (e.g., with another researcher not directly involved). This peer should be skeptical and play the "devil's advocate," challenging the researcher to provide solid evidence for any interpretations or conclusions.
Reflexivity	This involves self-awareness and "critical self-reflection" by the researcher on his or her potential biases and predispositions as these may affect the research process and conclusions.

Ethical Considerations

This study took into account ethical considerations as a main feature of action research. According to Winter (1987), ethical considerations establish the conditions for developing a fair and healthy relationship between the researcher and the participants in the study. In this regard, the principles in the ethical conduct of an action research study that the researchers adopted and adapted were:

1. **Responsibility:** The researchers demonstrated professional commitment with the study.
2. **Confidentiality:** The informants' identities who were involved in this study were not made public.
3. **Negotiation:** The researchers respected the establishment of certain limits to the type and extend of information that the participants wished to provide, respecting their right of privacy.

Chapter Four: Data Analysis

In this chapter, the researchers introduce the steps that were taken into account to analyze the data obtained during this study. First, the researchers present the general analysis through stages and steps described from Burns (2010). Second, the researchers explain how qualitative and quantitative instruments were analyzed. Third, based on data triangulation, the researchers will discuss the main patterns and trends that emerged. Finally, the findings are interpreted based on the theoretical framework and previous studies.

Overall Data Analysis

This chapter section presents how the researchers analyzed the gathered information through the three data instruments. This research took into account the socio-critic paradigm, which according to Alvaro and Garcia (2008), consists of giving possible solutions to determined problems of a community. Such solutions seek to achieve social changes thanks to action-reflection.

Concretely, this project was guided by the action research model that Wallace (1998) proposed for language teachers. To him, action research is defined as a method of professional self-development that involves the systematic collection and analysis of data from practice. In order to enrich Wallace's proposal, the researchers took into account a number of steps proposed by Burns (2010). These steps allowed analyzing data in a systematic way through the identification and description of codes and themes. Concretely, the researchers adopted these steps for the general data analysis process because they considered the stages Burns proposed are practical, clear and easy to understand. Basically, such data analysis consists of five different steps (See Table 12).

Table 12
Stages in Action Research proposed by (Burns, 2010)

Stage	Name	Procedure
1	Assembling the Data	To collect and scan the data collected over the study noting down thoughts, ideas or impressions as they occur during this initial examination.
2	Coding the data	To make an overall examination of the data, categories or codes in order to identify specific themes, concepts and patterns to reduce the data in order to make it able.
3	Comparing the Data	To compare repeated themes or patterns in order to map frequencies of occurrences, behaviors or responses.

4	Building interpretations	To interpret how codes and categories articulate underlying concepts and to develop theories about why particular patterns of trends in of behaviors or occurrences have emerged.
5	Reporting the outcomes	To present an account of the research making sure that it sets out the major processes of the research and it supports the findings and outcomes with relevant examples from the data.

There are three important considerations worth being noted in relation to data analysis in this study. Firstly, it is important to remember that categorization in this study emerged from the theoretical framework related to intrinsic motivation proposed by Malone & Lepper (1985). These categories are consequences of attitudes and emotions that people experience when they are intrinsically motivated. The concrete categories chosen in this study are: (1) challenge, (2) curiosity, (3) self-efficacy, and (4) cooperation.

All these categories were incorporated into the design of each instrument. In consequence, all the instruments helped collect information about the same categories. This information was analyzed first instrument by instrument, and then compared and contrasted collectively.

Secondly, the a priori establishment of certain categories allowed the researchers to follow a deductive approach. Patton (2002) described it as an approach that involved the use of predetermined framework to analyze data.

Finally, the researchers used triangulation as a form to strengthen the study in terms of inquiry and interpretation. The researchers considered three types of triangulation: data triangulation, methodological triangulation and theoretical triangulation (Denzin as cited in Freeman, 1988). Ultimately, this combination of types of triangulation allowed the

researchers both to approach the phenomenon at hand from multiple perspectives and to increase the trustworthiness of the study (See more information about triangulation in the section: data comparison).

Instrument analysis

In order to deepen and enrich the process of data analysis, the researchers opted to approach instruments differently, but complementarily. They did this in order to guarantee a solid and systematic interpretation of the data collected in the journals, interviews and surveys.

For their qualitative nature, journals and interviews were analyzed following Norton's (2009) thematic analysis. To him, this type of analysis helps to seek common patterns in the data. The researchers adopted Norton's stages because they considered that his proposal helps achieve a deeper analysis by eliminating, generating and discovering relationships between categories and codes. Norton's (2009) analysis of data is described in the figure as number of steps that consists in six different stages.

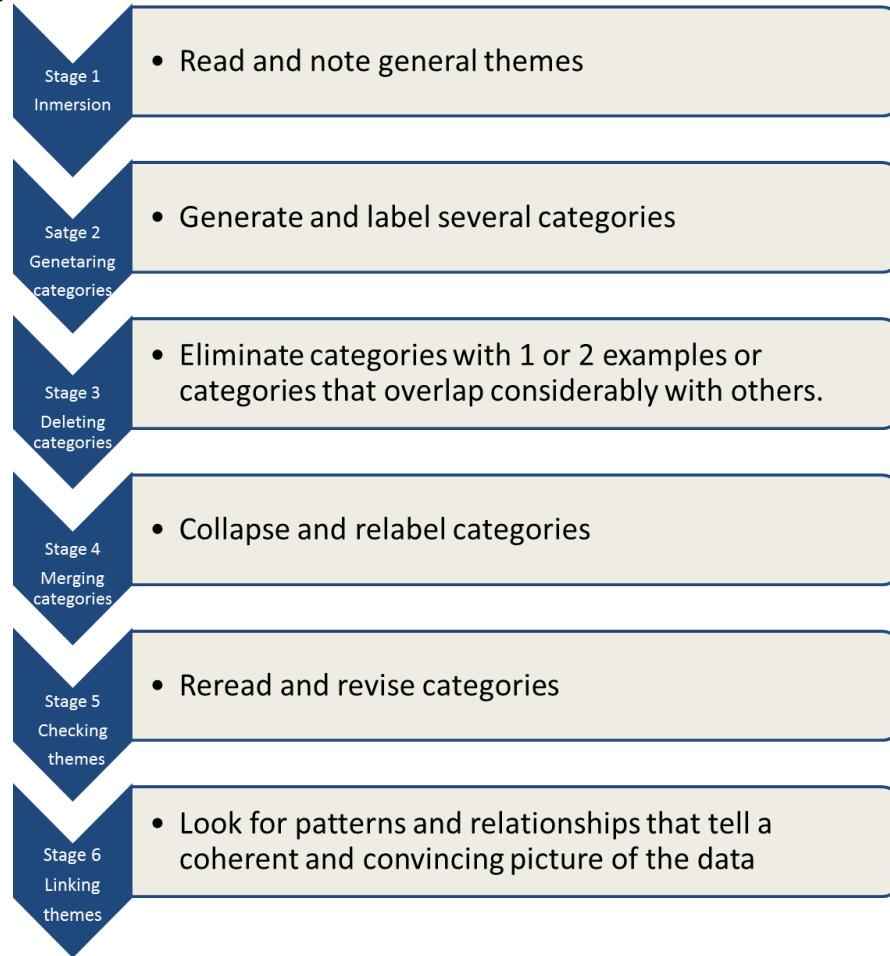


Figure 3. Schematic of stages as proposed by Norton (2009).

In contrast, for being a quantitative instrument, surveys were analyzed following Burns' (2010) descriptive statistics proposal. She suggested this analysis for data collected in a numerical form in order to discover averages, frequencies and percentages. Dörnyei (as cited in Burns, 2010) maintained that the use of descriptive statistics is a straight and orderly technique to sum up data. This technique is useful for researches because it permits to summarize and identify the most frequent patterns or tendencies in the numerical data.

In the end, the researchers found a strong relation between the two types of analysis because both processes helped synthesize and integrate the results, which in turn allowed revealing common patterns and explanations.

Analysis of survey data (Quantitative).

The survey was designed as an ordinal scale. This type of survey gives the researcher a way of ordering data on a continuum of numbers (Burns, 2010). This means that each item has a score in a logical direction. In sum, an ordinal scale facilitates ordering or ranking informants' responses.

Concretely, the researchers used two measures proposed by Burns (2010): central tendency and dispersion. On the one hand, the first measure shows the data obtained around a central point and it has three kinds of averages: mean, medium and mode. For being based on an ordinal scale, the researchers focused their attention on the median, which shows the central point in a set of a numbers within a range of scores. On the other hand, the second measure shows how dispersed the numbers are within the results. This study used standard deviation, which is a mathematical measure of dispersion that indicates the extent of the variation between scores. In other words, it tells the researcher how each score deviates on average from the mean. In order to complement the analysis of the median and the standard deviation, the researchers also calculated frequency counts in order to estimate regularity in the data.

After having collected all the surveys, the researchers first obtained the mean from each statement. Later, they calculated the standard deviation (SD). Finally, the mean and the standard deviation for each category were organized according to their frequency in a descending order in a table. (See table 13).

Table 13
Students' surveys Descriptive Statistics.

CATEGORY	MEAN	SD
Challenge	4	0,91
Self-efficacy	3.5	1,07
Curiosity	4	0,24
Cooperation	4	0,60

Note: SD (Standard Deviation)

Analysis of journal and interviews data (Qualitative).

The journals and interviews were analyzed using thematic analysis as proposed by Norton (2009). To him, thematic analysis aims to identifying, analyzing and reporting recurrent patterns and trends in the data collected in order to organize and describe it in a minimum detail. In table 14 is exposed one example of how the researchers applied Norton's stages in the journals with one of the categories of the study.

Table 14
Findings of the journal for the challenge category

S t a g e s o f t h e c h a l l e n g e c a t e g o r y	<u>Immersion</u>	<u>Generating Categories/Sub- categories</u>	<u>Deleting Categories/ Sub-categories</u>	<u>Merging Categories/Sub- categories</u>	<u>Checking themes Categories/Sub- categories</u>	<u>Linking themes</u>

Interest in understanding	Interest in understanding	Interest understanding	Interest in learning.	Themes:	
Impulse for learning Feel satisfaction	Impulse in learning Satisfaction	Impulse Satisfaction	Satisfaction	Personal, academic and professional enhancement.	
New forms to educate Innovation					
C Require more					
h preparation					
a Professional effort				Subthemes:	
l					
l Enhances personal and academic aspects	Implementation Innovation	Implementation Innovation	Innovation	Interest in learning	<i>PERSONAL, ACADEMIC AND PROFESSIONAL ENHANCEMENT</i>
e Teaching in a good way	Professional efforts	Professional efforts	Learning interest.	Satisfaction	
g Contributing to personal-professional formation				Innovation	
e Knowledge					
	Personal academic enhancement Personal Professional Formation Knowledge	Knowledge	enhancement Personal and Professional Formation	Formation	

In the journal and interview analysis the researchers developed Norton’s stages. First, in the immersion stage the researchers read and note general themes. Second, certain categories were generated and several categories were labeled. Third, categories with one or two examples were deleted. Finally, the researchers relabeled and reread categories, looking for patterns.

The researchers used the same procedures for the analysis in the interview. Table 15 presents an example of the challenge category.

Table 15
Findings of interview for the challenge category.

Stages						
	<u>Immersion</u>	<u>Generating Categories/Sub-categories</u>	<u>Deleting Categories/Sub-categories</u>	<u>Merging Categories/Sub-categories</u>	<u>Checking themes Categories/Sub-categories</u>	<u>Linking themes</u>
C a t e g o r y	Improvement	Improvement		Improvement		
	Competence	Competences		Competences	Theme:	
	Goal	Goal		Goal		
	Transmit	Knowledge	Transmition		Teaching	
	Knowledge	Transmition	Meaningful	knowledge	Improvement	Teaching achievement
Improve	Meaningful					
Meaningful						
					Subthemes:	
					Competences	
					Goals	
					Knowledge	

Findings

As it was explained before, the findings of this study emerged from the application of steps 2 and 3 from Burn’s (2010) proposal: coding data and comparing data. First, the researchers coded the data from each instrument separately (see table 14). Then, when comparing the data, the codes allowed the researchers both to work with the four categories of the study and to identify recurring themes. At this stage, the researchers contrasted the codes that emerged in the three instruments. In the following sections of this chapter, the

researchers will first present what themes emerged when coding the information in the three instruments. In the other stage, the researchers will discuss what tendencies or patterns appeared when comparing the instruments. Finally, the researchers will analyze and interpret the findings that data analysis provided.

Table 16
Matrix to compare data.

Category	Survey	Interviews	Journal 1 st Application	Journal 2 nd Application	Themes	Linking Themes
CHALLENGE	Professional endeavours. Significant goal.	Improvement. Competence. Goals. Transmit knowledge.	Encourage to learn. Satisfaction. Innovation.	Personal and professional skills. Goal orientations.	Goals. Competences.	<i>Personal Development.</i>
SELF-EFFICACY	Satisfaction. Recognition.	Satisfaction. Recognition.	Effort. Improvement. Rewarding. Satisfaction. Proud. Recognition. Self-esteem. Reflection. Provide solutions. Effectiveness.	Changes	Satisfaction. Recognition.	<i>Positive feelings.</i>
CURIOSITY	Personal and professional skills. Enhance personal and academic aspects. Contributions.	Changes. Innovation. Inquiry. New perspectives.	Implementation. Goals Orientations.	Satisfaction. Achieve goals.	Implementation	<i>New teaching strategies.</i>
COOPERATION	Assistant colleagues. Guide students.	Collaborative work. Satisfaction. Proud. Achieve goals. Achieve life interest. Dedication.	Team work. Stimulated curiosity. Inquire strategies.	Quest methodology.	Collaborative work. Achieve goals.	<i>Collaborate with others.</i>

The previous matrix presented the codes that emerged from the three instruments the researchers used to identify themes in each category. The themes that emerged from the

categories appear to suggest that intrinsic motivation in pre-service teachers is related to: achieving goals, competences, satisfaction, recognition and cooperative work.

Data codification.

This section presents the main findings that the researchers managed to identify from the two types instruments: quantitative (surveys) and qualitative (journals and interviews).

Surveys.

Challenge category. The researchers noted that pre-service teachers recognized teaching English as a challenging situation because it represents great professional endeavors for them (see appendix G). In other words, the participants appeared to believe that the situations and processes that surface when English teaching are a source of different types of demanding tests and trials, which ask them to excel at their work.

Curiosity category. In this category, the pre-service teachers considered that their inquisitiveness was heightened as a result of their students' needs and demands. As a result of those demands, they found that their curiosity increased in order to be able to respond to their students demands, which encouraged them to implement different or new teaching strategies.

Self-efficacy category. The pre-service teachers appeared to correlate their self-efficacy with the recognition they got from their students and co-workers. Concretely, they seemed to feel satisfied with their work when their co-workers valued or appreciated the level of performance they achieved when working as an English teacher.

Cooperation category. The pre-service teachers seemed agreed to believe that cooperation relates to the degree of fulfillment they get from helping others. In other words, cooperation appeared to emerge to the extent they could assist or accompany their students or colleagues in order to be more successful learners or teachers.

Journals and interviews.

Challenge category. Mostly, the pre-service teachers appeared to regard challenge as personal and professional situations that helped activate their effort to learn new things. Moreover, this effort appeared to generate innovation, which in turn seemed to generate certain level of satisfaction with the new roles they needed to adopt in their practicum.

Curiosity category. The pre-service teachers seemed to understand curiosity in terms of the interest for improving and the implementation of new techniques. On the one hand, the interest for improvement was connected to classroom situations that stimulated the need for expanding their professional knowledge and their problem-solving skills. On the other hand, the implementation of new techniques related to the solution of difficulties in terms of classroom management and instructional strategies.

Self-efficacy category. The pre-service teachers described self-efficacy in terms of satisfaction and recognition. Satisfaction was a feeling that resulted from achieving goals with effort. As a pre-service teacher write: “I think the perception I have about my capacities relates to the sensation of satisfaction that appears when I am able to achieve things that demanded from me certain level of effort” (journal 2 see appendix C).

On the other hand, recognition appeared to be associated to what others said or felt. Particularly, recognition was described as a positive emotion promoted when others acknowledged the existence of helpful qualities. In this regard, a pre-service teacher claimed: “I feel certain level of recognition when my colleagues talk about me as a result of my effectiveness or positive things” (Interview 1 see appendix H).

Cooperation category. The pre-service teachers described cooperation in terms of team work and collaborative experiences. Team work was described as a special relationship between colleagues or students. This relationship allowed building up ideas and enhancing the quality of personal and professional experiences. As a pre-service teacher described: “I feel cooperative in situations when I can enhance experiences, about my professional development with the others” (journal 2 see appendix C).

Data comparison (Pre-service teachers’ surveys, journals and interviews).

This part of the analysis centers on comparing and interpreting data through triangulation. According to Burns (2010), data comparison and interpretation aims at using a mixture of angles to better understand the information and to improve findings. In this regard, Freeman (1988) stated that triangulation means using multiple perspectives when approaching and studying the topic or question researchers are exploring.

As mentioned before, this study used three types of triangulation: data, methodological and theoretical (Denzin as cited in Freeman, 1998). Data triangulation refers to collecting data through different procedures such as structured and unstructured strategies or cross-sectional and longitudinal techniques. With methodological triangulation, researchers seek to use more than one method to gather participants’

perspectives and opinions about the research problem. Finally, table 17 presented the theoretical triangulation that involves using more than one theoretical view in the interpretation of the phenomenon.

Table 17
Triangulation proposed by (Denzin, 1979).

Data triangulation	Methodological triangulation	Theoretical triangulation
Types:	Instruments:	The study:
Semi-structured Longitudinal	<u>Qualitative:</u> Interviews Journals	- Set up a priori categories that emerged from the theory and were relevant in the context.
Structured Cross-sectional	<u>Quantitative:</u> Surveys	- Incorporated different author's perspectives on intrinsic motivation.

In order to interpret and display the main findings, the researchers organized the most recurrent codes in all the categories for all the instruments. Following Burns (2010), this organization allowed articulating patterns of behaviors and interaction with relevant theories. It also helped the researchers to rethink the connections and to develop the bigger picture underlining the study. Finally, it facilitated to outline and support the findings based on the data. In brief, data interpretation and display helped the researchers both build up a strong understanding and report the outcomes with confidence.

In general, findings suggest that the pre-service teachers' intrinsic motivation is the result of achieving goals, which demands certain degrees or levels of orientedness, significance and meaningfulness. Such factors helped initiate and maintain changes in teachers' personal and professional development. The changes in the professional

development are related to the implementation of different strategies in terms of classroom management, and instructional strategies. In personal development, the changes are related to the experimentation of positive feelings such as a satisfaction and recognition. Results appeared to suggest a process, in which pre-service teachers' intrinsic motivation developed. Such process seemed to follow a sequential structure (See figure 4).

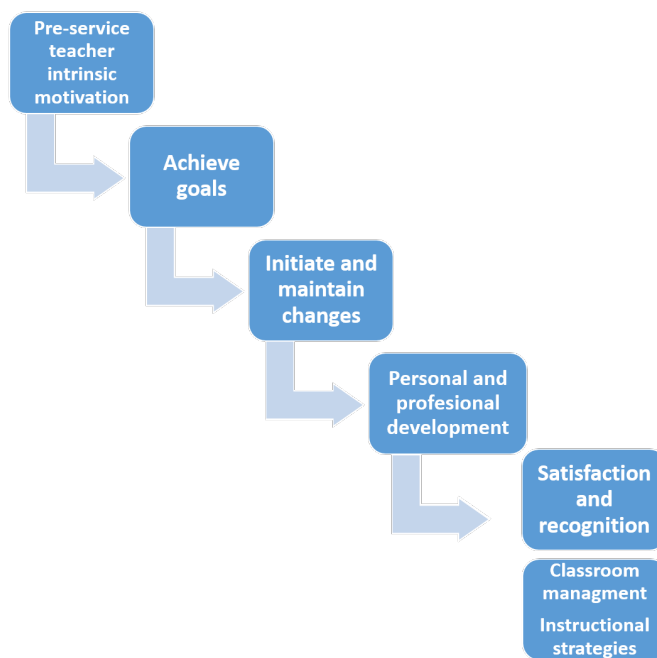


Figure 4. *Findings of pre-service teachers' intrinsic motivation.*

This figure suggests that pre-service teachers' intrinsic motivation develops in a sequential structure where they start achieving goals, which promote changes that impact their personal and professional growth. Such impacts seem to promote positive feelings and favor positive teaching strategies.

In the following section of this chapter the researchers will present the interpretations and discuss the patterns appeared when comparing the instruments. Finally, the researchers will present certain features appear to make tasks related with the intrinsic motivation.

Discussion

Based on data analysis and interpretation, the researchers strived to provide answers about how to encourage intrinsic motivation in pre-service teachers with multilevel English classes. In this regard, the experience of the researchers suggests that pre-service teachers should be able to develop active interest in exploring, understanding and managing their own emotions, attitudes and actions. Also, pre-service teachers need to be ready to carry out internal processes in order to strengthen their levels of satisfaction and effectiveness. Additionally, pre-service teachers need to be aware of the importance of being capable of setting goals and integrating skills.

In this study, the pre-service teachers appeared to have encouraged their intrinsic motivation mainly through goal achievement. Within this view, Ford (1992) explained that goals represent a general orientation to a task. They characterize what individuals want or try to achieve and presuppose adequate reasons for taking actions. Ultimately, goal achievement demands knowing how to work with purposes, competence, success, ability, efforts, errors and standards.

Additionally, findings also suggest that another relevant aspect involved in the encouragement of intrinsic motivation in pre-service teachers is related to professional and

personal development. In this regard, Bell (1991) regarded development as learning about the process of growth and re-conceptualizing what progress is. Concretely, personal improvement appeared to attend to positive feelings associated to the processes of being a teacher. On the other hand, professional development seemed to involve changing concepts and beliefs about what effective instruction and positive classroom activities are.

The results of this study correlated to that of previous research projects about intrinsic motivation. For instance, Nuñez, Fajardo and Quimbayo (2010) identified that the level or degree of intrinsic motivation relate to teachers' performance. To them, intrinsic motivation depends on teachers' attitudes and interactions towards working in the language classroom. In addition, Miraflores, Ignacio, Tacay and Lao (2010) suggested that teachers are intrinsically motivated when they find their goals to be interesting and relevant when being achieved. In contrast, Lai et al. (2006) showed that the most important source of intrinsic motivation was teachers' preferences about solving problems independently rather than relying on others or being affected by the challenges that emerge when learning new things.

In brief, this research project of how to encourage intrinsic Motivation in pre-service teachers with multilevel English Classes pointed out that it is pertinent to balance pre-service teachers' attitudes and pre-service teachers' contextual factors when working with the establishment or development of their internal driving forces. As a result, based on the researchers' experiences and the pre-service teachers' context, this research project appears to show that intrinsic motivation is highly dependent on an interest in achieving goals, which in turn brings about sustained efforts and improvements. Ultimately, pre-service

teachers' intrinsic motivation seemed to focus on developing and enriching skills in both professional and personal aspects.

Finally, based on the instructional design, the researchers considered it relevant to report that certain features appear to make tasks more effective when encouraging pre-services teachers' intrinsic motivation. Some of those features are:

- ✓ The task is demanding and involves certain level of problem-solving.
- ✓ The task awakes pre-service teachers' curiosity since they need to explore "unknown territories" and find new knowledge.
- ✓ The task promotes self-efficacy and allows for the validation of others.
- ✓ The task allows pre-service teachers to achieve both professional and personal improvements.
- ✓ The task helps generate satisfaction and recognition.
- ✓ The task encourages pre-service teachers to interact with others, using their knowledge and experiences.

Chapter Five: Conclusions and suggestions

In this chapter, the researchers present the final stage in the research project, answer the research question and describe how the objectives were achieved. Additionally, the researchers write conclusions about the work done during the research project taking into account theory, methodology and results. Finally, the researchers suggest general

recommendations for future studies when working with pre-service teachers' intrinsic motivation.

In terms of the importance of promoting intrinsic motivation with pre-service teachers in multilevel English classroom, it is feasible to state that such work is relevant because intrinsic motivation can be considered a meaningful tool to encourage the development of positive feelings that guide the construction of new forms of teaching. It can encourage pre-service teachers to search for new and more effective teaching strategies.

Furthermore, the research objectives were achieved greatly pre-service teachers seemed to regard intrinsic motivation as an incentive to find better ways to satisfy their interests and stimulate their self-satisfaction. Additionally, the tasks proposed in the instructional design seemed to favor reflections and self-questioning, which stimulated internal activations in pre-service teacher' work and professionalism.

Taking into account the relevance of the La Salle university pillars, this research project took part of the promotion of social responsibility. On the one hand, this research project sought to have a positive impact on the English learning process of the vulnerable population from ASE Foundation. On the other hand, it strived to bring about innovation and improvements in an educational context that needed support and strengthening.

Pedagogical implications

According to the results in this study, the researchers could identify that the experimentation of internal motivation appear to activate positive feelings such as self-

satisfaction and self-acknowledgement. Such positive emotions can work as professionals and personal boosters to carry out teaching processes in a favorable environment. These affirming seem to improve pre-service teachers' personal and professional images, which in turn, impact the classroom, the institutional atmosphere and the quality of relations. In the end, intrinsic motivation appears to stronger and richer interactions among pre-service teachers, colleagues and students.

Research conclusions

In order to respond the research question: How to encourage intrinsic motivation in pre-service teachers in multilevel English classes at ASE Foundation? The researchers attained the following conclusions. In terms of theory, the researchers can suggest that the considerations about intrinsic motivation proposed by Decy and Ryan (1985) and the factors determined by Malone and Lepper (1987) are relevant premises that schools and universities should focus on. Non-rewarding activities, self-satisfying tasks, and self-realization together with challenge, curiosity, cooperation and self-efficacy appear to be important and useful considerations that need to be approached systematically.

In regards to methodology, the researchers could evidence that the categories established helped the study focus in a clear and coherent way. Based on the data that emerged from each instruments, certain patterns and relations appeared to corroborate and substantiate the relevance of triangulation, data collection instruments, blending descriptive statistics and thematic analysis and carrying out action research.

Finally, this study evidenced that when pre-service teachers are intrinsically motive, they can activate a sense of professional growth. In fact, the implementation of intrinsic-oriented strategies appears to infuse teaching with positive attitudes and promote the integration of meaningful tools in the teaching process with multilevel English groups. Additionally, the researchers evidenced that during the research process the pre-service teachers displayed feelings such as well-being and affirmation which helped build positive environments. There was evidence of instances where the pre-service teacher sought to improve their relationships, attitudes and interactions with other teachers and their students.

Recommendations for Future Work

When researchers work on the encouragement of intrinsic motivation with teachers, it seems to be important that they be cautious with certain aspects.

First of all, the population involved in the process needs to be considered carefully since what participants may find intrinsically motivating depends on their concrete features. Furthermore, researchers must consider the importance of ensuring participation from the first stage to the last stage. In other words, participants need to be involved actively in the selection and development of tasks.

Another recommendation for future researchers is to consider interest as a relevant category. It appeared to be repeated pattern present in the data collected through the instruments, but not worked from the beginning as a founding concept.

Finally, it is advisable to create learning spaces like wikis or blogs where pre-service teachers can get information about the key concepts about intrinsic motivation and relevant strategies involved in it is the activation. Additionally, in these communicative

spaces, it can be advisable to incorporate reflections and case studies, so that participants can get engaged in discussions dealing with the use and assessment of meaningful instructional tasks and teaching practices.

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Appendix A: Instructional design

STRATEGIES NAME	APPROACH	INSTRUCTIONAL OBJECTIVES	ACTIVITIES AND RESOURCES
<p>Teacher's Challenge (March 24)</p>	<p>Communicative approach</p>	<p>To stimulate learning and practice about intrinsic motivation knowledge.</p>	<p>Using the test: (WALK THESE STEPS AND DISCOVER IF YOU ARE A TEACHER WITH INTRINSIC MOTIVATION) attach in a blog about intrinsic motivation concepts, teachers try to solve or discovered the correct answer and have their score about intrinsic motivation's perspectives, but at the same moment, they can read the main factors and strategies, proposal for the intrinsic motivation theory.</p> <p>Finally, for check their learning develops a quiz.</p> <p>Follow the blog's link: http://learnaim.wordpress.com/wp-admin/post.php?post=121&action=edit&message=10</p> <p>Using Teachers Journals researchers are going to analyze teachers' thoughts and reflections as a result of reading about the strategies, main factors and proposal developing in the intrinsic motivation theory. The most important purpose identify if the teacher are stimulating their learning, about intrinsic motivation.</p>
<p>Teacher's Cooperation (April 14)</p>	<p>Communicative approach</p>	<p>To identify the role and main characteristics about cooperative teacher.</p>	<p>For this date, the blog will propose two readings: Follow the blog's link: http://learnaim.wordpress.com/wp-admin/post.php?post=121&action=edit&message=10</p> <ul style="list-style-type: none"> • Role of Cooperative teacher. www.aahperd.org • Tips for cooperative teachers. www.tooter4kids.com/.../tips_for_cooperating_te... <p>In both readings, the teachers can understand more what is the concept of cooperation for the intrinsic motivation and identify different tips for apply cooperation with learners and others teachers.</p> <p>The blog will consider a specific space for teacher comments about their perceptions</p>

about both readings.

The instrument that the researchers are going to apply is **Teacher's Journals** one more time. According to journals made by teachers could be possible identify reflections about cooperation in the classroom; how can teachers be a cooperative teacher and how did you feel applying some cooperative strategies.
