

**FINDING SIMILARITIES AND DIFFERENCES BETWEEN TEACHERS' AND
STUDENTS' PERCEPTIONS ABOUT MOTIVATION IN THIRD GRADE AT
GEORGE WASHINGTON SCHOOL**

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TABLE OF CONTENTS

	Page
Abstract.....	1
CHAPTER 1 INTRODUCTION	2
Statement of the problem.....	4
Justification.....	6
Research Question.....	7
Research Objectives.....	8
CHAPTER 2 THEORETICAL FRAMEWORK.....	9
Background.....	9
Literature Review.....	13
CHAPTER 3 RESEARCH DESIGN.....	28
Mixed Approach.....	28
Case Study.....	29
Setting.....	31
Participants.....	31
Data Collection Procedures.....	32
Instruments.....	32
Procedure.....	35
CHAPTER 4 DATA ANALYSIS.....	37

CHAPTER 5 CONCLUSIONS.....	57
Pedagogical Implications.....	61
Research Limitations.....	63
Aspects for Further Research.....	64
References.....	65
Appendices.....	71

Abstract

This case study aimed to determine how similar the students' and teachers' perceptions are regarding what motivates third graders to learn English as a foreign language at George Washington School. According to this, the target population was thirty-four third graders and two English teachers. Essentially, the researchers carried out the data collection process through journals, surveys and interviews. Firstly, the researchers carried out the journals with the purpose of observing the English classes' development in order to take notes about the teachers' and students' actions. Secondly, a survey was applied at the end of each session with it the objective of collecting the third graders perceptions about the class' development. And finally, the researchers conducted an interview which had the intention of knowing the opinions of teachers and students about motivation. The results of this study evidenced that there were some similarities but also some differences between their perceptions towards the aspects that teachers and students perceived as motivating. They both have similar perceptions in terms of materials and the teacher's role, but they differ in aspects such as working in groups and the activities proposed in the classroom by the teacher.

Key words: *motivation, learner' and teachers' perceptions, case study, materials, attitudes and working in groups.*

CHAPTER 1

Introduction

Some teachers have always had difficulties encouraging their students to develop the different proposed tasks in the classroom. Basically, this is because students divert their attention to different situations that are much more attractive to them. When this happens, it is really difficult to catch the students' interest for the class; and as a consequence, their academic development is not be appropriate. So, it is those moments when the teacher has the responsibility of using motivational strategies to improve the students' performance in class.

Unfortunately, the students' performance is not the only factor that may be affected by the lack of motivation; students' good behavior might also decrease if learners do not feel motivated to achieve the proposed academic goals. Therefore, it is necessary that teachers encourage their students to challenge themselves to have an appropriate academic performance.

Because of this, it is important for classroom management to explore motivation as a key concept to understand the students' performance in the classroom. However, teachers must be aware that applying a motivational strategy is not a random process. It requires knowledge about the students' context in order to understand their needs. In fact, motivation is closely connected with factors such as interest, expectancy of success and fear of failure, which affect students' daily life and their learning process (Covington, 1979).

However, it is very difficult for teachers to determine what their students' motivations are. For this reason, defining what situations motivate students to learn would be really useful for their learning process. Given this importance, it would be really useful to take into account the students' and teachers' actions and perceptions about motivation and relate them in order to find the sources of motivation during English class.

Therefore, this study was designed with the intention of exposing the mentioned relation between third grade teachers' and students' perceptions about motivation. To do this, first, this paper introduces the problematic issue, why it is important to work on it, and the objectives that the researchers intend to achieve. Second, it reviews some existing literature related to the research topic. Third, the researchers present the research methodology used to carry out this project. Fourth, this study shows the outcomes of the data analysis. And finally, the conclusions (emerging from the findings) of this project are presented.

Statement of the Problem

Many projects have been developed focusing on motivation as an important issue, in the teaching learning process. This is because a low level of motivation in students still represents a deep concern for teachers today; students seem bored and do not feel involved in their learning process because they consider their classes are not interesting (Pressley 2003). Similarly, this statement is supported by Burden (2000), when he points out the fact that students get distracted easily during task development tend to bother their classmates, and disrupt the development of the class. Additionally to that, Brophy (2010) considers that many times an inappropriate way of motivating students is the main cause of failure in the learning process.

There are different perceptions around the concept of motivation. This means that it is conceived differently by each person. Based on the researchers' experience, first as language students and second as practitioner teachers during one and a half year at George Washington School, it appears there is a mismatch between what teachers and students perceive as motivating in English class. As a result, the researchers thought it was worth exploring and describing differences and similarities between the perceptions about the factors that motivate students in third grade at George Washington School. This intention is justified since, during the participation of researchers in the school, they observed that third graders' actions in English classes did not reflect the level motivation expected by the teacher. Basically, there are some factors that led us to think that teachers' and students' perceptions about motivation were not necessarily the same.

First, the materials used by the teacher were not always appealing for the students. Second, the class development sometimes was not motivating for third graders. Third, some of

the activities carried out by the teacher were not engaging for the learners. And finally, the teacher's role seemed not to be appropriate to encourage students to achieve the proposed tasks.

Taking these issues into account, the researchers made the decision of exploring this topic in a deeper way. That is why thirty-four third graders and two third grade homeroom teachers at George Washington School were taken as subjects of the study in order to contrast the possible differences and similarities about the factors that motivate students to learn in third grade at George Washington School.

Justification

Basically, this study seeks to help teachers with the intention of determine what the real sources of students' motivation are. On the one hand, this project aimed to provide a support for teachers about what activities are the most motivating for students when they are carrying out their learning process. Essentially, teachers had the chance of discovering new points of view about how to motivate their students to learn because some of the teachers' assumptions may differ from the real learners' motivations.

One the other hand, the target population (the third graders at George Washington School) was benefited, because the teachers had the opportunity to know their students' perceptions about motivation. As a result, teachers could incorporate those perceptions and develop their classes to improve their students' performance.

Likewise, this research also helped the researchers during their process as future professional teachers to understand some needs that they may find in a real context. Specifically, this project is useful for them because it could give them diverse strategies to motivate and encourage students to learn. As a result, they were able to identify how similar teachers' perceptions are with the real sources of motivation in the language classroom and how to connect them in order to qualify third grade students' performance in their English classes.

Finally, the development of this research project was fundamental to challenge ourselves as researchers in order to carry out a complete research process. In other words, we had the chance to pilot our research skills in a serious procedure where the intention was to affirm or deny some assumptions, which were based on the experience that was obtained from the practicum process.

Research Question

- How similar are third grade learners' and teachers' perceptions and actions about what motivates students to learn English as a foreign language at George Washington School?

Subquestions

- What are third graders' perceptions about the factors that motivate them when learning English as a foreign language?
- What are the third grade teachers' perceptions about the factors that motivate students to learn English as a foreign language?

Research Objectives

General Objective

Determine how similar the perceptions of students and teachers are, regarding what motivates students to learn English as a foreign language in third grade at George Washington School.

Specific Objectives

- Describe the third graders' perceptions about what motivates them to learn English as a foreign language at George Washington School.
- Explore the third grade teacher's perceptions about what motivates students to learn English as foreign language at George Washington School. .
- To come to terms with some general recommendations to enhance language teaching and learning in third grade at George Washington School based on the perceptions that students and teachers have about motivation.

CHAPTER 2

Theoretical Framework

Background

Based on the aim of this project, the researchers selected some studies that are closely related to the perspective of this study. The first of them talks about the ways in which teachers' attitudes and methodologies affect students development in terms of learning English as a foreign language. Meanwhile, the second study focused on finding the relation between the student' and teachers' perceptions about the aspects that motivate students from the teacher performance. The third one focused on identifying the students' perceptions about the factors that motivate them to read. Likewise, the fourth study was about how the teacher perceives the students' level of motivation to read and how it affects the student performance in all the subjects at school. Finally the last study was about the examination of the students' responses to pictures of students-teacher interaction through written stories.

The first study is carried out by Sarmiento and Sanabria (2003) who did a research project based on how teachers' attitudes and methodologies affect students' self-esteem regarding learning English as a foreign language. The purpose of this study was to examine teachers' attitudes and methodologies towards students, in order to evaluate which of them could affect students' development, performance, academic self-esteem and motivation in a positive way.

The target population of this study was forty high school students of eighth grade in Bogotá, Colombia. Besides, the data collection consisted of: applying a questionnaire used by the researchers to obtain information about students' views toward English learning and

conducting an interview that was tape recorded. The information collected complemented the questionnaire since through that instrument, students could express their thoughts about teachers' attitudes and methodology.

The results of this study suggested that it is really important for teachers to treat students as "friends" and make efforts to avoid the use of hierarchical barriers. Students expressed that it is really important that teachers know their names and talk to them, because that makes students express their feelings and opinions properly. Moreover, the researchers discovered that when the teacher corrects students nicely and takes into account their effort and improvement; he creates a good environment. This study also highlights the fact that teachers need to be conscious that students before being good learners are human beings.

Essentially, in this second study, Maulana, Opdenakker, Den Brok & Bosker (2011) developed a project about the students' and teachers' perceptions regarding the teacher behavior and learning motivation in Indonesia. The aim of this research was to answer how similar students and teachers' perceptions were and how they affected student motivation. The participants were 1900 students of seventh, eighth and ninth grades in public schools in Indonesia. The researchers used observations and brief narratives to describe the students and teachers' perceptions during math classes, using journals as an instrument of data collection. Results suggested that there was a relationship between the students and teachers' perceptions about teacher's behavior role and the learning motivation. Moreover, this study revealed that teacher's interpersonal behavior had a fundamental influence on student motivation. It means that, when the teacher had a close relation with the students the learning process can be developed in a more effective way.

The following studies show the relationship between how teachers and students perceive the students motivation to read and the student's performance, taking into account the report-card, as a form to support the teachers' perceptions of students' motivation.

Sweet and Guthrie (1994) conducted an exploratory study about the teachers' perceptions about the students' motivation to read. The aim of this study was to examine teachers' perceptions of student reading motivation and how those perceptions related to their students' academic success were. The project was addressed to third and fifth graders and their teachers. For this reason, the researchers applied a questionnaire twice for students and teachers and it was divided into five categories: involvement, strategies in reading, social, written expression, and persistence. The results evidenced the fact that those fifth graders, who were perceived as highly motivated to read by teachers had also a high report-card grades and those who the teachers perceived to be low motivated to read had low qualifications in their reports in social studies subject. Likewise, in third grades the students perceived by teachers to be motivated to read had good card grades. Meanwhile, fifth graders who are perceived by teachers to be unmotivated to read had low report- card in all school subjects.

Likewise, a fourth study was carried out by Usen (1999) from the Kean University addressing four different third grades in a Manhattan's public school. Basically, this project took into account student perceptions about what motivates them to read. Likewise, the teachers' perceptions were taken in mind in order to relate these students' and teachers' perceptions with the intention of increasing reading motivation. To develop this study, the researcher applied two different surveys; a Reading attitude survey and a Self-perception survey, where it was possible to analyze the obtained results due to the use of a scale that helped to establish the students'

reactions. As a result, third graders had the chance of expressing their feelings, and teachers were able to identify their students' needs and weaknesses in order to solve them in a successful way.

The next study exposed the importance of the student's motivation when they read. Basically, it shows that the lack of motivation could affect the students' performance; and it took into account the students' and teachers' perceptions about what the teacher thinks that motivates students and what they as learners like about the teacher's role.

Lavigne and McCaslin (2008), made a research project, which was based on literature about students' motivation and learning, in order to understand how students who attend to Comprehensive School Reform (CSR) think about motivation and learning. The aim of this study was to examine students' responses to pictures of student-teacher interaction. For this reason, the target population was 174 students from third to fifth grade. Essentially, the data collection consisted of students' written stories as response to a picture of student-teacher interaction. Story analysis was guided by the following questions: How do students' stories portray student-teacher interaction? , what interpersonal supports and opportunities do they describe? What motivational systems are attributed to story characters? What are their challenges, behaviors, and goals? And How do the story characters feel and manage their emotions?. The results suggested that students in these CSR schools held positive beliefs about their teachers and classroom learning. Similarly, story characters were primarily described as optimistic and relatively positive about their interaction with their teacher and their learning. In some of the written texts, the characters struggled with real problems in classroom. However, in half of these stories, characters were able to solve the different situations and overcome negative emotions and obstacles.

One the one hand, these studies helped us to identify the most common instruments to collect information from students' and teachers' perceptions and perceptions about a specific

topic. On the other hand, they were useful to establish some teacher's and students' perceptions about motivation, which is the topic to develop in this research project. Furthermore, the researchers could have a brief view about how the data should be analyzed and be more acquainted with the characteristics that a research study in this issue has, in order to show the results in an effective way.

Literature Review

Basically, the researchers carried out an exploration about the theories related to core concepts that were useful according to the purpose of this study. Therefore, the following literature review focuses on defining the concepts of perceptions and motivation. Besides, taking into account that understanding the difference between students' and teachers' perceptions was fundamental for the purpose of this project; there is also a description of the role of teachers and students in the learning process.

Perceptions

Perception is a concept that in psychological terms is defined as the recognition and interpretation of the reality through consciousness, in order to make decisions in a cognitive way about certain elements and facts that are being perceived (Vargas, 1994). According to Vargas (1994), it is also important to say that this process is always related to other elements such as memory and learning, which are essential part of the cognitive processes of a person.

According to Hamilton(1991), this concept is defined as “the faculty or peculiar part of man's constitution, by which he has knowledge through the medium or instrumentality of the bodily organs; the act of apprehending material objects or qualities through the senses.” (P.120). Similarly, this statement is supported by Bunnin & Yu (2004), who argue that perception is the

faculty of being aware of the world, the contents of sensory experiences and what is perceived. Perceptions involve both (1) the capacity to be sensorily affected by external objects and (2) the ability to understand the significance of those objects. In short for perceptions may be defined as awareness of the external world through the senses.

For his part, Hughes (1994) includes the importance of the background, when he states that perceptions are individual mental phenomena, which are changeable depending on the context and the quality of knowledge acquired by a person. Similarly, Calise, (2003) argues that people use perceptions to analyze anything new and immediately relate it to past knowledge, events and experiences. Perceptions in life are then dependent on our past knowledge and conditioning, which create certain attitudes or states of mind. Calise (2003) also points out the fact that perceptions are relative; each person perceives the world in a relative way according to their past experiences. In conclusion, perceptions are not absolute or independent but depend on past knowledge and experiences.

In terms of education, perceptions affect students and teachers depending on the context they are involved in. This way, these perceptions can be divided into *tangible* and *intangible* depending on some internal or external factors. On the one hand, tangible perceptions are visible through physical manifestations and communication. On the other hand, intangible perceptions are those related to psychological and sociological factors that take place in the social context, which can be reflected on aspects such as self-esteem, responsibility, autonomy, self-discipline, authenticity etc. (Knowles, 1994)

Motivation

The word “Motivation” comes from the Latin *movere* (Weiner, 1980; Beck, 2004) and it is essentially defined as an impulse, which can be internal or external; which is activated by incentives or habits in order to encourage people to do a determinate movement or action during a specific moment while their nervous system is incessantly active. This impulse may be produced by an instant reaction or a mental predisposition (Atkinson & Birch, 1978; Dreikurs, 2000; Beck, 2004; Suarez, 2004).

According to this perspective, people also will be motivated depending on the level of desire that they feel about the established goal. In other words, individuals develop an action when they want to achieve a desirable outcome. And equally, people will avoid some events if they perceive that their outcome can be unpleasant. This principle of rewarding and unpleasant consequences is what Beck (2004) called *psychological hedonism*.

Likewise Dörnvei (2001) supports the idea of impulse. However, he includes “effort” as a key concept in the process of motivation. This means that any action requires a level of persistence by people in order to develop it in an effective way. According to Dörnvei, motivation gives explanation to why people develop an activity, how hard they must effort themselves and how long they must prepare their mind to achieve the proposed aim.

Applying the mentioned definitions of motivation in an academic context, Suarez (2004) from Javeriana University argues that motivating is to move learners to achieve an established goal overcoming the different obstacles for carrying out their learning process in an effective way. On the one hand, Suarez highlights the fact that both the relationships and the environment at the school have an impact on the students' performance. On the other hand, there is the fact that the learners' needs are related to the level of aspirations that they have. Basically, the

effectiveness of the learning process depends on the desire to learn, which is affected by factors like social context, relationships and even educators.

Finally, there have been some authors (Mc Clelland, 1988; Petri, 1991; Martinez, 2008) who have related motivation to the concept of conduct. Basically this perspective is based on the principle that motivation is a force that determines the conduct in order to establish a way of life that makes them feel good with themselves. This assumption also states that people develop a conduct based on the different conducts that they have observed in their own contexts. Likewise, this point of view points out the fact that the level of motivation varies depending on the intensity of the people's conduct.

The concept of motivation has been approached by many psychologists who have made great efforts to analyze how people get motivated. As a consequence, there have been many authors that have represented this concept in different ways, which has produced several interpretations about this concept. Consequently, it is essential for this study to review **some common theories about motivation**, see discussion below:

Attribution theory

This theory was proposed by Weiner and his collaborators (1980). This theory sought to give a new interpretation to the points raised earlier by Atkinson. Basically this theory states that cognitive processes are primarily responsible for the achievement process, rather than the emotional anticipation as suggested by Atkinson's assumption. Likewise, Weiner highlights experience as a determining factor to achieve new successes. This means that previewed achievements and failures determine how much enthusiasm and effort people will use in their new challenges.

Thus, this theory led to a new way of looking at education because Attribution theory stated that the thought processes controlled motivation. In other words, teachers can monitor and measure the efforts of learners through reward or punishment. This makes students appreciate their own efforts and recognize them as the source of their ability to achieve any goal.

Achievement motivation theory

According to Atkinson (1974) there are three principal elements in the motivation process: subject, context and achievement. In other words, people produce desires when they feel the need of being accepted by self and by the social context in order to feel proud and achieve the proposed goals in a complete way. As a conclusion this theory is based on the desire of obtaining excellent results in an assigned task.

Expectancy value theory

This theory is based on the fact that the level of success when students are achieving an aim will depend on the value that they give to the proposed goal through their expectancy. In other words, learners will be successful if they have a high level of positive expectations about the assigned task (Palmgreen, 1984).

Similarly, this theory was created in order to explain and predict individual's attitudes toward objects and actions. Fishbein (1974) states that attitudes are developed and modified based on assessments about beliefs and values. As a result, this theory attempts to determine the mental calculations that take place in attitude development.

Self-worth theory

Self-Worth was proposed in 1979 by Covington. This theory emphasizes the concept of self-esteem. Since, it ensures that students are more or less valued and able, depending on the

grades obtained. However, some theorists have linked this theory with attribution theory, because, while self-worth is based on the pride of the students when they feel intelligent, proponents of attribution theory argue that the effort is what takes them to success.

Basically, Covington believes that effort brings with it a problem for self-esteem to students. This means that, when students do not effort themselves and they get good grades, they are going to feel a lot of proud. However, those students who strive hard but they have poor grades will be considered as persons with few capacities. For this reason, Covington defends in an especial way the sense of capacity and he describes it as the key to achieve the different goals in learning process.

Similarly, this theory states that the current problems with student poor performance are due to an excess of motivation for the wrong reasons. It means the punishments and grading system give students negative reasons for learning. As consequence, schools should change from negative to positive the learners' motivations in order to encourage them to learn.

Goal setting theory

This theory established by Locke and Latham (1990) is based on the fact that human actions always have a purpose. For this reason, it is important that learners try to achieve different goals in order to challenge their abilities. The same way, teachers should establish specific and clear goals with the aim of encouraging students to reach them during their learning process.

Additionally, it is necessary to take into account that goals are not just an objective to achieve, they are also steps and standards that students can follow to increase their efficiency. Mc Combs and Pope (1994) have proposed this theory in different contexts with excellent results for improving people motivation, through the following process: Defining your goal, listing steps

to reach this goal, thinking of problems that might interfere, thinking of solutions, setting a timeline for reaching the goal, evaluating your progress and rewarding yourself for accomplishments.

Goal orientation theory

Goal Orientation theory was developed in 1992 by Ames, Russell Ames and Carole Ames. According to this theory, goals are important because in each educational context, students need objectives and achievements to improve their learning process. Furthermore goals are current in their life, and some of them catch more the attention than others and that is nature, sometimes students need this feeling of competition to reach their goals.

Self-efficacy theory

This theory was proposed by Albert Bandura. The self-efficacy theory is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995). This means a person’s belief in his or her ability to achieve something in a particular situation. Bandura described these beliefs as determinants of how people think and behave. This way, he emphasizes the role of observational learning and social experience in the development of personality. Taking this into account a person’s attitudes, abilities, and cognitive skills consist of what is known as self-system. This system plays a major role in how people perceive situations and how they behave in response to diverse circumstances.

Self-Determination Theory

This theory is focused on cognitive and social aspects. It was developed in 1985 by Deci and Ryan and then in 1997 by Vallerand. Self-determination theory determines what kind of motivation prevails in students through their different choices, values, and interests. Likewise,

there are three main characteristics of SDT that can be perceived in students when they are decided to achieve a goal; competence, relatedness and autonomy.

In the same way, Self Determination connects intrinsic and extrinsic motivation. On the one hand, intrinsic motivation is generally inherent in humans, it depends on the circumstances, it is self-authored and it can sustain creativity, passions and feelings. On the other hand, extrinsic motivation is based on external rewards or punishments.

According to the mentioned definitions about motivation, this research study will take into account especially the given one proposed by Atkinson, Birch, Dreikurs, Beck and Suarez; where motivation is seen as an impulse to promote people to do an action. Likewise, for the purpose of this study, the researchers considered that the students' motivation could be defined through their attitudes and their performance during the English classes.

First, attitudes according to Emmer & Millet (1970) can be defined in many ways: as a positive or negative feeling, as the degree of interest in some object or idea, and as the tendency to approach or avoid. However, it is essential to understand that an attitude is inferred from behavior, in other words the concept of attitude refers to certain constancies of behavior. In addition, attitude is explained as actions that you can observe and the tendency or a predisposition to react positively or negatively towards a certain idea. Based on this, the researchers applied the definition given by Emmer & Millet because taking in mind this study, it is possible to identify the students' attitudes from their actions. Similarly, the students' level of interest helped the researchers to recognize how engaged were they in the classroom during English classes.

Second, the students' performance is a good element to identify students' motivation. For example, Hansen (2000) states that there are two groups of students, those who improve and

those who do not improve. The success of the student's performance is challenging, since it is affected by different factors such as: socio-economic, psychological and other environmental factors (Hansen, 2000). Likewise, Kirby, Winston (2002) focused on student's impatience as a factor that influences the student academic performance.

According to this, it was feasible for this study to determine the students' performance through the accomplishment of the different activities proposed by the teacher during the English class. It means that the researchers took in mind the results that the third graders had in each one of the tasks and how correct they were.

Having defined the concept of motivation, it is also important to talk about the students' and teachers' perceptions. For that reason, it is fundamental to explore their roles in the classroom. Principally, the following is a deepening about the concept of teacher.

Teachers' Role

During the last years, exactly from the eighties, when the concept of "role" was accepted by the educational contexts; there have been many doubts about how the teachers' role should be in order to encourage students to participate in class (Harwood, 1998). However, based on the experience of the teaching-learning process; Fisher and Hicks (1985 cited by Howard 1998), proposed 8 different roles that teachers must achieve: Participant, Devil's Advocate, Impartial, Instructor, Committed instructor, Interviewer, Observer, and Absent Leader. According to this, it is clear that the work as a teacher is really complex and needs more than one role, in order to carry out an effective teaching process.

Based on Fisher and Hicks (1985), Howard (1998) stated that there are 8 different teacher's roles in active/democratic pedagogy:

- **Participant:** Teachers must represent another member of the group. It means that they have to behave like any classmate, where they express their opinions and ideas.
- **Devil's Advocate:** Teachers encourage the students' participation contradicting their opinions, with the intention that they can support their ideas with arguments and knowledge.
- **Impartial:** Teachers must respect their own rules, when they are listening to their students' contributions. It means that they cannot give feedback for each student in order to motivate the participation of all the pupils.
- **Committed constructor:** Teachers should be highly aware of how important encouraging students' participation is, especially through real and controversial topics.
- **Interviewer:** Teachers must promote critical thinking and elicit their students' opinions through questions.
- **Observer:** Teachers must observe their students' attitudes and be impartial.
- **Absent Leader:** Teachers give the appropriate instructions to their students. However, they withdraw since the initial part of the class, in order to promote pupils' ideas.

Moreover, Scrivener (1994) highlights that there are three kinds of teacher. Firstly, there is *the explainer*, who is in charge of explaining the topic, in order to give students the complete information about what they are learning. In this way, the students just listen and sometimes answer some questions, but they do not have an active role in the class. Secondly, *the involver*, who knows procedures and techniques to help students to learn about any subject and also tries to involve their students in a dynamic way. And finally, *the enabler*, who knows about the subject matter, methodology and takes into account the students' thoughts and feelings during all

the classes. According to this, the teacher constructs a significant way of teaching and at the same time, he creates a good environment for learning.

Nevertheless, Noddings (2005) considered the teachers' role from a different perspective, which is the personal one. Basically, he highlighted the importance of being interested in the students' feelings in order to develop a good atmosphere in the classroom. For that reason, Noddings stated that teachers' happiness can affect the classroom environment and the students' attitudes. This way, characteristics such as love of children, love of work and good relationships with colleagues construct teachers' happiness. According to this, he suggests that there are 5 characteristics that teachers need to have in order to promote the effectiveness of teaching in the classroom:

The role of caring

Caring is an act of bringing out the best in students through affirmation and encouraging. It is important to mention that this characteristic goes well beyond knowing the students. Here the teachers' role is associated with: listening, understanding, knowing their students and encouraging.

Listening

This characteristic refers to the fact that the teacher cares about not only what happens in the classroom but also students' life. Essentially, teachers pay attention and understand what students say. This way, teachers are more dedicated in terms of improving students' lives and the manner to demonstrate this is through: patience and kindness. Principally, for elementary students, kindness in a teacher represents a significant component in terms of effectiveness, because students perceived the teachers' interest in them.

Understanding

Basically, students like teacher who listen to their thoughts, feelings, emotions and their problems. Also, they prefer to have teachers who know their personal life and experiences. Taking into account this, the teachers should not focus only on the content of the different classes, but also demonstrates concern and empathy with their students.

Knowing students

An effective teacher knows their students in two ways: formally and informally. It means that teachers do not have to concentrate on each student learning style but they need to know their preferences, beliefs, thoughts and behaviors that sometimes affect their performance in the classroom. In order to treat the student first as a person and then as a student, teachers need to know the student completely.

Promoting enthusiasm and motivating learning

Noodings also argues that promoting enthusiasm in the classroom is a key factor of an effective teacher, because through his attitude, he transmits students the interest that they should have in a specific subject. That is why teachers' enthusiasm is an essential aspect in the learning process.

Finally, as a response to these characteristics proposed by Noodings, Stronge (2007) states that another fundamental factor to take into account is motivation. Essentially, he considers that motivating students consists of making students feel interested in what they do and also making them aware about the importance of learning. According to this, teachers need to take into account that the level of students' motivation varies. That way, teachers have to identify that, in order to provide significant teaching and learning.

The Teachers' Role Challenge.

Given the importance of teachers' role, it is fundamental to understand that this function is really complex and requires a lot of qualities by the teacher, in order to be able to manage all the different circumstances that can be present in the development of a typical class. For that reason, teachers must be prepared in order to face different challenges that they can find during their sessions.

The most common difficulty that they have to face to achieve a good teacher's role is the possible negative responses that they can obtain from students and their attitudes. Therefore, teachers should be very patient and persistent in order not to lose the control of the class; and in the same way, it is necessary to develop strategies and techniques in order to be able to manage all the difficult situations and avoid unnecessary awkward moments. Likewise, the other main factor that teachers must face is the correct accomplishment of the teaching- learning process, which also needs some specific teachers' skills. This means that teachers should handle mistakes, errors and difficulties about a determined topic and solve them with the intention of structuring their students' knowledge (Weimer, 2002).

After doing this review of teachers' role, where it was possible to identify some characteristics about their performance and how important they are for the learning process; it is necessary to define the students' role since they are the other essential part of the teaching learning process.

The Students' Role

Basically, the students are whom the teaching process is addressed to. For that reason, teachers must be aware of how important it is to identify who they are; with the intention of

encouraging them to participate in the learning process in an active way. According to John Penick and Robin Lee Harris (2005), it is possible to say that the students' role is the appropriate one, when they are being creative during the class. It means that if students feel motivated about the class' development, they will be able to make their own decisions and apply them in their learning process. In the same way, Penick and Harris also argue that teachers should take into account the fact that there is not just one way for students to express their creativity. It can vary according their personality. However, any way used to symbolize their interest for the class, represents that the student role is being achieved in an effective way by the learners.

Likewise Scharle and Szabó (2000) also highlight some qualities that students' role should have. They point out the fact that students are the main factor to determine the success or failure of the class development. For that reason, Scharle and Szabó suggest that an appropriate student's role requires two main characteristics, which are responsibility and autonomy in order to avoid the most common problems in the classroom.

Firstly, learners must be responsible not just to obey and please teachers; but more importantly to really carry out an effective learning process, where they are the most interested in learning in a significant way. Likewise, responsible students must cooperate with their classmates giving them suggestions and advice. However, they are characterized by working individually and they are aware of how important developing their homework is for their own process.

Secondly, Scharle and Szabó consider that learners have to be autonomous to carry out their learning process. Nevertheless, it requires that students are able to manage their own actions and assume its consequences. In other words, autonomy makes possible to develop the sense of responsibility in students. When this process is carried out, students are closer to the ideal

student's role. This idea is supported by Emmer and Millett (1970) who suggested that students are more active and effective in their role as learners, when they make their own decisions, which affect their performance in the classroom. As a result of this, the students become more responsible for their learning process.

Finally, one third view about the adequate students' role is the one given one by Wilson (2008) who argues that if teachers communicate in a spontaneous way in the classroom, students should express themselves in the same way. Since, students need to develop their communicative skills at the same time. Taking into account this, in the classroom activities, teachers need to be sure that the learners listen to what their classmates say during the different activities, because sometimes they do not do that. This way, there are some methods to make sure that learners are really paying attention to each other.

According to Penick, Harris, Scharle, Szabó and Wilson, it is possible to conclude that the appropriate student's role can be defined as a whole set of qualities based on autonomy and responsibility; in order to achieve the proposed tasks in the classes. Accordingly, the researchers considered the third graders' role as a very important factor to carry out this study, where students profile was observed and analyzed during the entire research project, with the intention of finding out what motivates them to learn English as a second language.

CHAPTER 3

Research Design

In this chapter, the methodology applied by the researchers is presented; specifying the research approach and method. Moreover, the target population and the setting are described and the instruments and procedures followed by the researchers are presented.

To carry out this project, the researchers used mixed approach, which worked with different types of data, mixing both qualitative and quantitative approaches (Tashakkori & Teddlie, 2003). Furthermore, the researchers used case study as method for this project, since it was a descriptive research process in which the researchers did not participate.

Mixed Approach

Regarding data collection instruments, the most appropriate approach for this study was Mixed Approach. According to Tashakkori & Teddlie, (2003), mixed approach attempts to integrate both quantitative and qualitative in order to analyze the collected data, which will be used by the researchers to carry out the research process. They also argue there is a necessity to create a new paradigm, which can mix the positivist and constructive perspectives. In other words, quantitative and qualitative approaches are complementary to the mixed approach (Tashakkori & Teddlie, 2003).

Likewise, Sechrest & Sidani (1995) point out that when researchers use this approach, they “describe their data, construct explanatory arguments from their data, and speculate about why the outcomes they observed happened as they did.” (p. 78). Finally, Johnson & Onwuegbuzie (2004), state that the mixed research approach does not replace the traditional approaches; qualitative and quantitative approaches. On the contrary, they point out the fact that

mixed research is a natural complement to traditional quantitative and qualitative research. This approach intends to use the advantages of both of them. Consequently, it is possible to define mixed approach as a paradigm that combines both qualitative and quantitative approaches, which facilitates the process of connecting the information obtained from different sources.

Mixed approach was appropriate for this study because the researchers developed the data collection process through qualitative and quantitative data gathered by means of different instruments, such as: surveys, semi-structured interviews and journals (see discussion below). This way, it was possible to analyze the collected data taking into account different sources, which helped the accomplishment of this study.

Case study

In order to achieve an effective development for this research project, the researchers selected case study as the type of research. Fundamentally, a case study is a part of qualitative descriptive research. It is based on detailed descriptions and analysis of a particular situation in real contexts with specific participants that can be a small group. In other words, case study is mainly useful when the researcher is trying to expose a relationship between a phenomenon and the context in which it is occurring (Yin, 1993).

Yin (1993) argues that case study can be used in both qualitative and quantitative approaches and it is more descriptive than analytical. This means that the researchers do not have any kind of participation or interaction with the target population. Likewise, this method requires the gathering of multiple sources of data, but it is necessary that these are strongly related with the aim of the study.

In case study, the data is collected mainly by test, interviews, observations, reviews of records and selections of writing samples (Stake, 1995; Simons, 1986). Likewise, according to Cohen, Manion & Morrison (2007), a case study attempts to demonstrate a real fact, with a real context and a specific real target population through a detailed description. This population may be a unique person or a complete community. Essentially, the importance of using case studies is that they give readers the possibility of connecting theories with real contexts and situations.

Stake (2000) has identified three different types of case study: intrinsic, instrumental, and collective case studies. (1) Intrinsic case studies are assumed as the understanding of a specific fact or phenomenon. According to Stake (2000), the intrinsic case study does not attempt to generalize; it tends to understand the particularities of a case in a detailed way. (2) Instrumental case studies are based on understanding general aspects of a fact. In other words, it mainly provides a general vision about an issue. Finally, (3) the collective case studies research a general phenomenon; combining multiple cases into a single study.

According to this, case study was the most appropriate type of research for this project because, there was a particular population which was the third graders at George Washington School. Also, the researchers had the particular intention of relating teachers' and students' perceptions about motivation. Additionally, the researchers carried out this project without any kind of participation. Finally, they made a detailed description about the observations done.

Similarly, following Stake's typology this project belongs to the intrinsic type because it is focused on learning in detail about a certain and specific phenomenon, which is to explore the differences and similarities between the teachers' and students' perceptions about the factors that motivate third graders in English class.

Setting

This research project was developed at George Washington School. It is a private bilingual school, which is located in the Cra8 C No. 185 A 24, in Lijaca neighborhood in the north of the city. This school offers educational programs of preschool, elementary and high school. Its schedule is from 7:00 a.m. to 3:00 p.m.; and its philosophy aims to increase the students' ethics and train autonomous people with socio-affective, moral and intellectual values. (George Washington School, mission, 2011).

With regards to the bilingual program, the George Washington School has a policy which consists of offering 40% in the native language and 60% in a foreign language. In the same way, the institution considers as a principle acquiring English through a natural environment and not in an intensive way. In other words, this school promotes the teaching and learning process in real context. (George Washington School, mission, 2011).

Participants

This study was carried out with thirty-four third graders at George Washington School, whose ages range from 6 to 9 years old. Most of them come from a middle social and economic level. Furthermore, the third grade homeroom teachers' participation was taken into account as part of the target population.

These two homeroom teachers will be called teacher A and teacher B by the researchers. Teacher A was the homeroom teacher of third blue, which was the target population selected by the researchers. She is 35 years old, who graduated from Universidad Libre and she has worked in schools for eleven years in elementary grades. Meanwhile, teacher B is the homeroom teacher of third green, which was the other third grade at George Washington School. She is 24 years

old, who graduated from Universidad de La Salle and this is her first year working at George Washington School. Similarly, it is important to mention that for the description of this project, the third graders names were omitted. Therefore, we referred to them by their initial letters.

Data Collection Procedures

Instruments.

During the twelve weeks that the researchers attended school to collect data, they applied three instruments to achieve the proposed objective. These instruments were Journals, Surveys and Interviews.

Journals

Field journals attempts to describe the experiences and facts observed by the researchers during their attendance at the school (Burns, 1999, cited by Fandiño, 2011). Likewise, journals in the classroom are used to record teaching and learning plans and all the aspects related to the class development (Burns & Hood, 1995). Accordingly, journals were used by the researchers to write all the details that were observed in each English class. These observations were based on the different students and teachers 'actions and the class development in general; with the intention of identifying their perceptions of motivation.

The applied journals essentially had two parts: one descriptive and one reflective. The descriptive part refers to detailed descriptions about all the actions, behaviors and relevant facts observed by the researchers during the twelve weeks in each class. Meanwhile, the reflective aspect presents the interpretations of the researchers about the facts recorded in the descriptive part. That is why the type of journal used by this research project is the reflexive journal; which according to Huberman and Miles (1994), involves regular, ongoing and self-conscious

information and makes possible the analysis of the data obtained by the researchers. Likewise, these authors highlight the importance of both descriptive and reflective part in order to complement the collected information (see Appendix A).

Surveys

The second instrument used by the researchers to collect the data was surveys. They are basically defined as an instrument to gather data through multiple choice and closed questions tests and it is used to examine populations, facts, and programs, in order to measure and explain an issue. Likewise, it is important to say that surveys vary according to their level of complexity (Morrison, 1993).

There are different types of surveys that can be used to gather information. This study used attitudinal survey (also known as an affective survey), which provides significant information about students' perceptions about their experiences in English classes. Attitudinal surveys can be also used to make comparisons between how students perceive the class at the beginning and at the end (Fowler, F., 1993).

Consequently, the researchers applied a student survey at the end of each English class during the twelve weeks of this process with the purpose of knowing the third graders' perceptions about the class development. Moreover, it is important to say that initially a draft of the survey was applied to the third graders. However, due to the fact that many of them did not understand the questions, the researchers modified the survey and reapplied it in order to establish the final version (see Appendix B).

In the surveys applied by the researchers, students gave answers that were measured through a scale from 1 to 5, where 5 is the highest and 1 is the lowest score. This survey and had

four parts: (1) the planning and class development, (2) the learning environment, (3) the interaction and (4) the teacher's role.

Interviews

Finally, the researchers implemented some interviews for teachers and students. According to Kvale (1996), interviews are used to present the opinions as manipulated data, where the points of views are developed through conversations. He also argues that an interview should have two or more participants and also an exchange of points of views about a mutual topic, where the interviewers interact generating knowledge and making emphasis on the theme.

In research, there are several types of interviews. However, taking into account the intention of this study, it is relevant to talk about structured interviews and semi-structured interviews. According to Cohen and Manion (1997), structured interviews are used to gather data for quantitative analysis and use standardized questions and open-ended discussions. Nevertheless, in structured interviews there is a minimum interaction between interviewer and interviewed.

Moreover, Cohen and Manion (1997) argue that semi-structured interviews are often used to collect data for qualitative analysis. In this type of interview, the interviewer has a list of questions to be asked. However, the order of these questions can be modified depending on the direction that the interview takes. Additionally, during semi-structured interviews some questions may also arise. Therefore, semi-structured interviews allow giving points of view and opinions where the respondents can expand their answers

To carry out this study, the researchers applied semi-structured interviews. This type of interview as explained above allows the researcher to clarify the collected data in a very explicit

and detailed way, through complete answers given by the interviewee (Corbetta, 2003, p. 270). Basically, the semi-structured interviews applied by the researchers for this project had a list of questions and key words. However, they also asked for additional information depending on the development of the interview.

Essentially, the third grade homeroom teachers were asked to answer an interview where they had to give their assumptions about the factors that in their perceptions motivate their students to learn English as a foreign language (See Appendix C). The interview also strived to gather some aspects about how they teach. On the other hand, the third grade students gave their perceptions about what their reactions were through the different activities that the homeroom teacher frequently uses in English class, (See Appendix D). Essentially, the objective of applying these interviews was to contrast the third grade teachers' and learners' perceptions about what motivates to learn English as a second language in order to find differences and similarities from them.

Procedures

The implementation of the three mentioned instruments was carried out by the researchers during twelve weeks from February 16th to May 18th, making possible the data collection process in this period of time. The following procedure presents how the researchers carried out their data collection:

Firstly, the researchers carried out their journals during the twelve weeks, from February 16th to May 18th of 2011. The implementation of this instrument was generally on Wednesdays, from 8 a.m. to 9:40 a.m., during each session of English class; and the purpose of the researchers

was to observe the English classes' development and take notes about the teachers' and students' actions in order to identify some patterns about their perceptions of motivation.

Secondly, there was an implementation of surveys. This instrument was applied at the end of each session; and it had the objective of collecting the third graders perceptions about the class' development that they just had. For that reason these surveys were implemented for about 20 minutes, from 9:40 a.m. to 10:00 a.m.

Finally, the data collection process was completed with interviews, which were made to teachers and students about their perceptions of motivation. These interviews were carried out on April 27th, May 4th, and Mat 18th form 9:00a.m. to 10:00 a.m.; and this process had the intention of knowing the opinions from teachers and students about motivation.

CHAPTER 4

Data Analysis

Taking into account the aim of this research study, which is to determine how similar the perceptions of students and teachers are regarding the factors that motivate students to learn English as a second language in third grade at George Washington School; the researchers carried out a process of analysis with the collected data from the research, where the ideas and opinions of students and teachers were taken into consideration, with the purpose of comparing them in order to establish how connected they are through the differences and similarities that were found during this process.

Grounded Theory

To develop this analysis, the researchers used Grounded Theory to triangulate the collected data. According to Freeman (1998), this theory is a systematic way to analyze information through the elaboration of concepts and general themes. Basically, grounded theory consists of four different stages: (1) naming, (2) grouping, (3) finding relationships, and (4) displaying. Freeman (1998) describes these stages as follows:

- **Naming:** This stage consists of reading the collected data carefully and underlining the most relevant ideas that the researchers consider important to develop the research topic. At the end of this process, the researchers assign a name or key word for each underlined idea.
- **Grouping:** During this stage, the researchers use the key words to identify the similar themes and put them together to assign a name to those groups and turned them into categories.

- Finding relationships: It consists of analyzing the obtained categories in order to find the relationship between them, always taking in mind the questions and objectives underlying the research project.
- Displaying: In this last stage, researchers make a representation also called data display, which presents how the categories are connected and intersected.

In the particular case of this study, there were not established categories during the data analysis process. That is why the researchers implemented grounded theory in order to make possible the analysis of the collected information. This way, the researchers took in to account the four stages mentioned before and followed them, in order to systematize, analyze, and triangulate the collected data:

- Naming: The researchers read all the collected information through journals, interviews, and surveys and underlined the most important ideas for this study's intention. After that, the researchers assigned a key word for each underlined idea.
- Grouping: During this stage, the researchers used the assigned key words to identify similar ideas and put them together in groups. Then, they assigned a name to those groups in order to identify general concepts.
- Finding relationships: To do this, the researchers found the relationship between these concepts which ultimately turned into categories.
- Displaying: Finally, the researchers made a representation where they could organize the obtained categories.

As a result of this process, the researchers established four categories, which made possible the data analysis of this study: (1) **Materials as a key factor to foster motivation**, (2) **working in groups, as an issue that facilitates involvement**, (3) **Motivation depending on teacher's role**, and (4) **Activities proposed in the classroom to promote motivation**.

Materials as a key factor to foster motivation

Materials were considered as a key factor by the researchers because it was found as a recurrent concept during the data analysis process. According to Tomlinson (2010), materials are understood as: "Anything which is used to help to teach language learners. Materials can be in form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a white board: anything which presents or informs about the language being learned".

Likewise, during the interview answered by Teacher A, she highlighted that the material used in English class is the best way of encouraging students: "I always make a warm-up using games. For example flashcards to catch the students' attention at the beginning of the class" (Interview Number 1). She also explained in a deeper way what kind of materials she applies in her English classes to focus her students' attention in the class: "For example: I use puzzles and songs to motivate them because they enjoy this kind of activities where they can play and compete" (Interview 1).

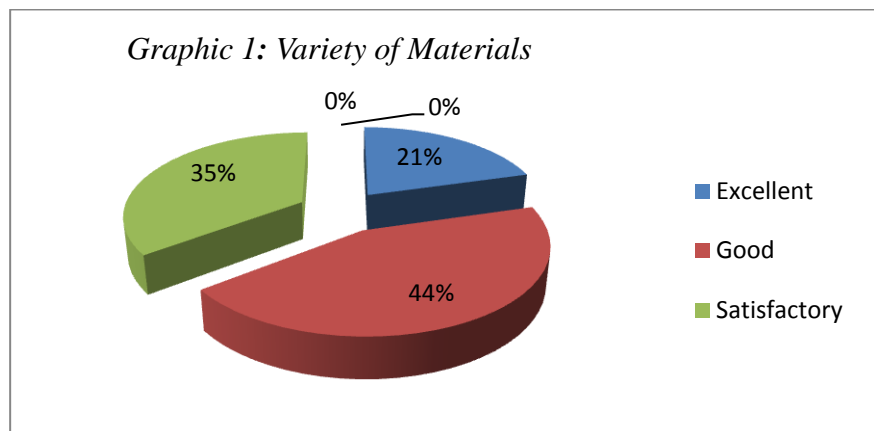
In the same way, Teacher B also gave a special importance to the material used in English class. However, she emphasizes that it is essential to keep in mind the purpose and especially the topic that she is trying to teach; otherwise it will be useless: "In my English classes

I use flashcards and board games, but I consider that they need to have a relation with the topic and the objective of the class". (Interview number 2)

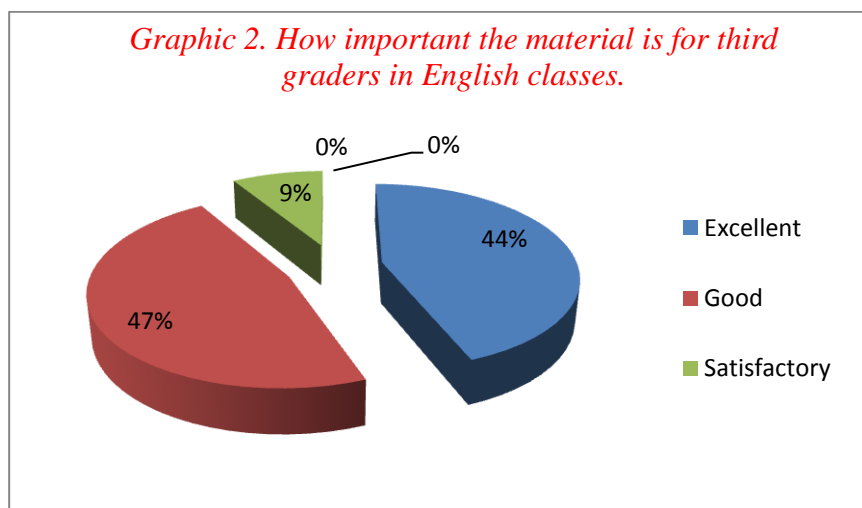
According to these opinions, there is an evidence of the fact that the third grade homeroom teachers also consider the material as a key factor to motivate students in English classes. However, Teacher A highlights the importance of using visual material to catch the students' attention. Meanwhile, Teacher B focuses the use of material on the appropriate introduction of new topics for her learners.

Moreover, the students gave their opinions about the materials applied by Teacher A in her English classes. After this process, there were some answers that evidenced what kind of materials is the students' favorite ones why. Taking into account the results of the interviews that were made to the students, there was an evident positive answer about using materials by the teacher in English class. Basically, most of the students maintained that they really enjoy doing boardgames and memory games. Likewise, during the interviews, students answered some questions about why they selected these materials; they stated that they enjoyed competing with their classmates: "Me gusta porque puedo desafiar a mis compañeros y así vemos quien sabe más"(Interview 2). On the one hand, they supported this idea expressing with their own words that through these materials they identify their English level and they can learn many things. On the other hand, they emphasized on the fact that when the teacher applied a memory game, they felt that the class environment is different, because it is not boring but also it is attractive for them and they get involved in the class: "Es chevere porque cambiamos de actividad y podemos aprender mientras nos divertimos" (Interview 4).

Also, the surveys applied by the researchers supported this importance of materials as a relevant factor to motivate students (Graphic 1). Therefore, in general terms we can see that most students felt satisfied with the variety of materials being used by the teacher.



Similarly, when students were asked about the material, 91% of students had a positive opinion and only a 9% expressed a satisfactory opinion. This can be seen in the Graphic 2.



Based on the results of the students' opinions, it is possible to affirm that there is a connection to their teachers' perceptions about how important is the material for the English class. However, most of them included in their answers a specific activity that was not included

in the teachers' answers: memory games. Students seemed to really enjoy competing, which motivates them to develop the proposed tasks. In the same way, according to their opinions, the classroom environment changed when the teacher used this kind of material where they can play because this situation is closer to their reality and it results engaging for them.

Likewise, taking into consideration the journals, since the beginning of the observation process, the reactions of the students reflected that the materials are the basis of the English classes. Essentially, during all the twelve weeks the teacher used a great variety of material, where the most recurrent were flashcards and boardgames. Meanwhile, materials like memory games and puzzles were hardly ever used by the teacher.

First, talking about the flashcards, they were used during the twelve weeks and were basically big and colorful cards where the students could observe some images about the unknown vocabulary. They were a good way to catch the students' interest regarding the topic. However, during the last weeks the application of this material became repetitive and the students' interest decreased in some degree: "Students did not seem very enthusiastic about the implementation of this material" (Journal 10)

Second, in terms of boardgames, they were used in six classes. Principally, the observations reflected that when the students were competing in groups they got more involved in the class development because they were challenging themselves. . In spite of the disorganization that was present in some classes, most of the students were very enthusiastic because of the material, as was described in the lesson 8. "Students seemed excited since they wanted to begin the game and compete with the other groups" (Journal 8).

Third, puzzles were not very frequent during the twelve weeks; they were just applied in two classes. However, the students' response was not positive because there were many factors

that affected the use of this material like time, missing pieces, misbehavior and the level of difficulty. Therefore, the class development was not appropriate and the teacher had to change the material: "It seems that some students hid some pieces of their classmates' puzzles, which affect their motivation to carry out the proposed task" (Journal 5)

Finally, there were memory games, which were used in four classes and had a very positive response from the students. When the teacher presented this material the students immediately focus their attention on the cards that were pasted on the board reflecting a lot of expectations. In the same way, during the games they concentrated on the image and the word that they had to match, which showed that they were really interested in the class: "Third graders seemed really curious and they wanted to know what the memory game was about" (Journal 11). It could be advisable for the teacher to apply this material more frequently.

In the same line of thought, the third graders continued showing positive reactions about the material used by the homeroom teacher, during the observation process. For example, in the 7th lesson, there was an evident reaction from the students because of a board game that the teacher used as material: "At the beginning, when the students looked at the board game, they seemed to be enthusiastic and excited, they quickly started to make groups with their closer friends and got organized in order to listen to the teacher's instructions while their gestures represented big smiles and expectations". (Journal 7)

Similarly, in the 10th lesson, the third graders also presented some interesting reactions when the teacher carried out the memory game where the topic was Celebrations: "When the students could identify the objective for the cards on the board, which was a memory game activity; apparently they were very happy. Some of them used expressions like: Yes! or Si! And then, they focused on all the explanation of the game given by the teacher. Likewise, this activity

was really successful because all the students participated in order to help their groups and they used the English language to say the teacher the number that they wanted to discover, which proves that they were practicing their target language". (Journal 10)

According to these opinions expressed in the interviews and the written facts in the journals, there was an evident relation between teachers' and students' perceptions in terms of material. Both of them emphasized that materials are the best way to catch the students' interest, but it is necessary for teachers to know how to apply them and what the most appropriate for the third grades are. In other words, it is possible to state that teachers try to take into account the visual aids in order to give a significant impact in children. Likewise, there was a strong evidence of the effect that materials produce on students' motivation. Basically, the mentioned reactions and the opinions expressed by the students themselves; proved the fact that an engaging and appropriate material is an effective way to catch the third graders attention in English classes.

Working in groups, an issue that facilitates involvement

This category was established by the researchers as a result of their data analysis process. Essentially, there were some facts presented in English classes during the twelve weeks that reflected that the third graders seems interested in the activities' development; when they were working with their closer classmates, their participation increased. This fact is supported by Gross (1993), who points out the fact that students learn best when they are actively involved in the process. Likewise, Gross states that learners tend to learn more when they are working in small groups, because they retain the information presented and have the opportunity to interact in the development of the class.

In the interviews applied to the third graders and their homeroom teachers, the researchers could identify some differences in the students and teachers' perceptions about working in groups. Equally, in the interviews that were made to the third grade homeroom teachers, there were some questions about the best ways to manage the English class, like; "Do you think that working in groups motivates your students? Teacher A answered "I think that working in groups is not really essential for the class development, even in some cases it increases the indiscipline" and she explained that group activities are dynamic but she does not often use it, because of the mess generated in the classroom.

Similarly, teacher B, responded "sometimes it works but I prefer to use individual worksheets" , she made emphasis on the importance of discipline in the classroom and how group activities could affect not just the classroom development, but also the comprehension of the students about the topics. In the same way, she clarified that some students preferred to do others things while their classmates work.

However, the students said during the interviews that one of the most important and motivating things for them in English class was the fact of working in groups. Principally, the third graders highlighted that when they are working with their classmates, they have the chance of helping each other: "me gusta trabajar en grupos porque puedo ayudar a mis compañeros" (Interview 8). Likewise, another student supported this opinion in a totally clear way: "me gusta, porque cuando se trabaja en grupos, todos nos ayudamos y hacemos las cosas rápido y bien". (Interview 4). Similarly, another important reason for working in groups was given in another interview: "nosotros nos ayudamos y nos divertidos". (Interview 7) Basically, this opinion seems to prove how related are working by groups with the level of having fun, which could be interpreted as a way of motivation in third graders.

Essentially, the researchers identified that teachers did not consider working in groups as an important part of the class development, using the argument that there was a lot of indiscipline when they worked in groups and they also mentioned that there are some factors such as homework review, students' assessment and giving feedback; which are more important to account for in the class development. Otherwise, third graders really like working in groups because they think it is a funny way to get involved in the classroom development and to interact with their classmates.

Surveys also reflected that working in groups is one of the main factors to motivate students. In the surveys, there were two questions, which were related to this category: Basically, when the third graders were asked about if they enjoyed being with their classmates, 91 % of the students had a positive opinion and only a 9% expressed an unsatisfactory opinion. Furthermore, when the students were asked about if they enjoyed working in groups, 100% had a positive opinion. This can be observed in the Table 1.

Table 1

Question	1 N/R	2 Unsatisfacto ry	3 Satisfacto ry	4 Good	5 Excellen t
¿Te gusta el trato con tus compañeros en la clase de inglés?	0%	9%	32%	35%	24%
¿Te gusta trabajar en grupo?	0%	0%	21%	44%	35%

Taking into account, the results of the surveys and the interviews, it is possible to affirm that most of students felt really comfortable when they were working with their classmates in their English class. Principally, when they had the opportunity to interact and develop activities in groups, the third graders got involved in an easier way in the classroom activities.

Likewise, taking into consideration the journals, the researchers found that working in groups was a no recurrent activity. During the twelve weeks the teacher carried out t three times activities where working in groups was an important factor in the development of the class. For example in the second lesson there was a clear reaction from the students, when the teacher divided them into five groups and they developed an activity about nationalities; “The majority of the students liked work by groups, this activity kept them focused on the goal that was to learn the nationalities” (Journal 2).

Similarly, in the fourth lesson, the students also presented a good reaction when the teacher asked them to make 5 groups, she gave them some words, and the students had to put them in order, making a correct sentence in simple past. “When the teacher corrected them the majority of the activities, they were answered in a good way! Students developed all the activity with successful results.” (Journal 4). In the same way, during the eleventh lesson, when they were working countable and uncountable nouns the teacher made groups of 6 students, where they had to classify which food corresponded to countable or uncountable noun: “the students seem really excited with the activity, even if it was the first time that they worked with countable and uncountable nouns, they had great success with this activity, because they helped each other and they used their previews knowledge” (Journal 11).

According to the information collected in the interviews, surveys, and the journals, the researchers noticed evident differences between teachers' and students' perceptions in terms of

working in groups. On the one hand, teachers seem to think that working by groups is not an important aspect in the development of the classes. They also said that working by groups just increased the indiscipline, for that reason they tried not to use these kinds of activities. On the other hand, third graders seemed more engaged when they worked in groups, as it was evident in the journals. Likewise, they were more concentrated on the teacher's instructions and most of the times they achieved the goal of the class. Basically, students' opinions and actions suggest that working in groups could be an effective way to get students involved in classroom development.

Motivation depending on teachers 'Role

The teachers' role was considered another important factor found by the researchers during the analysis of the data. For example, according to Spayde (1997), the way students act depends on the teacher's attitude, teachers seem to be bearer of any positive or negative behavior in the classroom. During the development of this study, the researchers found that students perceived the teachers as a model to follow, for that reason, students needed them for guiding their learning process. Besides, teachers needed to engage students, in terms of catching their attention and improving their different skills through varied activities in English class.

The researchers applied teachers and student interviews where there were some questions about the teacher's role in the classroom. In these interviews, teacher A stated that, "I make my students to be good in the classes all the time, with activities that they like to do" (Interview Number 1), she explained that she often used activities that increased the students' participation in the classroom, and were connected to their likes and preferences.

Teacher B also gave a singular importance to the teacher's role commenting that teachers' reaction and behavior can motivate students to learn: "there is a set of things that we

can do to improve the students' process” (Interview Number 2). She also explained that teachers' enthusiasm was a key issue in motivation, and the teacher's role could affect the students learning process: “If a teacher becomes bored or apathetic, students will be too. So, we as teachers should take more into account our reactions in front of our students” (Interview Number 2).

According to these opinions, the third grade homeroom teachers considered that their teacher role was a main factor to motivate students in English classes. However, Teacher A highlighted the importance of taking into account student's interest when doing activities where they feel comfortable. Meanwhile, Teacher B focused on the student's process.

In addition, in the student's interviews, the third graders gave their opinions about the teacher's role (Teacher A) in English classes. Basically, most of the students stated that they felt motivated depending on the teacher performance in front of the classroom development. Likewise, most of the interviewed students answered that they noticed a good response by the teacher during the English classes, “la profesora está pendiente de nosotros y nos pone cuidado” (Interview Number 4). Some students mentioned in the interviews that the teacher was really patient with them and she tried to resolve many doubts as possible, “la profesora es muy paciente, Buena gente y explica bien” (Interview Number 7). They emphasized on the fact that the teacher answered their doubts and she was really tolerant with them.

The surveys also reflected that the teacher's role is an important aspect to motivate students. Basically, when third graders were asked about their interest on how the teacher presented the contents in the classroom, 100% of them liked the style that the teacher uses to teach them English and the 83% of the students had a satisfactory opinion about how the teacher presented the themes.

In the same way, when the students were asked whether they liked the teacher performance, 94% of the students agreed that the teacher had a good classroom management, 82% of third graders thought that there was a good relation between them and the teacher, 94% of the students said that the teacher had a good level of the English language. According to the results from the surveys, 100% of the students agreed that the teacher gave them an effective help to carry out the different activities that they did in the English classes and 85% of third graders liked to receive appropriate feedback from the teacher. This can be observed in the table 2.

Table 2.

Question	1 N/R	2 Unsatisfact ory	3 Satisfacto ry	4 Goo d	5 Excellen t
La profesora muestra manejo del inglés.	0%	0%	6%	53%	41%
Te gusta como la profesora dicta la clase de inglés.	0%	0%		13%	87%
Te gustan las actividades que la profesora realiza en la clase de inglés	0%	0%	83%	13%	4%
Te gusta la relación con la profesora en la clase de inglés.	0%	0%	18%	44%	38%

La profesora monitorea el trabajo en clase de inglés.	0%	0%	6%	23%	71%
Te gusta que la profesora sea una guía en las actividades en la clase de inglés.	0%	0%		41%	59%
Te gusta recibir “feedback”	0%	0%	15%	56%	29%

Based on the results from the surveys and the interviews, it was possible to affirm that most of students felt that the teacher had an important role in the class development and her role was also a vital factor in their motivation.

Moreover, taking into consideration the journals, the researchers found that some attitudes that the teacher showed during the development of the English Classes affected the students motivation, “the students seemed confused, they did not understand the activity. The teacher did not repeat the instructions because she was busy reviewing the task” (Journal 3). They sometimes did not understand what they have to do. Therefore, they were doing others things different from the classroom activities; it affected not just their participation in the activity, but also their process of learning. For example, in some lessons, the students did not understand and did not seem interested in the activity that the teacher gave them, “teacher this is boring, I do not want to do it, I do not want to write” (Journal 6).

However when the teacher got involved in the activities like miming in a funny way, she gave clear examples about what the students had to do: “ according to the teachers’ example, the students understood what they had to do and the majority of them made a great mimic according

with the flashcards” (Journal 9). Likewise, there was a class where the teacher made a brief explanation and she resolved the doubts that the students had in a very friendly way, which motivated them; in spite of using worksheets about countable and uncountable nouns. “The teacher explained very well countable and uncountable nouns; she tried to resolve all the doubts that the students had. The worksheets were clear and the students could check some examples to developed the activities” (Journal 11).

According to the data collected in the interviews, surveys and journals, there was a marked relation between teachers' and students' perceptions in terms of teacher's role. On the one hand, stated that students' motivation was necessary for increasing learning and taking into account the students' interests and English level to carry out the classroom activities. On the other hand, third graders considered the teacher's role as a vital aspect to increase their motivation; they made emphasis on how the teacher's attitude should be in order to motivate them to develop the different activities.

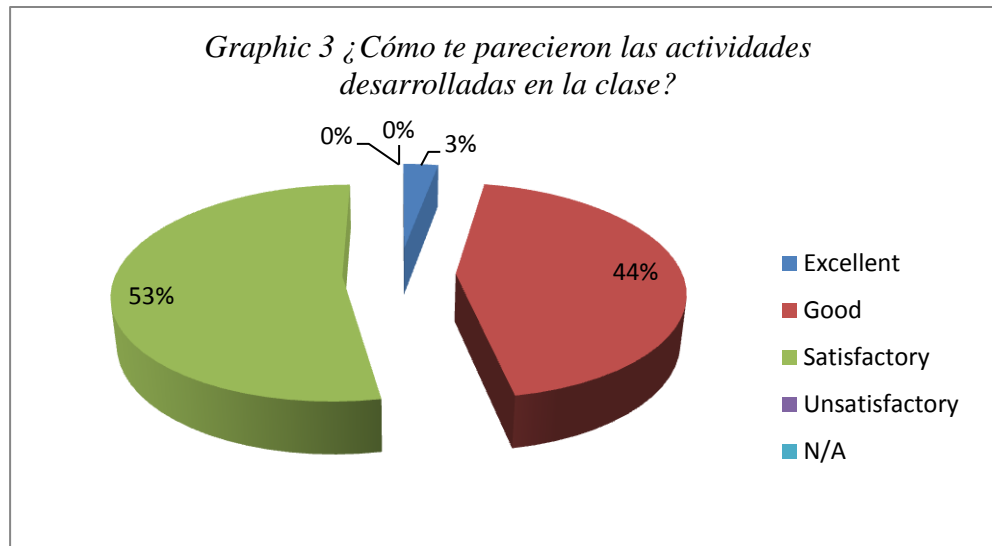
Activities proposed in the classroom to promote motivation

The researchers considered the activities developed in English classes as an important category, because during their research process, they could identify a strong relation between the students' level of motivation and the activities they use to learn English as a foreign language. Teachers can sometimes consider some activities as motivating or boring for students; however, the reality could be different according to learners' perceptions.

Initially, during the interviews, teachers were able to give their opinions about how important the use of the implementation of activities in English class was. For example, teacher A said that she always tried to prepare the activities thinking of the context. That means that she

included some movies and t.v. characters in the worksheets in order to engage the students in the activities. Likewise she also said that frequently she tried to relate the class's topic to their life, hobbies and family. Teacher B just mentioned some general aspects about the material that she used and highlighted the use of the book as an essential tool to teach English. Nevertheless, third graders answered that developing worksheets was not motivating for them. Students argued that they found more engaging activities such as competitions, speaking activities, listening activities, games, and group activities.

Meanwhile, in the surveys applied to the third graders, there were some questions about the activities that they developed in each English class. These surveys proved the students' perceptions about the activities used by the teacher during the twelve weeks, reflected that 97% considered that the activities were "Satisfactory" and "Good", equally only a 3% said "Excellent" and 0% answered "unsatisfactory"(See Graphic 3) According to these results there are two main aspects to take into account: one the one hand, there is the fact that there was not any third grader who considered that the activities developed in English classes were unsatisfactory. One the other hand, it is noteworthy that only 3% of the students answered that the activities were "excellent", which represented that the activities could be more motivating for them.



Likewise they also expressed their thoughts through interviews where they had the chance of giving some arguments about how they perceived the activities' development in English class. Principally, third graders' opinions highlighted the use of activities like worksheets, physic at games and songs as the most recurrent activities in English class. However, they complained about the fact that the teacher was very repetitive with the use of worksheets and the lack of dynamic activities like contests or activities that use a different methodology from writing: “me gustaría que no todo fuera escribir, sino también como pintar o hablar de los temas de otra manera” (M.P. Interview).

Similarly, through the journals, the researchers could identify some students' reactions about the activities proposed by the teacher in English class. According to these observations, there is an evident repetition of worksheets. Although some worksheets had some cartoon characters and some activities like crosswords and wordsearchers, third graders seemed frustrated about their expectations for the class, when students felt frustrated they simply did not do the assigned activity. However when the teacher carried out some activities like “Simon

says”, “Goose, goose, duck” and “Miming activities”; most of the third graders did them in an effective way and they also reflected a motivating behavior.

According to the perceptions expressed by students and teachers about activities; there was evidence of the fact that the third grade homeroom teachers somehow had a different vision from the students. Principally, they implemented worksheets in many classes, which became a repetitive action that affected the motivation level in learners. Likewise, the students consider that there are different kinds of activities that the teachers hardly ever apply in English class such as songs, games, speaking activities, competitive activities, and listening activities; although they considered them really motivating.

In conclusion, the categories analyzed by the researchers helped them to identify some differences and similarities between students and teachers' perceptions in terms of the factors that motivate third graders to learn English as a foreign language.

First, talking about the teacher role; students and teachers' opinions supported that the teacher's performance can affect student motivation because of the different teacher's attitudes and behaviors. Likewise, the results of the analysis suggested that in terms of materials, there was a close relation between students and teachers' perceptions because both of them agreed that the kind of the material used in the classroom determines the level of student's engagement.

Moreover, there were some categories that showed some differences about what motivates students to learn. In terms of working in groups, teacher's opinions reflected that it was not a significant factor in their classes; however students stated that this aspect is really important for them, because they can interact with their classmates and get involved in the classroom development. Similarly, in the activities proposed in the classroom, the researchers

found some differences because, teachers often assigned some activities that students found boring, and as a result, they usually did not develop them.

CHAPTER 5

Conclusions

The purpose of this study was to see how similar are the third grade learners and teachers' perceptions about the factors that motivate motivates students to learn English as a foreign language. As a result the researchers found some similarities and differences about their perceptions, in terms of what motivates third graders to learn. Likewise, according to the categories emerged in this project, the following are the conclusions obtained by the researchers:

In regards to work in groups, the researchers identified that third grade teachers did not find significant the fact of making students work in groups. They argued that this type of methodology just increased student indiscipline in the classroom and was not a relevant aspect for them. However, students' opinions reflected that working in groups engaged them to develop the classroom activities. Third graders highlighted that when they were working with their classmates, they had the chance of helping each other. This fact is supported by Gross (1993), who states that learners tend to learn more when they are working in small groups, because they retain the information presented and are actively involved in the process. On the one hand, they also said that this kind of methodology helped them to interact with their classmates, which can improve their cooperative learning skills. On the other hand, third graders frequently related working in groups to having fun, which could be interpreted as a level or type of motivation.

According to this study, the researchers proved that the teacher's role is a significant factor. On the one hand, third grade teachers considered their role as a motivational aspect for the students during the English classes, where they were responsible for encouraging the learners to carry out the proposed tasks. Similarly, Harwood (1998) argues that the teachers' role should promote students' participation in class. Moreover, teachers also stated that their enthusiasm was

a key issue for motivating and their role could affect the students learning process, on the other hand, most of the students maintained that they felt motivated depending on the teacher performance in front of the classroom. Equally, Noodings (2005) highlights the importance of the teacher' performance since it affects the classroom environment and the students' attitudes. Students also emphasized the fact that they felt important agents in the class development when the teacher answered their doubts. Nevertheless, the researchers found that there is a difference between students and teachers perceptions about the influence of the teacher role in the learning process. Students said that their performance sometimes depended on teachers' attitudes because there were moments where the teacher got upset, which affected their interest for the activities. However, teachers did not consider that they were responsible for low student's performance. They considered that the learners were the direct responsible of their own learning process.

In terms of materials, the third grade homeroom teachers said the most appealing sources for catching students' attention were flashcards and board games, because those tools promoted the students' interest and encouraged them to learn. Also, they highlighted that the material was the key factor for each class, since those tools were used during the different classes. To them, materials should be appealing for them, so they can engage the learner in a didactic manner. Likewise, teachers mentioned that when they were designing the different materials, they took into account the students' interests and likes, because according to them if students are working with the things that they like and surround them, they are going to be more comfortable and they will have a different attitude. This statement is supported by Gerngross, Puchta & Cherry (2009), when they say that the purpose of using materials such as flashcards is to present significant new words in an attractive way. These authors also argue that when teachers implement this kind of

material, students improve pronunciation, intonation and motor-processing techniques that help the students' memory in order to assimilate new vocabulary.

For their part, students mentioned the positive impact that the materials had on them, such as board games and memory games which were used by the teachers during the different classes. Most of them affirmed that they really enjoyed competing with their classmates and it made them be more motivated in the class. According to these opinions, there was an evident relationship between teachers' and students' perceptions, since both emphasized that materials were the best way to catch students' interest, but it is necessary for teachers to know how to apply them and what the most appropriate ones for the third grades are.

Moreover, with regard to activities, the teachers highlighted that those tools were an essential part of the learning process, because through these elements the students started to present interest in the different topics taught by the teacher. They also stated that it was also really important to take into account students' interests, since activities are crucial to encourage them to develop the different tasks. It means that when they worked on activities which are connected to their contexts, they can have fun while having a significant learning process, too. Likewise, Sugar S. & Kostoroski K. (2002) argue that the use of an attractive activity can involve the student in a topic or concept, prove how much the student comprehends about the themes, and increase the student's interest in the class. Therefore, it is important to highlight that using a variety of activities can also add more variety to the learning process.

Nevertheless, students complained about the fact that teachers were repetitive with the use of worksheets and the lack of dynamic activities like contests or activities that use a methodology different from writing. In addition, students considered that there were different

kinds of activities that the teachers hardly ever apply in English class that could increase the student motivation, like songs, physical games and contests.

As a general conclusion, the similarities found by the researchers were that both teachers and students considered the teachers' role as a main motivational factor during English classes, which could affect students' learning process in a positive or negative way depending on how third graders perceive it. This finding agrees with Hughes (1994) when he says that perceptions are changeable, depending on the environment and the context. Likewise, the use of materials such as memory games also was significant, due to the fact that it allowed identifying the third graders' English level; and at the same time, they could learn in a dynamic way.

Moreover, in regards to the differences, students and teachers disagreed with the fact that working in groups was not an appropriate methodology to develop the English class, because according to the homeroom teachers, it promoted misbehavior and messiness in the classroom. This fact supports the statement of Calise (2003), who argues that perceptions in life depend on past knowledge and conditioning. However, third graders expressed that they really enjoyed working with their classmates since they could help each other and got more involved in the activities. Finally, the other main difference found by the researchers was that students did not find engaging the recurrent use of worksheets because learners seemed bored when they were using them. Nevertheless, teachers were in favor of the implementation of worksheets as an essential tool in their classes, in order to explain certain grammatical topics.

Pedagogical Implications

The researchers suggest some pedagogical implications based on their experience after carrying out this research project, which can be significant for teachers in general, but especially for those teachers who are in charge of elementary grades. That is why, this study presents the following implications:

Firstly, in terms of material, it is always important that teachers realize that a bad choice for the class' material can affect the classroom environment in a significant way. Consequently, teachers must be aware that appropriate material for kids should be engaging and motivating. It means that the material cannot be repetitive, too easy, or too difficult. On the contrary, teachers should think of different ways to use the materials to foster student participation. That is why it is recommendable to know students' opinions about their interests in order to present different material according to the proposed objective by the teachers.

Secondly, in regards to activities, it is also fundamental for teachers to understand that there are many options in terms of activities. Unfortunately, some teachers frequently use the traditional activities. However, when this action is carried out many times, the students decrease their level of motivation because they lost interest. One of the most significant issues found during this study was the fact that the best way to use activities in the classroom, is in a competitive way. In other words, students feel really motivated in class when they have a challenge to overcome.

Thirdly, teachers should use work in groups more often because students feel more comfortable and calm when they have the chance of interacting with their friends, which can ultimately increase their motivation to develop their different tasks assigned. Likewise, students

consider that when they are working in groups, they have the advantage of asking questions to their classmates, who in turn can answer their questions with their own words.

Fourthly, the teacher role is key in helping to motivate students. On the one hand, teachers must realize that their function during the learning process is to promote students' responsibility and autonomy. For that reason, they have to be conscious in order to handle students' difficulties and mistakes and provide them the adequate tools to learn by themselves. On the other hand, it is also significant to say that the teacher-students relation affects the learners' level of motivation. In other words, the students feel more comfortable when they consider their teacher as a close person who supports them.

Finally, it is also important to highlight that motivation requires teacher knowledge about the different behavioral patterns of the students because they do not come from the same class of the society, do not have the same sort of problems or do not become motivated in the same manner. The teacher needs to know the students' interests in order to design a good learning environment. Thus, in order to motivate students and help them to become self-motivated independent learners, teachers need to (a) give frequent and positive feedback that supports students' self-confidence to do things well; (b) help students to create an atmosphere that is open and positive; and (c) help students feel that they are valued members of a learning community. In this regard, Rogers (1991) suggests that there are three teacher qualities that can improve the learning environment. These are: empathy, authenticity and respect, when these three characteristics are achieved, the educational atmosphere becomes positive.

Last but not least, it is fundamental to say that students' motivation is necessary for effective learning. It means that teachers always have to do a lot of things to keep students' interest throughout the course in order to produce a successful learning process. So, if teachers

can maintain their devotion and dedication to this profession, they will be able to come out as successful teachers, and a successful teacher knows how to motivate their students.

Research Limitations

During the development of this study, the researchers had to face some limitations, which made the research process more difficult. These limitations were related to unexpected factors, especially at the moment of applying the instruments for data collection. The following are the limitations found by the researchers through this research process:

Firstly, there were some problems in terms of time because the researchers only had the chance to attend to the George Washington School on Wednesdays; which somehow affected the continuity of the observation process carried out by them, since it would be better to observe more often the students attitudes in order to collect more data.

Secondly, there was the fact that the third graders sometimes had some difficult attitudes during the observations. For example when students felt observed by the researchers in the classroom, they felt intimidated and uncomfortable and did not act naturally. Likewise, some of the interviewed students were shy; therefore the researchers had to be really patient to finally obtain their answers and opinions.

Finally, there were also some difficulties with one the homeroom teachers who felt uncomfortable when the researchers asked her to participate in a recorded interview. She argued that she did not want to be recorded because that made her feels awkward. However, the researchers finally were able to convince her and the interview was conducted successfully.

Aspects for Further Research

Taking into account the development of this project, the researchers make some recommendations which can be taken in mind for further research related to the topic about teachers' and students' perceptions in terms of motivation.

Firstly, the researchers recommend carrying out this study with other target population, like secondary students, in order to identify other aspects for improving the process of teaching and learning in different fields. Secondly, it will be interesting to realize this kind of study for different subject matters, since it could be really useful for all the teachers. And finally, it is advisable to extend the research process, with the purpose of identifying more aspects and analyzing in a deeper way the target population. In this way, there will be different perceptions, not only about the students but also all the different elements that belong to the classroom environment.

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Appendices

1. Appendix A: Format for Journals
2. Appendix B: Students' Survey
3. Appendix C: Teachers' Interviews
4. Appendix D: Students' Interviews

GEORGE WASHINGTON SCHOOL

Teaching with excellence a commitment to the future



1. Appendix A: Format for Journals

JOURNAL No. _____

Institution : _____

Course: _____

<i>DESCRIPTION</i>	<i>REFLECTION</i>
<p><i>Time:</i> _____ <i>Date:</i> _____</p> <p><i>Place:</i> _____</p> <p><i>Objective:</i> _____</p> <p><i>Description</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Comments:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



2. Appendix B: Students' Survey

SURVEY

Date: _____

Responde el siguiente cuestionario teniendo en cuenta la clase de inglés. Recuerda que 5 es el mayor puntaje y 1 el menor.

Planeación y desarrollo de la clase

5	4	3	2	1		Comentarios
					Te gusta la clase de inglés.	
					El objetivo de la clase de inglés es claro.	
					Te gusta como es presentado el contenido de la clase de inglés.	
					Durante la clase de inglés hay diversas actividades.	
					Te gustan las actividades hechas en la clase de inglés.	
					Se utilizan materiales en las actividades.	
					Te gustan los materiales utilizados durante las actividades.	
					La profesora monitorea el trabajo en clase de inglés.	
					Te gusta que la profesora sea una guía en las actividades en la clase de inglés.	
					Recibes feedback después de realizar las actividades.	
					Te gusta que te den feedback.	

Ambiente de aprendizaje

5	4	3	2	1		Comentarios
					Te gusta estar en la clase de inglés.	
					Te gustan las actividades y el material utilizado en clase de inglés.	

Interacción

5	4	3	2	1		Comentario
					Hay disciplina en la clase de inglés.	
					El respeto es importante en la clase de inglés.	
					Te gusta la relación de la profesora en la clase de inglés.	
					Te gusta el trato con tus compañeros en la clase de inglés.	

Rol del profesor

5	4	3	2	1		Comentario
					La profesora muestra manejo del inglés.	
					Te gusta como la profesora dicta la clase de inglés.	
					Te gustan las actividades que la profesora realiza en la clase de inglés.	

Comentarios finales:



4. Appendix D: Students' Interview

STUDENTS' INTERVIEW

- ¿Te gusta la clase de Inglés? ¿Por qué?
- ¿Qué es lo que más o menos te gusta de la clase de inglés?
- De las siguientes actividades cuales son las que más te gusta realizar. Actividades de lectura, escritura, comunicativas, dibujar
- ¿Qué tipo de actividades no te gusta realizar?
- ¿Qué material utilizado por la profesora de inglés ha sido tu favorito? Memory games, boardgames, flashcards, etc.
- ¿En la clase de inglés prefieres trabajar en grupo o individual? ¿Por qué?
- ¿Cuáles crees que son las cualidades y defectos de Miss Mariluz en la clase de inglés?
- ¿Qué le cambiarías a la clase de inglés para que fuera más de tu agrado?



3. Appendix C: Teachers' Interviews

TEACHERS' INTERVIEW

- What do you understand for motivation?
- Do you take into account the students' motivation when you plan your English classes?
- Do you try to create a good atmosphere in your classes taking into account the learning process?
- Do you notice a motivating students' role during the activities that you carry out in your English classes?
- Do you think giving a frequent, early and positive feedback motivates your students, during English class?
- Taking into account students' motivation, what are you strengths and weaknesses as a teacher?
- What is the most effective activity to motivate your students in English class?
- In your opinion, what motivates students to learn in the English classes?