

Identifying the factors connected to motivation in the English classroom through the categorization of data from practicum I using Williams and Burdens conceptualization of motivation in the I2

Luis Fernando Sandoval Rincón

Trabajo de grado para optar el título de Licenciado en Lenguas Extranjeras con Énfasis en Inglés

Director

Olga Lucía Uribe Enciso

Magister en la enseñanza del español como lengua extranjera

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

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To God, provider of wisdom and strength in this long but rewarding path I began long ago. To all my professors at university from whom I got the inspiration and the tools to become a better version of myself. To my parents, who supported me and gave me their unconditional love and confidence and to whom I owe more than I express in here.

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Abstract

Title: Identifying the factors connected to motivation in the English classroom through the categorization of data from practicum I using Williams and Burden's (1997) conceptualization of motivation in the L2.*

Author: Luis Fernando Sandoval Rincón**

Keywords: motivation, foreign language learning, EFL, factors of motivation.

Description:

The main objective of this graduation project, under the modality of *Cursos en Especialización, Maestría o Doctorado*, was to approach and study the topic of motivation in language learning and teaching from the curricular contents of two subjects from the master's program: the first subject was Language Learning Theories, and the second subject was Applied Linguistics I. Throughout this learning process different activities such as guided reading, open discussions, seminar lectures, forums, debates and written reflections were implemented during the development of the subjects leading to the consolidation of a final paper identifying some of the factors connected to motivation in the English classroom of a school in Bucaramanga, through the categorization of data collected by administering a questionnaire to the student population. The experienced contributed to a reflection on the educative process and the formulation of a better understanding of motivation in the public educative context which will influence positively the development of strategies in my future activity as a language teacher.

* Graduation Project

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Olga Lucía Uribe Enciso. Magister en la enseñanza del español como lengua extranjera.

Resumen

Título: Identificación de los factores conectados a la motivación en el aula de inglés a través de la clasificación de los datos obtenidos de práctica I usando el modelo de categorización de William & Burden (1997) para las lenguas extranjeras.*

Autor: Luis Fernando Sandoval Rincón **

Palabras Clave: Motivación, aprendizaje de lenguas extranjeras, EFL, factores en la motivación.

Descripción:

El objetivo de este trabajo de grado realizado bajo la modalidad de *Cursos en Especialización, Maestría o Doctorado* es profundizar en el tema de la motivación en la enseñanza de la lengua extranjera a la luz de dos asignaturas de maestría: la primera asignatura fue *teorías de adquisición de una segunda lengua*, la segunda fue *lingüística aplicada I*. A lo largo de este proceso se llevaron a cabo diferentes actividades características de la metodología empleada como lecturas dirigidas, discusiones, seminarios, foros y reflexiones escritas en las asignaturas. El propósito central de estas asignaturas fue analizar algunos factores que intervienen en la motivación de un grupo de estudiantes de inglés de un colegio de Bucaramanga usando como referencia los modelos de motivación de Williams and Burden (1997) y así producir una reflexión pedagógica y académica en torno a ellos desde los datos recogidos en la práctica pedagógica I mediante el uso de un cuestionario. La experiencia contribuyó favorablemente a la reflexión sobre los procesos educativos vistos en el aula y a la formulación de un mejor entendimiento de la motivación en el contexto de la educación pública; la cual influenciará positivamente el desarrollo de estrategias en mi actividad profesional como docente de lenguas extranjeras.

* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Olga Lucía Uribe Enciso. Magister en la enseñanza del español como lengua extranjera.

Introduction

For my graduation project subjects, I and II, I decided to sign up for the master program with Didáctica de la Lengua in order to fulfil the graduation requirements under the modality of *Cursos en Especialización, Maestría o Doctorado*. This program is offered to all professionals holding a title in pedagogy or language instruction, who have a high academic level oriented towards the development of research processes and pedagogical innovation in the field of language teaching. As a whole, the master program looks forward to the development of teachers in the fields of planning, researching, innovating and changing pedagogic trends in education to impact in a positive way the teaching of languages.

As part of the master program, I attended two different subjects in a face-to-face and Online modality: during 2019, I took Language Learning Theories 26744 (Face-to-face modality) and in 2020, due to the arrival of Covid-19 to the country, I took the Applied Linguistics course I 26750 offered by the Master's program at Universidad Industrial de Santander (UIS) under an online modality. The two courses had a seminar organization. They covered highly specialized topics offered to a small and specific population of students involved in discussion activities led by a professor. For the selection of the subjects, I asked my project director for advice and after a clear discussion of my academic fields of interest, the decision was settled and the two subjects were added to a letter and submitted to the (Comité Asesor de Programas de Posgrado) CAPP for approval. Nonetheless, the second subject I originally envisioned to take had to be changed due to unforeseen circumstances related to a schedule problem in the schedules between UIS' undergraduate programs and those in the master program which prevented me from including my Graduation Project on time. As a consequence, the second subject was different but equally convenient for my process. The modality I chose for my

graduation project comprises the selection and successful completion of all activities and tasks proposed for those students who enter the Master's program. The objectives of this subjects change according to the learning outcomes and topics reviewed in class. Learning about very specialized topics in the field of language education and finding a research topic for developing a project graduation are the masters' program core goals. In my case, besides from creating such learning experience and products to deliver, there is one clear objective: to get a final score above 3.5 on each of the subjects and to successfully deliver all tasks or final papers required by the professors in charge of each of the subjects. These grades are averaged for the final grade for my graduation project as a whole and the process ends with the submission of the final paper to the CAPP. For me, the importance of this graduation project is that it allowed me to learn more and explore a topic of my interest, which can be applied to my professional life in the pedagogical practice scenario and once I graduate from UIS.

This report presents two main chapters (one per subject taken) subdivided into a comprehensive account of each of the classes and the development of the activities as I experienced them at the time. This paper follows the guidelines proposed by the School of Languages¹; The level of details in the description of the activities within the different sub divisions for each of the two chapters might vary depending on the information required.

¹ Manual de Trabajo de Grado para las licenciaturas de la Escuela de Idiomas UIS

Chapter 1: Subjects

1.1. Language learning theories

It belongs to the first level of the Master program and has a duration of 48 theoretical hours in the classroom. According to the program, it requires from their students to devote up to 144 hours of independent work as a complement to the classes. The only direct requirement for this subject is being admitted to the masters under the degree work modality since the first level contains only the initial subjects which have no other requirements for their inclusion. After this level, all subsequent subjects require that the students pass the ones from the previous level that are essential for the development of the process as presented in the website of the university.

Language Learning Theories has a seminar organization method; therefore, the students are active participants of small-group talks in which the professor in charge provides a topic and leads a discussion that requires their constant participation as a tool for creating and eliciting knowledge. The classes are intensive from 5 pm to 9 pm on Friday and from 8 am to 2 pm on Saturday with some breaks to eat or drink something. The contents of the course are distributed along 8 main sessions which consists of various activities such as professor-lead talks, peer reading, open discussions among other type of strategies. During the sessions, the following topics were studied:

1. Introduction to understanding second language acquisition
2. Age and cognition as factors in SLA
3. Foreign language attitude in SLA

4. Motivation
5. Affect and other individual differences
6. The sociocultural approach to SLA and the Identity approach of SLA
7. Language socialization approaches to SLA
8. A sociocognitive approach to SLA

Additional to these talks, which might take up 65% percent of the sessions, students are in charge of presenting to their peers a series of papers (some of which were case studies, research papers or theoretical revisions) connected to the core theme of the sessions. I will describe this part in the assessment section.

According to the course program, the subject has two main objectives: to foster in students, the ability to use critical thinking and research strategies in the field of second language acquisition (SLA) and to develop a deep understanding of the rules and principles behind the learning and use of a second language. In this way, the subject is research oriented and has a critical perspective of the acquisition of knowledge through seminar discussions and the development of research in the subject.

1.1.2. Assessment

Assessment, which includes instances of self-assessment and peer assessment with the classmates, is divided in three main events in this subject. In this subject, the activities are socialized since the very first session and allow students to have a say about any necessary procedural modifications and/or to manifest their total agreement or disagreement.

First of all, we have the students' led reading discussions which accounts for the 30% of the total grade of the subject. In this stage, each student is in charge of an article and from it

they will create a comprehensive mind organizer and prepare to present it in front of the group. The creation of slides or presentations is optional, nonetheless, the student will provide enough copies of their mind organizer (or any other information spreading strategy devised by the student) and distribute them to the audience. The students must read and present the information from the assigned chapter or papers thoroughly and describe it from an interpretative and descriptive point of view showing total understanding of the information. The use of additional strategies such as the implementation of games, reflection spaces, summaries, or any other complementary activities is suggested so that the didactic aspect is presented as well. Each intervention has to be forty minutes' long and after the presentation is over, or during its development, the professor will complement and comment on the performance of the student to provide feedback. In this stage, the professor is also part of the process in the sense that they participate during the presentations if necessary or requested.

A second instance of assessment in the subject is the *problem identification and description of the problem* which is a 40% of the grade for students enrolled in the course. In this assessment activity each student must identify, document, analyze and write about the research/classroom or institutional problem of their interest concerning the project they want to develop during the master's program. The students have consultancy hours off scheduled to present their ideas and suggestions on the topics of interest to the teacher. For the development of this task the professor of the course suggests the reading of Creswell (2002) chapter 2 *Educational research: Planning, conducting, and evaluating quantitative*.

Nonetheless, the second stage did not fit to my specific degree modality since I did not have a project to work on (they had one because they are true master students unlike me and such a project is created in the other subjects they take), in consequence, it is agreed that instead of having 3 assessment activities I delivered only two of them assigning a higher perceptual value to the remaining activities.

The final assessment event is the Final paper delivery which has a 30% value (50% for me as explained before). For this final paper, students chose and addressed a topic presented and discussed during the course. For that purpose, they had to read at least eight additional bibliographic references on the selected topic (articles published in academic indexed journals, books or book chapters) and included them in a reflective 8-page review or revision document using standard APA style for referencing sources and paper formatting. After receiving the first graded document from the teacher of the subject, the grade assigned to it was the same grade submitted to the system to my graduation project I.

1.2. Applied linguistics I

It is the second subject in the course and is part of the second level of the master's program and consists of 48 theoretical in-class hours plus 16 hours of teacher-led practice. This is complemented by a suggested 112 hours of independent work. For the students enrolled in the Master's program this subject has as a prerequisite: passing the courses in the first semester.

The curricular organization of the subject and the modality of the classes were affected by the public sanitary restrictions given by the government in an attempt to prevent the spreading of Covid-19 in the country; therefore, as an option to face-to-face classes, the use of virtual environments and online learning was adopted by the master's program to continue its operations. The methodology adopted in this subject follows a seminar organization in which 2 weekly classes are given via Zoom on Friday and Saturday just as in the previous subject I took, but this time, half of the topics belonged to the course program and the other half are

combination addressing too the students' projects, which of course, are related to English Language Teaching (ELT):

1. What is applied linguistics? – fields of application
2. Understanding bilingualism
3. Linguistic policy in the Colombian system
4. The history of Methods
5. Method and the post-method pedagogy – Reading: Teaching English as a second or foreign language Murcia. Chapter 1
6. Individual differences in learning: Anxiety
7. Motivation in language learning
8. Self-efficacy in language learning
9. Critical literacies in education
10. Deaf and hard of hearing students as language learners
11. Final session: Presentations of the individual projects we worked on

The class methodology implemented during these sessions, divided in the abovementioned themes, consists of professor-led lectures covering the topics in which some activities such as video analysis, readings for presentations, discussions and other are done. As a complement to the talks, PowerPoint presentations are displayed alongside to provide valuable information in the Zoom classroom.

Teacher lectures, individual reports (based on vids, readings) and class group discussions were also part of the methodology used for the course. Additionally, the recordings of the sessions were available to the students in case of absences or poor connection.

1.2.1 Assessment

Assessment in the subject consists of the delivery of an academic text, which accounts for the project each of the students was working on; in my particular case the paper was a continuation of the initial paper I delivered for Learning Language Theories in 2019. Besides the final text, during the final session students delivered an oral presentation of their research projects/papers as a simulation for preparing their graduation project proposal defence, which occurs later in the masters' program.

Chapter 2: Activities

The report has two main parts assigned to the specific subjects I took in the master's program. The list of topics is distributed by sessions containing the activities as I recall them to memory helped by some personal activities such as occasional recordings and notes. The idea is to develop a comprehensive report of the activities carried out in the sessions and the learning outcomes of each one of them.

The chapter two of this report is divided into two main titles: First subject and second subject. Each of the Subjects is subdivided into 8 sessions and 10 sessions or subcategories (respectively) where different topics were approached; each of the categories or sessions (8 in subject 1 and 10 in subject 2) corresponds to a class.

The presentation of the activities has an information box divided in 3 subcategories concerning: topic of the lesson, description of the activities and pedagogical insights of the lesson. Also, below it, there is a brief description of the activities.

2.1. First subject: Language learning theories

2.1.1. Introduction to understanding second language acquisition

Subject	Class No.	Topic of the Lesson	Pedagogical Insights
	1		
Language Learning Theories	October 4 (Friday) 5:00 – 9:00 pm	Introduction to understanding second language acquisition	Second language acquisition is the field of study dealing with the understanding of language learning after the learning of the L1 at any moment of life and the understanding of it as a phenomenon mediated by many factors and processes.

The first class was held on Friday October 4th, 2019 from 5-9 pm. It was a very important class for the beginning of the course since it was there where all the discussion concerning the distribution of the topics for the presentations, the percentages of the assessment activities and the date and time agreements for arrival and departure class hours was made.

During this class, I was introduced to the group of students who already knew each other and to whom I was an unexpected addition to the team. Professor Luz Mary, with whom I had already taken some subjects before, introduced herself and we began the first session. The dynamic of the class started by having a round of questions and activation of previous notions

as it is very important to start by checking on students' knowledge before going to the theory. All of the students were already working at private and public schools and their experience in didactic strategies and notions was very evident, almost intimidating. Nonetheless I did well at this stage. The most significant topics of the lesson dealt with the definition of SLA, the historical overview of its study and the differences between first language, second language, monolingualism, bilingualism acquisition and language attrition. Besides this, the discussion led us to identify from the theory and experience the main fields of study and disciplines involved in SLA.

2.1.2. Age and cognition as factors in SLA

Subject	Class No.	Topic of the Lesson	Pedagogical Insights
	2		
Language Learning Theories	October 5 (Saturday) 8:00 – 2:00 pm	Age and cognition as factors in SLA	In the study of age as a determinant factor for second language acquisition a lot has been done in relation to explaining its connection to language learning but few solid conclusions exist to date. Age works differently in the process of language learning as it regarded either as a limiting factor to learning and to play a cognitive and developmental

variation in skills and mental processes.

The second class was held on Saturday October 5th, 2019 from 8-2 pm. For this session and during the rest of the remaining sessions, all of the students had to read a paper assigned by the teacher and present it to the class using the strategy they considered most appropriate. Along with the oral account of the paper, which needed to be rigorous, effective and precise, the students had to give their peers a written summary of the data in the form of a mind map or similar. Students were given the following topics/readings:

I include the titles of the papers here since I read them myself as a preparation to the class even though those readings were not assigned to me.

- a. Kramsch & Zhu Hua (2016) Language, Culture and Language Teaching
- b. Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act?
- c. Ortega, (2019) Teacher, ¿puedo hablar en español?
- d. Cruz Arcila (2018) The wisdom of teachers' personal theories: Creative ELT practices from Colombian rural schools.
- e. Florez (2018) Strengthening Local Identity by Writing Chronicles in the EFL Classroom.

All of the papers were presented during this session. Most of the papers were research projects and therefore, it was possible to have them presented during a single session.

I was assigned the paper called *Strengthening local identity by writing chronicles in the EFL classroom* written by Milena Flórez. While reading and analysing the content I noticed

she graduated from UIS and studied in our program which was very significant given the socially oriented topic of her paper. For the presentation of it, I decided to use a graphic organiser created on the software CmapTools and handed over a copy of it to the team as requested by the criteria of the activity. The paper emphasised the importance of integrating culture as a motivation strategy to engage students in the learning process while providing a tool for the enhancement and preservation of the oral traditions in their communities through writing. The paper reports the process which outputs in a series of chronicles produced by the students in the form of a book. This paper was very meaningful to me since it problematizes the globalization as a threat to cultural diversity, but it also creates a solution in the curriculum to prevent this to happen. I believe that globalization is both a tool for communication and a threat for the traditions of communities around the world depending on how it is approached, but through a process of writing and researching the language became a medium to spread information and traditional knowledge to this group of students. The other people in the course did very good presentations too. They used a lot of their actual experience to analyse the case studies and the papers and the result was a good talk on current pedagogical trends used in their specific institutions.

2.1.3. Foreign language aptitude in SLA (in cognition)

Subject	Class No. 3	Topic of the Lesson	Pedagogical Insights
Language Learning Theories	October 11 (Friday) 5:00 – 9:00 pm.	Atkinson (2009) Introduction. Cognitivism and Second Language Acquisition. In: Alternative	Language aptitude in the LA refers to the innate ability to learn and master a language. The importance of understanding whether language aptitude is indeed a determinant

Approaches to Second Language Acquisition. Second factor for language learning or not has been the reason of many studies on individual differences of learners. Memory, age, exposure, intelligence, cognition, L1 ability, literacy, and others factors have been researched in relation to the learning of languages and the levels of success and command over a language.

Friday, October 11th, 2020: for this class, one of the students had to report a paper on cognitivism and SLA This report took place at the beginning of the session and we participated and made questions during the presentation. We were also given a summary of the paper as indicated for this activity. After her presentation was finished, we moved to the teacher-led lecture on brain functioning and cognition presented with audiovisual materials.

The activities in this class started by watching the following videos: The human brain <https://youtu.be/7IyQdtmHciE> and brain plasticity <https://www.youtube.com/watch?v=Z41BTteAU7DI>. The purposes of these videos were to understand a bit more the anatomy of the brain and how it develops before talking about aptitude in language learning. The second video is a TED talks video conference where the plasticity of the brain is discussed in relation to learning. I made some notes of the facts that called my attention the most:

The human brain is the last and greatest scientific frontier.

1. The brain develops from the back to the front and is made up of very complex parts.

2. The frontal lobe is the last to develop. At your 20's it is nearly done.

The main questions used for the discussion in this session were connected to the relationship between the brain development and its effect on learning, the mystery of brain plasticity as permanent state or as a temporary occurrence that fades in time as we grow old and others. We reviewed our own understandings of this phenomenon and brought our experience as educators to support them.

2.1.4. Individual differences in language learning (cognition and age)

Subject	Class No. 4	Topic of the Lesson	Pedagogical Insights
Language Learning Theories	October 12 (Saturday morning) 8:00 – 1:00pm	Ortega (2009) Cognition. Understanding Second Language Acquisition. Ortega (2009). Age. In: Understanding Second Language Acquisition.	The exploration of the factors involved in SLA is fundamental to adapt our own pedagogical practice and to be effective at teaching. Age has always intrigued language studies due to its connection to learning: babies learn a language or more than one language before age 6 almost flawlessly while many adults struggle with this feat at multiple ages such as in adulthood and adolescence. Is there a time limit for language learning? Is there a critical period for doing so? What

about the late prodigies of languages? Are kids inherently better at this skill? Are we born with a language imitation system? Questions such as these are the mater of much debate and were present in the discussion of the session as well.

Saturday, October 12th, 2019: the session opened with the student-lead reports of two of the chapters of Ortega (2009) on individual differences in language learning. One of the students presented slides to the class while sharing her understandings of the topic. The other student handed out a piece of paper containing a short passage connected to her topic (age) for the class to put together and get involved in her reflection by answering some questions she later on proceeded to explain.

Later on, the professor gave her lecture on the topic and further complemented the student presentations by discussing many topics contributing to the idea of the brain, how we promote its development through life, and how it is absolutely fundamental to learning. One of the ideas I found extremely important is that the development of the brain is a reflect of what happens around the person. In other words, we kind of shape the system that controls us through all of our experiences in life. After the presentations we had a discussion on the topic which was interesting and pertinent to the topic. The session ended with no problem at the expected time.

2.1.5. Individual differences (motivation)

Subject	Class No. 5	Topic of the Lesson	Pedagogical Insights
Language Learning Theories	October 12 (Saturday afternoon) 2:00-6:00 pm.	Ortega (2009) Motivation. Understanding Second Language Acquisition. Ortega (2009) Affect and other individual differences. In: Understanding Second Language Acquisition.	During this session I was one of the presenters. The analysis on the concepts and the reflections that emerged from this session and others on the topic gave me the necessary insight to choose this my core topic in the graduation project. In this session doubts and questions about the origins of the study on motivation and the different authors were clarified.

Saturday, October 12th, 2019: In this class I had my presentation on motivation. Later on, in the same session another student also presented her topic to the group. The role of the Professor was to complement our presentations by adding, correcting and/or rephrasing what we commented if necessary. The following is an extract of the presentation I made on motivation taking the information from Ortega (2009). It is worth mentioning that motivation was the topic assigned to me from the beginning and the one I later took as the core matter of my Degree Project.

The following subcategories are part of the text orienting the development of the presentation and should be understood as a guiding map through the presentation and the discussion in the class.

The research of motivation:

Motivation can make learners succeed or fail.

The socio-educational model: Within this mode, the attitudinal motivation test battery was developed: developed in the 50's by the Canadian researchers Robert Gardner and Wallace Lambert (1959). It became the model of L2 learning motivation.

MOTIVATION: according to Ortega (2014) is “the desire to initiate learning and the effort employed to sustain it” (p.168).

Richard Watson (1995) & Alice Kaplan (1993) on three dimensions of motivation within the AMTB model:

1. Effort
 - a. Motivational intensity or how much effort is put into something
2. Enjoyment
 - a. Attitudes towards learning the L2 or how much Enjoyment something produces
3. Investment
 - a. Desire to learn or how much personal investment

The truly motivated individual:

The three dimensions work together with Likert scale consisting of a 7-point continuum, embedded within the three-dimension model. If a person is really motivated, they will score high on all the dimensions of the model. Initial studies on motivation aimed for creating a reliable way to measure the amount of motivation a person could feel in the process of learning an L2 and to accurately state if this can influence his achievement level.

The theory of foreign language motivation seeks to determine the variables, referred to as antecedents, which influence increase and decrease of motivation levels.

Integrativeness according to Gardner 2001 (as cited in Ortega 2009, p.172), is the genuine interest in learning the language to have the opportunity to join the particular community of people speaking the language. It has three dimensions as well:

1. Positive attitudes, beliefs, ideas in relation to L2 speakers
2. General interest towards foreign languages or low ethnocentrism
3. Endorsement of reasons for learning L2 or integrative orientation.

When an individual has very high Integrativeness complete identification with the L2 might be observed.

For Gardner (2001) integrative motivation is the combination of three conditions:

- 1- Antecedent of Integrativeness is high.
- 2- The combination of the three-dimension values is high.
- 3- Attitudes towards learning are positive.

Other antecedents: orientations and attitudes

Orientation, according to Gardner (2001) refers to reasons for learning the L2 since doing so would positively contribute to the creation and achievement of life goals. They are not mutually exclusive. These are the five most common orientations across learners:

1. Instrumental (called also extrinsic motivation)
2. For knowledge of one's identity, culture etc.
3. To facilitate travel.
4. To foster friendships with L1 users
5. For integrative reasons (identification, cultural integration, membership).

Attitudes towards the L2 will influence the motivation of learners. These attitudes come from a wide variety of socially-shared values, beliefs present in the context, the classroom, the family or the institutions. Experience can influence attitudes and motivation.

Self-determination theory and intrinsic motivation:

There are 2 prominent periods for Motivation Research: the 60's and the 90's. During these periods the research emphasis moved from quantity of motivation to quality of motivation in seek of a theoretical renewal. Even though the social context and the instructional context were addressed in the field, the importance of the micro-context of the classroom environment had been disregarded. As a consequence, it diverges from quantity and focuses on quality of L2 learning motivation while considering the micro-context.

Self-determination theory views humans as predisposed to life-long learning and development. According to this idea, we humans need to have a reason, a causal motivation in all the things we do.

The LLOS (language and learning orientation scale):

When someone decides to initiates a behavior pattern or an activity on their own accord, which they enjoy inherently and sustain this activity in time we say they are intrinsically motivated. Higher achievement is to be expected from such individuals.

When individuals behave following given or imposed means (end, pragmatic-instrumental causation) originating from outside of themselves, (meaning the possibility of their sense of causation and autonomy being low) they are extrinsically motivated. According to the author motivation can be turned into internal motivation through a process known as internalization which might result in two states between absolute internal regulation and complete self-regulation. There are other terms relevant to this topic such as Identified regulation which

occurs when external values are welcomed and assimilated as their own and the person perceives the value and importance of an activity that was not initially self-determined. Additionally, we have *Introjected regulation* which is closer to the intrinsic side of motivation. In other words, it means that people buy into the external pressure for doing something. Finally, we have Amotivation which is the total lack of all sort of motivation.

Dörnyei's critique

Motivation from the distance

According to the author, Integrativeness does not totally work as an explanatory force in the case of language learners whose context is the foreign contexts than it has for those learners in the context the theory was originally formulated and developed.

In the initial stages of L2 learning, the instrumental type of orientation might be heavily present in learners; therefore, adapting the motivation model to foreign language contexts was necessary. In this sense, the instrumental orientation developed in the following terms which explain some ways in which learners feel attracted when making decisions on why and how to learn a language:

1. Xenophilic orientation (attraction and positive feelings towards foreigners)
2. The English media orientation

Possible situations in conflict

According to Clément and Kruidenier 1983 (as cited in Ortega, 2014, p.173) motivation and the orientations that underline it greatly, depend on who the person learning is and in what context learning occurs. Understanding this idea of motivation as depending on the context a question arises: is learning in conflicting contexts possible? is high motivation for learning in such contexts possible? It is for this reason that new orientations have to be studied in situations where learning occurs amid ongoing clashes between languages and speakers

- Peace orientation
- Conflict-dominance orientation

The session ended as expected after a short discussion on our views of the topic and a round of questions by the other students.

2.1.6. The sociocultural approach to SLA and the Identity approach of SLA

Subject	Class No. 6	Topic of the Lesson	Pedagogical Insights
Language Learning Theories	October 18 (Friday) 5:00 – 9:00 pm.	The sociocultural approach to SLA and the Identity approach of SLA	Every individual represents reality and has a view of it. Reality is intersubjective. Reality is the collection of things that we collectively construct. Reality is a representation of the intersubjective relations that you have with others. For every person reality is different, that's why in the classroom all those collective realities have to be taken into account. Reality is collectively constituted therefore they are fundamental in learning and planning.

Friday October 18th, 2019: the class opened by having the students in charge of the presentation pass in front of the class. Ana maria and me where in charge of presenting the following reading to the class:

Lantolf, (2011) The Sociocultural Approach to Second Language Acquisition: Sociocultural theory, second language acquisition, and artificial L2 development

Nonetheless, since the reading of this chapter was rather long compared to the others' the teacher decided to group us together since we demonstrated to have good communication among us. Days ahead of the class, we met and decided the contents of the presentation and the visual organizer to use for this task. The following text reflects my understandings of the reading and the contents of my part of that presentation to the class:

The Sociocultural Approach to Second Language Acquisition: Sociocultural theory, second language acquisition, and artificial L2 development:

Mediation is a product achieved through the occurrence of social interaction in communicative contexts using a resource all the possible cultural concepts people have access to in different contexts.

The sociocultural approach to social language acquisition SCT-L2 operates in the psychological theory of social consciousness formulated by Vygotsky. It is a theory of the mental activity of human beings, which is good to explain what people do to learn or acquire one or more languages different to their first language.

The central threat that runs through most SCT-L2 is its focus on IF and HOW learners develop the ability to their mental and communicative activity making it different to other SLA

approaches. Here mediation (from others and self) is at center of its functioning, development and use.

Theoretical principles of sct-12

All higher mental processes, also called human cognition operate through the use psychological tools such as language, signs and symbols.

Mediation: is the creation and implementation of various strategies and tools for acting-physically, socially and mentally.

“Tools” in this sense equals “means” for enhancing human power to shape their surroundings.

This power, the power of symbolic artifacts (numbers, graphs, models and linguistic symbols) for example “a shovel”, resides in their action potential rather than on its structure. It is necessary to use the tool to regulate its potential to change reality. Similarly, the structure of a language does not really tell people about its power to influence our social/communicative and mental lives; its meaning making capacity has more relevance.

Karpov and Hayward (1998) SCT distinguishes 2 types of symbolic mediation:

1. Self-regulation: the ability to plan, monitor, check and evaluate self-performance (p.27).
2. Concept-based regulation: appropriation and internalization of cognitive tools needed for mediation in “specific subject domains” (p.28).

These 2 concepts in normal activity are inseparable. Distinctions here are only analytical.

Children’s learning of language is implicit, that means it is “beyond awareness”. For this reason, acquisition in children is not the main purpose when it comes to interaction since it operates outside awareness. Their goals are not learning a language but learning or achieving something else like how to successfully engage in social exchanges. In and through them, language is acquired. On the contrary it is schooling what makes language go from invisible

state to a very visible state through literacy activities which help kids to consciously shape language to fit their communicative needs.

The social uses of language: the interaction between I and You.

The psychological uses of language. The interaction of I and ME

According to Flavell (1966), The “I” formulates the plans and makes decisions and the “ME”, which is the counterpart of YOU, evaluates, critiques and revises. This is known as the intrapsychological uses of language.

Private speech, also by Flavell (1966), replaced egocentric speech theory. The “I-me conversation.”

Research methods: for Socio Cultural Theory (SCT)

- SCT focuses on the development of a mediational capacity which develops through the appropriation and internalization of symbolic schemes. Once this ability has formed it is not useful to study it.
- Inference is the how to research on behavior Vygotsky (1978).
- Thinking processes should be studied while they are still developing since they operate outside of the individual.

The genetic method

- Present the children with tasks and offer them potential mediating artifacts; this is known as the functional method of double stimulation.
 - o A difficult problem beyond their current developmental level was given to them.
 - o Potential mediation artifacts were given too.
- The forbidden color task (4, 7 and 12-year old) use of external mediation before internalization.

Mediation as self-regulation

The research of Frawley and Lantof (1985) on self-regulation, did not focus on how accurate their learners were but instead, on the way their individual performances showed their ability to maintain and regain a state of self-regulation. They studied intermediate speakers who used progressive aspects of language to describe pictures. Their performance allowed researchers to interpret this as an indicator that they did not control the task as consciously as imagined. They opted to do what they were capable of as an attempt to regain self-regulation. Other studies such as that of the Russian researchers Ushakova (1994), suggests that L2 learners are not prone to develop the capacity to use L2 to mediate language functioning even when they can use it in social interaction.

Similarly, Centeno-Cortés and Jiménez-jiménez (2004) report that even advanced language learners and speakers were not capable of using their new language to regulate their online thought processes during highly demanding activities.

Now we have self-regulation from an activity theory

Coughlan and Duff's (1994) were the first ones to consider S-R from an activity perspective to an activity theory. In their view the learners' performance is conditioned to the learners' particular goals for speaking causing that the variation in performance among L2 speakers for tasks was perceived as depending on the speakers' communicative goals.

Activity theory: the behavior of a given human being shaped by its particular motives, goals and the material circumstances in which it is performed.

Zone of proximal development

This aspect involves caregivers and socialization of behavior. In this practice children are treated as if they were capable of performing activities related to cultural aspects while using

language. In other words, children are situated in a stage in which they behave beyond their chronological age or their the ZPD

Now we have the optimal play: adults as imitation models for mediation to infants.

In the ZPD, adults do things with children, not for them. This means the use of a collaborative mediation or scaffolding to perform actions.

Dynamic assessment

According to Luria (1961), for all purposes and means it is the systematic integration of the ZPD theory into the teaching activity as fundamental unit of instruction and assessment activities following an underlining principle: “effective instruction requires not only assessment of what learners can accomplish but also information on how learners react to instruction” (n.d).

Transcendence: According to Peohner (2007): it deals with learners’ ability to bring mediation to a new context of superior complexity.

1. Development manifests not only through changes in learners’ performance but also through changes in type of mediation supporting learners’ performance
2. Development is not uniform for all learners. They need different kinds of mediation.

Concept-based mediation

Mediation from concepts is understood as the shared meaning that different cultures construct to make sense of the world.

The most relevant concepts exist in language including lexical, figurative and grammatical meaning.

According to Vygotsky (1986) there are concepts of two kinds:

1. Spontaneous concepts: appropriated during socialization mostly. Incomplete, from observation and interaction in social settings. E.g. wales as fish; the sun “rises” and “sets”. They are not scientific origin.
2. Scientific concepts: self-explanatory

Thinking for speaking

- In the words of Slobin (2003) “TFS model has investigated whether the learners can develop the ability to appropriate and think through meanings available in the L2, especially within the semantic domain of motion in event narratives” (n.d.).
- Speech and gesture are fundamental providers of meaning encoded in verbal and symbolic performance.
- The encoded thinking process of a learner will resemble the shape of their own language structures when used for communicative purposes.
- McNeil (2005) argued that along with the use of gesture, speech usage gives shape to thinking. They both constitute a dialectical unity-growth point.
- The main semantic domain of research for L2 TFS gesture is motion events.
- Unlike English speakers, Spanish speakers are able to convey meaning such as “manner” through the utilization of gestures without the need to use speech.
- Motion-event lexical knowledge is not intentionally taught in classrooms. If learners acquire this knowledge, it is because indirect processes.

Educational praxis and concept-based instruction

Vygotsky stresses the fact that theory must not be separated from practice.

Success or failure of the practice had no effect on a theory.

Before, practice was viewed as a result, which came after science, beyond its boundaries. Practice, in the past, began after the development of a scientific operation was

considered completed. Now, practice guides the path to follow and constitutes the supreme judge for theory. If it fails in practice not much can be said about a theory. For Vygotsky, the hardest and most important stage of a theory is praxis. Similarly, Arieviditch (2004) claims that there is little of a higher theoretical richness than a practice conducted well.

Aljaafreh and Lantolf (2004) study marked the beginning of an approach focusing praxis to L2 education.

Scientific versus everyday knowledge

Every day knowledge or spontaneous knowledge operates below the level of consciousness same as native language grammatical knowledge. It can be superficial and almost always erroneous and incomplete. On the contrary, scientific knowledge is always highly explicit and available for conscious analysis. It is domain-specific, can be generalized across diverse situations.

SLA assumes that acquisition as a process is psychologically uniform disregarding the context in which it occurs. According to Long (2007), Changes in the social setting (classroom, street, foreign or second language contexts) do not modify the way a learner acquires language.

Concept-based instruction structure and meaning-making:

The basics of it: It gives explicit knowledge of the relevant features of the L2.

Gal'perin's program: systematic theoretical instruction. It follows a systematic sequence of instructional phases used in most L2 studies.

1. Verbal explanation of concepts in the L2 and comparison must be based on scientific knowledge of the concept through cognitive linguistics (seeks to generate theoretical concepts that can be generalized in different language domains)
2. Materialization of concepts: represented visually, as a graph, chart etc.

In the reading is mentioned the SCOBA (schema for the orienting basis of action) and its relation to structure and meaning-making.

3. Communicative activities: self-explanatory
4. Verbalization the point at which learners use language. This phase calls for production of speech.
5. Internalization: self-explanatory

Cbi in chinese temporal grammar

Temporal grammar:

According to Lai 2011 (As cited in Lantolf, 2011, p.40), chinese does not mark tenses morphologically but with context or adverbial particles one set marks time on a horizontal dimension (“*qian*, “front” designates past / *hou* “back” designates future) and the other on a vertical dimension (*shang* “up” immediate past / *xia* “down” immediate future)”. This characteristic of grammar as it exists in Chinese allows us to widen our mental constructs and understandings on how grammar works in other languages.

Chinese instruction does not focus on teaching temporal markers as tense markers. Lai, using cognitive linguistics, created a particle-based tense marking which proved to be more effective than traditional instruction through its inefficient models for this specific linguistic need.

Our presentation went smoothly as planned. The teacher interacted with us by giving in-depth comments and adding to our presentation mainly when we skipped something important. For this presentation we made slides to help us organize keywords; also, we delivered a printed summary of the text to the other students.

2.1.7. Language socialization approaches to SLA

Subject	Class No. 7	Topic of the Lesson	Pedagogical Insights
Language Learning Theories	October 19 (Saturday) 8:00 – 1:00 pm	Larsen-Freeman (2011) A Complexity Approach to Second Language Development/Acquisition. Norton and McKinney (2011) An Identity Approach to Second Language Acquisition.	The identity theory of language describes that identity exist in language. Therefore, if the learning of a language is in accordance with the individual identities of the students, motivation will be present in the learning process. Language identity awareness help teachers understand that no student is like any other and therefore, the processes each student faces is different. Identity is fluid and change across time. One should be aware of the time and how that shapes students' identities.

Saturday, October 19th, 2019: The session started with the identity presentation from Carolina. One of the most relevant learnings are already mentioned in the pedagogical insight box. Her presentation was long but very organized and clear. Among the conclusions of this presentation the one that was really significant to me is that we as teachers have our own beliefs and culture within our own pedagogical practice, so we must be aware of the things we bring to the class. *Imagined communities* was as well a very interesting concept since it reflects our own views of others in other contexts and how, sometimes, it influences our learning goals as well. The professor made some interventions to add on the contents of the presentation and to answer to some questions made by other students during the class. This session was shorter than expected due to some interruptions caused by the protests going on at UIS by that time. Later on, that week, we would move to the language institute to have our classes there.

2.1.8. A sociocognitive approach to SLA

Subject	Class No. 8	Topic of the Lesson	Pedagogical Insights
Language Learning Theories	October 19 (Saturday afternoon) 2:00-6:00	García Leiva (2014) Theorizing and Enacting Translanguaging for Social Justice. Ortega (2011) SLA After the Social Turn.	The term Translanguaging, in my understanding of it, refers to the inclusion and recognition of other languages as valid codes, especially in Anglophone contexts where only one is welcomed and promoted. Translanguaging gives voice to new realities of

people and offers opportunities to many immigrants by giving flexibility from the constraints of and ideology of communication. In the classroom this social practice can be observed differently from allowing different language for different purposes and/or using in-between codes such as Spanglish and others in the class without any sanctions.

Saturday, October 19th 2019: the session started by having the presentations of the two readings in charge of the students. The presentations were held at the Language institute's downtown facilities due to the impossibility of using the laboratory at UIS.

For the second part of the session we had a very special activity. We connected via Skype Calling with Professor Luisa, who was studying abroad in the USA at the time. We contacted her because in her classes she had carried out a project which was closely connected with emergent teaching practices in the social oriented pedagogies. Her conference made a lot clearer how to bring social justice and identity into the classroom through using the necessary strategies available. Her project showed the process of a group of students who wrote essays

on very impactful topics related to their interest on social issues and it was possible to see the importance attributed to the essays from the students due to their personal relevance the commitment they put into them.

That session was the ending session for my first subject at the masters' program.

2.2. Second subject: Applied Linguistics I

I took this subject from the masters' program in an online modality due to the sanitary emergency caused by Covid-19 in the country. There was a total of 11 seminar sessions covering various topics and the different research topics of the students enrolled in the course.

This is the title two of this chapter in the report. In here, the contents of the second subject will be presented. This subject is subdivided into ten subcategories where different topics were approached; each of the categories or sessions, except for the last one, corresponds to a themed-class. Subdivision ten describes a practical session devoted to a very important activity: the rehearsal of a degree defense.

The presentation of the activities has an information box divided in three subcategories concerning: topic of the lesson, description of the activities and pedagogical insights of the lesson. Also, below it, there is a brief description of the activities.

2.2.1 What is applied linguistics? – fields of application

Subject	Class No. 1	Topic of the Lesson	Pedagogical Insights
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Applied linguistics I	June 26th (Friday afternoon) 5 to 9 pm.	Definitions of linguistics and applied linguistics – fields of application	of Linguistics, as the study of language, structure, use, mechanics and others are closely related to applied linguistics (AL). AL is the interdisciplinary study of language and the study of problems related with the use of language in real life.
		https://youtu.be/DhR6ggu-5IE English Course Lesson 33 / Linguistics vs applied linguistics	
		https://youtu.be/BYx-vBhpntY Applied linguistics: overview----	This field of study feeds itself from many areas of knowledge and provides solutions to many aspects of life.
		series 1 TU	

Friday, June 26th, 2020: the sessions started with a brief introduction of all the members of the class and the professor in charge of it. Professor Olga Uribe Enciso presented the methodology of the class and the topics that the followings sessions were going to cover. After the necessary introduction, we started the class by asking ourselves: What is linguistics? What is applied linguistics? Many of us replied the question with our previous knowledge and some of us were close to a good definition of it. After that, we watched a couple of videos on the topic of interest. The first video was a historical overview of Applied Linguistics (AL) and the fields it deals with. It presented a summary of what had happened since its beginnings to this day. The second video had a deeper strategy to covering the subject of AL, dedicating more

attention to the areas applied linguistics deals with. After we watched the videos, we confronted our initial answers; the ones presented in the audiovisual material to create a reflection from it.

The other part of the session begun with the presentation on the topic led by professor Olga. She complemented the presentation by using very informative slides to provide complete information on the topics. During the presentation, interaction was recurrent and many questions and answers were used to move the topic through.

Later on, during the class, we reviewed the fields of interest in which applied linguistics is useful to and the disciplines involved. Information in the slides comes from Groom & Littlemore (2011). The following is the thematical organization of the slides by title along with a discussion leading sentence, which broadly summarizes the contents:

- Language teaching and learning
 - o How do we learn a language? What is a successful learner?
- Syllabus materials and designs.
 - o Kinds of syllabus and their characteristics.
- Language testing.
 - o What's the best way to test students? What types of testing are there? Why to test?
- Language for specific purposes.
 - o Helping people integrate into target communities for different reasons and purposes.
- Second language acquisition.
 - o What are the processes behind the acquisition of languages? What are the differences among learners according to their particular conditions? Do we acquire or learn languages?
- Language policy and planning.

- Language rights and duties. How is language promoted/destroyed by the political decisions of governments around the world? Is language diversity at risk?
- Forensic linguistics.
 - What's there to justice and language? How are systems using language and interpreting it? What did he say before passing away?
- Sociolinguistics.
 - What's different in language use from region to region? What's the relationship between language and social relationships? Does language construct identity? Do all people speak the same and why?
- Critical discourse analysis.
 - What are the discourses of people and their power relationships in society? What's the role of language in media? Is reality constructed through the use of language?
- Translation studies.
 - What is a good translation? What's the impact of translation trends into society? What's important when translating a text? What processes are involved?
- Lexicography
 - What is the best way to compose textbooks and dictionaries? How to present them?

After the revision of the various fields of application of AL, professor Olga presented to us three different case scenarios for us to explain which of the fields of study would be convenient and why. The activity helped us to better observe how AL is present in many aspects of our field of study. The session finished by 8:45 pm approximately.

2.2.2 Understanding bilingualism

Subject	Class No. 2	Topic of the Lesson	Pedagogical Insights
Applied linguistics I	June 27th (Saturday morning) 7 am to 2 pm.	Understanding bilingualism https://www.youtube.com/watch?v=BMHEy_gNw6r0 The revolutionary power of bilingualism Karina Chapa TEDxMcAllen	Bilingualism is an umbrella term which does not prevent language users from calling themselves bilinguals just because they do not master all levels of a language. Language tends not to fossilize in the user. Bilinguals will have various levels of domain in each language they know. Context and language relate in the sense that in different social circles a user will switch a language over another as socially established: diglossia and register of languages are examples of this.

Saturday June 27th, 2020: the session started with no problems by having an opening discussing on what being a bilingual is. Professor Olga asked us to provide a personal definition

of bilingualism and to answer to the question: do you think you are a bilingual? We provided our views on bilingualism and after this was done, we started watching the video of a TEDx Talks on bilingualism presented by a resident teacher living in the United States.

For this activity we were asked to take notes on the video. The following text corresponds to the notes I took plus some personal conclusions I made while watching the videoclip:

The video opened by the following statement: *using your L1 to understand an L2 it is okay.*

What is being bilingual? For a short answer, bilingualism involves the development of deep critical thinking. A bilingual is the one beyond the social level (compared to the point of the iceberg).

Dreaming in the L2 is a good symptom when learning a language says the clip.

According to the person in the video, in a bilingual person the two languages are rather different and operate differently. Also, in the brain, language switches automatically as a response to input and context.

Balanced Bilinguals and Emergent Bilinguals:

Languages in a bilingual brain are interconnected, that is, the knowledge of the person is stored bidirectionally. In other words, knowledge can be used in the cognitive world of the L2 not only in one language or the other in isolation.

Cognitive development in the L1.

Learning to think in their own language.

One can learn a language but being illiterate in L1 & L2.

Historical Trauma of Bilingualism: Moving to A Different Country.

In certain contexts, children are punished for speaking their L1 surely limiting their bilingualism. Instances of historical trauma do exist: “speak English, this is America” is an example of it.

According to the presenter, words can be weapons. We use them to construct and to destroy. Languages is tightly connected to identity. For this reason, when you tell a student not to use their native language, we deny their identity and force them to become a different person.

A bilingual brain is a powerful brain. Such brain is cognitive flexible and complex in structure and development.

The person talking in the video had a very nice and professional experience to describe; I considered the video as highly informative and relevant to the process. Her examples were real-life and easy to grasp by the listeners.

After the video ended, we socialized our previous notions on bilingualism and compared them to what the person in the video expressed. Some of my partners found that their notions on bilingualism were a bit off but that is how we reflect and construct knowledge: by debunking ideas and building better ones.

The following stage of the session has to do with the main presentation led by the professor in which we participated a lot due to the initial engagement obtained through the presentation of the video and the further discussion developed around it.

In the presentation we were introduced to the notions of bilingualism from a theoretical point of view considering definitions of authors such as Grosjean 2013 (p.5) who puts it as the use of two or more languages in a daily basis for various reasons. We reviewed interesting notions such as the misconceptions around bilingualism: the effect of language use and practice

over fluency in time, the role of learning and the age of exposure to languages in bilinguals, the level of proficiency of bilinguals, and the contexts of use of their languages (p.7).

Additional theories on bilingualism concern themselves with the complementary principle, which establishes that languages are distributed across domains of life varying from person to person and are used to compensate the linguistic lacks of the other languages. Also, the role of the first language (L1) to bilinguals was studied in relation to the benefits and the drawbacks of it.

For the second part of this class, professor Olga asked us to take 20 minutes off and analyze a paper (different paper for each person in class) and to report it to the class using the means we preferred. I decided to make a **written summary** of it and to create a conclusion part for the text. Here is the report given based on Part 2 of the class 2:

Report of: Faris Keblawi (2009) A review of language motivation theories.

This document is a revision and the criteria of organization is a historical account of some theoretical models and their development. It intends to shed light on the relevant theories on motivation and models developed around them. It deals with 3 main points:

1. Building a definition of language learning motivation (LLM) and the emergence of interest on it
 - a. Depending of the disciplines you inform your definition with, it will be substantially different.
 - b. Motivation it is intended to explain nothing less than the reasons for human behavior (Dörnyei, Csizér, & Németh, 2006).

- c. At its beginning, the concept was examined and understood within a behavioral framework trying to understand ‘what moved a resting organism into a state of activity’.
 - d. In the 60’s and 70’s the behavioral concept of motivation was rendered irrelevant, which lead to the creation of new models.
2. Describing the complexity of this concept due to the existence of lots of research on it.
 3. Addressing the most recent perspective on the nature of the concept.

First, it is clear that the social and cultural effects of motivation on L2 learning from the 80’s and 90’s by Dörnyei and Gardner’s socio-educational model stayed relevant and successful from the 60’s to the 90’s. Their postulates were revised and added on by other scholars and created models such as the integrative and instrumental models for understanding it better.

This historical development in the understanding of motivation from many fields of study contributed to the analysis of how motivation works in the classroom and to the formulation of the methods or accommodations needed for better understandings around the way we learn and teach languages as well to the reasons why someone would invest themselves into doing anything at all. As a consequence, different scholars contributed to the development of functional frameworks to define, understand and later foster motivation into the classroom and in the field of language teaching and learning in general.

After a couple of years, motivation studies moved from a pure mechanical behavioral perspective towards its understanding from the psycholinguistic point of view leading to more progress in the state of the art regarding its development and its application on education specifically in teaching and learning.

Along the chapter there are words linked to motivation such as: enjoyment, effort, investment, reason, purpose, need, orientation. All of them have a wide conceptualization and understanding. Such concepts were added to the understanding of motivation as time and studies went by building new knowledge and leading to better concepts to match with the models that emerged.

Let us review briefly some of the theories **given in the reading**, to which I claim no authorship and whose composer was already mentioned at the beginning of the summary:

Now we have the Self-determination theory

- Self-determination theory is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference.

The goal theory

- Goal theory is the label used in educational psychology to discuss research into motivation to learn. Goals of learning are thought to be a key factor influencing the level of a student's intrinsic motivation.

The Attribution theory

- is concerned with how ordinary people explain the causes of behavior and events. As mentioned by the author "In a broad brush, the theory hypothesises that the reasons to which individuals attribute their past successes or failures shape to a great extent their motivational disposition" (Dörnyei 2001, As cited in Keblawi, 2009, p.39).
- Models:

Socio-educational model by Gardner

This model was heavily criticized by many scholars due to the definition of integrative motivation arguing that a limited scope had been used in its categorization. In other words, for not being able to think about everything.

According to Clement & Kruidenier (1983) “The integrative motivation has been defined in a way in which almost every reason one can think of for studying the language of the target community can fall within its range”, (As cited in Keblawi, 2009, p.28).

Issues:

Innovative perspectives on motivation

Motivation complexity and resultative motivation

Note: “In the LLM model, Gardner (1985) considers motivation as the independent variable and achievement in the target language as the dependent variable” (Keblawi, 2009, p.45).

Conclusions I explained to the class (as presented in the paper):

“Despite the consensus on the importance of motivation in L2 learning, there is in fact little agreement as to its definition, components and relationships with other psychological concepts. Motivation can be understood differently by people coming from different Contexts” (Keblawi, 2009, p.48). In other words, it can be whatever you can imagine or conceptualize.

It is also important to take the following, in the words of the author, into account:

The complexity of motivation has also been shown in other ways. Motivation can be circular since it can both affect achievement and be affected by it and this has often been referred to as the resultative motivation. Individuals can also be simultaneously

influenced by different motives and individuals' motivation can go up and down depending on individuals' conception of the context in which learning occurs. (Keblawi, 2009, p.48).

It is a complex phenomenon.

By the end of the session we were assigned a reading to present to the class using a visual organiser. I include all the readings assigned to us all since I read them too as preparation for the class.

- Bilingual education policies in Colombia: Seeking relevant and sustainable frameworks for meaningful minority inclusion
- Achievements of a bilingual policy: The Colombian journey (**me**)
- The evidence of language policies in a public-school IE Diego Echavarría Masses
- Language education and multilingualism in Colombia: crossing the divide
- English in public primary schools in Colombia: Achievements and challenges brought about by National Language education policies

2.2.3. Linguistic policy in the Colombian system

Subject	Class No. 3	Topic of the Lesson	Pedagogical Insights
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Applied linguistics I	July 3rd (Friday afternoon) 5 to 9 pm.	Colombian foreign language policy and plans Based on Gómez 2017's Review and Analysis of the Colombian foreign language Bilingualism policies and Plans. HOW Vol. 24, No.1.pp 139-156. Assignment https://www.youtube.com/watch?v=sTL6pgUbxyE Scott Thornbury - The Secret History of Methods - Plenary KOTESOL 2012	Policies are fundamental in many levels for the development of a country, nonetheless, the creation of such policies has to be funded and supported by all the parts involved and required commitment and long-term development. The Colombian political system is greatly responsible since the plans and projects of a previous government are most of the time rejected or changed when they are still undergoing to the point of not really meeting target. Many of those plans for developing bilingual citizens have failed or underdeveloped because they have been too ambitious, limited, not applicable to the population, based on other models of
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bilingualism, and the exclusion of teachers in the process of creation of the plans.

Friday, July 3rd 2020: The session opened with the presentations of the assigned readings in charge of the students. I delivered my presentation by explaining in detail a mind map I designed for the class in which all the different plans executed by the governments during 25 years can be seen (see appendix B). The reading allowed me to understand the processes and mistakes that occurred during some of those implementations of the various language policies in the history of Colombian education. The map can be seen in the appendix section of this paper.

After the presentations, we moved on to the professor-led lecture on policy. The presentation had a historical point of view (very accurate if compared with my own analysis of the chapter in the mind map) and had bullet points in different stages of the history of policy.

These were the covered topics of the presentation:

- Colonial independence periods – Latin-Spanish bilingualism 1540-1810
- Post-independence periods Spanish-French and Spanish-English Bilingualism 1820 until 1994
- Foreign language Bilingualism and policies 2005
 - o National plan of bilingualism 2004-2019
 - o PSDCFL 2010-2014

- Law of Bilingualism (1651) 2013
- National Plan of English 2015-2025
- Bilingual Colombia 2014-2018

Throughout all those plans and policies many things changed. The understanding of what being a bilingual person, the purposes of learning a language as individuals and as a nation, the social benefits of learning a L2, the economic growth that would come to the country etc. The second part of the presentation was devoted to go deeper into the implications of each policy and to review their characteristics.

Finally, the session ended by the commission of a task: Assignment <https://www.youtube.com/watch?v=sTL6pgUbxyE> Scott Thornbury - The Secret History of Methods - Plenary KOTESOL 2012.

2.2.4 The history of methods

Subject	Class No. 4	Topic of the Lesson	Pedagogical Insights
Applied linguistics I	July 4th (Saturday morning) 7 to 1 pm.	The post-method and pedagogy	There is no such thing as a perfect method for a method is the combination of three main elements: an approach, a design and a procedure articulated in the teaching and learning of languages. The best method is developed in the classroom

through experience, trials and failures. It develops when all the possible considerations about the target population, their needs, their learning styles and other aspects have been addressed into a class design that covers it all. It is important to know about how the history of methods has changed and to reflect on the different conceptions of language use and learning and to get from each method the best of it. We are likely to build our own methodology by adding language theories and concepts from other methods used in the past. The most frequent strategy is a communicative approach to teaching having

a social mediated approach
to learning.

Saturday, July 4th 2020: the session opened by having a brief discussion on the video assigned from the last class. We commented our ideas about the methods reviewed and told the class about our preferred methods to teach our students and how they reflected our own understanding of language learning.

Immediately after that was dealt with, professor Olga started his lecture of the day about the history of methods and covered all the relevant methods used along history and their characteristics, strengths and weaknesses. The main author used for the presentation was Richards and Rodgers (2001).

Later on, we covered the difference between an approach and a method, which is very important to make since the two terms are easy to confuse if not reviewed carefully. The session ended with the presentation of a timeline from 1900 to the early 2000's.

2.2.5. Method and the post-method pedagogy

Subject	Class No. 5	Topic of the Lesson	Pedagogical Insights
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Applied linguistics I	July 10th (Friday afternoon) 5 to 9 pm.	<p>First part: Finishing up the methods presentation</p> <p>Second part: Murcia: reviewing all the methods teach En as a second or foreign language. Chapter 1 – group reading activity</p> <p>Third part: the post reflection of practice. method.</p>	<p>This session is a continuation of the previous one; nonetheless, in this session the importance of reviewing all the methods was more evident since they do not simple disappear or become irrelevant. Methods change and improve, they create and demonstrate as a reflection of practice. Getting to know them all is a benefit of time in pro of learning.</p>
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Friday, July 10th 2020: during the first part of this session professor Olga finished her lecture on methods using the PowerPoint presentations from the previous day.

The following are the **notes** I took during the second part of the presentation since it covered more updated methods and they sparked my interest on historical/obsolete ones:

Now, let us continue the presentation by checking the following methods and approaches and some of their relevant aspects:

The Communicative Language Teaching (CLT): conceives grammar for communication. Grammar should serve communication in a meaningful situation not as an end in itself. In here,

meaning exchange has a place in the classroom; It later became the communicative approach or CLT.

Then, we have Whole Language (WHL) which entails teaching the language mainly through reading. In this method, the oral skills can be developed and also the systems. The teacher reads for the kids with books full of images from real contexts. In this method, language is the vehicle for communication. WHL is constructivist in its approach which helps itself with the implementation of reading with graded and authentic materials. The notion of phonics was introduced by using practical exercises such as “this is D, D as in dog” etc.

We also have Principal eclecticism (PE) which might not be a method itself but an approach since it operates by borrowing from all the other methods. The teaching and learning situations demand adapting the requirements of each one of the contexts.

The DOGME approach deals with teaching without using coursebooks and favoring communication and conversation about topics proposed by the students.

Cooperative Learning is one of the most common approaches yet it is more of a technique than an approach. It is about teaching students how to learn cooperatively by having roles and responsibilities to achieve; both individual and common to the learners. For example, it deals with aspects such as how to group students and the purposes of grouping them.

Content-Based instruction (CBI) is similar to CLIL since it teaches through the curriculum and the integration of contents in the class. CLIL is the name given in Europe but its similar: learning the language while learning content.

On the one hand, CBI is more content-centered and language is more incidental. That is, if you master the content, you learn the language. On the other, in CLIL instruction there

are four C's: content, communication, culture and cognition which are to be present in the lessons.

Let us see an example of a content-centered lesson:

Objective in terms of content: cycle of the butterfly.

Objective in terms of language: by the end of the lesson the ss will have learnt to explain cycles by using: first, etc.

For communication: the language of the subject matter: terminology and the necessary words

Language for communication: functional language for communication in class as language that emerges.

The BICS (social language) and the CALP (academic language) are components of these methods which have immense importance.

In this method cognitive skills are of two types: HOTS (high order thinking skills) and LOTS (Low order thinking skills). Each one of these has particular types of activities which are cognitively demanding to different extents.

In such lessons each one of the 4C's will be introduced: for example, C: culture. When ss learn subject matter, they need to be able to apply this in their daily life.

Curious fact: nowadays CLIL is the preferred method one in most schools.

Competence-based language teaching (CBLT): is communicative but the focus of this method is teaching students or learners very specific skills for a jobs and particular professions.

We also have EAP (English for academic purposes) and ESP (English for specific purposes) such as jobs and fields of knowledge.

Additionally, we have Task-based learning (TBL) which is the learning of a language from performing communicative tasks. It comes from CLT but focuses in the completion of a task or series of activities. TBL teachers give a lot of feedback in language, content, attitude, form.

TBL is preferred by the post method. Grammar comes at the end of the lesson after students have used the language for communicative purposes etc.

Similar to TBL, PBL (project-based learning) focuses on the development of big projects in the classroom in a cooperative way favoring the implementation of strategies promoting peer learning.

The lexical approach (TLA): is an approach to teach lexis. It can be integrated into other approaches. It tells us we need to learn language in chunks, by units. If you are teaching kids, the parts of the body, instead of isolated nouns use collocations: face + wash = wash your face, cut your hair etc. A collocation is the way that words co occur in language. You need to teach the language in multi-word units, not words in isolation. Collocational competence is a competence of native speakers that can be mastered through practice and the lexical approach promotes it. Today we have “Englishes” the non-native speakers are introducing collocations from other languages. Demandar perdón vs pedir perdón.

Finally, we have Teaching Proficiency Reading and Storytelling (TPRS) which is related to the teaching reading through different techniques and activities that makes reading meaningful and appealing.

Example: The Cutting Edge coursebooks use guided discovery in their course book.

Headway English books have a structural approach: deductively: learn the rule and apply it.

By the end of the lecture on methods and approaches, we were ready to move on to the following part of the class which included a group reading activity. For the development of this activity, students were assigned different parts of Murcia et al (2020) *Teaching English as a second or foreign language*. The idea was to analyze and report to the class some sections from

chapter 1. After 25 minutes, we presented our part to the class through the use of note taking and summarizing. This is the **summary** I made to present the reading to the class:

I was assigned from page 8 *Comprehension-based Approach* up to page 9 *Communicative Approach*. This is the report I wrote based on the chapter to present to the class:

Some of important things I noticed by analyzing the chapter: The Comprehension-based approach is supported by the assumption that L2 learning is very similar to L1 acquisition and is based on listening and understanding before production. In here there is an initial silent period to benefit pronunciation at which errors are not corrected since correcting them is viewed as counterproductive. Second, the core believes of this method prioritize comprehension since the transmission of meaning is important as established in the reading.

In this method, Listening is a fundamental skill that will allow other skills to develop over time taking advantage of the *Silent period*, which should be granted to learners and allow nonverbal responses to emerge. According to the view on the nature of knowledge, learners should speak when they are ready to do so without pressure and an explicit rule learning strategy is not as important and might contribute to the students' monitor model use. The teacher must provide material only if not a native speaker.

Communicative approach:

In this method, language is viewed as a meaning-based system. Communicative approach (CA) is an umbrella term covering, to some extent, task-based instruction, project work, content-based and cooperative learning. Its core believes put communication in the target language as the maximum goal of language teaching. In this approach, the content of the course will contain semantic notions and social instructions for communication improvement. Also,

meaning is negotiated and group work is promoted in the classroom. For students, role play seeks to model target language social contexts; authentic materials and tasks are used in class rather than materials with mere pedagogical purposes.

Finally, CA intends that all skills are integrated from the beginning assuming that learners are literate and educated. Teachers are facilitators of communication occurrence and error correctors. Teachers should be able to use flawless English.

The part of the presentation on the post-method pedagogy served the purpose of closing up the timeline of methods and clarified some of the doubts around the key question: is there something new and so revolutionary as to say we went “beyond methods”?

I conclude that in the post-method the teacher is an agent of chance, he helps to transform the communities and students’ lives since there is no doubt that no *top-down* theory is going to fit all educative situations.

The post-method has three main characteristics that distinguish it from before its emergence:

- Particularity: being particular to the specific needs and characteristics of the teaching situation. Every teaching situation is different. Be able to be sensitive and able to observe what’s there and what’s going to happen.
- Practicality: Related to down-up. Theory builds from our situation, experience, from the classroom.
- Possibility: if we are teaching, that learning in the students need to give them the possibility to change their reality or some part of the classroom. They will change something too in the future.

In this new view of pedagogy, the methods, which were created from top-down by people outside of the classroom, were reinvented and, as Kumaravadivelu proposed, designed to create alternatives to solve the problematic situations of one’s context from within the context itself.

“Bottom up” means from the classroom up to the system; from teachers as active researchers up to the systems. If teachers do research in the classroom is because they want to change beyond the classroom realities from our experience, observations and decisions and they are the most powerful force of change that exist in education.

After all students finished their presentation, Professor Olga made some important contributions and clarifications about the information we brought up. Next, she made an announcement to the class: in the remaining sessions we were going to explore thematic units from each of the papers/researches we were writing about. By doing so, she could contribute to our writing process by expanding the topics of interest and also bringing new resources and authors that could be useful to us. In consequence, the following sessions are a progression of topics of the students. My topic was of course on motivation and individual differences. The session ended with no problem.

2.2.6. Individual differences in learning: Anxiety

Subject	Class No. 6	Topic of the Lesson	Pedagogical Insights
Applied linguistics I	July 11 th (Saturday morning) 7 to 2 pm.	Anxiety in the language learning process	Anxiety is inevitable most of the time, it reduces with experience and it needs management in the classroom. As teachers we should promote friendly learning environments to our students. We should

address the beliefs that grant the existence of anxiety and make difficult the learning process to the learners.

Saturday, July 11th 2020: the session started by a group activity consisting on watching some introductory videos and comment on them in an open discussion. These were the videos assigned to each of the students:

Now we have a video activity

- <https://www.youtube.com/watch?v=T51ZLVRC1vw> (me)

I was assigned the video under the title “How to stop performance anxiety when practicing foreign languages”, published on YouTube; it covers the problem of anxiety and Foreign Language Anxiety (FLA) which is commonly preventing language learners and people in general to develop a good command of it or use it at all. The video offers some advice on how to reduce it from the point of view of the author. The main advice from the author was to try and not let panic overcome you when speaking a foreign language. The advice itself might be simple and straight forward but is quite effective. Among the various valid points made by him in the video, some are worth-mentioning: as learner of a language different from your own, you are outstanding since the amount of effort invested on it only causes respect and admiration among “good-hearted” native speakers as he said. He also mentions that for him fear and anxiety to commit mistakes had not disappeared but his mindset is always around the benefits

of trying to overcome each time the unreasonable imagined consequences of committing mistakes.

Each of the students commented on their respective videos and related to them from experiences in their own learning process and as language teachers. During the presentation on anxiety, we initially covered a formal definition of it using that of the National Institute of Mental Health (NIMH) Later, we moved to the types of anxiety through the perspective of pedagogy and learning by Scovel and Hashemi, Spielberger and Hasemi and others. The presentation brought various sources of information so that no gaps were left uncovered and it made special emphasis on the definition of language anxiety. It can be summarized as a complex set of emotions and biological responses which manifest in fear of performing in a language; foreign language anxiety is nearly the same but in an FL setting. FLA occurs especially during conversation in the language and it is very often based on beliefs such as *the need of perfection when using the language*. After the presentation, we reviewed the sources of anxiety in the classroom, a definition of what an anxious learner might be and finally, some suggestions to prevent or alleviate anxiety as much as possible in the classroom. The session finished with no problems.

2.2.7. Motivation in language learning

Subject	Class No. 7	Topic of the Lesson	Pedagogical Insights
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Applied linguistics I	July 17th (Friday afternoon) 5 to 9 pm.	Motivation in the language classroom.	Providing meaningful and relevant experiences in the classroom is a way to boost motivation in the learners. It is difficult to imagine all learners in a classroom being fully motivated since each person has different reasons to learn the language nonetheless engaging the students into the class activities and making them feel relevant to their own process is absolutely necessary.
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Friday, July 17th, 2020: This particular session dealt with my topic of interest and for this reason, it felt core to the writing of my final paper because it provided views and understanding of motivation and its relevance to the English classroom setting that I had previously envisioned as my population of analysis.

The session started with the presentation of the topic in charge of professor Olga. This topic was addressed much like the others going from general definitions of what motivation is towards more detailed and contextualized conceptualizations of it. We used conceptual references of motivation from Dorney & Ushioda (2011), the Cambridge Online Dictionary and the APA Dictionary of Psychology.

In short terms, motivation at this stage is the reason, purpose, impetus, precursor or certain behavior in an individual. It operates differently and in layers of awareness and is essential for the completion and decision of doing something. In the second part of this chapter, which is devoted to describing the classes in detail, the reader will find the necessary conceptualization of motivation within the final paper I wrote on it; therefore, going all out in describing it here would be redundant for it was my core topic.

Motivation can be described from cognitive and behavioral perspectives; it has three important historical moments such as the social psychological period, the cognitive-situated period and the process-oriented Period.

After the presentation, professor Olga asked each one of us to watch a different video on the topic of motivation. I was assigned the video conference by Dorney, one of the most influential researchers on the topic:

- <https://www.youtube.com/watch?v=jMTLYjLksvg> Motivating learners and teachers through vision.

After watching the videos, we presented our views and understandings of the topic by having an open discussion activity. The video I was given presented the new ideas of Dorney's conceptualization of motivation. He talks about an ideal self, the images of the desired future selves and how they impact the language outcomes of learners. He proposes the idea of *vision* as a tool to realize and accomplish their goals. Dorney's vision theory (I call it a theory) consists of the following 8 conditions for it to prosper:

1. The language learner has a desired future self.
2. The future self differs from the present self (it is innovative).
3. The future self is vivid, almost real.
4. The future self is perceived as possible.

5. The future self is not “so attainable” it demands effort.
6. The future self is harmonic with the person and his environment.
7. There is a plan to become your future self aided by strategies.
8. There is constant recall of the future self by the learner.

If these conditions are present in the learner, no problems should prevent the learning of languages according to Dorney’s. All in all, Dorney’s motivational self-system works by the understanding and promotion of *vision* and integrates and ideal L2 self, the ought to self and the L2 learning experience.

The session ended as expected with no inconvenience.

2.2.8. Critical literacies in education

Subject	Class No. 8	Topic of the Lesson	Pedagogical Insights
Applied linguistics I	July 18th (Saturday morning) 7 to 1 am.	Self-efficacy and critical literacies in education.	In brief terms, self-efficacy is the individuals’ capacity to perform in a context or in the development of a task.

Saturday, July 18th, 2020: the session starts with professor’s Olga presentation on self-efficacy (SE) using the definitions of Bandura (1995) and Schwarzer (1992) to cover SE or the capacity to perform in a task, and perceived self-efficacy (PSE) or the perceptions of individuals on their own abilities. We then moved to the concept of SE from social and psychological perspectives covering a wide range of definitions such as:

Social persuasion: the encouragement a person can receive from his peers to various degrees of impact according to the attributed importance to the source

Vicarious experience: what the individual observes in the performances of others during the same activities.

Imaginal experience: the use of imagination to predict the outcome of a task.

We discussed how Self-Efficacy, as professor Olga explained, has different levels of variation in different tasks within the same individual. Similarly, age has also a connection with self-efficacy in the sense that it is related to the developmental stages from childhood to adulthood.

Then, we reviewed the distinction between self-esteem or the perceived sense of self-worth, self-efficacy or the belief on the own capabilities for performing and growth mindset or the belief that abilities can grow over time. Making such distinctions is important to recognize and foster SE in the classroom. Besides this, we also reviewed the visible characteristics or signs of a student with high self-efficacy and finally some strategies for classroom application and development of SE such as:

- Performance experience: Building confidence and success
- Vicarious experience: If they can, I can too
- Psychological and Emotional states: mindfully aware
- Embrace the stress: do not let it win over you

For the second part of the session we had the professor-led lecture on critical literacies which, in my opinion, covers one of the most important topics for modern educational trends in the technological era. Critical literacy is perspective, it is a way to understand the world from a critical perspective which always looks to question reality and information in general as it is

presented in a way variety of media. It demands from people to be able to use all sorts of data and transform it, use it and analyze it in the digital era inserting themselves into the new revolution: critical educational technology.

According to the source presented on the slides, Gale (2010) critical literacy century enacts the critical action of students through the reading and understanding of socially relevant aspects such as power, influence, dominance, injustice, human rights among others issues and goes beyond the mere processing and decoding of data but invite the students to actively participate and question reality by creating tools and means for sharing knowledge.

Through the presentation we had some activities where we had to interpret the meaning of some comic strips and images in an attempt to test our critical literacy as well. It was a fun activity and it conveyed a lot of meaning to the topic and our learning experience. Also, for the closing part of the presentation we visited *the five resources model of critical digital literacy (see references)* to review a framework used in the better understanding of the concept of literacies and an absolute essential tool for practical implementation of it in the classroom or curriculum.

The session ended as programmed with no issues.

2.2.9. Deaf and hard of hearing students as language learners

Subject	Class No. 9	Topic of the Lesson	Pedagogical Insights
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Applied linguistics I	July 24th (Friday afternoon) 5 to 9 pm.	Vocabulary teaching strategies in English as a foreign language classes for deaf and hard of hearing students – Ewa Domagala Zysk (2016)	From this lesson I clarified some doubts concerning the implementation of classroom strategies for students with different types of skills/limitations which are fundamental to know in this profession. Adapting the materials, the learning outcomes and the pedagogical applications of certain topics or skills (such as vocabulary) really makes a difference among students.
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Friday, July 24th 2020: the session dealt with the presentation of a research study on the topic of deaf students (DHH) in the English foreign classroom. This topic was part of the research project of one of the masters' students, as many others in the latest sessions were. This one was the last session devoted to the revision of theory. The presentation opened with the presumption that quality education for DHH students requires significant modifications that allow them to have the better opportunities to develop their skills in accordance with their needs and characteristics. First, we were introduced to the population of the study then, we analyzed the main challenges that these students face in the learning of a second language such as not being able to perceive oral input, having a limited vocabulary set and struggling to get the meaning of the words due to lack of situational learning and use of the language.

Next, we discussed about the most pertinent way of learning the language: written or oral forms. It was certain that DHH students develop stronger written skills through a variety of means and that oral skills require conditions such as visual guides, proper environmental settings and not distracting classrooms which is not common in mainstream educational settings.

Professor Olga also presented some of the limitations in the pedagogical practice implemented with DHH students and the most problematic is the virtual disconnection that exist between the written and the oral words to the extent of not being easily recognizable by the users. She also presented, as the study suggested, that these learners have high visual memory skills which facilitate learning when properly used in the classroom through the use of strategies and visual aids. Additionally, different strategies to make learning relevant and useful for students were presented such as transcription in oral activities, videos with subtitles to learn how people behave when using expressions so that learning occurs in multiple levels and increased richness for the students.

The presentation ended with some notions of pronunciation and listening in cases of low hearing in students. This session ended a bit earlier since it was the last one and all the topics had already been reviewed. No tasks other than to prepare for the Graduation project defence were assigned.

2.2.10. Final session: Presentations of the individual projects we worked on

Subject	Class No. 10	Topic of the Lesson	Pedagogical Insights
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Applied linguistics I	July 25th (Saturday morning) 7 to 2 pm.	This lesson was a practical activity for “defending” our research projects.	We learnt about the rules of a graduation project defense and also about each other’s papers/researchers. The importance of controlling times, voice tone and presentation strategies were reinforced in this practical session.
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Saturday, July 25th 2020: This session had one core objective: to test our capacities to defend our research projects in front of our professor and classmates and have a preview of what the project proposal defence is about. The session started at the expected hour. Professor Olga provided the instructions of the activity such as the time limit, the order of presentation and also the way she was going to assess us during the activity. I had the last turn presenting. Since my paper was structurally different from the others’. I used a different structural organization for the presentation. Professor Olga gave immediate feedback and comments on the presenters so that when the real defence comes no such mistakes were made. In general, we must be aware of time limits and summarizing schemes to provide as much information as possible without sacrificing pertinence and viability.

This activity was enriching and useful because I learnt a lot about the process of writing academic papers as the master’s program demands from their students, and I had a good time presenting them to a group of professional people.

The session ended earlier than usual since all the other topics had already been covered before.

By taking these subjects at the masters' program, I realized many important aspects of language learning and teaching that were addressed in the description of the sessions as the report went on. The most important aspect to highlight is connected to the gains in experience and the information from the context I was exposed to. By the end of the second subject taken as my degree work modality, I felt more prepared to face to the challenge of education understanding that there are many ways to teach, learn and read reality. Also, I became more aware of the learning situation in public and private institutions as I made contact with postgraduate students enrolled in the course and a lot of their experience was available to me as well. I finished this class report convinced that this experience had a very positive impact on my personal and professional future as a language teacher and that there is always more to learn and do research on in this field, in terms of teaching, learning, skills, systems, language policies and some other factors influencing the process of language learning.

Now, it is time to introduce the paper I wrote for the subjects in the masters' program. This paper was written throughout the two courses I took in the master program. It is the consolidation of all the gains and conceptual understandings I got about motivation while approaching the topic during the course, and it was guided by my professors in the courses and the director of the graduation project.

Final paper for the two courses within the Masters' program

In 2019, I carried out the observation cycle for Practicum 1 in a public school in Bucaramanga. From that experience and the data collected to create the planning and to decide the contents, the method and specific activities to teach English to school students during a term, I initially had the idea of motivation playing a role in the classroom; therefore, I devoted my efforts to write a paper for Graduation Project I and II on this perception. The data was collected through the application of two instruments administered to a group of nine grade

students (33) from the target population and to the English teacher. After the initial inquiry, some discourses called my attention and then, I decided to use them as the origin of a reflection: analyzing the data from a questionnaire and interviews to find and classify the factors of student motivation using Williams and Burden's conceptualization of Motivation in the L2.

Fully understanding, describing or defining what motivation is and how it works in relation to language learning might be beyond achieving. Motivation involves a variety of factors that differ according to the field of study and the authors reviewed for that purpose.

Now, for the practical development of this reflection, this paper is going to have the following structure: Initially, the theoretical revision consists of a brief account of the conceptualization of the integrative motive from Gardner (1985) as presented in Dörnyei & Ushioda (2011) in the Social Psychological period from 1959 to 1990. Also, Dörnyei's framework of L2 motivation (1994) as presented in Dörnyei & Ushioda (2011) and Williams & Burden's framework of L2 motivation (1997) as presented in Dörnyei & Ushioda (2011), situated in the Cognitive Situated period (1990).

Not all the models and conceptualizations of motivation are taken into account in this revision. Only Williams' and Burdens (1997) will since they cover factors in relation to the classroom environment and might account for the type of motivation present in the population, the teacher-student relationship and some others which are useful to shed light on the role of motivation for this particular group of students. Some others definitions of motivation are also addressed as they were part of the first paper made for my graduation project I in 2019. Also, the theory selected for this revision was part of the topics reviewed in the Master's program. After the theoretical considerations are consolidated, a characterization of data will take place using one of the models as its primordial focus and the occasional integration of other concepts included in the first part of the paper.

Before approaching the concepts of motivation by the authors, is important to clarify that this paper should be read considering the limitations caused by the National Health Emergency in Colombia that compromised the size of the population, interrupting the contact of the author with the group of the students and the availability of information for the analysis.

Now, let's settle down the definitions of motivation given by some of the authors of interest selected for this work. The rationale of organization is *convenient organization*, because it uses a relevance order selected by the author.

First we have Williams & Burden's (1997) concept of motivation, which is defined by them as "a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (p.23) and functions under a *constructivist* understanding of learners (p.22), implying that all people are motivated in a different way; also, validating *social interactionism* which means that the context and the social relationships are regarded as relevant in the process of motivation (p.23) and thus, connecting with my own understanding of it since I believe as well that motivation is not only an internal factor for learning but it is also connected to the social and cultural nature of language; thus, interaction in the classroom should aim at fostering it as a compound not in isolation.

These authors mention that the factors involved in motivation are embedded into a social and interactional context and despite accepting a distinction among them, they accept their correlation and consider their isolation as an over simplistic view of their nature (p.24), view which I also agree on since I understand motivation as a combination of factors and not simply as a result isolated from social context and interaction.

Similarly, Dörnyei & Ushioda (2011) state the impossibility of fully defining motivation as it is a far too complex phenomenon on which there are agreements and

disagreements in the academic field of study. They dismiss the likelihood of an “integrative super theory” that might answer all questions on the field (p.4). Some of the agreement on motivation includes the existence of *direction* and *magnitude* in relation to behavior as it explains the choice of something over something else, the amount of energy devoted to maintain certain behavior “effort” and the duration of such commitment over time “persistence” (p.4). This understanding of motivation as a process and not simply as an event disconnected from the context can be appreciated as well in Williams & Burden’s (1997) and is consequent with its mentioned theoretical complexity since they address it in their paper in a subsection before proceeding to define it themselves.

Finally, Dörnyei and Ottó (as cited in Dörnyei & Ushioda, 2011, p.6) provide a definition of motivation that implies the always changing character of motivation in human processes: “...motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out”. In this order of ideas, motivation is a precursor of human behavior and its nature is not fixed but highly dynamic, possibly measurable by formal inquiry and affected as the factors around it changes as well. This view of it as a fluid and lasting phenomenon is partially addressed by Williams & Burden (1997) in their conceptualization of motivation.

From more contemporary perspectives, Ortega (2014) agrees that motivation enacts the beginning of a learning process and provides the necessary conditions learners need to keep on track once a process has begun (p.168), supporting as well the existence of *duration* and *magnitude* inherent to the process mentioned before; thus: motivation is complex, has a process and variable magnitudes that go beyond the duality of simple being motivated or not. All in all, establishing levels of motivation in people has been the objective of many studies over the years

from behaviorism to cognitive and social studies; as a consequence, back in the late 50's ground breaking theories of motivation emerged.

Among the various models developed to understand motivation, some of them stand out for the integration of factors both from a social and an individual perspective.

The sociocultural model, Gardner (1959), developed by Robert Gardner and Wallace Lambert and tested in Second Language Acquisition contexts, belongs to the very first attempts to measure and study motivation from which most studies depart from up to this time. This model consists of a three-dimension set of the (Attitude/Motivation Test Battery) AMTB comprising (Effort, investment and enjoyment) in the form of a set of questions used to determine the amount and type of motivation an individual might have for a given task. Later, Gardner et al (1985) studied the role of attitude and motivation in French vocabulary acquisition through the application of the AMTB battery test for motivation in terms of *intensity*, *interest* to learn and *perceptions* on learning as this were the components and criteria to group the questions used for their study (See p.214 to review the questions proposed).

In spite of the distinctions displayed in Gardner's 1985 paper, the questions formulated in the form of a 7-point scale are divided into separated components (Effort, investment and enjoyment); the author concludes that the components are correlated and interconnected and stand for the complexity in the nature of motivation (see Williams & Burdens 1997).

Criticism from Dörnyei (1988; 2001) motivated the reformulation of the model by Gardner (2001) which added a Likert scale of a 7-point continuum that improved the accuracy of it and in which the truly motivated individual scored high on all the dimensions along the continuum. The link among the components in the scale can be seen in Dörnyei and Ushioda (2011) who mentions that to Gardner "... these three components belong together because the truly motivated individual displays all three" (p.41) but highlight as an issue that in Gardner's

motivation theory there is a relationship between *motivation* and *orientations*, which are considered as goals according to him, but only motivation precursors according to Dörnyei.

Now, let us explore the concept of Integrativeness. According to Gardner (as cited in Ortega, 2014, p.174) Integrativeness, “is the genuine interest in learning the language in order to come closer to the language community” that is, the individual wants to become part of it or interact with the members of a particular group. Dörnyei and Ushioda 2011 (p.42) disclose it as being made up of three definite functional elements which are relevant to this paper:

1. Integrativeness or good attitudes towards the users and community of a given language.
2. *Interest* towards the foreign language
3. *Attitudes* towards the linguistic community

Gardner (1985) studies motivation and classifies the questions into the following descriptors (p.214):

- motivational intensity or effort.
- desire to learn the language.
- attitudes towards learning the language.

Also, in Dörnyei and Ushioda (2011, p.41) the two orientations of Gardner conceptualization are addressed:

- Integrative orientation: which accounts for the positive attitude and dispositions towards a foreign language and its speakers to the extent of desiring to be, act and interact with them as part of a community.

- Instrumental orientation: which is mostly the associated gains of learning a second language in the social status, the economic situation or job and the improvement of one's life.

These categorizations of factors and motives of motivation will be considered in the analysis to classify the information and the type of questions given to the subjects.

The instruments

The information used for this paper was gathered during the pedagogical practice cycle through the implementation of a questionnaire and an interview administered to the teacher and the students of the group. All charts displayed in the following section were created by me and contain the answers of the students and the teacher to the questionnaire (33) and interviews (4). Also, the transcription of the interviews presented hereunder are of my own creation; neither the names of the student participants nor those of the teachers are provided so that their identities remain protected. My intention with this analysis is not to state or deny the existence of motivation or to claim that one model of motivation is better than another, but to classify the information obtained through the data collection methods applied to this group and generate a reflection from it using a theoretical support from the authors and models presented for that purpose in the previous sections of the paper.

After having presented the theoretical elements relevant to this paper, the superficial analysis of the data using these models begins. For this purpose, Williams and Burden's 1997 definition and conceptualization of motivation and its factors will be used as a primary reference since their work on the field focuses on motivation in the L2 classroom and the factors involved are considered from an interactional and social perspective of motivation. In other

words, they were chosen since they account for what might occur within the individual and in the context surrounding it and the data collected can be characterized along some the factors of this model:

Table 1. Williams & Burden (1997) Framework of L2 motivation

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity: <ul style="list-style-type: none"> • arousal of curiosity • optimal degree of challenge 	Significant others: <ul style="list-style-type: none"> • parents • teachers • peers
Perceived value of activity: <ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity 	The nature of interaction with significant others: <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions
Sense of agency: <ul style="list-style-type: none"> • locus of causality • locus of control RE process and outcomes • ability to set appropriate goals 	The learning environment: <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos
Mastery: <ul style="list-style-type: none"> • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy 	The broader context: <ul style="list-style-type: none"> • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitudes
Self-concept: <ul style="list-style-type: none"> • realistic awareness of personal strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern • learned helplessness 	
Attitudes: <ul style="list-style-type: none"> • to language learning in general • to the target language • to the target language community and culture 	
Other affective states: <ul style="list-style-type: none"> • confidence • anxiety, fear 	
Developmental age and stage	
Gender	

Note. Retrieved from Ushioda, E., & Dörnyei, Z. (2011, p.54). Teaching and researching: Motivation. Pearson Education Limited 2001, 2011.

The analysis comprises only the following internal and external factors from Williams & Burden (1997) Framework of L2 motivation since not all of them can be applied the data from the questionnaires due to its reduced scope:

1. Perceived value of an activity in terms of *personal relevance*

2. Sense of agency in terms of control of processes and outcomes
3. Self-concept: learned helplessness
4. Mastery: feelings of competence
5. Attitude to language learning in general
6. Other affective states: confidence, anxiety, fears

External factors

7. The nature of interaction with significant others
8. The learning environment (as observed and described by the teacher in the interview)
 - a. The broader context: the local education system and the societal attitudes

Analysis and characterization of data

Internal factors

1. Perceived value of an activity in terms of *personal relevance*

Table 2. Perceived usefulness of English in their lives

Use English to:	Very useful	Useful	Not useful
	#SS	#SS	#SS
Study abroad	73%	24%	3%
Apply for scholarships in other countries	64%	36%	0%
Read books	45%	48%	6%

Have friends in other countries	58%	36%	6%
Read instructions	33%	61%	6%
Travel	73%	21%	6%
Listen to music	33%	61%	9%
Watch movies	24%	64%	9%
Buy something on internet	36%	33%	27%

Table 2 displays what students would do with the language and the degree of usefulness as perceive by them.

Table 3. Why would you like to learn English?

I would like to speak in English fluently to:	Number of students
1. To study in an English- speaking country	85% students
2. To have better job opportunities	90% students
3. To travel and to meet other cultures	79% students
4. To have friends in other countries	67% students
5. To watch movies in English	45% students
6. To listen to music in English	51% students
7. To enjoy playing video games	48% students
8. Other	3% student

Table 3 shows the percentages of learners' answers about their personal motivations or reasons to learn the language. As proposed by Gardner's model conceptualization of motivation, in this sample, 90% of students display both instrumental and integrative orientations (1-4) to learning the language nor just one or the other. Some other factors are media oriented as 48%, 51% and 45% in questions 7 to 5, respectively, wanted to learn the language to use it in the consumption of media. This trend can also be perceived in data from table 2 as well.

2. Sense of agency in terms of control of processes and outcomes

Interview extract 1.

When asked to provide a reason about the low performance of her classmates, student#2 answered as follows:

A veces es porque las clases suelen ser muy repetitivas, siempre son iguales y no cambian la dinámica. Eso hace perder a veces a los estudiantes el interés por una clase. Pero sin embargo si se hicieran propuestas de los estudiantes hacia los docentes se podría mejorar eso.

This perception of repetitiveness was evident to some extent during the observation cycle as well. According to Ryan & Deci (2017) "when an individual finds no value, rewards, or meaning in an act, he or she will likely have no intention of performing it; he or she will be amotivated" (p.190) and this lack of interest could be linked to the students lack of decision in the classroom dynamics. Although I do not intend to stablish that this particular group of students is motivated or not, observations conducted in the classroom for the practicum opens

the possibility of low motivation since, in the opinion of students, classes are predictable and lack variety, which, in practical terms, is not a very good motivation strategy either as I experienced myself in my academic years. This view is supported by authors such as Carey (2013) who demonstrates the importance of student participation in decision making and curricular designs to enhance their motivation and participation of post graduate students not limiting to them but to students as a whole.

3. Self-concept: learned helplessness

Interview extract 2

When asked “what do you think about your classmates?” student#2 said “Algunos demuestran mucho interés en el inglés, a los demás les falta mucho interés porque *ellos dicen que no entienden y que no entienden pero no hacen nada*, pero es por el desinterés que ellos muestran” Interview extract 2 depicts what is known, in the reference model by Williams & Burden (1997), as learned helplessness or an estate of low control and disbelief in the possibility of changing a situation. Similarly, as this state manifests differently in different learners, this paper as a complementary reference also takes into account the definition of Grimes, L. (1981) “The learned helpless child lowers her expectations of future success and avoids the task” (p.93) or in this case, diminish their capabilities before attempting to use them in a task. Unfortunately, the size of the data is limited, nonetheless, this answer indicates the presence of this factor among some of the students in the group.

4. Mastery in terms of competence and associated feelings

Figure 1 Roles of Students and Teachers in the Classroom. *On self-efficacy*

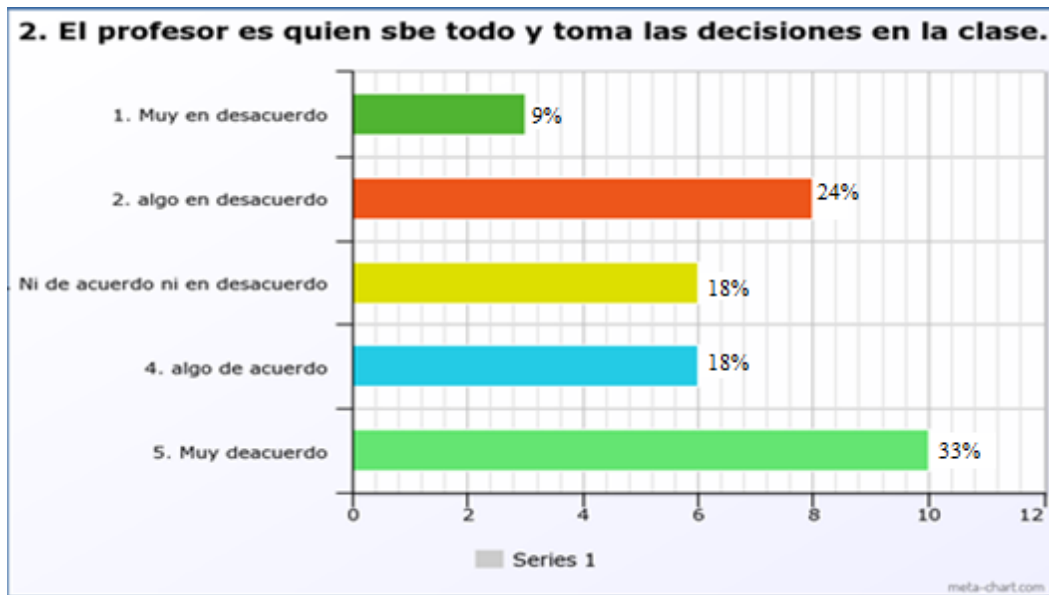


Figure 1 accounts for the roles of students and teachers in the classroom as perceived by them. The results can be allocated to the self-efficacy factor in relation to the control students have on what happens in the classroom. The answers of students to the questionnaire reflect their perception on the role of the teacher as the sole decision maker and his role as provider of most of the knowledge in the class as 33% of them answered to the question. Some answers partially agree on this role (18%) and some others do not have a particular stance on it (18%).

5. Attitude to language learning in general

Figure 2. On Learning English

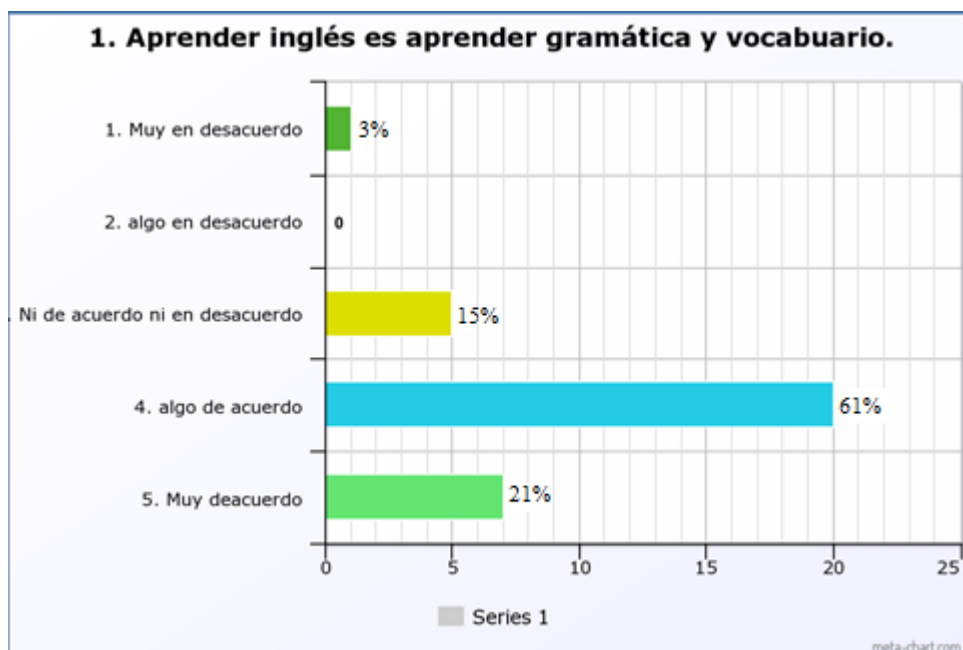


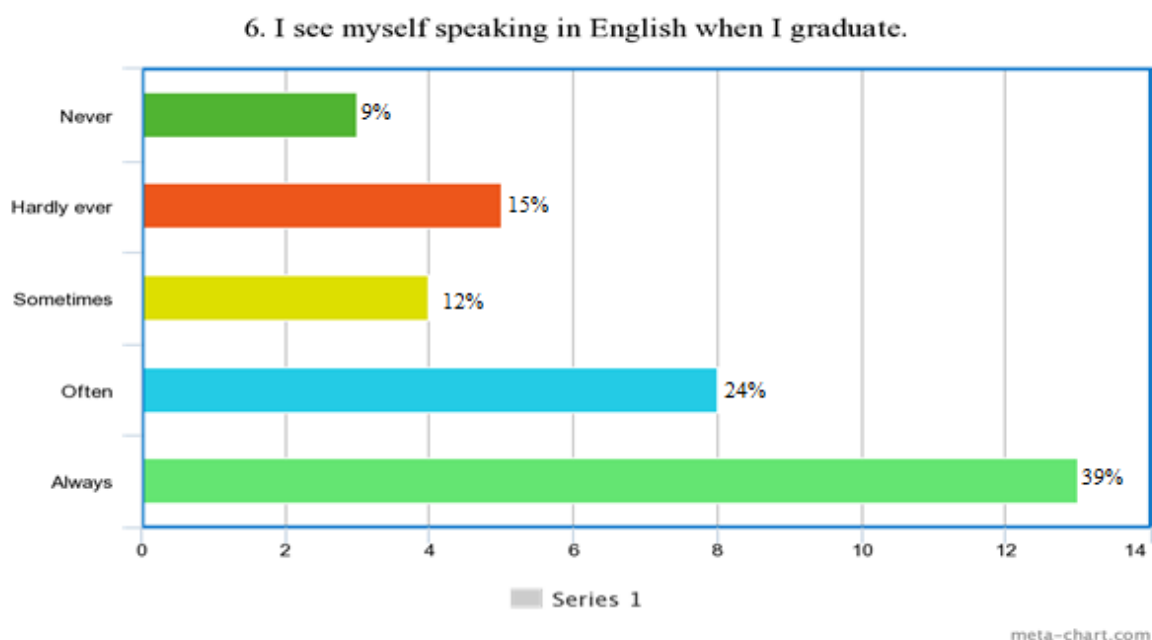
Figure 2 shows something concerning about the beliefs of students in relation to what learning a language is. Grammatical structures and vocabulary are not the ultimate goal of learning. Those components are a vehicle through which functional use and communication happen but not the goal of language learning itself. Most methods of language and learning no longer regard grammar and vocabulary as the core achievable asset of learning, nonetheless, 82% of students' answers support the belief of grammar as central for learning.

It is worth mentioning that in Table 3, students show a particular affiliation with the idea of befriending other people in the language community and to meet and be part of their culture to some extent which corresponds to the *attitudes to the community and culture* factor. This also matches Gardner's integrative motive as presented in the theoretical revision.

3. To travel and to meet other cultures	79%
4. To have friends in other countries	67%

6. Other affective states

Figure 3. Self-perceptions of Achievement



The model of reference used for the analysis includes the *confidence* factor; what is relevant about this particular data from the students is the contradiction if the perceptions of students are compared with those of the teacher. From the interview applied to Teacher Gómez question 5 shows that in his view students might lose English command when they graduate as he claims that “La lengua se ve no como segunda lengua sino como lengua extranjera, ellos salen y el poco inglés que aprenden se les olvida” (Q.5). on the contrary, students are mostly optimistic in their responses about learning the language as 39% of students claim “seeing themselves as users of it by the end of schooling” and other 24% of them answering that they often see this happening when they graduate. This data, in my view, is connected with Chart 2. *On Learning English* as it opens the possibility that students do not learn any functional uses for the language during their school life or that the language they learn is not practiced enough.

Table 4. Level of comfort when performing in English.

Neither					
Situation	Very	Comfortable	comfortable	Uncomfortable	Very

	Comfortable		nor uncomfortable		uncomfortable
1. To explain a topic in front of the whole class	18%	18%	42%	9%	12%
2. To do activities for enhancing pronunciation	30%	42%	24%	3%	0%
3. To do listening activities (to watch movies and series in English; to make conversations)	45%	36%	12%	0%	6%
4. To sing in English	27%	12%	33%	21%	6%
5. To write in English	18%	58%	18%	3%	3%
6. To read an unknown text	6%	24%	52%	18%	0%
7. To receive corrections from partners or teachers	12%	42%	36%	9%	0%

Affective states in the classroom are a good indicator of the ongoing relationship among student and teachers. From the observations in the target group a good level of positive encouragement was observed from the teacher. Also, he provided feedback to the students when using the language without being disruptive or dominant. Data for this factor is mostly positive in relation to motivating students when performing in different activities.

From all the factors taken into account up to this point, diverse perceptions could be observed from the side of the students and that of the teacher. In general, the relevance of activities, the self-perceptions, of students, the values they attribute to their efforts and the sense of control and voice in their own learning process have an impact on motivation which could be observe to a certain extend in the data.

External factors

7. The nature of interaction with significant others

Figure 4. Feedback application

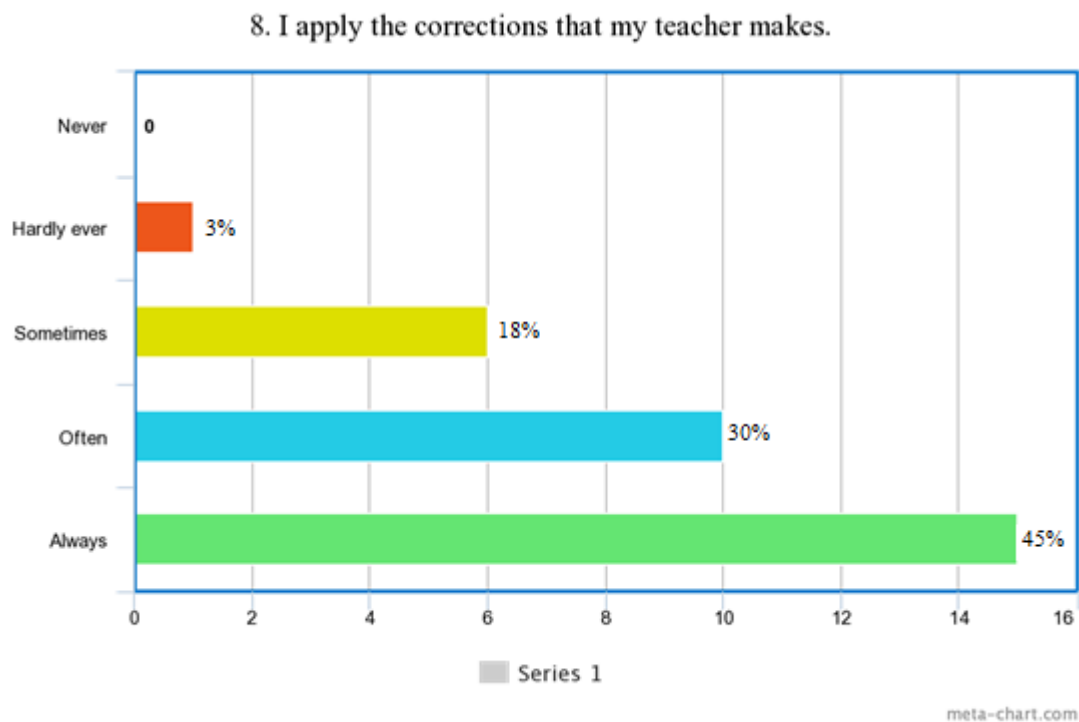


Figure 5. Asking for help in the classroom

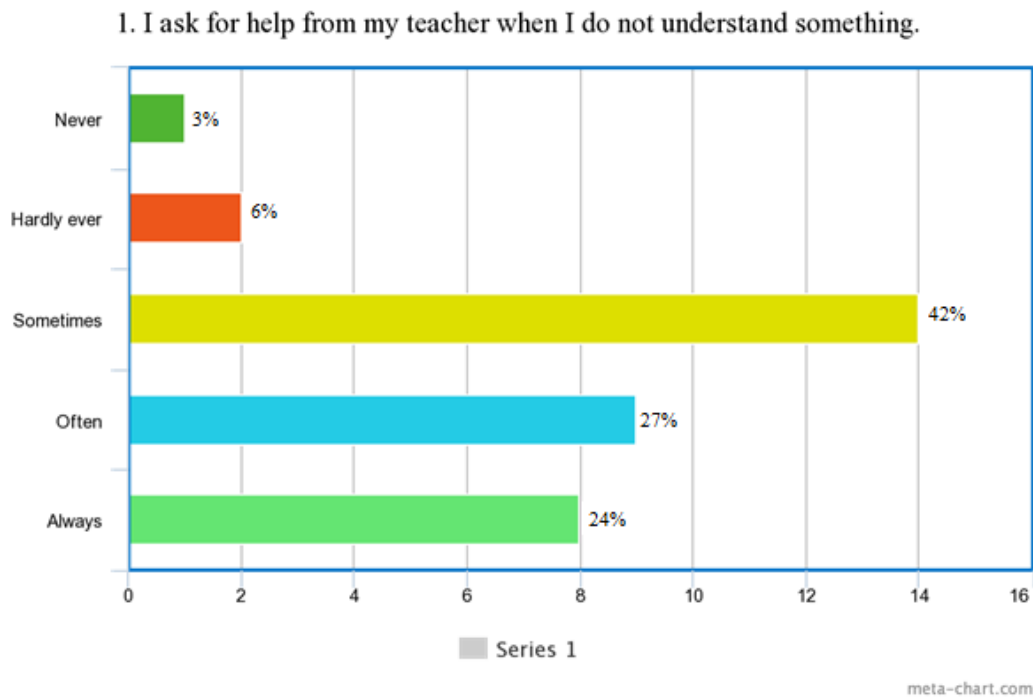
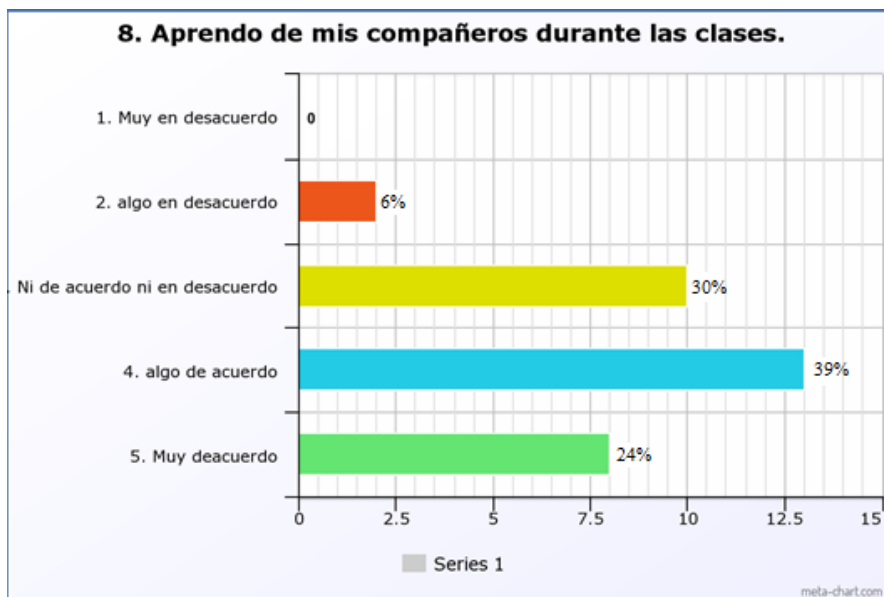


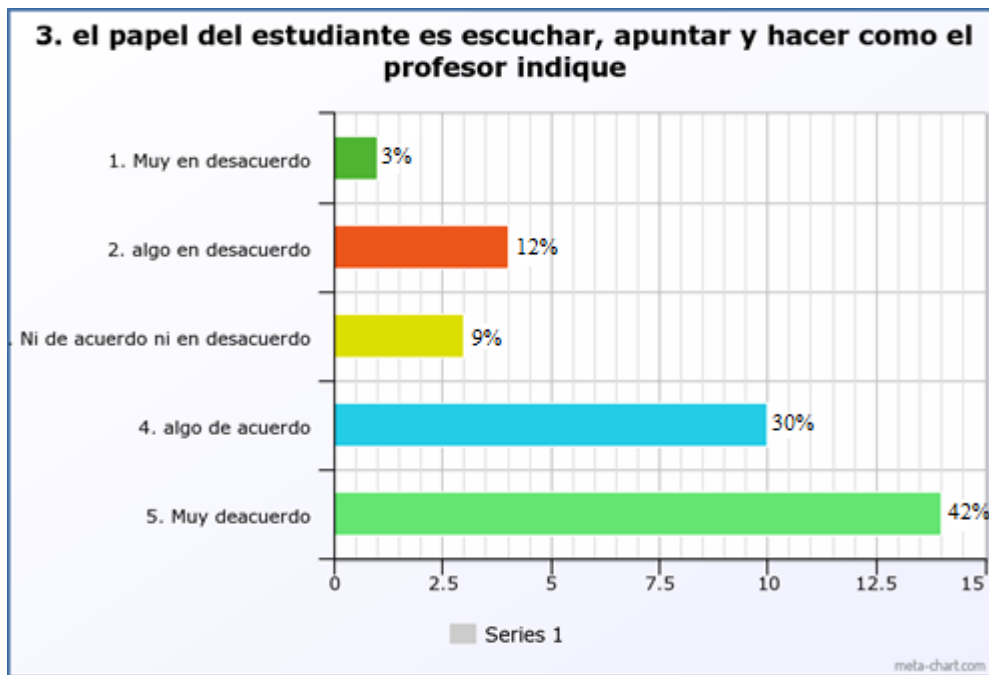
Figure 6. *Group learning*



Figures 4, 5, and 6 describe some aspects connected to the interaction of students among themselves and with the teacher. In general, they show good peer interaction as 39% of them manifest learning comes not only from the teacher but also from their classmates during classes. Nonetheless, figure 5 displays that only 24% of students are willing to ask the teacher for clarification and that 9 percent of them never do so. The percentage of students who might or

might not ask the teacher for information when something is not clear is around 42% of the class. Finally, figure 4 shows that 45% of students have a high disposition to apply corrections and suggestions made by the teacher during activities but, why is this number so low? 18% of the students apply the teacher suggestions from time to time.

Figure 7. *Role of the students in the classroom.*



Data from figure 7 shows a predominantly passive role of students in the classroom as 42% of them claim to agree with a more passive role in their participation thus not contributing to the development of classes on their own accord. This was corroborated in the observation process during the practicum as well.

Figure 8. *Beliefs of Students in Relation to Language Learning*

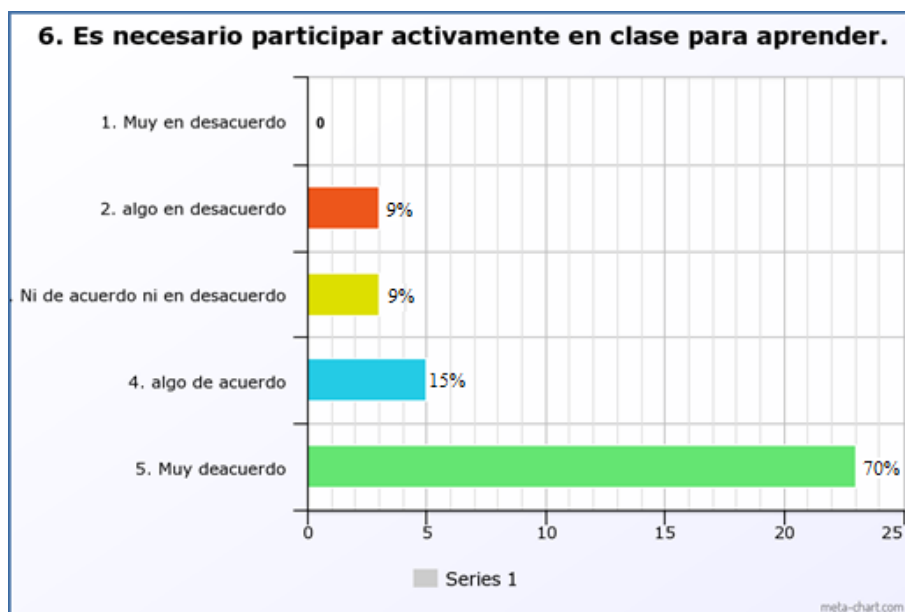


Figure 8 shows positive beliefs of students in relation to participation in class but, from the observation conducted in this group, it was evident that very few students were committed to engage in the activities on their own.

8. The learning environment (Described by the teacher)

Interview extract 3

Teacher Gómez provided a description of the facilities in which the students learn and spend most of their schooling time. He claimed that:

Aquí no hay, como te das cuenta los salones parecen una cárcel, ese ladrillo, la forma de distribución de aulas, los bloques, ese techo de Eternit bajo ya paredes descascaradas, sin ventiladores suficientes. Solo hay 2 proyectores, uso mi pc personal, aquí no nos dan copias ni pc; las copias van por parte del estudiante.

The environment in which learning takes place at the institution has problems of equipment, space and conditions as manifested by Gómez and this might influence the levels of motivation and disposition the students have to engage in activities and processes that among other things are not supported by TIC (Tecnologías de la Información y Comunicación).

Interview extract 4

As the reference model by Williams and Burden propose, the learning environment has a role in motivation. Teacher Gómez describes the learning situation as follows:

Pues, creo que falta inversión económica. Aquí estamos llevando a cabo el programa de bilingüismo, pero no hay un aula de bilingüismo, no hay los materiales para hacer como debería ser. Estamos muy lejos . . . cuando llegamos al campo, a los estudiantes ya hay una dificultad con el número de estudiantes, aquí teníamos 15 estudiantes hablando, el ruido y también los cursos de 38 y 40 estudiantes. Luego está la intensidad horaria. 3 horas de clase en inglés no te permiten verlo como una segunda lengua, siempre como una lengua extranjera.

These problems as manifested by the teacher turn his pedagogical practice into a constant battle for “doing what’s possible” but it does not guarantee his students the best learning environment. The teacher issues that the time allocated to the study of languages is not enough for the students.

Finally, when asked about materials, conditions of learning and the context Teacher Gómez adds some relevant information which connects with the *broader context* factor as introduced by Williams and Burdens in the reference model describing the local education system and the societal attitudes as well:

Interview extract 5

Si uno pide un libro que el estado no les haya donado, ellos [padres] van a secretaría de educación a decir que les están vulnerando la gratuidad de la educación. Eso es el no pagar el sueldo de los profesores y que el estado aporta. Pero la educación no es solamente responsabilidad del estado, también de la familia. En Bu es como un reinado

del terror la oficina esta de asuntos internos. Eso sonó como en la policía norteamericana. El padre de familia va y se queja sin ningún tipo de prueba o soporte y vienen acá a supervisar y regañarnos.

Teachers are constrained by the reality of education policy and the attitudes and beliefs of parents and there is no doubt (according to the teacher) it has an effect on the performance of students and the quality of education they receive.

Teacher Gómez issues, as a Teacher with more than 20 years of experience in the field, that the number of hours allocated by the institution that devoted to a foreign language are insufficient considering the context and the influence of other factors. In his words, the time allocated for language learning does not suffice the needs of students:

No lo es. La intensidad si se quiere dar un buen aprendizaje del inglés de gente que no está en un contexto donde se exponga a la lengua, debería verse a diario. Solo el aula les da el inglés. Que el inglés fuese transversal a otras áreas, ya que hay un problema que los profesores [Teachers from other areas such as arts, mathematics etc] están sufriendo. Ellos no se han preparado en inglés. La mayoría de los 22/77 no consideraba el inglés como algo fundamental en su desarrollo pedagógico.

The fact that English language is studied for limited periods of time in the classroom and that interdisciplinary strategies to cooperate among teachers in the institution seems to be non-existent, limits what teachers can do in favour of their students in the context.

In conclusion, the conditions of the learning environment, the role of English policy, the believes of the students about the learning process and the role of the teacher have an impact on motivation that needs to be further studied. Both students and the teacher had an opinion on their conditions which should be considered.

Conclusions of the analysis

The reason to learn a language or initiate a certain pattern of behavior, commit to it and succeed at it are different depending on the context, the situation of learners, the experience with the language and many other factors around the process. The categorization and superficial analysis of the data are clearly not enough to determine the levels of motivation in this group of learners but it allows to reflect on the importance of it as part of the learning process and to understand many of the limitations that students and teachers go through in many public schools around the country. Dörnyei (2014) state that “Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p.65) additional to this, pedagogical practices struggle as well as manifested by Gómez in his descriptions of the conditions of the school, classroom and policies. For this reason, taking time to reflect on the factors involved in the learning process of our students and recognize that more can be done to improve their learning situation in relation to providing better classrooms, more resources, equipment and professional development for teachers could make a great difference on their futures.

After classifying the data and observing the unspoken agreement among students and the class teacher in some aspects, the most significant findings were approached. First, we have the great deal of variation among ideas assumed by students about their learning situation and the role they and the teacher have in the classroom. It was also observed that the facilities of the institution as described by the teacher are not as good as they ideally should be; additionally, this analysis shed light on an ever-present problem of English language education at schools: students are not bilingual at the expected level after their education finishes as presented by Mejía (2017). His research presents the quantitative results of an extensive analysis on the Colombian policy for Bilingualism in public and private schools as reported by the ICFES test

results. In his words, “. . . the intermediate goals were not met. By 2014, only 6.7% of the high school graduates had achieved a B1 Threshold (pre-intermediate). The goal was 40%. In other words, only 16.8% of the target was reached” (p.70), which is a low achievement considering the expectation of the policy. Nonetheless, it is important to mention that a very significant number of those students reported by Mejía as achieving a good English level belong to the private sector where students are exposed to more hours of English per week and have more teaching and learning resources: “Analyzing results from all cities and school sectors at the same time, it is clear that more students from private schools achieved a B1 or B+ level.” (p.68). This difference rises questions around the resources and conditions separating those groups of students and their individual results. This data matches teacher Gómez’s opinions on facilities and number of hours taken by his students.

Reflecting on these situations (in spite of the limitation of the study) allows to conclude that, given the right conditions, learning could improve and become more effective for the students if their learning settings and individual motivation factors change in a positive way. Interventions, policy changes and institutional decisions have to be made in order to provide better conditions to those students. Finally, conducting a more in-depth study could bring very important results to the classroom and to the population of it since the different factors connected to their motivation levels might be clearly identified and thus worked-upon for their benefit.

The limitations of this short revision have to do with the impossibility of gathering further data once the classification model was chosen. Additional inquiry in relation to the factors in the motivation of those students could have enriched more the discussion and the conclusions. It is important to continue studying motivation in the classroom from a bottom-up approach in an attempt to make the learning of languages easier and more significant to our students since policy on its own could be insufficient.

Chapter 3: Assessment and conclusions from the experience

During 2019 and 2020, I had the opportunity and the privilege to take classes with the students of the master's program at UIS as part of my degree modality and to get to personally experience the endeavors of being part of that superior level of achievement from a professional perspective. Managing to do so, thanks to being allowed by the CAPP for my graduation project, granted me not only the admiration and respect of my peers, who are one level behind of me and for whom I am sort of paving the way in this experience but also, the responsibility of reporting back to them the details of the process since I will be the first student possibly to graduate from the program after the update of the curriculum which started back in 2015 under the instructions of the National Ministry of Education.

Unfortunately, by the time I finished the first subject back in 2019 and part of the second in 2020, the specificities for the composing of the final report of the experience had not been published. This limited to some extent my capacity to fulfil some of them such as the level of detail I was be able to provide in the *class by class* description of activities or the length of the piece itself. Hopefully, this will not happen to other students since they will know exactly what to expect from all the graduation project in this modality from the beginning and also because my experience will prevent any problems in their process.

Now, the experience itself was very amazing. Before this stage in the program I never envisioned myself as being part of the masters' program. In fact, I graduated from a public institution in a small town which had a very low language profile at the time; therefore, I struggled a lot during the first year of my university studies in pursuit of adapting to the changes

and the demands of the program. That is why graduating from UIS and having such a good output level brings joy and pride to my heart.

Let us talk briefly about the subjects. The first subject in the masters' program had a normal modality while the second subject adopted an online procedure that allowed us to keep working on our personal projects in spite of the pandemic without compromising the quality of the program or its objectives. Besides providing me with the necessary knowledge and experience to understand many of the theoretical aspects learnt in the undergraduate program in the different stages, they also gave me the opportunity to share notions and understandings of the profession with active teachers from the program. I consider that it is the perfect environment to interact and get the benefits from their experience as educators in the public and private sector. This is especially relevant for me since I am deeply interested in the public educative sector and, having the opportunity to be classmates with them, allowed me to debunk many misconceptions in different areas of application. Now, after having completed the graduation project modality, I feel a bit more prepared to face the challenge of learning and teaching a second language in Colombia using all I acquired not only in the undergraduate program but also what I learned from the masters' course. My first task will be carrying out a complete research on motivation wherever I get assigned to since I now understand in a clearer way how important and relevant it is for learning environments. My Graduation project intended to shed light on the topic of motivation and to produce new knowledge on the factors involved in the processes of my Practice I and II students; nonetheless, the impact of Covid-19 made things much more complicated forcing us to adopt an online teaching modality for half of the process.

I consider that the experience helped me gain the necessary responsibility for my future studies and also, for the understanding of the pedagogical strategies, methodologies resources and attitudes that can turn a good teacher into an excellent professional educator. My

expectations with the master's program are fulfilled. I consider that the level of demand, the contents of the subjects and the strategies used by the formidable professors in charge were perfect for us and for the purposes of the School of Languages and the future students interested in this Degree Modality and in the masters' course as well. The activities we carried out as a group intended not only to provide a quantitative description of our efforts but to help us research, propose, debate and built new knowledge around each one of our projects which is the essence of the pedagogical journey of a life time. This capacity to quickly adapt to the changing realities proved that the program has what it needs to stay relevant pertinent to the students in time to come.

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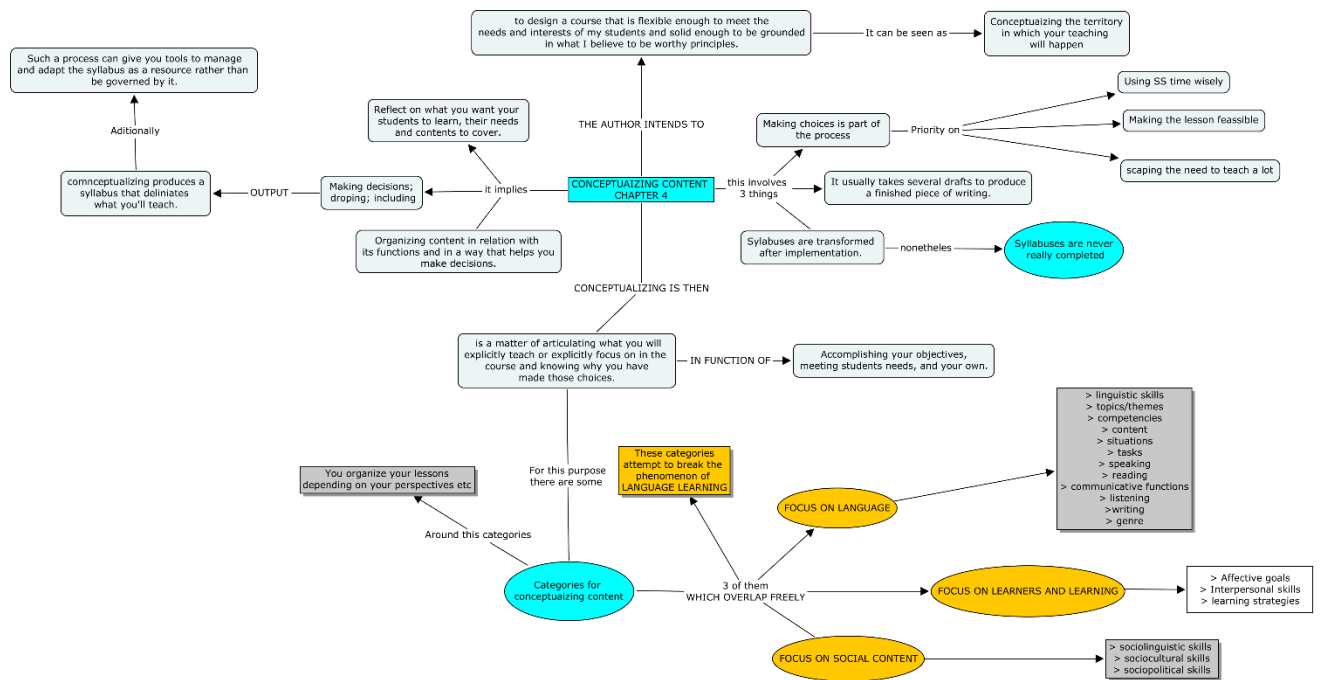
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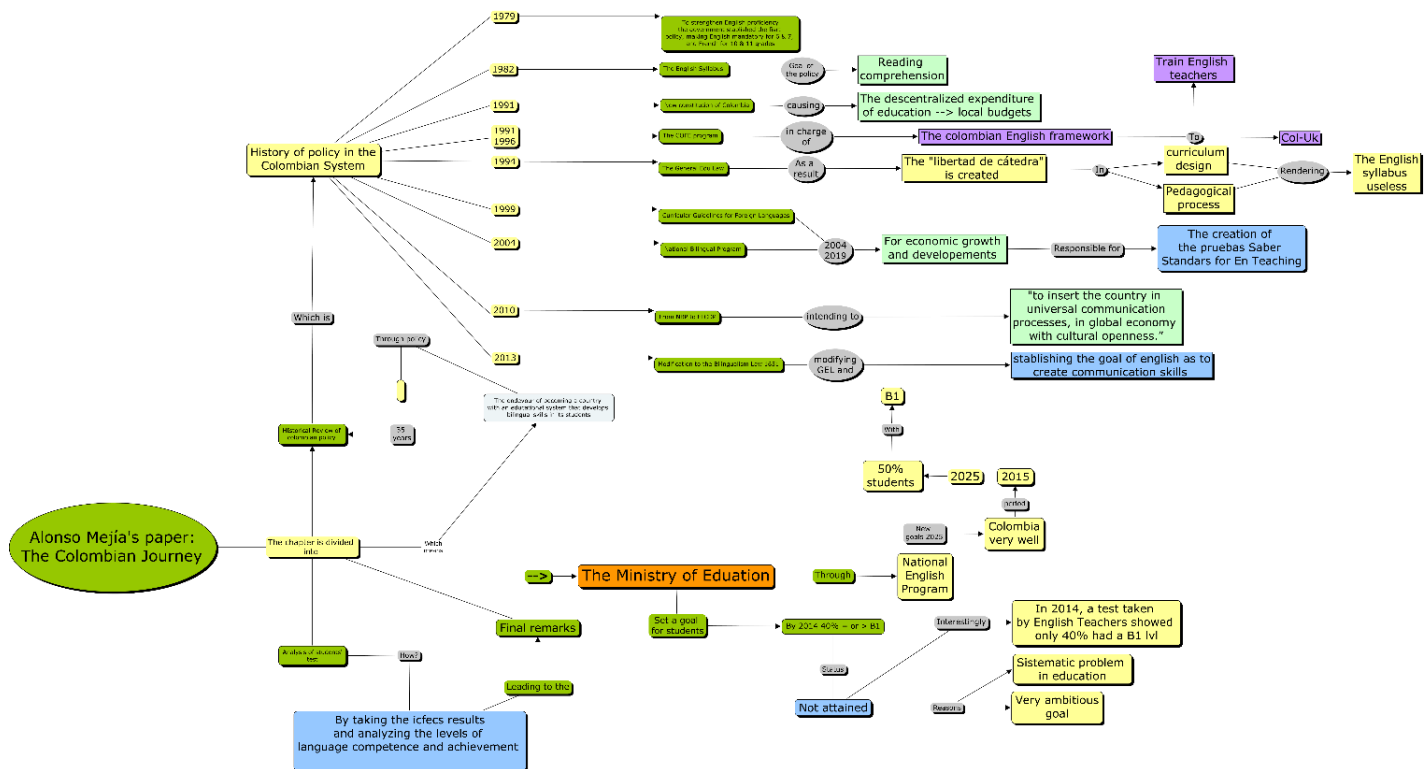
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Appendix

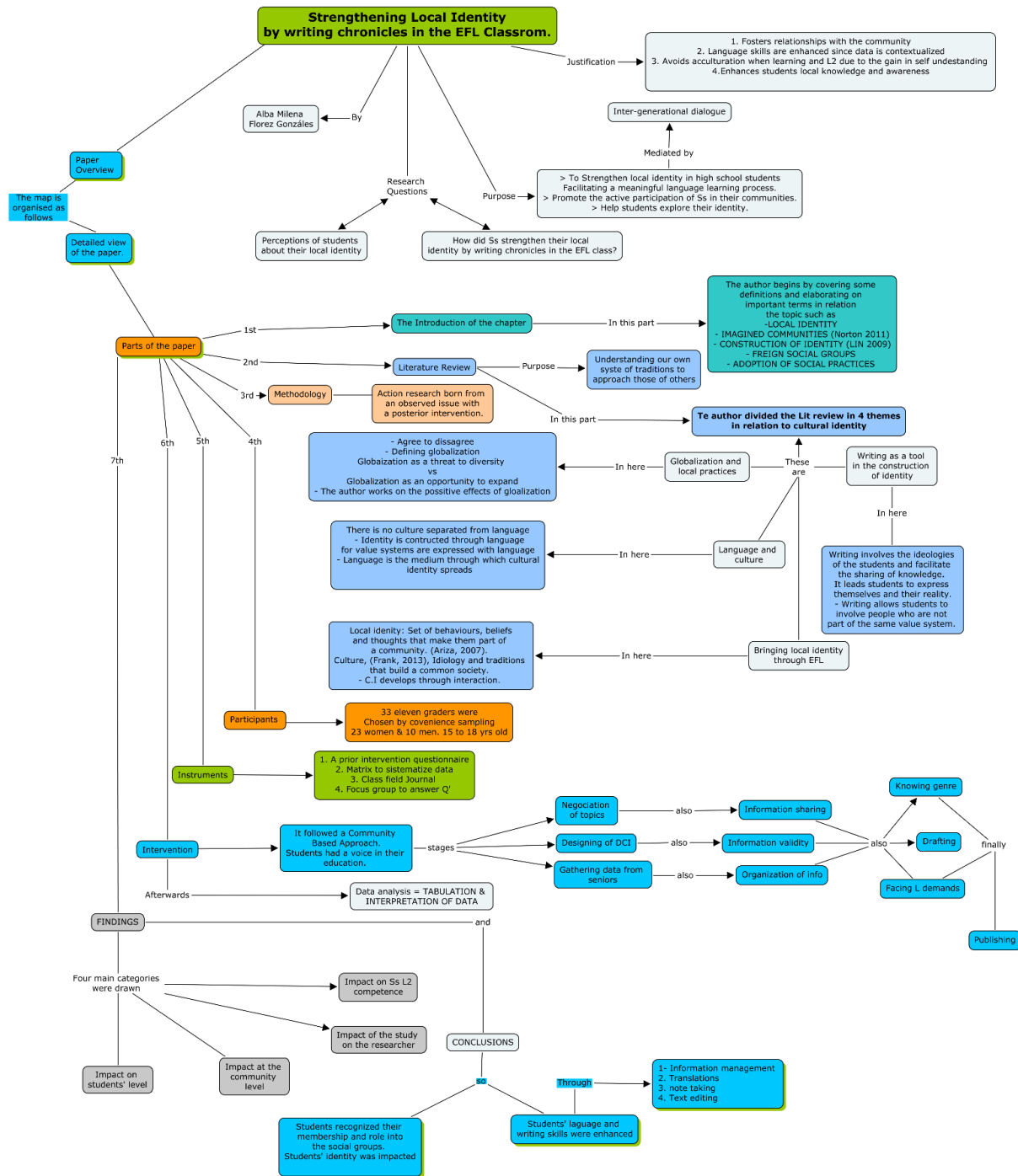
Appendix A. Conceptualizing content in the English Classroom



Appendix B. History of Policy in the Colombian System



Appendix C. Strengthening local Identity in the English Classroom.



Florez, A. (2018). Strengthening Local Identity by Writing Chronicles in the EFL classroom. *Colom. Appl- Linguistic. J.*, 20(2), pp. 195-208.