



Facultad de Humanidades

Escuela de Postgrado

Magister en Lingüística Aplicada

**MOTIVATION AND ITS EFFECTS ON THE PROCESS OF LEARNING ENGLISH AS A
FOREIGN LANGUAGE IN THE CONTEXT OF ADULT EDUCATION: AN
EXPLANATORY SEQUENTIAL RESEARCH IN ADULT EDUCATION IN QUILLOTA.**

Tesis para optar al grado en Magister en Lingüística mención en Lingüística Aplicada a
la Enseñanza de Idiomas.

Matías Alberto Maturana Araya

Director de tesis: Mg. Luis Gilberto Vera Vera

Valparaíso, 2022.

Dedicated to Ángela...

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ABSTRACT

One of the determining factors in the success in the language learning process is motivation. Motivation is responsible for the decisions of individuals to engage in a specific activity, the amount of time and effort they are willing to invest, and the resolution to persist on it (Dornyei, 2014). This research uses an explanatory-sequential approach to determine the factors that motivate students, and to estimate the effect of motivation on the EFL proficiency of learners from Instituto de Jóvenes y Adultos Aconcagua (IDEAC), La Calera, in the process of learning English as a foreign language, in the context of education for adults and young people (EAYP). For this purpose, the researcher applied motivational surveys, proficiency tests, and an instrument based on the L2 motivational Self System (L2MSS) theory by Dornyei (2005, 2014). The results of the study allowed the researcher to conclude that the factors of motivation for EAYP learners in the process of learning English as a foreign language include their *personal interest in the target language and culture, enhancing job and academic possibilities, perception of progress, and encouragement from the teacher and classmates*. Furthermore, the L2MSS based instrument demonstrated to have a positive effect on the level of motivation of EAYP learners; At the same time, motivation increase aligned with an improvement in the proficiency of learners.

INTRODUCTION

The purpose of this research is to identify and analyze the factors that motivate adult students in the process of learning English as a foreign language in the context of adult education of learners from Instituto de Educación para Jóvenes y Adultos Aconcagua, la Calera. This, along with the design of a methodological proposal in order to increase the motivation and attitudinal features of the learners so as to enhance their proficiency.

In the last two decades, the Chilean government, through the Ministry of Education, has carried out determined policies to promote and increase the learning of English as foreign language quantitatively and qualitatively.

In 2004, the ministry of education created the Program English Opens Doors (Inglés Abre Puertas), whose purpose was “to improve the English level that students from 5th grade to 12th grade can reach, through the definition of national standards for English learning, of a strategy for teachers’ professional development and the contribution of English teachers in the classroom” (MINEDUC,2016).

Five years later, the Ministry of Education implemented the English SIMCE. This test measures the level of knowledge and abilities of students from school throughout the country and was applied for the first time in 2010 to the students of eleventh grade. (MINEDUC, 2010). This test, up to when this work is written, has not been used with adult students. Unlike regular schools, adults are not assessed in standard tests, such as the SIMCE. The only standardized test they choose to take is the PAES (Prueba de Admisión en la Educación Superior), an entrance test to apply to study in public universities. For other institutions, such as, institutes, technical schools, etc. they simply need their final certification of having completed their secondary education.

In 2014, the National English Strategy 2014 – 2030 was published. The general purpose of it was “to strengthen the proficiencies of the Chilean population in

the English language, in order to accelerate the integration of Chile into a global world, and therefore, improve our competitiveness.” (MINEDUC, 2014)

These plans and projects are aimed to improve the level of English spoken and used in Chile. However, are these policies reflecting on the proficiency of the students and general population? Are students reaching the level of proficiency expected once they finish school? Is motivation related to this level of proficiency? Which are the motivational factors involved in the process of learning English as a foreign language?

Before delving into the EFL motivational aspects of Chilean students, we need to say a few things about the special characteristics of adult education in the country. All subjects must be covered in less time than regular classes for teenagers. English is not the exception. The EFL that is taught in a regular secondary school has four years; that is, eight semesters. In adult schools, this is reduced to two years or 4 semesters. Teachers might think that they have less time to teach and cover what the MINEDUC states. In fact, the MINEDUC takes this into consideration and in its prospects, it points out that adult students have less time, and the units and objectives are different and shorter than regular schools. The EFL curriculum focuses on prioritizing the most general contents of the subject. However, it is hard to compare a 30-year-old adult with a 16-year-old school teen in terms of effective strategies of motivation. We hypothesize that it can be easier to motivate adults who are struggling hard to complete their education and be able to continue further studies or be able to apply for a better job. If we concentrate on aspects and principles of motivational strategies, we can be able to teach EFL to adults more effectively, in spite of the fact that classes are fewer, and the contents and objectives vary.

This research is aimed at identifying the motivating factors affecting the process of learning English as a foreign language from students of secondary level in the context of young and adult education from Instituto de Educación para Jóvenes y Adultos Aconcagua, in the city of Quillota, Valparaíso region.

CHAPTER 1: STUDY PROPOSAL AND JUSTIFICATION

1.1. Problem contextualization

At school level, in Chile, English is mandatory from 5th grade. From preschool until 4th grade, the Ministry of Education published proposals in 2013, to promote the earlier approach of the students to the language (Curriculum Nacional). In the case of 5th and 6th grade in 2011, a governmental decree established 3 hours of English per week for these levels, the same amount that seventh and eighth graders have. From 2016 the mandatory number of hours for ninth and tenth grades is 4 per week, the highest number of hours in the full educational process, since the mandatory hours for the last years of school education are 3 per week again (Decreto 1264, 2016).

The curricular basis on which the English programs of the ministry are developed, are in line with the Common European Framework (CEFR). Considering the amount of hours, students at the end of eighth grade are expected to achieve the level A2, while the B1 level is desirable for students once they finish twelfth grade (Curriculum Nacional).

In relation to the B1 level, the CEFR establishes the following abilities: *“can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.”*

Based on the previously mentioned it is worth asking, is the Chilean educational system achieving the expectations that it proposed itself in an important social group as adults? The data provided by the entity Agencia de Educación, related to the results of the National English Research of 2017, which focuses on the SIMCE results demonstrated that Chilean students of eleventh grade obtained an average score of 51 out of 100

points. The research indicated that the 32 percent of the students tested reached the basic and intermediate levels which are fixed as the A2 and B1 level in concordance to the CEFR (Agencia de Calidad de la Educación).

The results of the English Proficiency Index (EPI) 2021 show that Chile demonstrated a considerable decrease compared to the results obtained in previous years, ranking 47th worldwide out of a total of 112 countries. At the Latin American level, Chile ranks seventh after Argentina, Bolivia, Cuba, Costa Rica, the Dominican Republic and Paraguay (EF, 2021).

Despite the efforts made through the various national policies mentioned before, data reflects a poor performance in the language visualized from the very educational context. However, we do not have any type of access to the proficiency gained by adult students in English in the national system.

Does this mean that when we teach EFL to adults we are in darkness? All that is stated in the MINEDUC in relation to EFL refers to regular schools and students. MINEDUC has a site for EYAP students, but the problem is that it only states the contents, objectives, and units. What would happen if adult students were given a standardized test, such as the English SIMCE? We just do not know, and there is no reported or documented research on this topic. This situation involves that adult students might consider English just like another class and a means to get the high school certificate. We think that the solution to this is simply to work hard on motivational aspects that lead adult students to appreciate EFL as an important skill to acquire for their future life. Whatever they want to study further, they will need a basic or preliminary level of English. We can say that the most that we can expect of adult students is to reach a level of A1 or A2 at the maximum.

1.2. Problem Statement

How can we get adult students to learn EFL more effectively?

Among the many factors involved in the process of learning English as a second or foreign language, works on the area of pedagogical studies give motivation a central position in the process, such as the works of Gass & Selinker (2008), and Brown (2007). According to Dornyei (2014), motivation shapes the trajectory and intensity of human behavior, the selection of a certain behavior, the determination with it, and the effort spent. Motivation is responsible for the decisions of humans to do something, the amount of time they are going to sustain an activity and the resolution to pursue it.

This research intends to find the factors that motivate students from Instituto de Jóvenes y Adultos Aconcagua, in the process of learning English as a foreign language in EAYP context. On the other hand, the study seeks to estimate the effect of motivation in EFL proficiency in students from Instituto de Jóvenes y Adultos Aconcagua, in the process of learning English as a foreign language in EAYP context.

1.3 General and specific objectives

1.3.1 General objectives

1. To analyze the factors that motivates students from Instituto de Jóvenes y Adultos Aconcagua, in the process of learning English as a foreign language in EAYP context.
2. To estimate the effectiveness of motivation in EFL proficiency in students from Instituto de Jóvenes y Adultos Aconcagua, in the process of learning English as a foreign language in EAYP context.

1.3.2 Specific objectives

- a. To determine the level of motivation of students.
- b. To determine the level of proficiency of students
- c. To apply a pedagogical proposal to increase motivation.

- d. To examine the effect of the pedagogical proposal
- e. To compare the level of motivation of students with the initial results
- f. To compare the level of proficiency of students with the initial results.

1.4 Statement of purpose

The purpose of this research is to determine the factors that motivates adult students, and to estimate the effect of motivation in the EFL proficiency of learners from Beatita Benavides, Portal Araucaria, Manuela Figuera, and Los Almendros campuses of Instituto de Jóvenes y Adultos Aconcagua, in the EFL process in EAYP context.

1.5 Study delimitation

This work is delimited within the field of applied linguistics. Applied linguistics is defined as the area of study that focuses on the practical application of language theories and research to real-life problems, particularly in the areas of language teaching, language learning, and language use (Schmitt & Celce-Murcia, 2002, p. 1); Applied linguistics includes and cooperates with a variety of disciplines, including linguistics, psychology, sociology, anthropology, education, and computer science, among others. Its main purpose is to understand the language phenomena, improve communication across languages and cultures, and facilitate language learning and use in different contexts. This study is centered on Second Language Acquisition (SLA), English as a foreign language (EFL), and motivation, from the perspective of L2 Motivational Self system (Dornyei, 2005).

The purpose of this research is to study the factors that influence motivation in learning English as a foreign language, and the effect of motivation in the EFL proficiency, in the context of education for adults in a IDEAC institute from the city of Quillota, Valparaíso. The Instituto de Jóvenes y Adultos Aconcagua la Calera, was inaugurated in 2015 with the purpose of providing an alternative to people who could not finish their high school education. Its central campus is located in Calera, however, it also operates in

neighborhood committees so that people who do not have access to the central campus or does not have mobilization can receive education too; these neighborhoods currently include twenty five different groups, distributed in Quillota, San Felipe, Putaendo, Viña del Mar, Concon and Llay-Llay. The groups included in this research are Beatita Benavides, Portal Araucaria, Manuela Figuera, and Los Almendros, all located in Quillota, Valparaíso region.

The students that will participate in this research study English as a foreign language EFL, that refers to the learning of English where it is not the primary language. Brown (2007) defines EFL learning as learning English in one's native culture with few immediate opportunities to use the language within the environment of the culture. On the other hand, it is worth to mention that most of the learners have not had access to regular education in a significant number of years, some of them never studied English as a foreign language at school, and their context does not promote the learning of a second language since it is not needed in their immediate environment. The group of participants includes farm workers, construction workers, housewives, elderly people, independent merchants.

The research corresponds to an explanatory sequential mixed-methods design. According to Creswell (2003) an explanatory sequential mixed-methods design implies the collection and analysis of quantitative data first, followed by the collection and analysis of qualitative data with the purpose of explaining or developing the quantitative results. Greene, Caracelli, and Graham (1989), mention that a mixed-methods approach provides a more complete understanding of complex phenomena such as learning, by incorporating both quantitative and qualitative data. In this research, the quantitative data would provide insights on the level of proficiency of the learners and will also be used when analyzing the level of motivation; while the qualitative data would provide a deeper understanding of the factors that motivate adult learners to learn English as a foreign language in the context of adult education.

Instituto de Jóvenes y Adultos Aconcagua. IDEAC operates in a central campus in the city of La Calera, Valparaíso region, but it also works in neighborhoods of the region, where all the neighbors of a specific village that are interested or in need of finishing their secondary education, have the opportunity of enrolling in the courses, and attend these lessons just as any student in the country.

In the city of Quillota there are six neighborhoods in which these courses are developed. This study is going to focus on four of them: Beatita Benavides, Portal Araucaria, Manuela Figuera, and Los Almendros. The classes are composed of people of varied ages that go from 19 years old until 70 years old, varied jobs and nationalities including Chilean, Venezuelan, and Haitian.

The data will be collected through a questionnaire designed to measure the level of motivation of learners. On the other hand, a test will be designed to test A1 level of proficiency according to the CEFRL, both to be applied at the beginning and at the end of the study.

1.6 Research Questions

- a. What are the factors that motivate students in the process of learning English as a foreign language in the context of adult education for the students of IDEAC institute in the city of Quillota?
- b. What is the level of proficiency of students learning English as a foreign language in the context of adult education in IDEAC institute in the city of Quillota?
- c. How does the application of an instrument based on the L2SSM model influence the motivation of students in the process of learning English as a foreign language in the context of adult education in IDEAC institute in the city of Quillota?

- d. Does increase in motivation levels translate into improvement on the level of proficiency of learners?

1.7 Hypothesis

- a. Adult students' motivation in the process of learning English translates into an improvement in the level of proficiency of learners.
- b. The application of an L2MSS based instrument increases the level of motivation in adult EFL learners.

1.8 Thesis organization

The present study is organized in five chapters. Chapter one contains the research's delimitations, purposes of the study, objectives, and hypotheses. Chapter two presents the theoretical framework upon which the research is carried out, it includes theories and models that support the work. In chapter three the readers will find the description of the research instruments, data collection and methodology followed. Chapter four includes the analysis of data results, including the proficiency test and motivation questionnaire before and after the application of the theory-based activity; In this chapter the reader will also find the discussion and development researching questions and hypotheses presented based on the results. Finally, the last chapter concludes the research and proposes future projections of the studied area.

CHAPTER 2 THEORETICAL FRAMEWORK

2.1 Motivating Adult Students to Learn EFL

This work focuses on motivation in EFL learners in the context of Education for Adults and Young People, EAYP (EPJA in Spanish).

Adult education in the context of this research, refers to those programs aimed at developing minimal skills and context that were interrupted by school desertion in a moment of the life of an adult individual (Sarrete, 1997). These learners are individuals who left the formal education system before finishing their primary or secondary level, and who, for different reasons, have decided to retake it. In this sense, EAYP students have unique requirements in relation to their learning process, but also they have possibilities and skills that must be taken into consideration in their educational experience.

Espinoza et al (2014) affirms that in adults, no education or interrupted education are sensitive topics for individuals, which are perceived in terms of personal failure and related to situations of vulnerability, such as lower incomes. On the other hand, engaging in programs for education completion is viewed as a means to mitigate factors of exclusion, have more possibilities, acquire laboral competencies, at the same time, it enhances self-esteem and self-perception. The group of learners that compose EAYP programs are of different ages, occupations, socioeconomic backgrounds, and educational previous experiences.

In Chile, there are three modalities for educational regularization, these are regular, flexible, and one denominated school reinsertion projects. Out of these three, regular modality, which requires regular attendance of learners, encompasses the biggest number of students (MINEDUC, 2012)

In relation to the levels in which the EAYP programs are developed, these include the completion of middle and high school education in less time than the traditional educational system (three years for primary, two years for secondary). For this reason, the programs are formed only by fundamental subjects, and in some institutions, learners are offered technical education degrees.

The objectives of the English as a foreign language subject for EAYP in Chile, are focused on the development of communicative abilities that permit learners to interact in familiar contexts and work environments, in oral and written form. Furthermore, these goals intend that students acquire knowledge about English language culture and develop intercultural awareness (MINEDUC, 2016).

The Chilean curricular program for English as a foreign language in EAYP, covers the first and second level of secondary education (from ninth to twelfth grade in regular education), and seeks to broaden the learners' possibilities of personal, social, and laboral development, contributing to the development of the country. In terms of skills' development, the program includes the four linguistics skills: reading, writing, speaking and listening, offering special emphasis to reading comprehension, considered a key element to enlarge knowledge and enhance personal capabilities to ensure an efficient participation in the society (MINEDUC 2023). It also establishes the use of pedagogical strategies that allow the active role of learners in the learning process and encourages the inclusion of digital resources that support autonomous learning in students (MINEDUC, 2016).

In this regard, Eyring (2014) makes some distinctions between young and adult EFL learners, affirming that the latter have some advantages and disadvantages in the process.

Among the disadvantages of adult learners it can be identified difficulties acquiring the sound system of English and aural skills (Harley & Wang, 1997). Furthermore, older learners are more likely to suffer illnesses associated with aging, such as heart conditions, diabetes, arthritis, hearing, and eyesight problems; situations that can interfere with the continuity of the student in the program, undermining the learning process.

Some of the advantages of adult learners are that they are cognitively mature, which means that life and school experience help them to understand both, context, and rules of language learning, better than younger learners (Larsen- Freeman & Lang (1991).

Eyring explains also that adult learners have focused career paths, which translates into them learning best when they consider the contents or skills, they are acquiring to have a clear importance for them and their future goals (2014).

Considering this varied group and what has been described previously, this research intends to find the factors that motivate students from Instituto de Jóvenes y Adultos Aconcagua, in the process of learning English as a foreign language in EAYP context. On the other hand, the study seeks to estimate the effect of motivation in EFL proficiency in students from Instituto de Jóvenes y Adultos Aconcagua, in the process of learning English as a foreign language in EAYP context.

Although motivation is a commonly used term, the meaning of the concept comprises such a wide range, that it is difficult to determine if people are talking about the same thing when they use it. Dornyei (2014) claims that there is one thing that researchers who have tried to define the term agree on about motivation, and that is that it seeks to find the reason behind people's behavior. Dorney explains that motivation is in constant interaction with cognition and emotions, being the hardware of the human mind, a highly integrated neural network, as explored in classic expectancy value theories, the evaluation of a task and its consequences is primary a cognitive function; on the other hand, emotions such as joy, anger, fear, and happiness direct our behavior Dornyei (2014).

There are varied perspectives and authors that have provided models exploring human motivation. Maslow's Hierarchy of Needs model, intends to explain the motivation phenomena based on a scale of needs (or stages) that must be satisfied in some degree, in order for motivation to trigger in human behavior, that is to say, lower order needs must be satisfied before scaling to the next set of needs to emerge, even when

the previous one had not been fully satisfied. Maslow (1945) proposes a five stages model, where the first four are denominated *deficiency needs* (D-needs), that include physiological needs, safety and security, love and belonging, and self esteem. The highest level is referred to as *being needs* (B-needs), and include self actualization requirements, such as realizing personal potential, personal growth and gaining experience (Maslow, 1987). This model was updated to include *cognitive* and *aesthetic* needs, and *transcendence* needs (Maslow, 1970).

Locke and Latham (2002) proposed a goal-oriented approach to motivation denominated Goal Setting Theory. According to this framework, goal setting is essentially linked to motivation and task performance. The theory suggests that goals serve as a cognitive roadmap for individuals, helping them to prioritize their efforts, and focus their attention on the most important tasks. When individuals are committed to their goals and believe they can achieve them, they are more likely to perform behaviors and develop strategies to achieve success. In addition to the importance of goal specificity and challenge, Locke and Latham (2007) also emphasize the role of feedback in the goal setting process. Feedback can provide individuals with information about their progress towards their goals, help them to adjust their strategies if necessary, and increase their motivation to continue working on the established purpose. Despite the applications and implications that this theory has across a range of context and fields, it has also been criticized for neglecting the role of other important motivational factors, such as social and emotional factors.

Self-Efficacy Theory by Bandura (1977) explores how individuals perceive their ability to perform specific tasks and the impact of such perceptions on their motivation, behavior, and achievement. According to this theory, self-efficacy is the belief in one's own ability to successfully execute behaviors necessary to produce a desired outcome.

Self-efficacy beliefs are developed and strengthened through four main sources of information: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. Mastery experiences refer to the direct experience

of successful completion of a task or similar tasks, which serves as the most influential source of self-efficacy information. Vicarious experiences involve observing others perform similar tasks, and social persuasion involves receiving positive feedback or encouragement from others. Finally, physiological and emotional states refer to the physical and emotional feedback individuals receive during task performance (Bandura, 1997).

The impact of self-efficacy beliefs on motivation and behavior is significant. Individuals with high self-efficacy beliefs tend to engage in behaviors, activities or habits that help them to achieve their goals, persevere through difficulties, and recover from setbacks. In contrast, those with low self-efficacy beliefs are more likely to avoid challenges and perceive tasks as difficult, which can hinder their motivation and performance.

Self-determination theory (SDT) seeks to explain the motivation and behavior of individuals (Deci & Ryan, 2008). It proposes that humans have three innate psychological needs, these are autonomy, competence, and relatedness (Ryan & Deci, 2020). Autonomy involves the feeling of control of one's own life and decisions; competence involves one's perception as capable and effective in achieving goals, and relatedness involves feeling connected to others and to belong.

SDT also explains that there are two major types of motivation. Intrinsic motivation is characterized by engagement in an activity for its own sake, because it is interesting, enjoyable, or personally meaningful (Ryan & Deci, 2020). Extrinsic motivation, on the other hand, refers to behavior that is moved by external factors, such as rewards or punishments. SDT also makes a distinction between types of extrinsic motivation, ranging from more self-determined to more controlled.

Within the extrinsic motivation sphere, Ryan & Deci (2020) recognize what they denominate regulations. *Identified regulation* involves engaging in an activity because it aligns with one's personal values or goals; on the other hand, *External regulation* involves behavior that is solely motivated by external rewards or punishments.

Research has demonstrated that the application of strategies for promoting autonomy, competence, and relatedness can enhance intrinsic motivation and well-being, while controlling or undermining these needs can reduce motivation. (Vansteenkiste, Ryan, & Soenens, 2021).

Another theoretical construct proposed to explain motivation is the Possible Selves Theory. This framework suggests that individuals are motivated by their hopes and fears about the various possible selves they could become in the future (Markus & Nurius, 1986). These possible selves may be *ideal* selves that individuals aspire to become, or *feared* selves that they expect to avoid.

The theory suggests that these possible selves can motivate individuals to pursue specific goals in order to achieve or avoid a possible self. Furthermore, individuals compare their current selves with their possible selves and evaluate the distance between them. When this distance is large, individuals may feel motivated to close the gap and become more like their desired future selves.

Possible selves' theory has been applied to a range of domains, including academic achievement, health behavior, and career development (Oyserman & Markus, 1990). For example, a research found that when students are encouraged to envision a positive academic future self, they work consistently and are likely to maintain motivation in academic habits that align with that possible self, such as studying and attending class (Aronson, Fried, & Good, 2002).

2.2 SLA Motivation Models

2.2.1 Process oriented model

Process-oriented models in language learning emphasize the role of learners' cognitive and affective processes in language learning. One of these is the process-oriented

model proposed by Dörnyei and Otto (1998). In this model motivational influences of L2 learning are organized as a sequence of actional events within a chain of initiating and enacting motivating conducts in a progression composed by a goal - intention - action - accomplishment of goal - evaluation. Dörnyei and Ottó section this process into three phases: *the preactional phase*, which corresponds to 'choice motivation' leading to the selection of the goal or task to be pursued; *the actional phase*, that refers to 'executive motivation' in charge of energizing action while it is being carried out; and the *post-actional phase*, which involves critical retrospection either after action has been completed, or interrupted for a short period of time.

According to Dörnyei and Otto's model, the three phases are characterized by different groups of motives, and when a person has immersed him/herself in a task, the motivational focus shifts from deliberation and decision-making to implementation. The implementation-related motives assume an expanded action chain described in three basic processes, which are: the generation of subtask and short-term goals; a process to assess the learning environment and to monitor progress towards the goal; and the application of strategies to increase, protect and support motivation and progress.

The process-oriented model suggests that learners are active agents in their learning process and that teachers should facilitate learners' metacognitive and affective processes. For example, teachers can help learners set goals, monitor their progress, and regulate their emotions during language learning activities. On the other hand, It emphasizes the importance of creating a supportive learning environment that promotes language learning; this includes creating a positive classroom atmosphere, providing clear instructions, and using authentic materials that are relevant to learners' interests and experiences. Finally, it suggests that language learning tasks should be designed to promote the development of learners' cognitive and affective processes. For example, tasks should provide opportunities for learners to process and store new language input, produce language output, and engage in social interactions with their peers and teacher.

2.2.2 Goal setting theory by Locke

Goal setting theory is a motivational framework that proposes that people are motivated to perform better when they set specific, challenging goals for themselves (Locke & Latham, 2002). It comprises four key components: goal specificity, goal difficulty, goal acceptance, and feedback.

Goal specificity refers to a goal that is clear and unambiguous, providing a clear direction for action. Difficulty implies that the goal should be difficult enough to motivate but not so as to discourage effort. Goal acceptance refers to the degree to which an individual is committed to achieving it and is willing to invest the necessary effort to achieve it. Finally, feedback alludes to the information or commentaries that someone receives about their progress toward the goal, which can be used to adjust strategies and increase motivation.

Setting specific and challenging goals is crucial in this model, since they provide a sense of purpose and meaning for the task. Additionally, challenging goals can motivate individuals to develop new skills and strategies to meet the demands of the task.

The Goal Setting theory suggests that goal acceptance is critical for achieving success. When individuals are committed to a goal, it is more possible that they invest and persist when facing obstacles. In relation to feedback, it should be timely, specific, and relevant to the goal, and should be provided in a supportive and non-threatening manner.

2.2.3 Goal orientation theory

The importance of Goal Orientation Theory lies in the fact that it was developed in a classroom context, with the purpose of explaining children's learning and performance (Dörnyei, 2001).

According to Goal Orientation Theory, the performance of an individual is related to the agreed goals. It establishes distinction between two types of goal orientation (Ames & Archer, 1988; Ames, 1992): *performance and mastery orientations*. Learners who possess the first kind of orientation are concerned with looking good and capable, those possessing the second type are focused on enhancing their knowledge and being competent. Dweck (1985) in Williams & Burden (1997) proposes a simpler distinction, an individual with *performance goals* pursues looking smart, while that with *learning goals* focuses on becoming smarter.

2.2.4 Attribution Theory

Attribution theory links individual success to previous experiences through the establishment of causal relationships. This theory focuses on how experiences are perceived by individuals (Williams & Burden, 1997). It proposes that the motivational disposition of the learners is shaped by the reasons attributed to past successes or failures (Dörnyei, 2001).

Learners attribute their success or failure to several factors such as effort, ability, level of difficulty in tasks, personal background, among others; these reasons could fit in the internal and external dichotomy depending on the learners' perception of the cause of their actions, whether these are attributed to others or themselves. This is relevant since learners that attribute their performance to variables, they do not control would partially or completely demotivate; on the other hand if the variables that affect their behavior can be controlled by them, there are higher possibilities to increase motivation (Dörnyei, 2005).

2.3 L2 Motivational Self System Model

Rooted in the psychological concept of possible selves proposed by Markus and Nurius (1986), Dörnyei proposes a model of L2 motivation under the term of L2 Motivational Self System (2005).

In Markus and Nurius' framework, the self-concept comprises the individuals' ideas of what they might become and what they are afraid of becoming. In this dichotomy, the ideal self represents the features that someone would like to have, this self-vivid image acts as a future self-guide, with significant motivational potential. The ought self refers to the attributes that the person considers he or she ought to possess in relation to social and personal obligations (Dornyei, 2014).

In the model applied to language learning proposed by Dornyei, he includes three components. First, the ideal L2 self, that frames the L2 specific aspect of the learner's ideal self. If the ideal self of an individual includes someone that speaks an L2, this vision turns into a powerful motivational drive for the learner (Dornyei, 2005).

The ought L2 self involves the characteristics that the learners believe he or she must possess in order to avoid drawbacks or outcomes that undermine the ideal self development. It is highly shaped by the sense of duty and responsibility that the person feels in relation to his or her social environment.

A third element in this model is the L2 learning experience. It refers to the learner's specific situational related motives, that include the immediate learning context and experience, characteristics of a course, locations, classmates, instructor, and similar.

In further development of the model, Dorney points out nine conditions under which vision can be configured into a motivational drive (Dorney, 2014). The first condition is that the learner must actually have a desire future image; Another condition is the future self of an individual must be sufficiently different from the current self, or the contrary there will not be a feeling of necessity for any effort; Also, the future self-image of the learner must be elaborate and vivid in order to evoke the motivational response. Even when one of the conditions is that the future self of the person must be sufficiently different from the actual self, this future self-image should be considered plausible, realistic, along with a sense of controllability, where actions performed by the individual

can make an actual difference. Another condition is that the person must be certain that the future self requires from him or her a considerable amount of effort, and that it will not happen automatically. Additionally, the learner's social environment, such as family and peers, must be in harmony or not to be discordant with the future self-image, otherwise incongruencies between these two elements would result counterproductive. It is also a condition that the future self-image must be instructed and encouraged frequently and in a variety of ways to be relevant in behavior. The two last conditions are: that the future self-image must be accompanied by strategies that are relevant for the goal and that act as a road map towards it, and finally, that there must be a vivid image of the negative consequences of failing or a feared self.

Dornyei presents a layout to develop a desirable future self in L2 learners that configures on effective motivational strategies focused on the learners that includes six components:

- a. *Creating the vision*, that involves the process of raising awareness, and guiding the learner in the selection of aspirations, dreams and desires they might already have, and at the same time, presenting vivid role models that illustrate possible future selves.
- b. *Strengthening the vision*, the desired self-image might not be vivid enough, or sufficiently elaborated, so it is necessary to enhance and guide imagery to promote and strengthen the ideal L2 self-images of the learners.
- c. *Substantiating the vision*, to be successful, a vision must result from a combination of imagination and reality, for this reason, the process needs to be contrasted with realistic expectations and reality checks, at the same time that potential obstacles must be considered throughout the process.

- d. *Operationalizing the vision.* The future self-guides must rely not only on imagery, but also a collection of plans and learning strategies, which makes language teaching methodology highly relevant in this model.
- e. Learners need to be reminded of their vision through classroom activities so to keep the enthusiasm and make the less enthusiastic learners think about the future-self, that is conceptualized by Dornyei as *keeping the vision alive*.
- f. *Counterbalancing the vision.* In the same way that an individual does something because they want to, they carry out or engage in actions and activities because not doing it would translate into negative or undesired outcomes. The counterbalancing factor means to remind the learners of the disadvantages of not pursuing the goal and future self, at the same time, to call attention to the responsibilities and obligations they committed themselves to.

Another element of the L2MSS framework is the learning experience. In this level Dornyei makes a distinction between motivational strategies on the learning experience at individual learner level, and at learner group level (Dornyei, 2014).

The motivational strategies focused on learning experience at individual learners' level include: Creating learner autonomy, allowing them to make as many relevant choices as possible; increasing their satisfaction by acknowledging energetically their accomplishments; grading in a motivational manner, through a transparent process, the grades must reflect improvement and effort of learners, on the other hand assessment must be applied continuously, and must involve the learner in it ; Allowing learners to maintain a positive social image; Increasing learners' self-confidence providing learners encouragement and using resources so to reduce language anxiety; In terms of relevance and interest, Dornyei argues that learners' interest are critical for motivation, for this reason the selection of activities, elements, materials and topics must be engaging, entertaining, and relevant for learners. Increasing the learners' expectancy of success, this refers to the promotion of learners' optimism in relation to their

performance, and sufficient advance preparation so they can rely on teacher and peer's assistance. One final, and fundamental strategy is to trigger the curiosity and attention toward L2 learning, demonstrating an attractive image of it, making connections with learners' interest, and appealing to the wide range of activities that L2 learning offers.

Motivational strategies that focus on learning experience at learners' group level, need to be considered since the learner group represents a powerful influence over the members, overruling individual predispositions (Dornyei & Murphey, 2003). Group dynamics that have a major effect on motivation at group level are group cohesiveness and group norms.

Group cohesiveness refers to the solidity of the connection among group members and to the group itself. On the other hand, group norms, that can be implicit or explicit, regulate the behavior and evolution of the group. Some strategies to foster these group dynamics include extracurricular activities, sharing group history, learning about each other, cooperation, and promoting interaction.

We believe that researching more on motivational strategies and being able to choose specific motivational resources to teach EFL to adult learners is imperative.

CHAPTER 3 Operational Framework

3.1 Research Design

Explanatory Sequential Design (ESD) constitutes a research approach that merges both quantitative and qualitative methodologies, offering a solid framework for investigating complex phenomena such as motivation. ESD is employed by researchers who wish to deepen the outcomes of quantitative studies by utilizing qualitative research techniques (Creswell & Plano Clark, 2011).

The initial phase of ESD involves collecting and examining quantitative data through various means, such as questionnaires, controlled experiments, or other established quantitative research methods (Ivankova, 2015). To explore this data, investigators generally employ descriptive or inferential statistics, facilitating the identification of patterns and tendencies (Muijs, 2011). In this thesis, this will be provided by the questionnaire on motivation and the proficiency test.

Subsequent to the quantitative phase, investigators utilize qualitative research techniques to gather and assess data, aiming to enhance their understanding of the quantitative results. This may involve implementing interviews, focus groups, or observations, among other methodologies (Creswell & Plano Clark, 2011). A range of qualitative data evaluation techniques, such as content analysis or thematic analysis, can be employed during this stage (Braun & Clarke, 2006). In this case, the same information provided by the survey on motivation will be analyzed qualitatively, to draw conclusions in a more complex way regarding the motivation phenomena.

The concluding phase of the explanatory sequential design requires integrating the findings from both the quantitative and qualitative stages. The goal is to consolidate the results, offering a wider and more comprehensive understanding of the issue under investigation (Creswell & Plano Clark, 2011). Researchers may use techniques such as data transformation or data comparison to achieve this integration (Onwuegbuzie & Teddlie, 2003).

Among the benefits of the Explanatory Sequential Design that can be mentioned, deeper comprehension empowers researchers to examine multifaceted research questions by merging quantitative and qualitative approaches, in that way, providing a more holistic understanding of the topic studied (Creswell & Plano Clark, 2011)

Another relevant element of this type of research is that Incorporating both quantitative and qualitative data enhances the study's validity through the triangulation of diverse data sources (Denzin, 1978).

It also permits investigators to adjust the qualitative data collection process based on the quantitative results, ensuring that the qualitative stage effectively addresses pertinent concerns (Ivankova, 2015).

Explanatory Sequential Design represents a valuable mixed-methods research approach enabling investigators to explore more profound research questions and wider phenomena, by amalgamating quantitative and qualitative methodologies.

3.2 Description of the Sample

IDEAC Instituto de Jóvenes y Adultos Aconcagua, is an institute for young and adults who desire finishing their high school education. The Instituto de Jóvenes y Adultos Aconcagua la Calera, was inaugurated in 2015 with the purpose of providing an alternative to people who could not finish their high school education.

IDEAC's central campus is located in the city of La Calera, Valparaíso region, nevertheless the institute work in a modality in which a group of teachers give the courses in neighborhood's headquarters from the region, where all the neighbors of a specific village that are interested or in need of finishing their secondary education, have the opportunity of enrolling in the courses, and attend to this lessons just as any student in the country.

The neighborhoods currently include twenty five different groups, distributed in Quillota, San Felipe, Putaendo, Viña del Mar, Concon and Llay-Llay. In the city of Quillota there are six neighborhoods in which these courses are developed, these are Beatita Benavides, Portal Araucaria, Manuela Figuera, Los Almendros, Santa Olivia. El Peumo, and Rosales. The classes are composed of people of varied ages that go from 19 years

old until 70 years old, varied jobs and nationalities including Chilean, Venezuelan and Haitian.

Students' courses are divided into first level, which corresponds to the first and second year of highschool, and second level, which comprises the third and fourth year of secondary education. Both levels have the same amount of hours and subjects, these are: Maths, Natural Sciences, Instrumental Training, Language, Social Studies, and English.

Along with the subject teachers, there is a special education teacher that is part of the integration program of the school. The special education teacher works in collaboration with the other professionals in order to optimize the learning process and experience of the group attending to variables such as abilities, ages, and context.

As it was previously mentioned, the students that attend the neighborhood headquarters or campuses belong to a wide range of social context, that include an heterogeneous group of ages, occupations and needs.

3.3 Participants

The participants of the study are students from some of the neighbors from Quillota's headquarters. These are Manuela Figueroa, Portal Araucaria, Beatita Benavides, Los Almendros, and Santa Olivia.

In Beatita Benavides there are thirteen students; in Los Almendros six, in Manuela Figueroa there are five learners; In Portal Araucaria six learners; In Santa Olivia twelve students. These classes contain a number of 30 students. This group includes persons from seventeen years old until late sixties. There are male and female individuals, which develop occupations that include agriculture workers, housewives, merchants, independent workers, shopping center workers, retired people, and individuals who are preparing for continuing their education.

The main characteristics of these learners is their overall observable willingness to learn. Paradoxically, there is a negative predisposition from an important number of the students, mostly older learners, who consider the subjects as difficult, arguing the long period in which they haven't engaged in regular education.

The characteristics described result in learners that are eager to participate in the classroom activities, but that get easily frustrated. This is an important feature to be considered in the development of the lesson by instructors and teachers, on the other hand it is highly relevant in terms of motivation.

There were a total of twenty eight participants in this research. Thirteen of them are enrolled in the first level, and fifteen in the second level. In terms of gender twenty of the participants were women which represents 71% of the participants, while 8 men took part in the research.

In relation to the occupations of the participants, an important number was occupied by housewives, that reached a total of thirteen; five of the individuals were involved in agricultural work. Three persons developed as merchants; two participants were employed as cleaning and maintenance staff by different establishments. Regarding the rest of the learners, the sample included an independent worker, a construction worker, a factory worker, a solidarity soup kitchen worker and a sales executive.

The age range of the students that participated in the research goes from 24 years old until 65 years old. Twelve students were in the group between 24 and 38 years old. On the other hand, sixteen learners encompass the ages from 42 to 65 years old.

3.4 Procedure

The initial step of the research was a bibliographic review on motivation theories, with special focus on those which relate directly to the SLA process and the needs of the

study. Another initial step was the selection of the participants for this research. After obtaining the permission of the institute, the next stage involves the development and validation of the instruments to be used.

Participants of the research were given an initial survey to measure the level of motivation in the process of learning English, this survey provides insights on the initial state of motivation in learners, which will be described and analyzed later in this study.

The next week, students were given a proficiency test which followed the requirements from the institute, and that measured the level of proficiency that students should have tested at the A1 level. This test provided valuable data concerning the knowledge and performance of the learners in terms of English as a foreign language, which will be described and analyzed later in this study.

The following stage involved the application of an instrument for enhancing students' motivation that was designed and based on the L2MSS theory and was applied in four consecutive lessons.

After the application of the instrument during four lessons, the motivational survey and the proficiency test from the beginning were applied again in order to compare the results.

Results from the initial evaluations were compared with the results of the second and the hypothesis was proved or refuted; furthermore, the research questions are answered drawing the conclusion of the study.

3.5 Data Collection Instrument

The first instrument is a motivational survey composed of twenty alternative questions written in Spanish in order to be fully understood by the participants. This survey includes questions related to environmental and contextual elements of the individual

and personal perception on the approach of the person towards the learning of English as foreign language process.

The second instrument is a proficiency test to measure level A1 according to the EFRL. This test measures only written skills and is composed of four sections. It includes topics such as members of the family, occupations, parts of the house, and free time activities. To develop the test, participants were given a maximum of one hour.

The third instrument is a chart confectioned based on L2MSS theory. This chart was to be applied in four lessons, and it included elements concerning reflections on the ideal self and learning experience. This instrument was designed to be used and completed by the students themselves.

3.6 Proficiency Test

The proficiency test was designed following the guidelines provided by IDEAC institute, in terms of length and number of items.

This test was designed to measure the A1 level of proficiency according to the EFRL. It was composed of four major items. The first included specific information questions related to a reading comprehension; the second item included the completion of sentences using vocabulary given according to the context of each sentence; the third item requires learners to identify question words for given sentences; finally, the last item involves the composition of a text on hobbies using present simple and vocabulary related to free time activities and places of the city.

The test covered the topics of family members, occupations and parts of the house. On the other hand, the contents involved simple present and present continuous, description of quantities there is and there are, and question words.

It was applied in the same room where the lessons are carried out by the institute without any mayor nor visible distractions. Once the instructions were given the learners

had one hour to develop the test. The teacher did not answer questions related to the contents or answers of the test.

It is worth mentioning that learners were reluctant both, to the subject and to the test at the beginning.

3.7 Motivation Questionnaire

The motivational survey, composed of twenty alternative questions, was designed to explore the learners' perceptions on learning English as a foreign language, the experience they had in EFL environments, the English language and culture itself, and the views they had about themselves in relation to their abilities and supposed limitations.

The survey included questions related to the participants' perception on the English language and its relevance in their academical, social, and laboral development. It also explored the individuals' experiences which might be an important factor in their current disposition.

Finally, the instrument surveyed views of the participants concerning the skills they thought they had, that they believed they must have, the limitations they found on themselves, and how this could be gotten over or affect their process.

3.8 Motivational Instrument Based on L2MSS

The motivational instrument was designed following the L2MSS theory by Dornyei. This instrument consists of a chart that participants must complete after every lesson, during four interventions.

The purpose of this instrument is that learners reflect on the ideal self in the light of the learning process they are currently in, and the steps and goals they achieve every lesson that give form to the future self. On the other hand, it requests form the participants to consider the learning experience in which they are at an individual and group level. In Dorney theory the three main constituents are *ideal L2 self*, *ought to L2 self*, and *L2 learning experience*. From point one to point four of the chart the criteria covers the *ideal L2 self* and the *ought to L2 self* areas of the theory, where the learner's self takes form and directs the thoughts, efforts and reflection of the individual. From points five to seven, the criteria invite the learner to reflect on the L2 experience that is a fundamental part of the L2MSS.

At the end of every lesson the participants they must complete the chart by answering seven criteria:

1. My Goals for this Lesson: Learners write their specific goals for the lesson, focusing on what they want to learn or improve.
2. Ideal L2 Self visualization: Participants visualize and describe their Ideal L2 Self. In this area they reflect on how their language learning will help them achieve their future goals
3. Personal Connection: Learners reflect on how the content of the lesson is personally relevant or connected to their interests and context.
4. What I Learned or Progress Made: Individuals write what they learned during the lesson and any progress they made towards their goals and Ideal L2 Self.
5. Collaborative Experiences: Learners describe any group work, discussions, or other collaborative activities they took part in during the lesson.
6. Engaging Content/Activities: Participants list the most engaging or interesting content or activities from the lesson.
7. Positive Moments: Learners note any positive moments or experiences during the lesson, such as receiving helpful feedback, feeling a sense of accomplishment, or enjoying the experience.

CHAPTER 4 Research Results.

This chapter will analyze and describe the results obtained from the research instrument used in the study. As it was previously mentioned, the instruments developed for the research were a motivational survey, a proficiency test and a motivational chart based on the L2MSS theory.

The information provided by the instruments will answer the research questions presented in chapter one of the study.

- a. What are the factors that motivate adult students in the process of learning English as a foreign language in the context of adult education for the students of IDEAC institute in the city of Quillota?
- b. What is the level of proficiency of adult students learning English as a foreign language in the context of adult education in IDEAC institute in the city of Quillota?
- c. How does the application of an instrument based on the L2SSM model influence the motivation of adult students in the process of learning English as a foreign language in the context of adult education in IDEAC institute in the city of Quillota?
- d. Does increasement in motivation levels translate into improvement on the level of proficiency of adult learners?

4.1 Motivational survey

The motivational survey consisted of nineteen questions divided into three sections. The first segment included questions directly related to the motivation of individuals; the second fragment involved the learners' perception of the English language; Finally, the third group was aimed to gather information related to the learning experience of learners.

The survey was applied to twenty-eight learners after one month of classes for the first time; after the use of the motivational instrument based on L2MSS theory in four consecutives lessons, the survey was applied in order to detect any differences in the levels and directions of the motivation in learners.

Hereunder, the answers of the survey will be compared based on the results obtained from the first (a) and second (b) implementation.

1. Which are the main reasons you are learning English?

a.

¿Cuáles serían tus razones principales para aprender inglés?
28 respuestas



¿Cuáles serían tus razones principales para aprender inglés?
28 respuestas



b.

Figure 1: Question 1, motivational survey (Own elaboration)

To the first question regarding the reasons for learning English as a foreign language, there was an increase in the percentage of learners who identified *personal interest* as the main reason for learning the language. The second major reason selected by the learners was, before the intervention, *to increase job and academic possibilities*, which continued being the second option of students but in a minor percentage. The alternative, *It is a requirement of the program I am in*, revealed a considerable decrease accompanied by the options *To study and work abroad*, and a new minor selection of individuals which was *To communicate with English language users*.

The most significant segment of the second graphics in response to the motivational instrument based on L2MSS resulted in *personal interest*, and the most decreased was the option *it is a requirement of the program I am in*. This change can be a reflection of the effect of the self visualization that learners experienced that turns an impersonal experience like doing homework and activities for obtaining a grade, into the development of skills that are going to be an addition or an important part of their ideal self. Once the learner visualizes and reflects on their ideal self as someone who knows and uses English as a foreign language, the purpose they pursue becomes of personal

interest since the learning process will predict the success of becoming the visualized ideal self.

The presence of a percentage of individuals whose reason for learning English was *To communicate with English language users* speaks about the arousal of motives involved with a visualization of the future self that reaches expectation of interpersonal relationships and disposition to interact with other cultures.

2. How often do you study English?

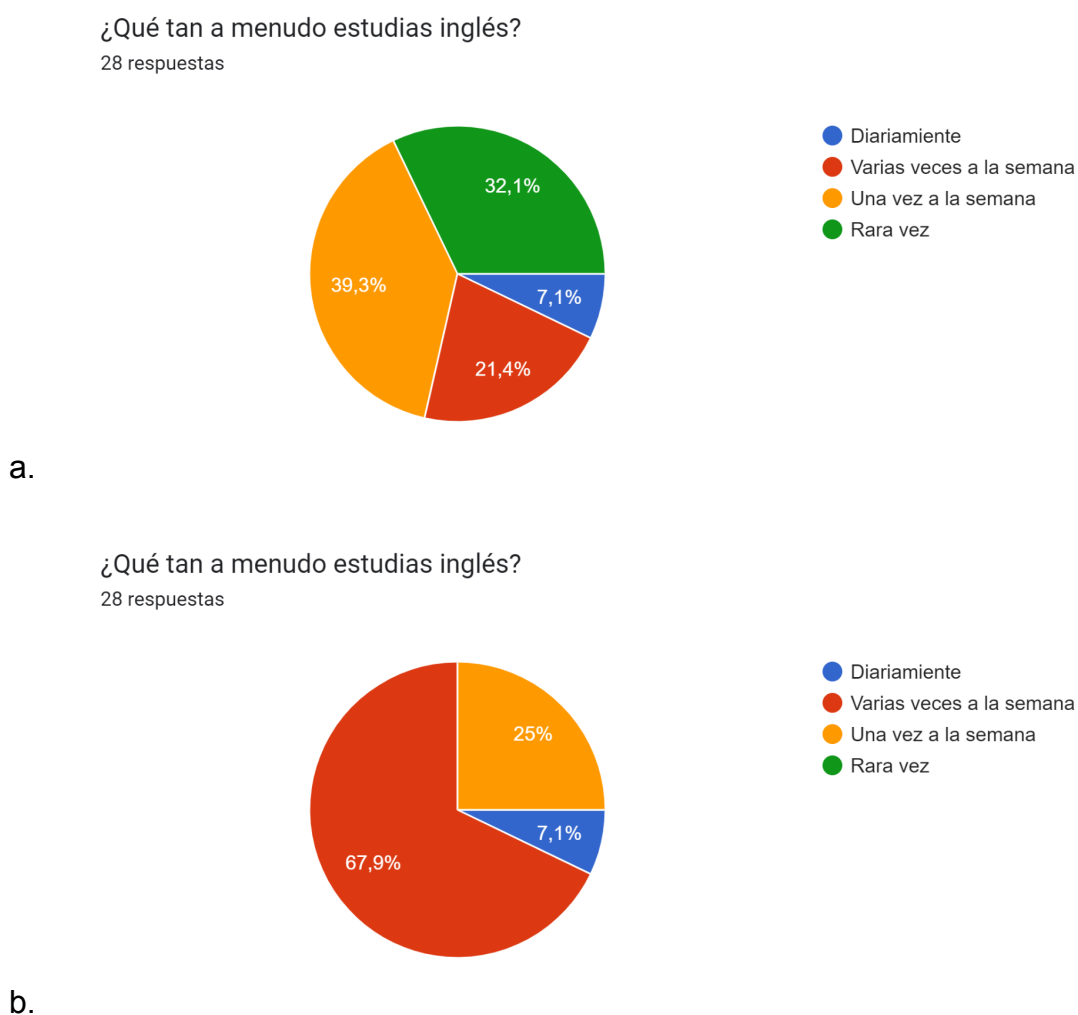


Figure 2: Question two, motivational survey (Own elaboration)

The time invested in the study of English language had a significant change before and after the L2MSS instrument. In the first graphic the biggest segment was for the option *Once a week*, followed by the alternative *Seldom*. In the second graphic, the most prominent selection of individuals was *Several times per week*, followed by a quarter of the surveyed who answered *once a week*. The least and last segment of the graphics included the participants who chose the *Daily* option.

The change in the graphics reveals that the total of learners become more motivated in their learning English process in terms of the time they dedicate to study. Even when it is not specified if the learners that selected *Once a week* in the first motivational survey were referring to the English lesson or a period they spent outside the classroom, the alternative *Seldom* disappeared in the last graphic, revealing that all the participants are involved at least once a week in learning English; furthermore, the percentage of learners who are motivated to study everyday remained the same in both graphics.

3. Which of the following options are a motivation for you to continue learning English?

¿Cuál de las siguientes opciones es para usted una motivación para continuar estudiando inglés?
28 respuestas



a.

¿Cuál de las siguientes opciones es para usted una motivación para continuar estudiando inglés?
28 respuestas



b.

Figure 3: Question three, motivational survey (Own elaboration)

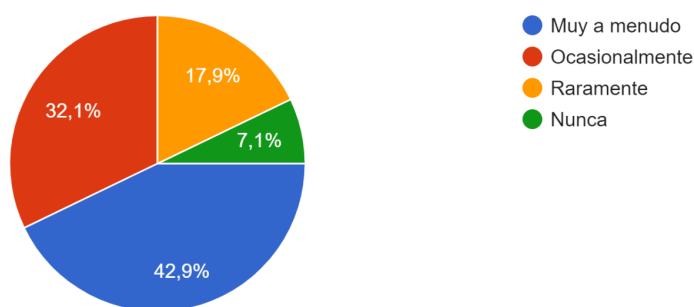
In the first survey, more than half of the participants of the research affirmed that one factor of motivation to continue studying English was their perception of progress; that percentage slightly decreased in the second diagram, while option *My personal interest on language and culture* became the second biggest factor after the application of the motivational instrument, while in the first measuring, it was occupied by the alternative *My job and academic goals*.

The change in the percentages of the segments might respond to some of the conditions for the motivational power of vision mentioned by Dorney in his L2MSS model, these are: *The learner's future self image is perceived as plausible*, and, *The learners future self image is in harmony with the expectations of his or her family, peers, and other elements of the social environment* (Dornyei, 2014). The emergence of a plausible and socially contextualized future self image might have impacted the expectations that learners had on the possibilities that learning English would offer to their lives, in relation to their social context.

4. How often do you find English language in your daily life? Including the internet, television or any other media.

¿Qué tan a menudo te encuentras con el idioma inglés en tu día a día? incluyendo internet, televisión o cualquier otro medio

28 respuestas



¿Qué tan a menudo te encuentras con el idioma inglés en tu día a día? incluyendo internet, televisión o cualquier otro medio

28 respuestas

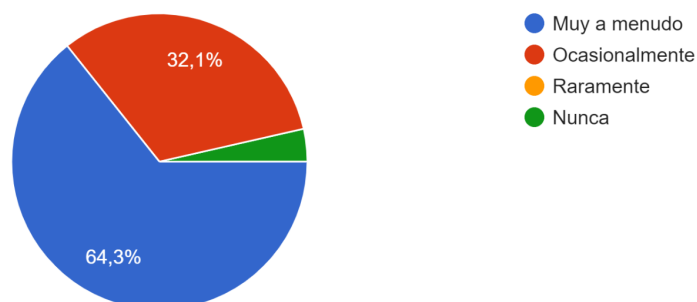


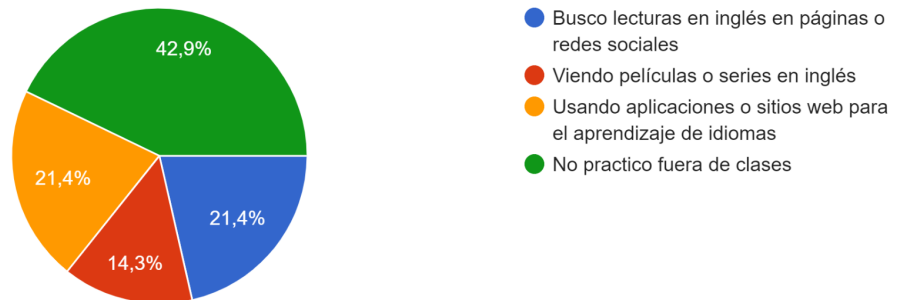
Figure 4: Question four, motivational survey (Own elaboration)

After the application of the instrument, the most significant section of the graphics continued to be occupied by the alternative *very often*; However the percentage increased dramatically from forty-two point nine percent to sixty-four point three percent. This change can be attributed to an increase in the awareness of the learners in relation to the presence of English in the environment they interact.

Nevertheless, there is a slight percentage of participants who still affirm they *never* encounter English in their daily life.

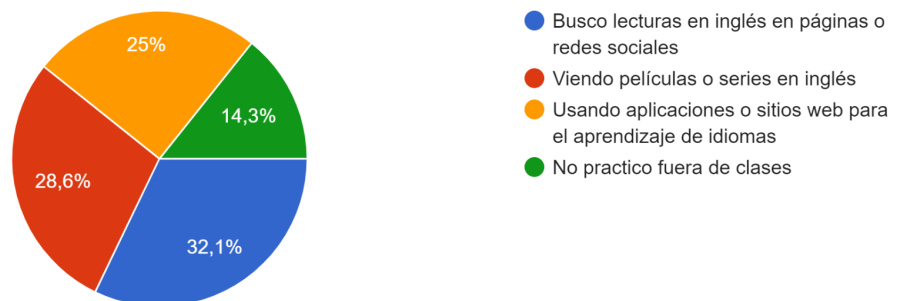
5. How do you practice English?

¿Cómo practicas inglés?
28 respuestas



a.

¿Cómo practicas inglés?
28 respuestas



b.

Figure 5: Question five, motivational survey (Own elaboration)

In the first application of the survey, participants declared mostly that they didn't practice English outside the classroom. After the intervention to increase learners' motivation through the reflection in the ideal future self, the section *I do not practice outside the classroom*, was the least selected by learners, revealing that an important part of

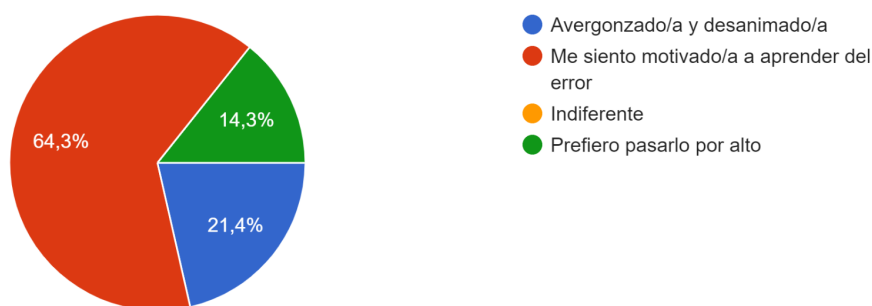
learners became more motivated to study English, and dedicate extra time outside the classroom to improve their language skills.

In relation to the means the learners use to practice English, the most significant fragment of the second diagram represents the option *I look for English readings in webpages and social media*, followed by the alternatives of *watching movies and series in English*, and *Using apps or websites for language learning*.

It is worth mentioning that in the course of the semester, the learners were concerned about methods for studying outside the classroom, as a consequence the teacher offered some options such as watching movies and series in the L2, language apps, and exposing themselves to media in L2. This indicates that learners' motivation increased during the period in which the motivational instrument was being used.

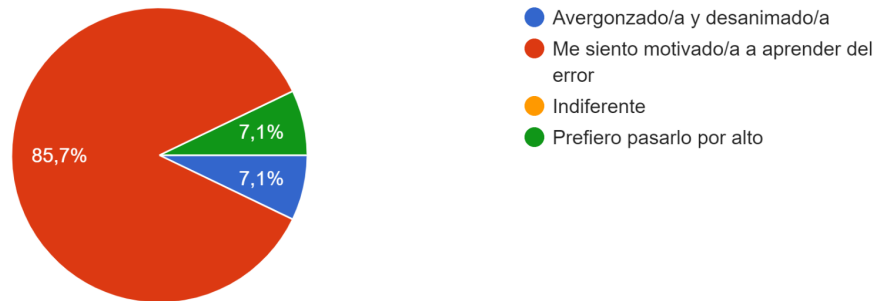
6. How do you feel when you make a mistake in English?

¿Cómo te sientes cuando cometes un error en inglés?
28 respuestas



a.

¿Cómo te sientes cuando cometes un error en inglés?
28 respuestas



b.

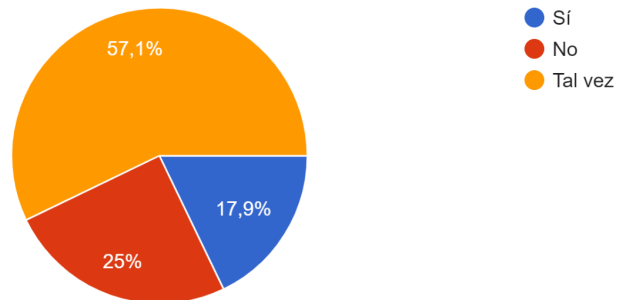
Figure 6: Question six, motivational survey (Own elaboration)

The students were questioned about their reaction when making mistakes in the L2. Most of the participants selected, before and after the motivational instrument, the alternative *I feel motivated to learn from the mistake*. However, in the first graphics, before the intervention, almost a quarter of learners admitted to have feelings of embarrassment and discouragement when making a mistake; This option decreases considerably in the second diagram, becoming equalized to the learners who prefer to ignore the mistake.

One of the motivational strategies that focus on the learners' future vision is *increasing the learners self confidence* (Dornyei, 2014), two aspects of this strategy are providing regular encouragement and reducing language anxiety. The fact that an important percentage of learners felt motivated to learn from the mistake, and the sense of embarrassment and discouragement percentage drops, demonstrates that the motivational instrument had an favorable impact on the affective domain of participants reducing language anxiety, which is one of the main characteristics of the sample as it was previously mentioned.

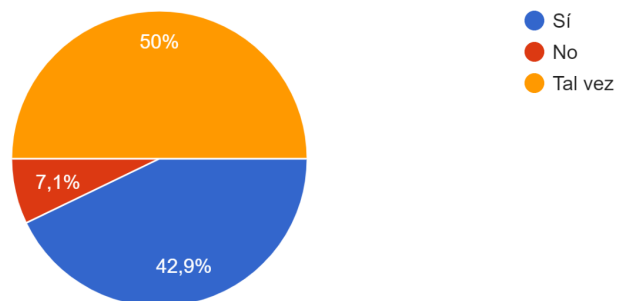
7. Do you think you can become fluent in English?

¿Piensas que puedes llegar a hablar inglés de manera fluida?
28 respuestas



a.

¿Piensas que puedes llegar a hablar inglés de manera fluida?
28 respuestas



b.

Figure 7: Question seven, motivational survey (Own elaboration)

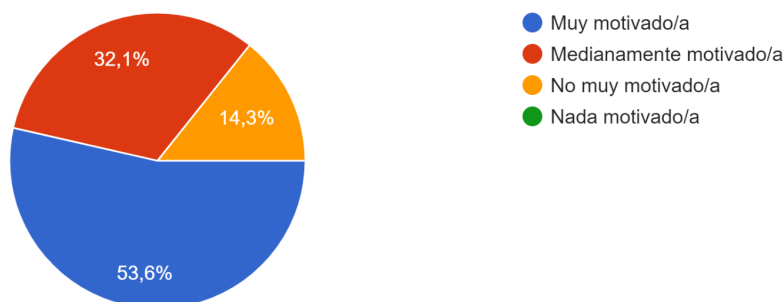
Regarding the expectations of participants in terms of the level of proficiency they expect to reach they were asked *Do you think you can become fluent in English?* In the first measure, more than half of the learners chose the option *Maybe*, and almost a nineteen percent of learners selected the alternative yes. In the second diagram, the choice *maybe* declined to an exact fifty percent; however, after the application of the motivational instrument almost forty-three percent of the participants answered they *did* believe they can become fluent in the language. At the same time, the segment of

individuals who believed they cannot become fluent in English manifested a remarkable drop from twenty-five to seventeen percent.

The contrast between the two measures demonstrate that the creation of an L2 self vision impacts the learners expectations of achievement, which reveals an increase in learners' self- confidence (Dornyei, 2014).

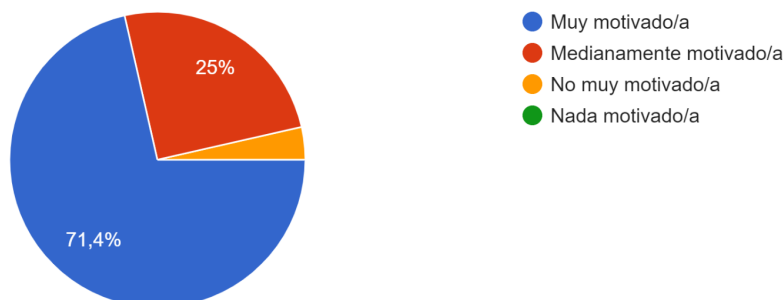
8. How motivated do you feel to learn English?

¿Qué tan motivado te sientes para aprender inglés?
28 respuestas



a.

¿Qué tan motivado te sientes para aprender inglés?
28 respuestas



b.

Figure 8: Question eight, motivational survey (Own elaboration)

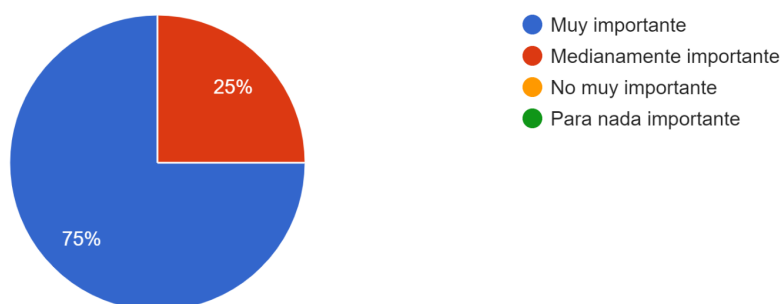
The eighth question of the survey asked participants directly about the level of motivation they claimed to possess. Initially, fifty-three percent of the learners affirmed

to feel highly motivated, and a fourteen percent expressed feeling *not very motivated*. The percentage of learners that selected the option *very motivated* rose to seventy-one percent after the L2MSS instrument intervention. The three point six percent surveyed remained *Not very motivated*.

During the course of the four lessons, a significant number of participants felt *very motivated*, once they started reflecting on their learning experience and future self. This measure demonstrates that the presence of an ideal L2 self motivates EFL learners.

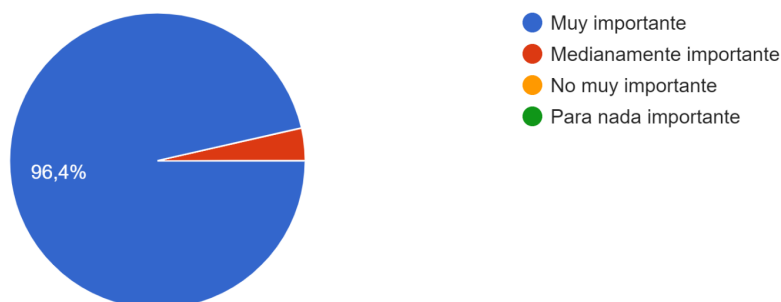
9. How important do you consider English is for communication at a global level?

¿Qué tan importante consideras que es el idioma inglés para la comunicación a nivel global?
28 respuestas



a.

¿Qué tan importante consideras que es el idioma inglés para la comunicación a nivel global?
28 respuestas



b.

Figure 9: Question nine, motivational survey (Own elaboration)

Another area of the questionnaire included the participants' perception about the English language itself, its relevance in society, and for their own context. The participants affirmed mostly that English is *Very important* for communication at a global level. It is worth mentioning that even when before the application of the motivational instrument there was a generalized idea that the English language is *very important* at a global dimension, however, when asked, the participants did not know how to explain their affirmation. This phenomenon is replicated in the other questions related to the possibilities that knowing the English language offers.

After the application of the L2MSS instrument almost the total number of participants (ninety-six-point four percent) considered English as *Very important* for communication at a global level. These percentages express a growing realization of the importance of the English language.

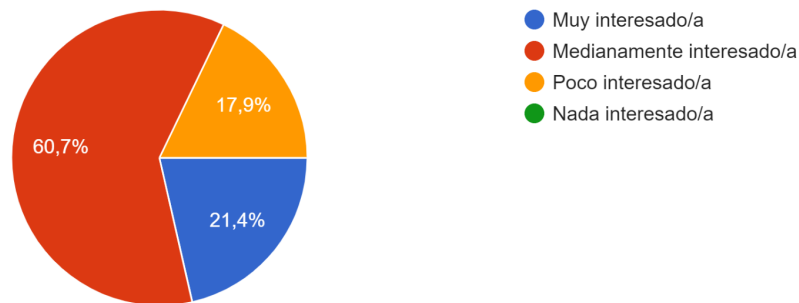
An important factor is that when learners were asked about the reasons for their answer, they were able to indicate some key points such as *it is widely spoken, English is required in many jobs, most of the movies are in English first*. This is evidence that learners at a general level, got involved personally with the language identifying the areas that are or might be relevant for them.

10. Are you interested in learning about the culture of English speaking countries?

a.

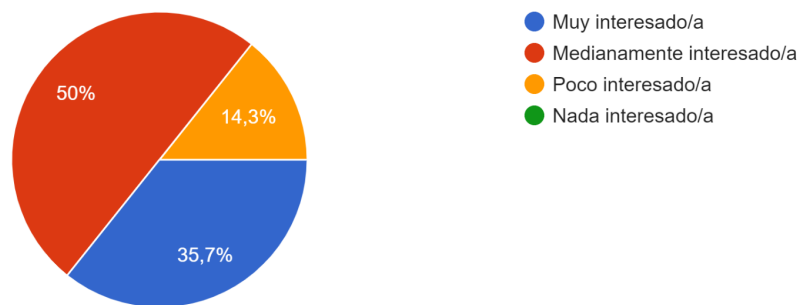
¿Estás interesado/a en aprender también sobre la cultura de los países angloparlantes?

28 respuestas



¿Estás interesado/a en aprender también sobre la cultura de los países angloparlantes?

28 respuestas



b.

Figure 10: Question ten, motivational survey (Own elaboration)

The motivational instrument applied to the participants did not involve any L2 cultural aspects, however, it provided learners the opportunity to include this area in their goals, expectations or ideal L2 self.

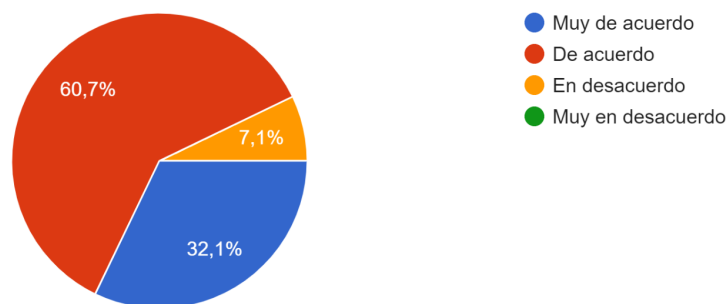
Regarding the question: *Are you interested in learning about the culture of English speaking countries?* In the first measure, a sixty point seven percent of learners claimed to be *moderately interested*; This number decreased in the second measure reaching fifty percent of the individuals, on the other hand, there was an increase in the segment

for option *very interested*. This slight change might respond to the Ideal L2 selves of learners who manifested interest in learning English for traveling and interacting with L2 users, and that through the creation of a vision of their ideal L2 self, identified a connection between the language and culture.

11. Learning the English language can improve my job opportunities in Chile.

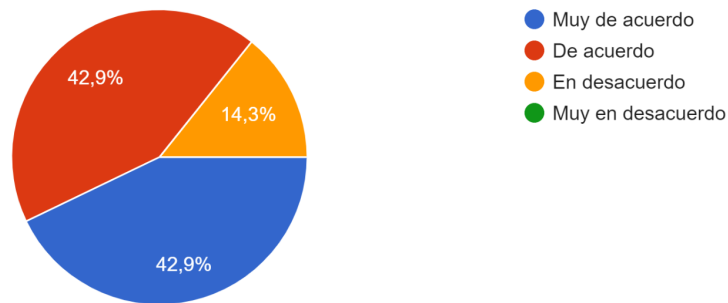
El aprendizaje del idioma inglés puede mejorar mis oportunidades laborales en Chile

28 respuestas



a.

El aprendizaje del idioma inglés puede mejorar mis oportunidades laborales en Chile
28 respuestas



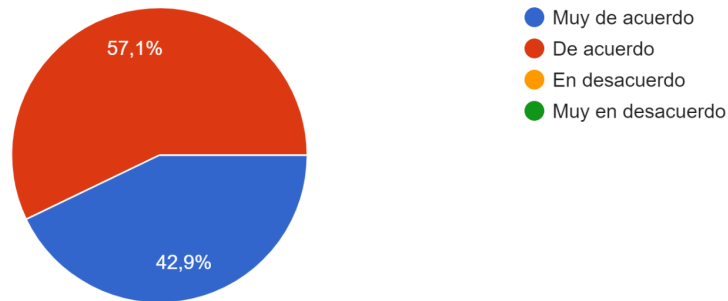
b.

Figure 11: Question eleven, motivational survey (Own elaboration)

The ideal L2 self of participants also shaped the possibilities that learning English would offer to them. In relation to this, the segment of learners that *strongly agreed* on the statement *Learning English may improve my job opportunities in Chile* rose in comparison with the first diagram. However, the percentage of learners who *disagreed* with the statement also escalated in the second measure. One possible explanation to this is that the creation of an ideal L2 self-required the participant to be honest and realistic regarding their expectations, and an important number of the participants aspired to jobs where they knew English was not a requirement, as a consequence, learning English would not configure a relevant impact on their jobs.

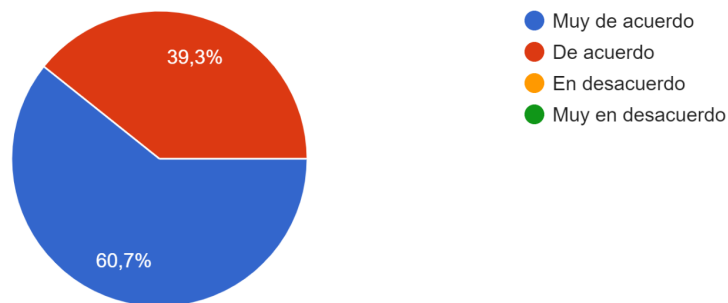
12. English language learning can provide me with jobs and traveling abroad opportunities.

El aprendizaje del idioma inglés me puede dar oportunidades labores en el extranjero y de viajes
28 respuestas



a.

El aprendizaje del idioma inglés me puede dar oportunidades labores en el extranjero y de viajes
28 respuestas



b.

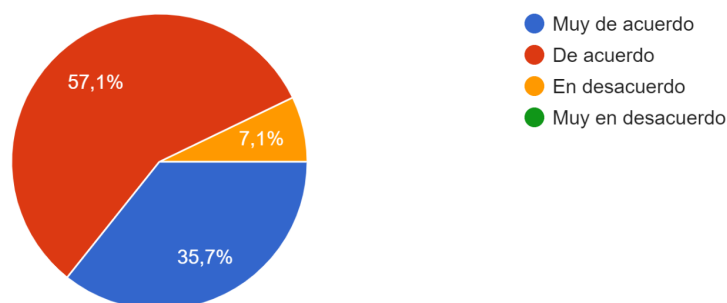
Figure 12: Question twelve, motivational survey (Own elaboration)

Regarding the job and traveling abroad opportunities that learning English would offer the participants, the total number of learners agreed at some level. The segment *strongly agree* rose from forty-two point nine percent to a sixty point seven percent. In the process of creating an ideal L2 self, learners manifested their desire to travel abroad and know other countries.

13. Do you think learning English will make any changes in your daily life?

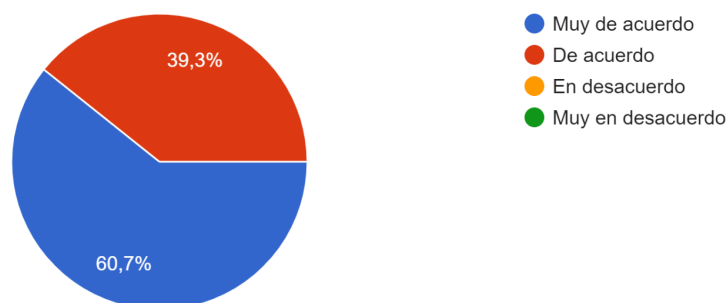
¿Crees que aprender inglés hará algún cambio a tu vida diaria?

28 respuestas



¿Crees que aprender inglés hará algún cambio a tu vida diaria?

28 respuestas



a.

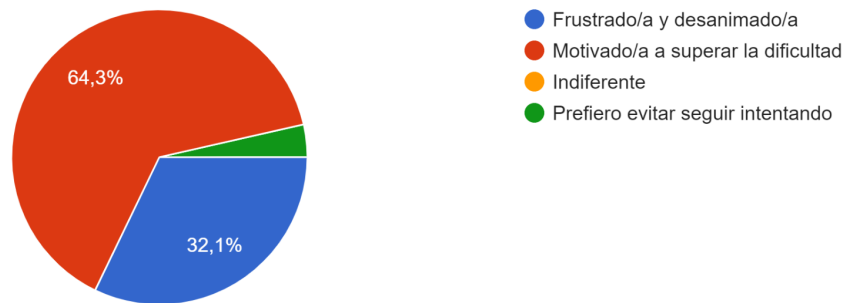
Figure 13: Question thirteen, motivational survey (Own elaboration)

When the participants were asked about the changes that learning English would make in their lives a ninety-three percent agreed at some level in the first measure; however, there was a seven percent of learners who *disagree* with the statement. In the second application of the survey the total number of participants agreed at some level, sixty-point seven percent *strongly agree*, while the thirty-nine-point three percent *agree*.

14. How do you feel when facing difficult contents?

¿Cómo te sientes cuando te encuentras con algún contenido difícil?

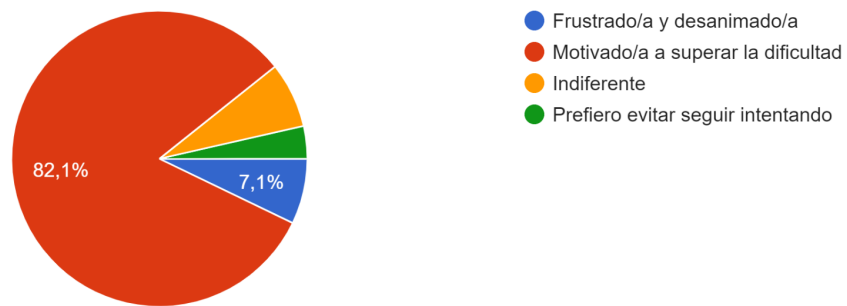
28 respuestas



a.

¿Cómo te sientes cuando te encuentras con algún contenido difícil?

28 respuestas



b.

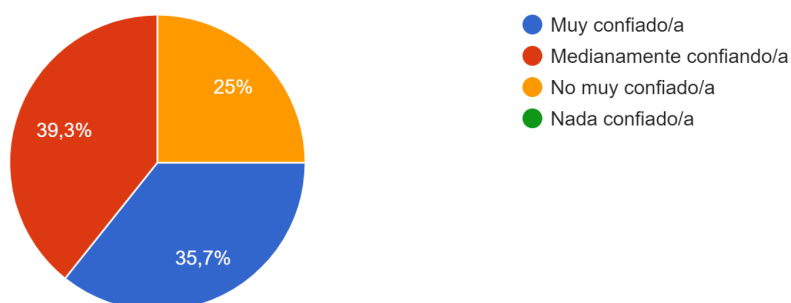
Figure 14: Question fourteen, motivational survey (Own elaboration)

In regular observations of the participants, it was found that an important percentage of them manifested high levels of frustration and anxiety when facing difficult contents, before the introduction of the activities and when making a mistake. This situation is reflected in the first graphics where a thirty-two-point one percent of the individuals felt *frustrated and discouraged*. After the application of the instrument, this number dropped to a seven-point one percentage of the learners, on the contrary, the segment that felt *motivated to overcome the difficulties* increased from sixty-four to eighty-two percent in the second measure. Nevertheless, a group of participants manifested to feel

indifferent, or selected the alternative *I prefer not to continue* in the second diagram, demonstrating on one hand, not to get anxious nor discouraged, but on the other hand demotivated to persist in their learning.

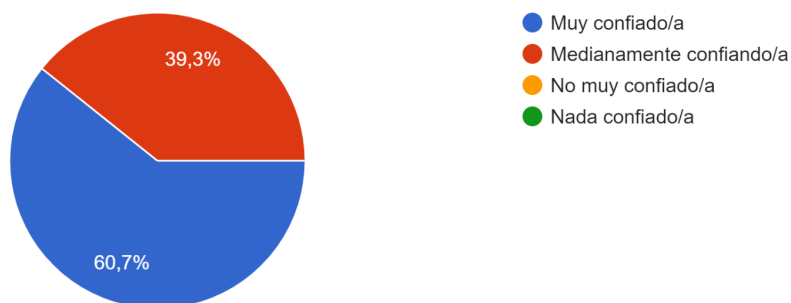
15. How confident do you feel about practicing English with peers and your teacher?

¿Qué tan confiado/a te sientes practicar inglés con tus compañeros/as y profesor?
28 respuestas



a.

¿Qué tan confiado/a te sientes practicar inglés con tus compañeros/as y profesor?
28 respuestas



b.

Figure 15: Question fifteen, motivational survey (Own elaboration)

Providing opportunities for learners to practice with their peers and with the teacher was an important part of the process, since those moments were used by the teacher to increase learner satisfaction and self-confidence, and allowing learners to maintain a

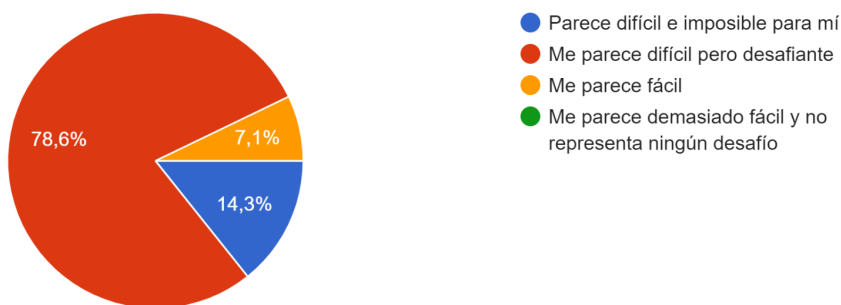
positive social image. These were motivational strategies proposed by Dornyei (2014). In the first measure, twenty-five percent of learners claimed not feeling *very confident* when practicing English with peers and the teacher. That segment vanished in the second diagram where the alternatives selected divided into *very confident*, with a sixty-point seven percent, and *moderately confident*, with a thirty-nine point three percent.

The changes in the two graphics might respond to the positive perception that learners have of peer work, what is demonstrated in the motivational instrument, as well as other questions from this survey. Consequently, it can be confirmed that after the application of the instrument, students felt more confident to practice English with peers and the teacher, which is beneficial for their motivation.

16. How do you feel about the level of difficulty of your English lessons?

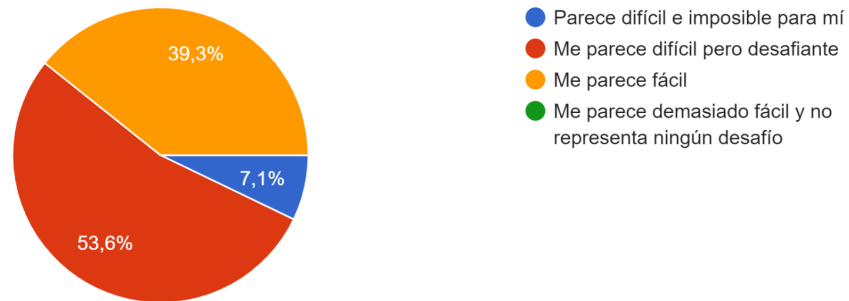
¿Cómo te sientes del nivel de dificultad de tus clases de inglés?

28 respuestas



¿Cómo te sientes del nivel de dificultad de tus clases de inglés?

28 respuestas



a.

Figure 16: Question sixteen, motivational survey (Own elaboration)

Among the conditions for the motivational power of vision, Dornyei points out, on one hand, that it must be *plausible*; on the other hand, he affirms that the learner's future self-image must not be perceived as being *comfortably certain to be reached* (Dornyei, 2014). In terms of level of difficulty, if the content is extremely difficult, learners will easily get frustrated, and they will desist on their efforts; likewise, if they perceive the contents are extremely out of his or her possibilities their anxiety will increase. Otherwise, if the contents are too easy, learners will soon get demotivated since the activity does not constitute any challenge. Both phenomena were observed in the participants during the initial lessons of the course.

In the first measure, seventy-eight-point six percent of the learners affirmed that the level of difficulty of the English lessons was *difficult but challenging*, followed by a fourteen-point z<three percent that considered the lessons *difficult and impossible for me*, and a seven-point one percent who selected the option *easy*. After the application of the motivational instrument, the segment *difficult and impossible for me* halved, while the alternative *easy* reached a thirty-nine-point three percent.

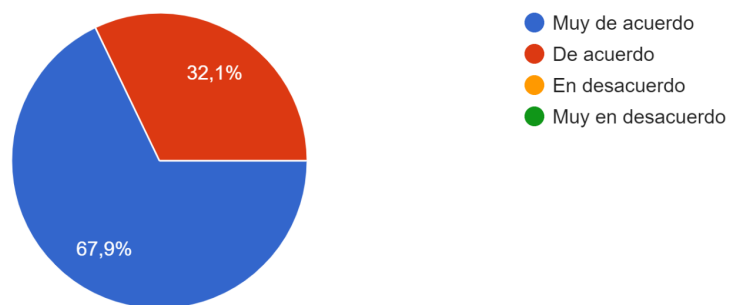
Even when the contents were increasingly more difficult lesson after lesson, students seemed to feel more comfortable with the contents so to consider the lessons as *easy*.

This can be interpreted as a positive shift considering that learners did not fall in the perception that the level of difficulty of the lessons *seems too easy, and it does not represent any challenge*.

17. I feel supported by my teacher in the process of learning English.

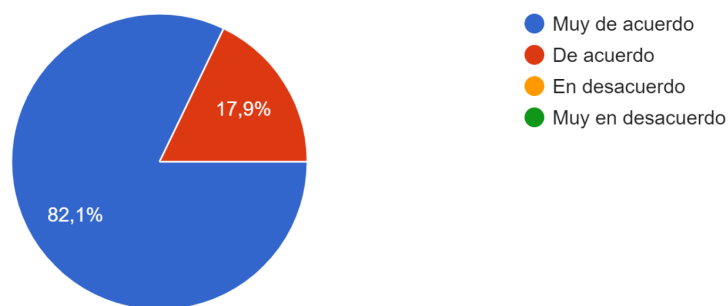
Me siento apoyado por mi profesor en el proceso de aprendizaje de inglés

28 respuestas



Me siento apoyado por mi profesor en el proceso de aprendizaje de inglés

28 respuestas



a.

Figure 17: Question seventeen, motivational survey (Own elaboration)

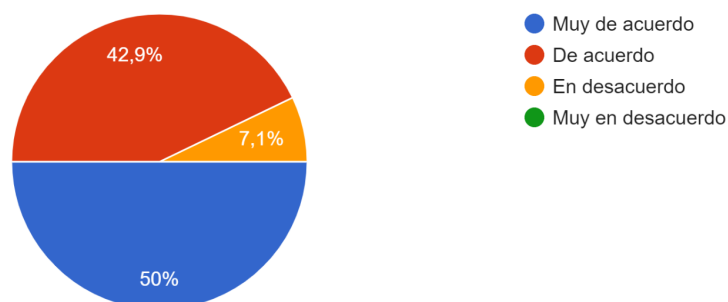
The percentage of learners who perceived the teacher supported them increased in the second measure, going from sixty-seven-point nine percent to eighty-two-point one

percent. The perception of learners regarding teacher's support is an issue related to the learning experience area of the L2MSS theory. Among the strategies proposed by Dornyei are *increasing learners' self-confidence and increasing learner satisfaction*. This group of learners demonstrated high levels of anxiety at the beginning of the process, so the strategies provided by Dornyei were a crucial part of the development of the lesson in order to have more motivated learners.

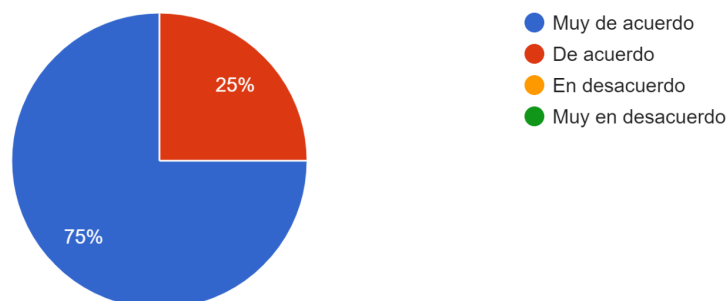
18. I feel supported by my classmates in the process of learning English.

a.

Me siento apoyado por mis compañeros en el proceso de aprendizaje de inglés
28 respuestas



Me siento apoyado por mis compañeros en el proceso de aprendizaje de inglés
28 respuestas



b.

Figure 18: Question eighteen, motivational survey (Own elaboration)

In the first measure, fifty percent of the learners claimed to feel encouraged by their classmates in the process of learning English as a foreign language. That percentage turned into seventy-five percent after the application of the motivational instrument; furthermore, the seven-point one percent that *disagree* on the statement, disappeared in the second graphics.

One of the main areas of L2MSS theory is the *L2 learning experience*. Regarding this point, Dornyei offers motivational strategies at an *individual learner level* and at a *learner group level*. At the last level, he mentions (among many others) *cooperation; intergroup competition; proximity, contact, and interaction* (Dornyei, 2014), all these strategies, were developed in the four lessons of application of the instrument.

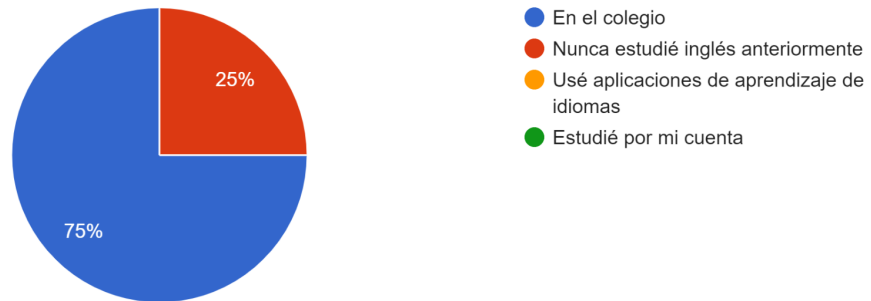
In order to make learners reflect on this area, the motivational instrument included a section for *collaborative experience*, where learners had to describe moments of the lesson where they had worked with their classmates; furthermore, an important number of participants used the section of the instrument *positive moments* to describe their group work, demonstrating a positive attitude and motivation towards this type of work.

In line with what has been mentioned it is reasonable to conclude that the application of strategies based on L2MMS, helped learners to reflect and value the group work as a motivating factor in their process of learning English.

19. Where did you learn English before?

¿Dónde estudiaste inglés anteriormente?

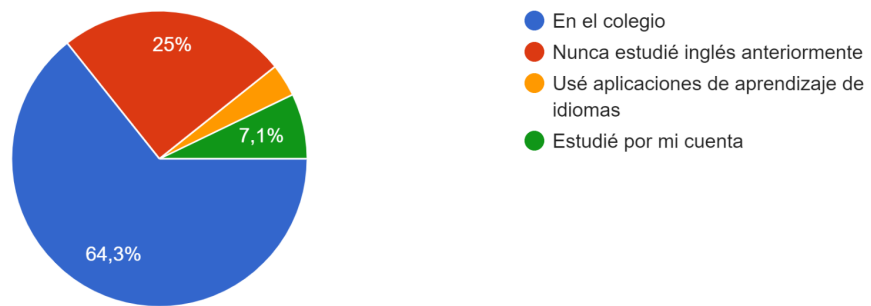
28 respuestas



a.

¿Dónde estudiaste inglés anteriormente?

28 respuestas



b.

Figure 19: Question nineteen, motivational survey (Own elaboration)

This question reflects an important aspect of the participants of this study. A quarter of the individuals affirmed never studied English before. For many of them this class was the first formal encounter they had with an L2, as a consequence, it was an alien subject where all they had was prejudice regarding their performance and the benefits they might obtain from learning English as an L2.

In the second measure, participants realized that school had not been the only context where they studied English, but that they also had used other methods such as apps,

music, and films. After the application of the motivational instrument they reconnected with those activities and valued them as a valid method for learning English, remembering they were at some point motivated to learn, and that they had lost or interrupted that motivational flow.

4.2 Proficiency test results

The proficiency test applied to the participants was designed following the guidelines of IDEAC institute, and the contents of the A1 level of the CEFRL. It had a total of forty-four points.

The first section was a reading comprehension on familiar topics (family, places of the city, parts of the house), where learners had to give three short answers of specific information; this segment had twelve points, four per each question.

Below, the results of the first item before (a) and after (b) the intervention of the L2MSS based instrument.

a.

Points obtained	12	8	4	0
Numbers of participants	1 (4%)	4 (13%)	6 (22%)	17 (61%)

Figure 20: Results Item one, Initial proficiency test (Own elaboration)

b.

Points obtained	12	8	4	0
Numbers of participants	2 (8%)	4 (13%)	9 (32%)	13 (47%)

Figure 21: Results Item one, Second proficiency test (Own elaboration)

The second section of the test included five alternative exercises where learners had to complete a sentence choosing one of the four options shown. It included present tense sentences, high frequency verbs, and familiar vocabulary. The item had a total score of ten points, two per exercise.

Below, the results of the second item before (a) and after (b) the intervention of the L2MSS based instrument.

a.

Points obtained	10	8	6	4	2	0
Numbers of participants	0 (0%)	0 (%)	0 (%)	0 (%)	3 (11%)	25 (89%)

Figure 22: Results Item two, Initial proficiency test (Own elaboration)

b.

Points obtained	10	8	6	4	2	0
Numbers of participants	0 (0%)	0 (0%)	0 (0%)	3 (11%)	8 (28%)	17 (61%)

Figure 23: Results Item two, second proficiency test (Own elaboration)

The third item of the proficiency test required the learners matching answers with questions words. The section consisted of six sentences and six question words. This item had a total score of twelve points.

Below, the results of the third item before (a) and after (b) the intervention of the L2MSS based instrument.

a.

Points obtained	12	10	8	6	4	2	0
Numbers of participants	0 (0%)	0 (0%)	1 (4%)	1 (4%)	9 (31%)	5 (17%)	12 (44%)

Figure 24: Results Item three, initial proficiency test (Own elaboration).

b.

Points obtained	12	10	8	6	4	2	0
Numbers of participants	0 (0%)	0 (0%)	0 (0%)	3 (11%)	7 (25%)	8 (28%)	10 (36%)

Figure 25: Results Item three, second proficiency test (Own elaboration).

The final segment of the test included the composition of a short text describing daily activities enjoyed by the participants, including vocabulary related to free time activities and days of the week.

The section had a total score of ten points, and learners were given a model of the text they had to produce.

Below, the results of the fourth item before (a) and after (b) the intervention of the L2MSS based instrument.

a.

Points obtained	10	8	6	4	2	0
Numbers of participants	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	28 (100%)

Figure 26: Results Item four, initial proficiency test (Own elaboration).

b.

Points obtained	10	8	6	4	2	0
Numbers of participants	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (11%)	25(89%)

Figure 27: Results Item four, second proficiency test (Own elaboration).

A general overview of the results reveals a slight improvement in the results of each Item, but not a significant one in levels of proficiency. This is especially observed in the last item (Figures 26 and 27), in which the percentage of participants who were able to produce a short paragraph barely varies. The same phenomena can be observed in the rest of the items, where there are slight differences in the results of the measure before and after the intervention of the L2MSS instrument.

In spite of what has been mentioned before, in terms of attitude, it was observed that learners approached the test with more confidence than the first time.

4.3 L2MSS Motivational instrument

The motivational instrument design was based on the L2 Motivational Self System theory proposed by Dornyei (2005, 2014). This consisted of a chart, to be completed by the participants lesson by lesson, in which learners had to reflect on aspects related to the domains of *Ideal L2 self*, *ought to L2 self*, and *L2 learning experience*.

The participants were introduced to the concept of Ideal L2 self, in an exposition where the teacher asked questions like: *Why do you want to learn English? How and where do you think you will use it? What do you think your family and friends will say when they know you speak English? Do you think you will sound the same in English?*

The purpose of this first approach to the concept of the Ideal L2 self was not an attempt of creating a vision, since as Dornyei explains, it is not realistic to affirm that a motivational intervention will help learners to create an ideal self out of nothing. What the process does is to raise awareness, and guide learners in the selection of goals,

expectations, and desires that they have already nurtured before, at the same time, that they are exposed to significant role models to illustrate future selves (Dornyei, 2014).

The purpose of this first set of questions was to generate one of the conditions mentioned by Dornyei in the L2MSS for the motivational power of vision, this is that *the learner's future self-image is elaborate and vivid*. This was sought in the first conversation with the participants of the research by using questions that appeal to the sensorial, social and emotional domains of the individuals.

The questions previously mentioned were accompanied by an audio sent by a previous student of the Institute, where she speaks English, in order to encourage learners to persist in their learning process.

The L2MSS based instrument consisted of seven criteria that learners had to complete during four lessons. Hereunder the results for each of the criteria.

The criteria *My goals for this lesson*, *Ideal L2 self-visualization*, and *What I learned or progress I made*, fall into a category that will be labeled as *Ideal Self Dimension*, since they include aspects that are directly related to a process of reflection in which the participants need to visualize their future self in terms of goals and progress towards their ideal self.

The criteria *Personal connection*, and *Engaging contents or activities*, corresponds to the *Individual Learning Experience Dimension*, where the instrument explores the reflection of the learners on the relevance of the contents he/she is studying. According to Dornyei, one of the most demotivating factors is to learn something they feel has no importance nor connection with their lives. This dimension is part of the motivational strategies focused on the learning experience at individual learner level.

In relation to the criteria *Collaborative experiences*, and *Positive moments*, they cover the *Group Learning Experience Dimension*. The criteria mentioned involves strategies mentioned by Dornyei in the development of his model *such as* the promotion of

proximity, contact, interaction and group activities (Dornyei, 2014) In this segment of the instrument, students reflected on these elements present in the progression of lessons.

I. Ideal Self Dimension

a. My goals for this lesson

In the first criteria of the chart, the most repeated verb in the total of participants was *To learn*. This answer became more elaborated in the progression of the lessons, adding the contents and skills they wanted to acquire in the session, for example:

“To learn the names of the members of the family; to learn how to write about the family and their jobs; to learn something crucial for life; to learn about numbers; to learn and memorize the numbers; to learn and assimilate everything that is explained in the lesson; to learn and pay attention; to learn sentences; to learn new vocabulary; to learn how to write the numbers in English; to learn how to structure sentences with members of the family”. (IDEAC students)

b. Ideal L2 self visualization

The next criteria involved the learner visualization and description of their ideal L2 self. In this section they were required to describe how the language learning process would help them to achieve their purposes.

The participants repeated verbs such as *to understand*, *to communicate*, *to speak*, *to pronounce*, with variations in terms of what they perceived the lessons had helped them with.

Examples of the participants answers for these criteria are:

“To speak using sentences and understand; to read; to communicate with foreigners; to speak English fluently; to speak English since it is my favorite

subject; to apply English to my daily life; to learn about the language; to speak English in the future". (IDEAC students)

c. What I learned or progress I made

In this section the participants had to describe any contents that they considered learned, the progress they perceived they made in the learning process. The answers were mostly related to the goals established earlier in the chart.

Among the answers provided by the participants are found:

"Vocabulary about the family; positive and negative instructions; don't; to write my name and my pet's name; the numbers; to express more fluently; I learned to form sentences; to understand instructions; jobs in English that I did not know; I am learning to write the numbers with words; I learned to write the members of the family; to listen". (IDEAC students)

II. Personal Learning Experience Dimension

a. Personal connection

In this section of the instrument learners had to reflect lesson by lesson on a connection between their personal experience and the contents they were studying. The answers included elements of the participants' experience or content and skills they applied to real situation context.

Some of the answers provided by the participants include:

"I had to write the name of my pet; To learn how to say my name and my age; I understood what I saw in television; I listen to music in English and I read the lyrics; To talk about my pet; to know the age of my children; I listen to music in English and I watch movies with Spanish subtitles". (IDEAC students)

b. Engaging contents or activities

This criterion of the learning experience encompasses any activity or content that they considered engaging or interesting. This section was included in the group dimension based on the answer of the learners.

The responses of the participants for this criterion include:

“The worksheet; the explanations of the teacher; everything related to the English language is interesting for me; to review; the whole lesson”. (IDEAC students)

III. Group Learning Experience Dimension

a. Collaborative experience

The collaborative experience section of the instrument explored the participants' perception on the group dynamics and any interaction they experience in the lesson environment.

Some examples of the answers of the participants are:

“Group work; sharing ideas; sharing vocabulary; a good time working with my classmates; I prefer working alone; work in pairs or group; more learning; becoming close to my classmates; interacting with my classmates; to help each other; good communication; we share new words; we share ideas for the answers”. (IDEAC students)

b. Positive moments

Regarding this second criteria of the Group Learning Experience Dimension, participants were required to take note and reflect on any positive moment they identified in the lessons.

At a general level students identified the opportunities to participate in the lesson, interaction, and group work as the most positive moments during the English class.

In the register of the motivational instrument the following answers can be found:

“Sharing, communication with classmates; get to know more my classmates; interacting in the lesson; I feel happy for learning at my age; many; to attend to the lessons; the way the lesson develops; to participate; to make jokes and share in group”. (IDEAC students)

4.4 Research Question Answers

- a. What are the factors that motivate students in the process of learning English as a foreign language, in the context of adult education for the students of IDEAC institute in the city of Quillota?**

Based on the data collected through the instruments designed for this study, there are some key factors that motivate learners that can be recognized as a tendency in the group.

An important percentage of students identified that a factor of motivation to learn English is their ***Personal interest in the language*** (Figure 1) **and L2 culture** (Figure 3). In the same manner there is a variety of learners in terms of age, occupation, social backgrounds, within the sample, there is also variety in the reasons they might

encompass the answer alternative personal interest, such as literature, media, familiar issues, entertainment, curiosity, among others.

Another important factor mentioned in the figure is ***To enhance job and academic possibilities*** (Figure 2). The fact that these learners are finishing their formal education, speaks about a desire for acquiring skills and knowledge that will help them to reach another level, which may be job or academic aimed, depending on the direction of one's project (Figures 3,11 & 12).

Learners also expressed the reasons that keep them in the process of learning English as a foreign language. In this regard, the researcher found again the factors related to *personal interest for language and culture*, in addition to job and academic goals (Figure 3). Participants attributed an important role to their ***Perception of progress***, this means that a fundamental part of their motivation in the process responds to their self-evaluation as learners; this was also manifested in the motivational instrument they completed, where they affirmed perceiving and improvement in their skills and performance in the language.

In terms of L2 learning experience, based on the answers of the participants, two crucial elements for them are the ***Encouragement they feel from the teacher*** (Figure 17), ***and their classmates*** (Figure 18). This is a relevant factor, when dealing with the levels of anxiety of learners, which has a negative repercussion on L2 motivation.

b. What is the level of proficiency of students learning English as a foreign language in the context of adult education in IDEAC institute in the city of Quillota?

The proficiency test was designed to measure the A1 level in reading and writing skills. The CEFR (2020) describes the overall reading comprehension for the A1 level as “can understand very short, simple texts, a single phrase at a time picking up familiar names, words, and basic phrases and rereading as required”. On the other hand, the overall

written production is described as “can give information about matters of personal relevance (likes, dislikes, family, pets) using simple words, and basic expressions”, It includes also “can produce simple isolated phrases and sentences.”

In the first item of the test, the learners that obtained an insufficient score reached almost ninety percent (Figure 20); the same tendency is repeated in the second (Figure 22), third (Figure 24), and fourth item (Figure 26).

The results of the first proficiency test demonstrate that the total percentage of participants could not achieve the A1 level in any of the items of the measure.

In spite of what has been mentioned, it is inexact affirming that learners are absolute beginners, that is why it is worth mentioning the PreA1 level of the CEFR (2020). In terms of overall reading comprehension this level is described as “can recognize familiar words accompanied by pictures, such as fast-food restaurant menu illustrated with photos, or a picture book using familiar vocabulary”. In relation to the overall written production, it mentions that the user “can give basic personal information (eg, name, address, nationality, perhaps with the use of a dictionary)”.

As it was previously mentioned it would be imprecise to describe the level of participants as absolute beginners, since they were able to recognize some very basic vocabulary, expressions and single words. The learners can be located at an early stage of the PreA1 level.

c. How does the application of an instrument based on the L2MSS model influence the motivation of students in the process of learning English as a foreign language in the context of adult education in IDEAC institute in the city of Quillota?

The effects of the instrument based on L2MSS on the motivation of the participants can be described in different areas.

One of the most significant changes between the two measures reflects positive variations in the time and frequency that participants dedicate to learning English.

There was an important increase in the percentage of learners that study several days a week after the application of the motivational instrument; on the other hand, the group of learners that affirmed to seldom study disappeared (Figure 2). In the same line, there was a considerable decrease in the number of participants who claimed not to practice outside the classroom (Figure 5).

The research also reveals a rise in the level of confidence of students, which translates into a decrease in the level of anxiety and frustration they might experience in the L2 classroom.

The number of learners that claimed they wouldn't be able to become fluent in English decreased more than three times after the implementation of the motivational instrument (Figure 7). At the same time, when making mistakes, most learners affirmed feeling motivated to learn from it after the application of the motivational chart (Figure 6), while the feelings of frustration and discouragement reduced drastically when facing difficult contents (Figure 14).

In terms of classroom practice, more learners claimed to feel confident to practice English with the classmates and the teacher after the four lessons of intervention (Figure 16).

Based on the results, It can be evidenced that the L2MSS instrument had a beneficial impact on the level of motivation of the participants (Figure 8).

d. Does increasement in motivation levels translate into improvement on the level of proficiency of learners?

After observing an increase in the level of motivation of learners, the researcher found a slight improvement in every item of the second proficiency test (figures 21, 23, 25, 27).

Even when it was generalized improvement (every item), the research could not establish a significant change in the level of proficiency of learners, that is to say, learners still in an early stage of the preA1 level.

CHAPTER 5 Conclusions and Recommendations

5.1 Conclusions

The research fulfills the general and specific objectives proposed at the beginning of this study, not only analyzing the factors that motivate students from Instituto de Jóvenes y Adultos Aconcagua in the process of learning English as a foreign language in EYAP context, but also, estimating the effectiveness of motivation in EFL proficiency in the same group of learners.

In this regard, the research proved both hypotheses to be right since (a) students' motivation in the process of learning English translates into an improvement in the level of proficiency of learners, however this was a slight change. On the other hand, (b) the study proved the hypothesis that the application of an L2MSS based instrument increases the level of motivation in EFL learners as it will be described.

The application of an instrument based on Dornyei's L2 Motivational Self System, demonstrated that when learners work on a future vision of themselves, known as *Ideal L2 self*, and reflect on their *L2 learning experience* (Dornyei, 2014) , their level of motivation increases, as it was evidenced in the second measure of the motivational survey.

The evidence obtained from the motivational instrument completed by the learners, revealed that students' motivation is significantly influenced by the learning experience,

which is reflected primarily in terms of confidence inside the classroom, frequency of their study time, and a drop in the levels of frustration and discouragement.

Even when the level of motivation increased substantially, the proficiency of learners experienced a rather slight positive variation. However, most of the participants were not able to succeed in the proficiency test neither before nor after the implementation of the motivational instrument.

The L2MSS evidenced positive impacts in terms of motivation and proficiency for EYAP learners of English as a foreign language, which is highly relevant considering the unique characteristics and challenges of these students, such as the fact that most of them have a full-time job, children, and other responsibilities. They also expressed their concern regarding their performance and skills they affirm (or not) to possess, which translated into high levels of anxiety at the beginning of the course.

The data analysis also allowed the researcher to find differences in motivation regarding the age of participants that were divided into two groups. The first group, the younger learners included individuals from twenty- four to thirty-eight years old; the second group was formed by learners between forty-two to sixty-five years old. In terms of reasons to learn English the younger group selected mostly *to enhance job and academic possibilities*, while the older participants affirmed that the main reason for them to learn English is *personal interest*. The younger group demonstrated to invest less time studying English than older learners; nevertheless, in terms of attitude and confidence, the group of younger learners evidenced more confidence that they would maybe speak English fluently, while an important number of older participants affirmed they would not. Finally, when making mistakes, while the older group claimed to feel ashamed and discouraged, the younger learners declared feeling motivated to learn from the mistakes. While the answers to the survey were relatively similar in both groups, it can be concluded that the older the learners, the less confident they feel in the context of EFL learning.

The possibility of this segment of the population continuing their academic progress in the area where they live, that might be sometimes of difficult access, requires that teachers and researchers devote their efforts to optimize their process and boost their existing motivation.

5.2 Recommendations

The present study focused on two skills, writing and reading, it is recommended that in future works, researchers include listening and speaking skills, in order to have a more complete understanding of the proficiency of learners and the possible impacts that motivation might have in these areas too, and observe any divergence in relation to the written skills.

The research was carried out in a lapse of six weeks, with one lesson per week, the recommendation of the researcher is to extend this period (one academic year if possible), in order to obtain more conclusive results, and give the participants the time to elaborate more on their future selves, since as it was mentioned in the development of this study, the creation of a vision is a process. Furthermore, the sample is characterized by having trouble following instructions, a longer period, gives the researcher opportunity to repeat and make instructions more defined, and at the same time, learners can shape and elaborate their answers.

The researcher also recommends going deep in the age variable, since in this research, that was not considered the main variable, or one of the lines of the study; however, it demonstrated to have a relevant impact on some areas of the conclusions and the study could obtain revealing insight regarding this factor.

One last recommendation for researchers is to have an alternative group which responds to the initial and second evaluation (motivational survey, and proficiency test) without using the L2MSS based instrument, in order to compare the variations in both groups and obtain more data.

5.3 Projections

The researcher will continue using the Dornyei's L2MSS based instrument with the sample, working on the reflections of learners on the future selves and their learning experience.

Towards the end of the academic year, the participants will undergo a third evaluation, both motivational and of proficiency in order to determine if a major impact can be found.

All that has been mentioned, seeks to enhance the learning experience of EYAP students, as well as to provide an alternative to English as a foreign language educators to motivate learners and involve the motivation factor in the selection of materials, activities and planning of the pedagogical process.

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ANEXES

Annex 1 Motivational Survey Model

ENCUESTA DE MOTIVACIÓN EN EL APRENDIZAJE DE INGLÉS

Le agradecemos participar de esta encuesta anónima. Complete información personal (No incluye nombre) para estadística, y conteste las preguntas seleccionando la alternativa que más se ajusta a su percepción.

Género

- a. Masculino
- b. Femenino
- c. Prefiero no decirlo

Ocupación

Edad

PREGUNTAS SOBRE MOTIVACIÓN EN EL APRENDIZAJE DE INGLÉS COMO IDIOMA EXTRANJERO

1. ¿Cuáles serían tus razones principales para aprender inglés?

- a. Aumentar mis posibilidades de estudio y trabajo
- b. Estudiar y trabajar en el extranjero
- c. Interés personal
- d. Comunicarse con angloparlantes
- e. Es un requerimiento del programa en el programa de estudios en el que estoy

2. ¿Qué tan a menudo estudias inglés?

- a. Diariamente
- b. Varias veces a la semana
- c. Una vez a la semana
- d. Rara vez

3. ¿Cuál de las siguientes opciones es para usted una motivación para continuar estudiando inglés?

- a. Siento que estoy aprendiendo
- b. Mi interés personal por el idioma y la cultura
- c. Mis objetivos de estudio y laborales
- d. Presión de familia, amigos, compañeros u otras personas

4. ¿Qué tan a menudo te encuentras con el idioma inglés en tu día a día? incluyendo internet, televisión o cualquier otro medio.

- a. Muy a menudo
- b. Ocasionalmente
- c. Raramente
- d. Nunca

5. ¿Cómo practicas inglés?

- a. Busco lecturas en inglés en páginas o redes sociales
- b. Viendo películas o series en inglés
- c. Usando aplicaciones o sitios web para el aprendizaje de idiomas
- d. No practico fuera de clases

6. ¿Cómo te sientes cuando cometes un error en inglés?

- a. Avergonzado/a y desanimado/a

- b. Me siento motivado a aprender del error
- c. Indiferente
- d. Prefiero pasarlo por alto

7. ¿Piensas que puedes llegar a hablar inglés de manera fluida?

- a. Sí
- b. No
- c. Tal vez

8. ¿Qué tan motivado te sientes para aprender inglés?

- a. Muy motivado/a
- b. Medianamente motivado/a
- c. No muy motivado/a
- d. Nada motivado/a

PERCEPCIÓN DEL IDIOMA

9. ¿Qué tan importante consideras que es el idioma inglés para la comunicación a nivel global?

- a. Muy importante
- b. Medianamente importante
- c. No muy importante
- d. Para nada importante

10. ¿Estás interesado/a en aprender también sobre la cultura de los países angloparlantes?

- a. Muy interesado/a

- b. Medianamente interesado/a
- c. Poco interesado/a
- d. Nada interesado/a

11. El aprendizaje del idioma inglés puede mejorar mis oportunidades laborales en Chile

- a. Muy de acuerdo
- b. De acuerdo
- c. En desacuerdo
- d. Muy en desacuerdo

12. El aprendizaje del idioma inglés me puede dar oportunidades laborales en el extranjero y de viajes

- a. Muy de acuerdo
- b. De acuerdo
- c. En desacuerdo
- d. Muy en desacuerdo

13. ¿Crees que aprender inglés hará algún cambio a tu vida diaria?

- a. Muy de acuerdo
- b. De acuerdo
- c. En desacuerdo
- d. Muy en desacuerdo

EXPERIENCIA DE APRENDIZAJE

14. ¿Cómo te sientes cuando te encuentras con algún contenido difícil?

- a. Frustrado/a y desanimado/a
- b. Motivado/a a superar la dificultad
- c. Indiferente
- d. Prefiero evitar seguir intentando

15. ¿Qué tan confiado/a te sientes practicar inglés con tus compañeros/as y profesor?

- a. Muy confiado/a
- b. Medianamente confiando/a
- c. No muy confiado/a
- d. Nada confiado/a

16. ¿Cómo te sientes del nivel de dificultad de tus clases de inglés?

- a. Parece difícil e imposible para mí
- b. Me parece difícil pero desafiante
- c. Me parece fácil
- d. Me parece demasiado fácil y no representa ningún desafío

17. Me siento apoyado por mi profesor en el proceso de aprendizaje de inglés

- a. Muy de acuerdo
- b. De acuerdo
- c. En desacuerdo
- d. Muy en desacuerdo

18. Me siento apoyado por mis compañeros en el proceso de aprendizaje de inglés

- a. Muy de acuerdo
- b. De acuerdo
- c. En desacuerdo
- d. Muy en desacuerdo

19. ¿Dónde estudiaste inglés anteriormente?

- a. En el colegio
- b. Nunca estudié inglés anteriormente
- c. Usé aplicaciones de aprendizaje de idiomas
- d. Estudié por mi cuenta

ANNEX 2 PROFICIENCY TEST

Diagnóstico

Sector: Inglés	Nivel: Medio I y II	Fecha: MARZO 2023
Unidad Temática: El inglés en la vida diaria		

Contenido / conocimiento(s): present simple, presente continuo, there is/ there are, verbs,		
Objetivo (aprendizaje/habilidad): Identificar información específica en texto para contestar preguntas de comprensión; Relacionar expresiones de pregunta con su respuesta; componer texto escrito siguiendo un modelo con vocabulario familiar.		
Puntaje Total: _44 pts_	Puntaje Obtenido: _____	

I. Comprensión de lectura. Lee el texto y responde las siguientes preguntas. 12pts.

- How many people are there in the family? _____
- Is there any church on the way to school? _____
- What is in the living room? _____

Mauricio and Anna are living in a house in the suburbs in Santiago.

There are five people in the family; the couple and three children. Anna is a primary school teacher. Her work is within twenty minutes from the house. On the way to school there is a church, a newstand, houses and a park. At the end of the park crossing the street you can see the school.

Now, Mauricio is working at home. He is making a hand made piece of furniture. He is a craftsman. The showroom and the joiner's workshop are in the backyard. In Mauricio and Anna's home there is a lot of furniture made by Mauricio's hands. In the living room there is a table and two armchairs. In the kitchen there are two cupboards. In the bedroom there is a beautiful carved bed.

II. Selecciona la alternativa correcta para completar la oración. 10 pts.

- Can you ___ me how to get to the museum?

A. eat

- B. buy
- C. tell
- D. play

b. My favorite color is ____.

- A. blue
- B. cat
- C. car
- D. bus

c. you have a ____ sister and a ____ brother.

- A. hot, cold
- B. Far, close
- C. red, blue
- D. older, younger

d. I ____ a new book every week.

- A. have breakfast
- B. read
- C. dance
- D. sing

e. she ____ at university.

- A. music
- B. does
- C. studies
- D. studying

III. Términos pareados. Conecta las respuestas con la pregunta correspondiente. 12 pts.

- | | |
|--|-----------------|
| a. It's Alejandro. | _____ How many? |
| b. It's 1000 pesos. | _____ Where? |
| c. On april 17th. | _____ Why? |
| d. Because she had a difficult test. | _____ When? |
| e. It's in front of the supermarket | _____ How much? |
| f. There are five continents in the world. | _____ What? |

IV. Write a short paragraph about your favorite hobby. Include information about what you like to do and why you enjoy it. 10 pts

Example:

My favorite hobby is playing basketball. I play every Saturday with my friends at the park. I like it because it's a fun way to exercise and stay healthy. Also, I love the feeling of making a great shot and winning . It's also a great way to spend time with my friends and enjoy outdoor activities.

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase				
Mi imagen ideal del futuro				
Conexión personal				
¿Qué aprendí en esta clase?				
Experiencia colaborativa				
Contenido y actividades relevantes para mí				
Momentos positivos				
Nivel:	Sede:	Nombre		

ANNEX 3 ANSWERS FOR MOTIVATIONAL INSTRUMENTS

PARTICIPANT 1

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Es aprender	Aprender	Aprender a escribir	Aprender a decir características de personas en inglés
Mi imagen ideal del futuro	Poder hablar inglés en el futuro	Poder hablar y escribir en Inglés	Poder hablar inglés bien	Hablar fluidamente
Conexión personal	Los números	La familia	la familia y ocupaciones	características de personas
¿Qué aprendí en esta clase?	A escribir palabras en inglés ya que son mis primeras clases	A describir en inglés a mi familia	Escribir oraciones sobre mi familia	Palabras para hablar de personas
Experiencia colaborativa	Compartimos ideas para las respuestas	Aprendí mucho hoy y compartimos ideas y palabras	Aprendí a escribir oraciones	Compartimos con los compañeros
Contenido y actividades relevantes para mí	Las guías	Las guías y lo que el profesor enseña	sí. Las guías y el profesor porque aprendo mucho	Aprendo a usar palabras
Momentos positivos	Compartir	Compartir	Compartir ideas	Aprender compartiendo

PARTICIPANT 2

	Clase 1	Clase 2	Clase 3	Clase 4
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Mi objetivo para esta clase	Aprender y memorizar	Aprender más	Seguir aprendiendo	Aprender a escribir en inglés
Mi imagen ideal del futuro	Aprender el Inglés	Me gusta la materia	Me gusta inglés cada vez más	Me interesa hablar inglés
Conexión personal	Los números	Todo de la familia	Completar oraciones	Describir cómo es la gente que conozco
¿Qué aprendí en esta clase?	Aprender a identificar los números	Conocer cómo se escribe lo de la familia	Trabajo de la familia	Palabras para decir cómo es la gente
Experiencia colaborativa	Trabajar en equipo	Trabajar en equipo	El trabajo en equipo	Trabajar en equipo
Contenido y actividades relevantes para mí	Aprender más	Seguir aprendiendo mucho más	Seguir aprendiendo más	Aprender más
Momentos positivos	Feliz de aprender	Más que feliz	Siempre feliz	Feliz de aprender

PARTICIPANT 3

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender y entender el inglés	Aprender otras palabras en inglés	Es seguir aprendiendo a escuchar y entender	Aprender a escribir mejor

Mi imagen ideal del futuro	Comunicarme en Inglés con personas	Pronunciar bien y comunicarme con personas que saben el inglés	Si sigo aprendiendo y escuchando puede que sí (hablar inglés)	Comunicarme sin problemas
Conexión personal	Tuve que escribir el nombre de mi mascota	Que aprendí muchas palabras nuevas	Aprendí mucho sobre la familia que no sabía	Aprendí sobre palabras para describir a las personas
¿Qué aprendí en esta clase?	A escuchar y a escribir en inglés	Palabras nuevas	Aprendí un texto de la familia	Describir el físico de personas
Experiencia colaborativa	Que nos comunicamos con los compañeros	Que compartimos palabras nuevas	Que nos hacen participar en clases	Que compartimos en actividad
Contenido y actividades relevantes para mí	Que es interesante poder hablar en Inglés	Que es importante aprender el Inglés	Que cada clase son importantes para mí	Que es importante decir en inglés cómo son las personas físicamente
Momentos positivos	Que estoy aprendiendo a escuchar	Es que estoy aprendiendo palabras nuevas	Que estuvo entretenida y lo explican muy bien	Entretenido la clase y voy aprendiendo

PARTICIPANT 4

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender más palabras	Aprender más que la clase anterior	Leer y reconocer oraciones	Escribir oraciones

Mi imagen ideal del futuro	Saber decir varias palabras	Siempre seguir aprendiendo	Leer de corrido textos	Leer y escribir de manera correcta
Conexión personal	Aprender mi nombre y edad	Aprender más palabras	Saber cada vez más	Aprender más
¿Qué aprendí en esta clase?	Reconocer números y palabras	Reconocer a los integrantes de mi familia	Hacer oraciones	Escribir y entender palabras
Experiencia colaborativa	Trabajar en grupo	Trabajo en equipo	Trabajo en equipo	Trabajo en equipo
Contenido y actividades relevantes para mí	Aprender cada vez más en cada clase	Siempre saber más	No perder el entusiasmo en aprender	Seguir mejorando todas las clases
Momentos positivos	Interactuar en la clase	Interactuar en la clase.	Interactuar en clases	Interactuar en la clase

PARTICIPANT 5

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender nuevas palabras	Seguir aprendiendo cosas nuevas	Poder crear oraciones	Aprender a armar oraciones
Mi imagen ideal del futuro	Poder hablar más fluido	Armar oraciones en Inglés	Leer fluído	Entender lo que leo

Conexión personal	Establecer una conversación	Aprender cada día más	Lograr saber leer sin ayuda	Poder entender varias cosas
¿Qué aprendí en esta clase?	Números y palabras	Miembros de la familia	Armar oraciones	Físico de la gente
Experiencia colaborativa	Buena	Hay buena comunicación	Excelente	Muy buena
Contenido y actividades relevantes para mí	Seguir aprendiendo	Aprender siempre algo nuevo	Cada día me interesa más el ramo	Es interesante aprender el idioma
Momentos positivos	Clase productiva	Buena comunicación	Leí varias oraciones	Escribir armando oraciones

PARTICIPANT 6

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender	Aprender	Aprender	Aprender
Mi imagen ideal del futuro	Hablar Inglés	Poder hablar bien	Hablar el idioma	Hablar con otras personas en inglés
Conexión personal	Simón	Familia	Trabajos	Características de la gente

¿Qué aprendí en esta clase?	Escuchar	Escribir	Leer	Escribir
Experiencia colaborativa	Nos ayudamos	Trabajo entre todos	Compartir	Ayudarse con compañeros
Contenido y actividades relevantes para mí	Cosas importantes	muy importante	mi trabajo	mi familia
Momentos positivos	Momentos buenos	Entretenido	Con los compañeros	Compartir con los demás

PARTICIPANT 7

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender el idioma y entender palabras	Seguir aprendiendo	Seguir aprendiendo	Aprender cada día más
Mi imagen ideal del futuro	Poder entender	Conocer más el idioma	Terminar de aprender	Entender bien
Conexión personal	Lo que ví en la televisión, lo entendí	Lo que explicó lo entendí	Tratar de entender	Entiendo más
¿Qué aprendí en esta clase?	Aprendí nuevas palabras	Varias palabras	Oraciones	Palabras nuevas

Experiencia colaborativa	Interactuamos con los compañeros	Interactuar	Nuevo aprendizaje	Interactuar entre compañeros
Contenido y actividades relevantes para mí	Cuando el profesor explicar	Buenas explicaciones	Gran aprendizaje	buen aprendizaje y explicaciones
Momentos positivos	Interactuar en clases	Participar en clases	Cuando aprendo	compartir lo que aprendo con los demás

PARTICIPANT 8

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender escribir los números en inglés	Aprender a armar frases con los miembros de la familia	Aprende más sobre los miembros de la familia	Aprender sobre las descripciones físicas de las personas
Mi imagen ideal del futuro	Saber escribir y entender más el inglés	Saber escribir y entender más el inglés	Saber más inglés	Saber hablar inglés
Conexión personal	Escucho música en inglés y veo su letra	Escuchar música y leer su letra	Escuchar música leer libros y ver textos	Escuchar música, leer, ver series
¿Qué aprendí en esta clase?	Estoy aprendiendo a escribir en palabras los números en inglés	aprendí más a escribir los miembros de la familia	Armar frases con los miembros de la familia	Escribir frases para describir a personas

Experiencia colaborativa	Unirme a mis compañeros y trabajar en grupo	trabajar con mis compañeros	Trabajar con mis compañeros	Trabajar con mis compañeros y comunicarnos
Contenido y actividades relevantes para mí	Aprender mucho más	Aprender más el inglés	Aprender más	Aprender más
Momentos positivos	Hacer tallas y compartir en grupo	Participar más en clases	Puedo entender un poco más	Voy entendiendo mejor y puedo escribir

PARTICIPANT 9

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	No asiste	Aprender más nombres de familia	Tratar de aprender	Aprender adjetivos
Mi imagen ideal del futuro	No asiste	Aprender y aplicar en la vida diaria	Saber más inglés	Usar inglés en mi vida
Conexión personal	No asiste	Palabras familiares ... La familia	Que sí aprendo	Hablar de mí
¿Qué aprendí en esta clase?	No asiste	Palabra de uso en la familia	Más nombre de parientes	Palabras para decir, morena, alta, pelo rizado.

Experiencia colaborativa	No asiste	Términos que aprendí	Ninguna	Trabajo sola
Contenido y actividades relevantes para mí	No asiste	Que sí he aprendido	Que estoy haciendo oraciones	hago oraciones sobre gente que conozco
Momentos positivos	No asiste	Palabras que ya conocía para aplicarlas	El poder entender lo que el profesor enseña	entender nuevas palabras

PARTICIPANT 10

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Capacitarme en el idioma Inglés	Aprender palabras nuevas	Seguir capacitándome en el idioma en el idioma	Seguir aprendiendo
Mi imagen ideal del futuro	Poder expresarme con facilidad	Poder hablar	Poder entender	Poder expresarme en inglés
Conexión personal	Poder entender los números	Trabajar en grupo	La buena información del profesor	Trabajar con compañeros
¿Qué aprendí en esta clase?	A conocer palabras que uso a diario en algunas partes	Poder hacer oraciones	Sobre los miembros de la familia	A escribir oraciones
Experiencia colaborativa	Mayor aprendizaje	Más conocimiento	Mayor aprendizaje	Más aprendizaje

Contenido y actividades relevantes para mí	Poder desarrollarme mejor	Cada día tener más conocimiento	Revisar cómo se pronuncia los de familia	Conocer palabras nuevas
Momentos positivos	La forma como se explica la clase	La forma como se desarrolla la clase	La participación de los compañeros	Las explicaciones del profesor

PARTICIPANT 11

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender Inglés	Aprender oraciones	Seguir reforzando	Entender más
Mi imagen ideal del futuro	Aprender hablar números y objetos en Inglés fluido	Saber oraciones y palabras mejor	Aprender más	Aprender oraciones
Conexión personal	Aprendí mi edad, mi nombre	Aprendí oraciones	Seguir entendiendo	Aprendí cosas de mí
¿Qué aprendí en esta clase?	Los números	Miembros de la familia	Comprender texto	Escribir oraciones
Experiencia colaborativa	Trabajo en pareja o en grupo	Trabajé sola	Trabajo sola	Trabajo sola
Contenido y actividades relevantes para mí	Sí	Sí	Sí	Sí
Momentos positivos	Sí	Sí	Sí	Sí

PARTICIPANT 12

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender mucho más y prestar atención	Aprender nuevas palabras	Leer bien los textos y palabras	Aprender más palabras
Mi imagen ideal del futuro	Hablar fluido Inglés porque es mi materia favorita	Conocer más y aprender más	Aprender	Saber inglés
Conexión personal	Materia favorita	Me gusta mucho el inglés	Materia favorita	Me gusta la materia
¿Qué aprendí en esta clase?	Los números y comprender instrucciones	Profesiones en inglés que no conocía	A comprender mejor un texto	A formar oraciones
Experiencia colaborativa	Hacer guías en grupo	Me gusta trabajar sola	Amo trabajar sola	Prefiero trabajar sola
Contenido y actividades relevantes para mí	Todo lo relacionado al inglés en general me interesa	Todo	Todo	Todo me interesa
Momentos positivos	Venir a clases a aprender	Poder asistir a clases	Venir a clases	Venir a aprender

PARTICIPANT 13

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Entender más	Aprender cosas que no sabía	No asiste	Aprender más
Mi imagen ideal del futuro	Entender el idioma	Poder hablar el idioma	No asiste	Poder hablar inglés
Conexión personal	Mi mascota	Mi familia	No asiste	Mi familia
¿Qué aprendí en esta clase?	Los números	Aprendí a formar frases	No asiste	Aprendí a formar más frases
Experiencia colaborativa	Trabajamos en grupo	-----	No asiste	Trabajo en grupo
Contenido y actividades relevantes para mí	No se	Pronunciación	No asiste	Vocabulario nuevo
Momentos positivos	No se	Muchos	No asiste	La clase

PARTICIPANT 14

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender y asimilar todo lo que expliquen en la clase	Aprender más	Aprender lo de la clase	Aprender y entender las explicaciones
Mi imagen ideal del futuro	Me veo hablando y escribiendo inglés fluído	Hablar inglés	Hablando y entendiendo inglés	Hablar fluido
Conexión personal	Entiendo la mayor parte de la clase	comprender la clase	Comprender la materia	Entender lo que se explica en clases
¿Qué aprendí en esta clase?	A identificar los números y palabras	A identificar miembros de mi familia	A Identificar trabajos de la gente	A usar palabras para describir a la gente
Experiencia colaborativa	Comunicación con el compañero	Trabajo en grupo	Interactuar con los compañeros	Trabajar con compañeros
Contenido y actividades relevantes para mí	Aprender y repasar	Repasar	Aprender más	hacer oraciones
Momentos positivos	Compartir	Trabajar con compañeros	Trabajo en grupo	Compartir con compañeros

PARTICIPANT 15

	Clase 1	Clase 2	Clase 3	Clase 4
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Mi objetivo para esta clase	Aprender Inglés	Aprender a comunicarme en inglés	Aprender más frases	Aprender a usar palabras
Mi imagen ideal del futuro	Hablar Inglés fluido	Hablar inglés fluido	Hablar inglés fluido	Hablar inglés fluido
Conexión personal	Aprendí números en inglés	Aprendí de las personas en la familia	Aprendí sobre las ocupaciones	Aprendí cómo hablar de físico de las personas
¿Qué aprendí en esta clase?	Números en inglés	Personas de la familia	Ocupaciones en inglés	Físico de las personas
Experiencia colaborativa	Trabajo en grupo	Trabajo en grupo	Trabajo con compañeros	Trabajo en grupo
Contenido y actividades relevantes para mí	Sí	Sí	Sí	Si
Momentos positivos	Sí	Sí	Practicar inglés	Hacer actividades

PARTICIPANT 16

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Escribir los números y memorizar	Escribir frases	Poder leer frases	Poder entender

Mi imagen ideal del futuro	Aprender y entender el inglés	Aprender	Lograr leer un contenido de inglés	Entender lo que leo en inglés
Conexión personal	Saber los años de mis hijos en inglés	Escribir y describir a mis hijos	Poder escribir y saber lo que escribo	Escribir sobre cosas de mi familia
¿Qué aprendí en esta clase?	a escribir números	A escribir frases	Escribir y leer un poco	Escribir y entender un texto
Experiencia colaborativa	El profe seco y bueno	El profe muy bueno	Excelente el profe	El profe nos hace trabajar en grupo
Contenido y actividades relevantes para mí	Me ayuda para saber más	Estoy aprendiendo inglés	Estoy aprendiendo	Estoy aprendiendo
Momentos positivos	Me siento feliz a mi edad aprender	Feliz	La clase completa	Toda la clase

PARTICIPANT 17

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	No asiste	Aprender	Resolver guía	Aprender

Mi imagen ideal del futuro	No asiste	Hablar más fluido	Comprender y hablar más fluido	Hablar fluido
Conexión personal	No asiste	Ámbito familiar	Buena conexión con los compañeros	Personas que conozco
¿Qué aprendí en esta clase?	No asiste	Identificar cuanto se	Qué significa la "S" después de la coma	Vocabulario para describir
Experiencia colaborativa	No asiste	Se comparten ideas	Se comparten siempre ideas	Se comparte con los compañeros
Contenido y actividades relevantes para mí	No asiste	Las guías	Guías y explicación del profe	Las guías de la clase
Momentos positivos	No asiste	Interactuar entre todos	Excelente ambiente	Buen ambiente para interactuar

PARTICIPANT 18

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender los números	aprender sobre los miembros de la familia	Seguir aprendiendo los miembros de la familia	Aprender sobre describir apariencia

Mi imagen ideal del futuro	Tratar de enfocarme en el tema	saber más sobre el tema	Saber más sobre el tema	Saber más sobre el tema
Conexión personal	Aprender nombres y números	Aprender sobre la familia y sus ocupaciones	La importancia sobre el tema aprendido	Aprender el tema de la clase
¿Qué aprendí en esta clase?	Los significados de palabras	Los significados de los miembros de la familia	Las relaciones familiares	Las palabras para describir apariencia
Experiencia colaborativa	_____	_____	_____	_____
Contenido y actividades relevantes para mí	Contenido de aprender sobre el tema	aprender más sobre el tema aprendido en clase	Importancia de aprender de las relaciones familiares	Aprender más sobre el tema de la clase
Momentos positivos	Interactuar en la clase	Compartir información con los compañeros de lo aprendido	Compartir información del tema	Interactuar con compañeros

PARTICIPANT 19

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender algo indispensable en la vida	Aprender algo importante	No asiste	Aprender cosas importantes
Mi imagen ideal del futuro	Hablar inglés fluido	Hablar inglés	No asiste	Hablar inglés de manera fluida

Conexión personal	Tener conocimiento en cosas de rutina	Entender y escribir números	No asiste	Conocer más vocabulario
¿Qué aprendí en esta clase?	los números... a expresarme más fluido	Escribir oraciones	No asiste	Armar oraciones
Experiencia colaborativa	Compartir en clases con los compañeros	Compartir con los compañeros	No asiste	Compartir en clases
Contenido y actividades relevantes para mí	Experiencia positiva	La materia	No asiste	La clase es buena
Momentos positivos	Cuando aprendo algo nuevo	Aprender para mejorar	No asiste	Participar y aprender

PARTICIPANT 20

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Entender correctamente el inglés	Aprender de familiares y sus trabajos	Aprender correctamente señalar a mis parientes	Aprender a decir apariencias
Mi imagen ideal del futuro	Platicar fluido	Platicar en inglés	Reconocer rápidamente a mis familiares hablando con otros	Aprender bien inglés
Conexión personal	Algunas a ciertos ratos que no recordaba	Mis familiares	Mis familiares y sus trabajos	Como lucen mis familiares

¿Qué aprendí en esta clase?	Los números	Familiares y sus trabajos	A reconocer nuevos familiares	Apariencia de las personas
Experiencia colaborativa	Un buen momento trabajando con compañeros	Compartir con mis compañeros	Trabajar con mis compañeros	Compartir en clases
Contenido y actividades relevantes para mí	Toda la clase me pareció interesante	Toda la clase es interesante	Toda la clase tiene importancia	Toda la clase es importante
Momentos positivos	Conocer a otros compañeros	Compartir con compañeros	Interactuar con más compañeros	Interactuar y compartir con compañeros

PARTICIPANT 21

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Es aprender números	Aprender como se escribe sobre la familia y sus trabajos	Hablar sobre miembros de la familia y sus profesiones	Aprender sobre descripciones de personas
Mi imagen ideal del futuro	Comunicarme con alguien en el extranjero	Aprender más sobre los nombres y cualidades de las personas	Seguir aprendiendo sobre otras cosas	Comunicarme en inglés y seguir aprendiendo
Conexión personal	Escucho música en inglés y algunas películas con subtítulos en castellano	Educarme más en el idioma Inglés	aprender a distinguir miembros de mi familia	Aprender a describir a personas

¿Qué aprendí en esta clase?	Colocar mi nombre y el de mi mascota	Los nombres de mi familia y como llamarlos en inglés	El parentesco de mi familia y los oficios	Adjetivos para describir personas
Experiencia colaborativa	Participar en grupo	Aprender con el profesor	Participar en grupo y con el profesor	Participar con el profesor y compañeros
Contenido y actividades relevantes para mí	Aprender palabras y números en inglés	Aprender y cómo pronunciar las palabras en inglés	Es muy relevante	Aprender a usar lo que aprendo
Momentos positivos	Aprender más de mi profesor	Participar con los compañeros y el profesor	Aprender	Aprender más

PARTICIPANT 22

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender	Aprender	Aprender	Aprender
Mi imagen ideal del futuro	Poder hablar frases y entender	Poder leer y entender las palabras	Poder leer y entender lo que escucho	Poder entender y comunicarme
Conexión personal	Los números	La familia	Parientes y oficios	Las descripciones
¿Qué aprendí en esta clase?	Las palabras de frases negativas ... Don't	Palabras de la familia	Oraciones de parientes	Describir apariencias

Experiencia colaborativa	Compartir ideas	Compartir palabras	Escuchar	Compartir las frases
Contenido y actividades relevantes para mí	Las guías	Palabras de la familia	Palabras y vocabulario para usar	Las palabras nuevas
Momentos positivos	Compartir	Comunicación con compañeros	Comunicación	Comunicación entre compañeros

PARTICIPANT 23

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender	Aprender	Aprender	Aprender
Mi imagen ideal del futuro	Aprender inglés	Poder manejar mejor el inglés	Superarme en todo sentido	Manejar el idioma
Conexión personal	Mi edad	la familia	Trabajo en equipo	Características físicas
¿Qué aprendí en esta clase?	A entender lo que escucho	Excelente	A escribir frases	Escribir en inglés
Experiencia colaborativa	Trabajar con compañeros	Trabajar en equipo	Trabajar en texto	Trabajar en equipo

Contenido y actividades relevantes para mí	Aprender	Aprendizaje	Aprender para usar palabras	Aprender para escribir
Momentos positivos	Sí	Sí	Sí	Sí

PARTICIPANT 24

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender los números	Aprender bien los nombres de mi familia	Aprender las ocupaciones	Aprender a describir personas en su apariencia
Mi imagen ideal del futuro	Poder entender	Poder entender más el inglés	Poder entender y hablar inglés	Comunicarme en inglés
Conexión personal	Números de todo	La familia	Trabajos	Apariencia de personas
¿Qué aprendí en esta clase?	Escribir números	Nombres de la familia	Trabajos de la familia	Nuevas palabras
Experiencia colaborativa	Trabajo en grupo	Trabajo en grupo	Trabajo en grupo	Trabajo en grupo
Contenido y actividades relevantes para mí	Aprender edad	Aprender nuevas palabras en inglés	Aprender trabajos de mi familia	Aprender palabras de apariencia

Momentos positivos	Buenos momentos	Entretenido	Compartir	Interactuar
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PARTICIPANT 25

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender números en inglés	Aprender más	Aprender a escribir en inglés	Aprender a describir personas
Mi imagen ideal del futuro	Entender inglés	Entender inglés	Entender y hablar inglés	Entender y hablar fluido
Conexión personal	Entender mejor	Palabras sobre la familia	Ocupaciones de las personas	Escribir sobre personas
¿Qué aprendí en esta clase?	Números	Miembros de la familia	Trabajos	Físico de las personas
Experiencia colaborativa	Trabajar en grupo	Trabajar en grupo	Compartir con compañeros	Trabajo en grupo
Contenido y actividades relevantes para mí	Interesante	Interesante porque aprendo	Es interesante para mí aprendizaje	Lo que aprendo
Momentos positivos	trabajar en grupo	Interactuar con compañeros	trabajar con mis compañeros	Interactuar en grupo

PARTICIPANT 26

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender a escribir en inglés	Aprender a hacer oraciones de los miembros de la familia	Aprender sobre las ocupaciones	Aprender apariencia de personas
Mi imagen ideal del futuro	Hablar inglés	Hablar inglés fluido	Hablar inglés	Hablar fluido inglés para comunicarme
Conexión personal	Interés en el idioma	Me interesa la clase	Puedo hacer oraciones	Describir apariencia
¿Qué aprendí en esta clase?	Números	Miembros de la familia	Palabras sobre trabajos	Palabras sobre apariencia
Experiencia colaborativa	Interactuar con compañeros	Interactuar con compañeros en actividad	Trabajo en grupo	Trabajar con compañeros
Contenido y actividades relevantes para mí	Lo que aprendí	La clase en general	Las palabras nuevas	Lo aprendido en la clase
Momentos positivos	Interactuar con mis compañeros	la actividad con mis compañeros	Trabajar con los compañeros	Compartir

PARTICIPANT 27

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Aprender	aprender frases	Practicar	Practicar lo aprendido
Mi imagen ideal del futuro	Hablar inglés	Hablar mejor en inglés	Aprender más	Aprender a hablar fluido
Conexión personal	Números para decir edad	Escribir oraciones	Entender texto sobre oficios	Decir cómo lucen las personas
¿Qué aprendí en esta clase?	Números	Miembros de la familia	Ocupaciones	Características físicas
Experiencia colaborativa	Desarrollo de guía	actividad en grupo	interactuar con compañeros	Interactuar en grupo
Contenido y actividades relevantes para mí	Si es relevante	Si es relevante e interesante	Importante	Si es importante para aprender más
Momentos positivos	Las guías	La actividad con grupo	compartir con compañeros	trabajo en grupo

PARTICIPANT 28

	Clase 1	Clase 2	Clase 3	Clase 4
Mi objetivo para esta clase	Escribir números	Escribir oraciones	Leer oraciones	Escribir oraciones
Mi imagen ideal del futuro	Aprender y entender el idioma	Aprender	Leer cosas que me interesan	Poder escribir en inglés
Conexión personal	Miembros de mi familia	Describir a mi familia	Entender lo que escribo	Describir a mi familia
¿Qué aprendí en esta clase?	Escribir números en inglés	Escribir frases	Leer	Escribir y leer
Experiencia colaborativa	Participar en conjunto	compartir nuestros conocimiento	compartir el aprendizaje	Aprender con compañeros
Contenido y actividades relevantes para mí	Entender mejor	Estoy aprendiendo	Estoy aprendiendo inglés	Entiendo más
Momentos positivos	Aprender	Aprender algo útil	Aprender más	Poder entender